



Request for Proposals
Elementary English Language Development (ELD) Curriculum for
English Language Learners (ELLs) in Grades K-6
RFP 25-006

DUE: October 16, 2024 | 2:00 P.M.

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I. Purpose

Ogden City School District (the “District”) (OSD) is seeking to adopt a comprehensive English Language Development (ELD) curriculum for our English Language Learners (ELLs) in Kindergarten through 6th grade for our 10 elementary schools. The district’s goal in this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support ELD teaching and learning practices including access to relevant digital resources/tools.

Moreover, through the curriculum adoption process, the District aims to advance the Board of Education’s mission, vision, and values by improving access to (a) meaningful content specific to the needs of ELLs’ language development, (b) increasing awareness of sound instructional practices, (c) providing technological assets that promote creativity, connections, and innovation, and (d) engaging students in rigorous activities/assessments.

The purpose of the RFP is to solicit complete proposals in accordance with the Proposal Response Format listed in the RFP, from agencies with expertise in providing high-quality, standards-aligned primary curricular resources for medium to large public school districts. The selection and implementation of a primary curriculum is a complex process as it will serve a broad range of stakeholders. Therefore experience with successful management of similar projects is integral to this project’s success.

This RFP is designed to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal’s content or exclude any relevant or essential information. Respondents are at liberty and are encouraged to expand upon the specifications as to provide further evidence of service capability under any proposed agreement. Bids will be evaluated and each requirement will be scored. Emphasis will be placed on the following items: alignment to the Utah English Language Proficiency Standards which are aligned to the WIDA Standards, a research/evidence base for instructional strategies/resources and language development, differentiation, quality of supporting texts, integrated digital resources, data privacy, set-up costs, initial training, and ongoing support.

The District reserves the right to reject any and all proposals or waive any non-statutory informality. The District further reserves the right to make the contract award deemed by the Ogden City School Board of Education to be in the best interest of the district regardless of the selection committee’s evaluation and scoring. The Board’s decision to accept or reject the contract will be final. Upon completion of the curriculum adoption process and selection, Ogden City School District will assume ownership of all materials provided as part of the proposal and will assume full responsibility for student record management in all related digital systems.

The District English Language Development Curriculum Screening Committee (Screening Committee), composed of district content specialists, will do a preliminary review of submissions to determine who has met the curricular design criteria. Submissions deemed to meet the overall criteria are then passed to the English Language Development Curriculum Selection Committee (Selection Committee). The Selection Committee is

composed of highly-qualified teachers, parents, district content specialists, and school administrators. To ensure diverse, representational evaluations, the Selection Committee is made up of members from various schools, grade-levels, and backgrounds. To maintain a fair and independent evaluation process, all Selection Committee members serve on a volunteer, non-stipend basis. Each member will personally review all materials submitted for approval. The Oversight Team will then review all Selection Committee evaluations and submit the final recommendation directly to the Ogden School District Board of Education. This multi-level evaluation process, involving numerous people, guarantees to each publisher equity and fairness in the bidding, evaluation, and selection process.

Respondents are strongly encouraged to carefully read the entire request for proposals.

II. Background

Ogden City School District has a Kindergarten-6th-grade student enrollment of approximately **1,100 ELL students enrolled in ten elementary schools.**

For the purposes of this RFP, please use the following enrollment estimates when developing your proposals.

Grade	Students
Kindergarten	130
Grade 1	160
Grade 2	160
Grade 3	180
Grade 4	180
Grade 5	130
Grade 6	130

III. Description of Current Technology

Ogden City School District digital teaching and learning environment uses a mixture of client/server and web-based technologies for delivery of information services.

Application Description	Vendor/Product
Student Information System	Infinite Campus
Directory Services	Microsoft Active Directory
Roster Sync	Clever

Early Warning System	Panorama Student Success
Productivity/Communication	Google Workspace for Education
Learning Management System	Canvas LMS (K-12)

IV. Scope of Services

The desired outcome for this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate curriculum that will effectively support ELD for our Kindergarten through 6th grade English Language Learners. Additionally, the curriculum needs to provide integrated digital resources/tools and opportunities for differentiation of language levels across and within grades.

Although we are evaluating ELD curricular resources for Kindergarten through 6th grade, the Selection Committee, through the selection process, may recommend more than one agency to fulfill our requirements if it deems that multiple curricula would best serve our learning community’s needs. For example, the Selection Committee may determine that one curriculum is best for our Kindergarten- through 2nd-grade classrooms while another is better suited for our 3rd- through 6th-grade classrooms. In this situation, the Committee would recommend one agency for Kindergarten-2nd grade and another agency for 3rd-6th grade for the Board’s consideration.

The following list of requirements, although extensive, is not exhaustive and is intended to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal’s content or exclude any relevant or essential information. Moreover, the Adoption Committee members will be expected to introduce their knowledge of Ogden School District’s learning communities’ needs and classroom requirements as they evaluate the curricular resources in relation to the selection criteria.

Curricular/Design Requirements

1. Utah English Language Proficiency Standards Alignment

- Utah has chosen the WIDA Standards as our English Language Proficiency (ELP) Standards. Instructional Materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the Utah ELP Standards in your materials by page number, URL or section, and sent in a pdf file as part of the submitted proposal. Documentation of alignments should include the five WIDA Standards and the *Key Criteria for Alignment* as outlined in the second bullet point below. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the course of the evaluation meetings held at the Ogden School District Professional Development Center (a sample alignment form is included following this document).

- Printable listings of the [WIDA Standards and Key Criteria for Alignment](#) are available
- Publishers are allowed to enlist an independent reviewer to prepare the alignments.
 - Credentials for the aligners must also be included with the submitted alignments.
- Key Criteria for Alignment needs to include:
 - Functional & integrated approach to content and language
 - Key language uses of narrate, argue, inform, and explain represented in differentiated manners across content areas
 - Interpretive language development skills of reading, listening, and the multimodal literacy skill of viewing
 - Expressive language development skills of speaking, writing, and the multimodal literacy skill of representing
 - Representation of leveled, linguistic dimensions for discourse, sentence, and word usage

2. English Language Development (ELD) Curricula

Content:

- Curriculum materials must have a clear and documented research base.
 - Evidence that the curriculum accelerates student progress toward English language proficiency
 - Evidence that the curriculum accelerates student progress for newcomer and SLIFE students
 - Evidence that the curriculum accelerates student progress for dual identified English Learners who receive SPED services.
- Materials are free from bias and consistently represent a variety of ethnic groups, gender, age, disabilities, cultures, religion, etc.
- Differentiated curriculum for:
 - Language learners at varying WIDA proficiency descriptor levels
 - Mixed Grade groupings
 - Newcomer and SLIFE student needs, including but not limited to BICS
 - Dual identified SPED students
- Current and engaging socio-cultural relevant topics related to culture, race, and language
- Cross curricular representation of content aligned to core standards
- Balanced representation of Interpretive and Expressive Modalities, including multimodal literacy (viewing, reading, listening, interpreting, speaking, writing, and creating)
- Balanced representation of key language uses (argue, inform, explain, narrate) in all modalities
- Opportunities to practice metacognitive strategies for accessing complex materials
- Rigorous reading materials with instructions and scaffolds that enable all students to successfully engage with complex texts
- Speaking content that includes collaboration, various content, and opportunities for extended discourse that include, but are not limited to the following speaking skills:
 - elaborate and clarify

- support ideas with examples
- building on and/or challenging a partner's ideas
- Paraphrasing and synthesizing
- Coming to consensus
- Exploring words through comprehensive word study activities involving manipulating words based on their origins, conjugations, and understanding multisyllabic structures and practicing authentic usage of words in meaningful contexts.
- Supplemental materials for upper grades (4th-6th Grade) would benefit from an inclusion of materials for beginning literacy skills, including a focused attention on phonics and phonemic awareness.
- Language transfer components
- Materials to assist non-Latin based language learners including but not limited to instruction on printing letter
- Family outreach opportunities
- Teacher friendly layout of curricula

Instructional Approaches:

- Approach is based on an asset mindset.
- Language focus in a way that builds capacity in our teachers
- Inclusion of authentic and/or project-based learning
- Design for whole-group, small-group, and individual instruction
- Includes protocols that allow all students to collaboratively contribute
- Includes the linguistic dimensions of: discourse, sentence, and word
- Scaffolded supports for receptive and expressive language development including, but not limited to:
 - graphic and visual supports
 - sensory methods
 - building background & making connections
- Lessons are introduced in a manner that supports comprehensible input and schema building
- Questions and tasks promote 21st-Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for all students across all levels
- Metacognitive instructional approaches
- Teacher supports and materials assist students with in-depth, collaborative, critical discourse speaking opportunities
- Writing Materials that help teachers scaffold writing skills needed for language development; including but not limited to organization, audience, cohesion, precise and specific word choice, sentence structure, and functional grammar and language conventions
- Reading includes functional language features that build reading comprehension and metacognition
- Students are given practice with short, focused projects that include both expressive and interpretive modalities.
- A variety of pacing options

Assessment:

- Digital assessment opportunities (with the option for print) that regularly and systematically measure progress of language development in all modalities. Preference will be given to those that also include assessments aligned to WIDA rubrics.
- Opportunities for interim assessments that mimic or align to the WIDA ACCESS 2.0; preference given to digital assessments that do not require teachers scoring for speaking and writing assessments
- Diagnostic Tests that provide data on needed literacy skills from preK-12 grade, specifically for newcomer and SLIFE students
- Diagnostic instructional recommendations based on data from digital assessments. Preference given to programs that offer additional data disaggregation reports and recommended instructional groupings.
- Inclusion of self-assessment opportunities for students

Digital Resources/Tools Requirements

1. Digital Curricula

- Digital components should align to and extend teacher instruction
- Enhance a teacher's capability to differentiate for students
- Interact whole class, small group, and individually
- Adaptive components focused on ELD
- Elements to help students become comfortable and proficient at test taking aligned to WIDA
- Opportunities for feedback includes components for auto generated and teacher feedback
- Regular constant checks for understanding with immediate formative feedback
- Native language support
- Annotation features, integration features
- Digital assessment provides opportunities for prescribed extended instructions and remediation
- Print and digital materials use multimedia and technology resources to provide additional contextual background information and/or language supports to enhance and/or extend classroom instructional practices
- Preference will be given if all print materials for students are available in an interactive digital format
- Digital materials are aligned to print materials with preference to those that are aligned to WIDA standards and key criteria
- Visual representation of student, class, and program progress that is easily accessible and informative to all parties
- Availability of a robust and dynamic selection of additional, relevant digital resources
- Engage students in meaningful learning experiences using innovative and exciting online content and visual representations

- Provide access to individualized, applicable, and cost-effective curricular materials using vast stores of available digital content
- Digital Resources/tools promote 21st-Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for students across all English proficiency levels.
- Digital materials are presented in a manner that aids students in accessing technology and content. Preference will be given to programs that include scaffolded elements for language learners. Scaffolded elements could include, but are not limited to:
 - embedded tutorials
 - skill level chunking and or pacing
 - modeling

2. Usability

- User-friendly access and navigation for all users. Preference will be given to systems that include multiple language functions.
- Ability for the district digital administrator and/or building administrator and class teacher to manipulate the curriculum offered.
- Provide reasonably detailed training for teachers and administrators.
- Digital resources/tools should be compatible with the Ogden School District's student information systems (Infinite Campus) and One Roster.
 - Please include your tech support contact information so the District can determine specific compatibility.
- Digital resources/tools must be web-based and device agnostic.
- Single Sign On navigation for all users is required.
- Preference given to systems with Canvas integration

3. Student Data Privacy

- All digital/electronic/online resources and tools meet all Federal and State student data privacy requirements.
 - Information about Federal and State requirements can be accessed by following the link below:
 - <https://schools.utah.gov/studentdataprivacy/laws>

Professional/Service Requirements

1. Training, Service and Support

- Agency has knowledgeable and capable curriculum deployment/implementation specialists who will guide our district employees through the implementation process.
- Agency's customer support is available 24/7 via phone, email, or online support portal with a guaranteed response of one business day after receiving notice of issue.

- Preference will be given to agencies that offer both virtual and on-site training for initial and follow up training, training of trainers, and refresher training as necessary.
- Agency makes the following information available:
 - Digital resources/tools guaranteed uptime
 - Digital resources/tools minimal performance expectations
 - Digital resources/tools guaranteed uptime bug fixing policy
- Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
- Agency offers an online client community that provides collaboration and communication opportunities for sharing ideas, information, templates, best practices, and other resources.

2. Evidence of Performance

- Agency has a broad client base of districts of various sizes, with different requirements and unique needs.
- Agency exhibits a strong, steady client retention rate within the K-12 public school market that proves its success in providing high levels of value and service to its clients.
- Service providers can present multiple references from districts of similar size and requirements as Ogden School District.

V. Technical Proposal Response

Each respondent should set forth its most compelling case as to its ability to provide a primary English Language Development (ELD) Curriculum for Kindergarten through 6th Grade. Based on the scope of services required. All proposals must be organized to comply with the following sections:

1. **Transmittal Letter** (2 pages Maximum)
 - The letter of transmittal should include: a) an introduction of the agency, including name, address, telephone number and email address of primary contact and others authorized to deal with this proposal response; b) A general statement of interest and what sets your agency apart from other potential respondents.
2. **Executive Summary** (2 pages Maximum)
 - The executive summary should briefly describe the agency's philosophical approach to ELD Curricula in K-6th public education classrooms and its summarized approach to completing the scope of services outlined. Clearly indicate any options or alternatives being proposed and clearly disclose any major requirements included in the scope of services the agency cannot address.
3. **Detailed Discussion** (5 pages Maximum)
 - This section constitutes the major portion of the proposal and must contain at least the following information:
 - Provide a brief narrative of the comprehensive Kindergarten-6th Grade ELD Curriculum and ancillary resources. Describe the agency

organization and list of the agency's personnel available to the District.

- Briefly summarize your agency experience and overall qualifications as a Kindergarten-6th Grade ELD Curriculum publisher. Provide three (3) to five (5) references of existing clients.
- Provide summary resumes and credentials for the professionals anticipated to be assigned to work with the District. (Professional resumes will not count toward five page maximum).
- Provide documentation of alignments to the Utah Core ELD Standards. (Alignment documentation will not count toward five page maximum).
- Provide a statement regarding your agency's ability to provide the scope of services requested.

4. Samples of Instructional Materials

- Samples of instructional materials and digital resources/software/tools will be submitted for review and are due to Ogden School District by the posted dates on the RFP timeline.
- Samples must be clearly labeled as "RFP 25-006 REVIEW SAMPLES" and marked with the content area/grade levels for which they have been submitted.
- Samples will not be returned to the publisher and must be sent free of charge.
 - The SHIPPING ADDRESS for UPS, FEDEX, etc. is:
Ogden School District
% Office of Student Achievement
956 20th Street
Bldg 11
Ogden, UT 84401
- Text Materials
 - Individual Titles - One (1) copy of any student edition(s) and one (1) of any teacher edition(s), along with one copy of the listed ancillary materials.
 - Series - One (1) copy of each main title and related ancillary materials.
- Software, Multimedia & Online Curriculum
 - For online/digital programs, agencies must send instructions, usernames, and passwords for accessing your program.
 - Agency must provide concurrent access for, at minimum, twenty (20) reviewers
 - Software or online material publishers are requested to send at least one (1) copy, physical or digital, of the informational resources or catalogs about the software or multimedia program for the Selection Committee to reference.

5. Protected / Proprietary Information (optional)

Protected information should be clearly identifiable and included in the *Detailed Discussion* section of the proposal. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing readers to the specific area of this Protected Information Section.

The Government Records Access and Management Act (GRAMA), UCA § 63G-2-305, provides in part that:

The following records are protected if properly classified by a government entity:

(1) trade secrets as defined in Section 13-24-2, the Utah Uniform Trade Secrets Act, if the person submitting the trade secret has provided the governmental entity with the information specified in UCA § 63G-2-309 (Business Confidentiality Claims);

(2) commercial information or non-individual financial information obtained from a person if: (a) disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future; (b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access; and (c) the person submitting the information has provided the governmental entity with the information specified in UCA § 63G-2-309;

And

(6) records, the disclosure of which would impair governmental procurement proceedings or give an unfair advantage to any person proposing to enter into a contract or agreement with a governmental entity, except, subject to Subsections (1) and (2), that this Subsection (6) does not restrict the right of a person to have access to, after the contract or grant has been awarded and signed by all parties.

Pricing may not be classified as confidential or protected and will be considered public information after award of the contract.

Process for Requesting Non-Disclosure: Any Offeror requesting that a record be protected shall include with the proposal a Claim of Business Confidentiality. To protect information under a Claim of Business Confidentiality, the Offeror must complete the Claim of Business Confidentiality form with the following information:

1. Provide a written Claim of Business Confidentiality at the time the information (proposal) is provided to the state, and
2. Include a concise statement of reasons supporting the claim of business confidentiality (UCA § 63G-2-309(1)).
3. Submit an electronic "redacted" (excluding protected information) copy of the proposal. Copy must clearly be marked "Redacted Version."

An entire proposal cannot be identified as "PROTECTED", "CONFIDENTIAL" or "PROPRIETARY", and if so identified, shall be considered non-responsive unless the Offeror removes the designation.

Redacted Copy: If an Offeror submits a proposal that contains information claimed to be business confidential or protected information, the Offeror must submit two separate proposals: one redacted version for public release, with all protected business confidential information either blacked-out or removed, clearly marked as "Redacted Version"; and a non-redacted version for evaluation purposes, clearly marked as "Protected Business Confidential."

All materials submitted become the property of Ogden School District. Materials may be evaluated by anyone designated by the District as part of the proposal evaluation committee. Materials submitted may be returned only at the District's option.

6. Fee Proposal (5 page Maximum)

Must be in a separate attachment from the technical proposal

- The District is interested in a Fee for Services arrangement under this agreement. All respondents must include a fee for services proposal.
 - a. Fee proposals should enumerate any costs the District can expect to be charged and specify the types of materials and services that would generate any additional charges; including ongoing costs, maintenance fees, technical support costs, and professional development costs.
 - b. Fee proposal should include longitudinal costs for a five-year period.
 - c. Respondents are welcome to submit alternative fee proposals for consideration.

VI. Multi-Step Evaluation Process and Criteria

1. The Screening Committee will evaluate the curricular/design and professional/service sections, but will not consider fee proposals at this stage.
2. Based on the results of the initial evaluation by the Oversight Team, **two to five respondents** may be brought before the Selection Committee for evaluation. The Selection Committee will then evaluate the curricular/design and professional/service sections.
3. Following the curricular/design and professional/service proposals, the Selection Committee will open and evaluate the fee proposals.
4. Based on the Selection Committee's evaluation, **two to five respondents** may be selected to meet (face-to-face or online) with the Selection Committee for an oral presentation and comprehensive product demonstration.
 - Proposals, however, may be selected without oral presentation.
5. Prior to the final evaluation, district ELD teachers will be invited to pilot instructional materials and digital resources/tools in the classroom, with the expectation to document experiential knowledge and provide detailed reports to all committee members.
6. Prior to the final evaluation, the District will host an open house during which all relevant stakeholders will be invited to view the provided samples and leave feedback for the Selection Committee's consideration.

7. The Selection Committee will convene to discuss all aspects of the evaluation process, (including Curricular/Design requirements, Digital Resources/Tools requirements, Professional/Service requirements, classroom pilots, community feedback from the open house, fee proposals, and perception of agency's ability to accomplish scope of service) and select the ELD curriculum to be presented for the Ogden School District Board's consideration.

The District reserves the right to:

- Accept or reject any proposal, *and/or*
- Accept or reject more than one agency to fulfill our requirements if it deems that multiple curricula would best serve our learning community's needs.
- Waive any formality or technicality if determined to be in the best interest of the school district, *and/or*
- Select a high-quality Open Educational Resource (no agency association) as the recommended primary Elementary ELD curriculum.

Stage 1 - Screening Committee

Category	Weight
Curricular/Design Requirements	75%
Digital Resources/Tools	20%
Agency Qualifications, Experience, and Support	5%

Stage 2 - Selection Committee

Category	Weight
Curricular/Design Requirements	45%
Digital Resources/Tools	20%
Agency Qualifications, Experience, and Support	5%
Fee Proposal and Fee Schedule	30%

Stage 3 - Selection Committee

Category	Weight
Agency Presentation - Informational Only	N/A
Limited Pilot - Information Only	N/A

Stage 3 - Selection Committee

Category	Weight
Demonstration of Services	30%
Perception of Agency's Ability to Accomplish Scope of Service <ul style="list-style-type: none">• <i>Committee Member's Perceptions</i>• <i>Classroom Pilot Feedback</i>• <i>Open House Feedback</i>	70%

Award shall be made to the respondent deemed most capable of accomplishing the Scope of Services required, taking into account the proposals and evaluation factors here outlined.

VII. Term of Agreement:

The Contract resulting from this RFP shall be renewable annually for up to five (5) years. Tentative date for formal approval by the Board is **March 20, 2025**
Effective date of contract will be **July 1, 2025**.
Annual renewal is contingent upon the District's satisfaction with the services provided and overall performance of the agency.

VIII. Due Date

To qualify as a responsive proposal, vendors must submit their technical proposal and cost proposal (***separate attachments***) electronically through the Utah Public Procurement Place (UP3) website:
<https://solutions.scquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah> .
Proposals must be submitted and received not later than **2:00 PM MST on October 16, 2024**. Vendor must also have all sample materials delivered to the designated address no later than **2:00 PM MST on October 16, 2024** to qualify as a responsive proposal.

IX. Tentative Timeline (Subject to modification)

RFP Advertised: September 11, 2024
Deadline for Questions: September 25, 2024
RFP Response Deadline: October 16, 2024 at 2:00 PM MDT
Stage 1 Evaluation: October 21, 2024
Stage 2 Evaluation: October 28 - November 1
Service Provider Demonstrations: November 18-22, 2024
Final Proposal Evaluation: February 3 - February 7, 2025
Board Presentation: February 20, 2025
Board Action: March 20, 2025
Contract effective date: July 1, 2025

X. Questions and Contact Information

Questions, interpretations, clarifications or communication regarding **RFP 25-006** must be submitted through UP3 and must be submitted by Noon MST, **September 25, 2024**.

Responses to any postings shall be the responsibility of:

Ken Crawford- Director of Support Services

Contact made with any other Ogden City School District personnel may be considered grounds for disqualification.

RFP 25-006 will be posted on UP3

<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=StateOfUtah>, which is where any addenda to this solicitation will be posted, up to 24 hours prior to the closing of the bid. It is the sole responsibility of all interested offerors to ensure submittals reflect all details of the solicitation in its entirety.

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