

**REQUEST FOR PROPOSAL (RFP)**  
**AP Courses Textbooks/Curricula**  
**Issuance Date: Week of April 21, 2025**  
**Submission Date: 5/23/2025**

**1. High-Level Summary Of Needs And Buyer Background**

The Pittsburgh Public Schools (PPS) is issuing this Request for Proposal (RFP) to solicit qualified providers of comprehensive Advanced Placement (AP) instructional materials for students in the following courses: Biology, Calculus AB, Calculus BC, Chemistry, English Language and Composition, Environmental Science, Human Geography, Physics 1, Physics 2C, Precalculus, Psychology, U.S. History, U.S. Government, and World History. The selected vendor(s) will supply AP textbooks, e-books, and supporting curricula that are current, research- and evidence-based, culturally relevant, student-centered, and designed to actively engage diverse learners. Materials must support high academic standards and demonstrate alignment with the College Board's Advanced Placement Course and Exam Descriptions, as well as the Pennsylvania Department of Education (PDE) Academic Standards, including the Common Core State Standards.

Each course package must include a comprehensive teacher edition with course management guidance, lesson plans, instructional materials, assessments, and interactive student resources to support high-quality instruction and AP exam preparedness.

Pittsburgh Public Schools is the largest of 43 districts in Allegheny County and the second-largest district in the Commonwealth of Pennsylvania. The district serves approximately 20,000 students from Pre-Kindergarten through Grade 12. Among them, 5,978 students are enrolled in grades 9–12. The district's Gifted and Talented Division provides College Board–approved AP materials to eligible high school students. The materials needed for the AP courses are detailed below.

Course	Physical Textbooks Needed	eBooks Needed	Teacher's Editions
Biology	240	240	8
Calculus AB	150	210	5
Calculus BC	60	60	2
English Lang/Comp	270	360	9
Environmental Science	180	210	6
European History	60	60	2
Human Geography	90	90	3
Physics 1	180	180	6

Physics 2C	60	60	2
Precalculus	90	90	3
Psychology	150	230	5
U.S. History	200	240	6
U.S. Government	120	185	4
World History	210	230	5

**Adopted materials will be implemented during the 2025-26 school year and physical materials must be delivered by July 30, 2025.**

## 2. **Scope of Services**

In this RFP, we are seeking comprehensive curriculum materials, including textbooks and e-books, teacher resources, assessment tools, and online instructional supports for the Advanced Placement (AP) courses outlined above. These materials will be used in a program designed to prepare high school students for success in AP coursework and on corresponding College Board AP examinations.

The primary criteria for the selection of instructional materials are to address the needs of students enrolled in the Advanced Placement (AP) program by ensuring access to high-quality, college-level resources that support rigorous academic preparation. Schools must provide each student with a current college-level textbook—printed or electronic—published within the last 10 years. However, textbooks alone are not sufficient; schools must also provide supplementary materials to fully meet AP course requirements. Teachers should have access to the most recent edition of the textbook or other appropriate instructional resources to support effective course delivery. While the College Board does not endorse or require specific textbooks for AP courses, selected materials must support the expectations outlined in the AP Course Audit. This audit process verifies that AP courses meet college-level standards. The AP Course Audit pages on the College Board website offer examples of textbooks and resources that align with curricular requirements and support instructional planning.

## 3. **Components Requested**

- Embedded principles of Universal Design for Learning (UDL).
- Textbooks must be college-level to reflect the academic expectations of an AP course.
- Textbooks should be published within the last 10 years to ensure up-to-date content and relevance.
- Teachers must have access to the most current edition of the textbook, along with any relevant teacher editions or instructional support materials.

- All materials must support the AP Course Audit criteria to ensure alignment with the official course framework and expectations for college-level instruction.
- Instructional materials must include resources that support the teaching and learning of students needing enrichment and/or acceleration.
- Digital materials include opportunities for teachers to extend learning, to personalize learning for all students, and use adaptive or other technological innovations.
- Provide accessible digitally available student-facing, teacher-facing, and parent/guardian-facing materials and resources in multiple languages.
- Include digital and hard-bound print formats.
- Overarching questions, essential questions for each unit, with daily learning targets/objectives are included.
- Technology based enhancements should be easily accessible through a variety of devices.
- The materials include exemplars or models of student work.
- The student materials include opportunities for student choice and decision-making.
- The materials support the preparation of our students for college, career, and life.
- Lessons for whole group, small group, and independent instruction should be included.
- The instructional materials are organized in a systematic way that is comprehensive and clear.
- The instructional materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials.
- The instructional materials provide a comprehensive list of supplies needed to support instructional activities, including but not limited to student-centered hands-on investigations.
- The instructional materials include a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data.
- The instructional materials provide data dashboards at the teacher, school, and District level for monitoring usage and performance.
- The instructional materials provide specific guidelines for instruction, so digital learning is not solely dependent on student independent work.

#### 4. **Parent/Guardian Engagement**

- The instructional materials include printable parent/guardian letters for sharing data and/or progress monitoring with families.
- Parent/guardian materials or any home/school connections (digital and print) must be provided in multiple languages to increase access for non-English speakers.

#### 5. **Technology/Clever Integration**

- Is your online platform compatible with Clever?
- Does your program have a method of effective use within blended learning to remote independent work and teach direct instruction for large and small groups?
- Does your platform provide real-time data reporting in a dashboard with progress reports at the standard and skill level?
- Can your online program be customized to a variety of student proficiency levels?
- Is this a web-based application or would the product need to be installed on premises?
- What browsers are compatible with this product?
- Do you support nightly automated loads to and from your system (we have high mobility and systems must reflect at least a day-behind state)? If not, how do you reflect current student assignment and provide teachers/educators with appropriate access to student data.
- Can rosters and data be imported into your system?

## 6. **Training and Professional Development Overview**

The proposal shall describe the initial training and professional development necessary to begin implementation of the proposed curriculum. The training plan should include mechanisms to train district teachers and central staff who, in turn, will train school staff and provide support districtwide, including availability of digital professional learning tools.

The professional development plan should be designed to supplement, not supplant, the district's existing approach to professional development that includes development of school and district expertise and capacity to deliver training districtwide; a focus on equity and cultural proficiency; school-based embedded support from school and district staff; and development of blended professional learning models that include both face to face and virtual learning.

## 7. **Legal Disclosures**

- Has the company been declared in default of any contract within the past five years? If so, please list the educational entity involved, the nature of the dispute and the resolution.
- Has the company been party to any litigation in the past five years? If so, please provide the Court, the relevant case information, and the disposition of the matter.

## 8. **Evaluation and Submission Criteria**

- All proposals must be submitted **electronically to Nicole Belcher** ([nbelcher1@pghschools.org](mailto:nbelcher1@pghschools.org)) **by 5:00 PM EST on May 23, 2025**, with “Materials for AP Courses” as the subject line. Proposals, including any/all attachments and cover letters, should be submitted as a single PDF document.
- In addition, digital access to all program materials must be provided along with hard copy sample instructional materials and proposal packet that should be mailed directly to:

**Nicole Belcher, Gifted and Talented Coordinator**  
Pittsburgh Public Schools  
Greenway Professional Development Center, Room 222A  
1400 Crucible Street  
Pittsburgh, PA 15205

- Proposals should be submitted in accordance with the proposal guidelines outlined in this RFP. Pittsburgh Public Schools reserves the right to reject any and all proposals, waive irregularities, and to select the proposal that is determined to be the most advantageous to the school district. Late proposals will not be accepted.

#### 9. **Proposal Format:**

1. **Proposal Introduction**
2. **Cover Letter:** Provide the name, mailing address, e-mail address, and telephone number of the firm submitting the proposal.
3. **Table of Contents:** Clearly identify material contained in the proposal by section and page number.
4. **Introduction:** Provide an overview of the company and its products as they relate to this RFP. Share relevant data-based evidence of impact, outcomes from prior and current school districts with similar demographics.
5. **Program Overview:** Provide an overview of the program and its core components as well as total cost (initial cost and annual fees).
6. **Independent External Evaluations:** Provide access to findings from independent external evaluations, conducted by non-profit organizations (ex. EdReports), Evidence of ESSA, and US Department of Education’s Institute of Education Sciences (IES), the What Works Clearinghouse.

#### 10. **RFP Timeline**

The Pittsburgh Public Schools is requesting proposals from experienced and qualified firms to provide the services described herein. Selection of the firm will be made based upon proposals submitted. There may also be presentations or interviews. A timetable for the selection process is provided below:

<b>RFP Issued</b>	Week of April 21, 2025
<b>Proposals Due</b>	May 23, 2025
<b>Presentations (If requested)</b>	May 26, 2025 – June 6, 2025
<b>Committee Recommendation</b>	June 11, 2025
<b>Approval by the Board of Directors</b>	June 25, 2025
<b>Applicant Finalist Receives Notification of Board Recommendation</b>	By June 30, 2025
<b>Delivery of Materials to Buyer</b>	July 30, 2025