

REQUEST FOR PROPOSALS

ITEM DESCRIPTION: PreK-12 Curriculum Assessments (Core Content, MLL, Special Education) & Universal Screener Partner(s) (Reading/Literacy & Mathematics)

DATE AND TIME TO BE OPENED: Wednesday, June 2, 2021 at 1:00PM

PRE-BID CONFERENCE (IF APPLICABLE): None

SUBJECT MATTER EXPERT (NAME): Lindsay Shanahan

SUBJECT MATTER EXPERT (EMAIL): Lindsay.Shanahan2@ppsd.org

QUESTION DEADLINE: Friday, May 14, 2021 at 4:30PM

Instructions

1. Bidders must submit sealed proposals in an envelope clearly labeled with the Item Description shown above on the outside of the envelope. The proposal envelope and any information relative to the proposal must be addressed to:

**Purchasing Department, Suite 206
ATTN: Molly Hannon
797 Westminster Street
Providence, RI 02903**

2. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.
3. Proposal responses must be in ink or typewritten.
4. Bidders are advised that all materials submitted to Providence Public Schools for consideration in response to this Request for Proposals shall be considered to be public records as defined in [R.I. General Law Section 38-2 et seq.](#), without exception, and may be released for public inspection. All proposals submitted become the property of Providence Public Schools.
5. Bid proposals that are not present in the Providence Public Schools Purchasing Department at the time of opening for whatever cause will be deemed to be late and will not be considered. Postmarks shall not be considered proof of timely submission.
6. Questions regarding this request for proposals must be submitted to the Subject Matter Expert via email by the question deadline listed above. Questions will be answered via addendum to be posted publicly on the Providence Schools website. Bidders are responsible for checking the website for all addenda distributed in response to questions and requests for additional information.

Notice to Vendors General Terms

1. Providence Public Schools reserves the right to award the contract on the basis of the lowest responsible evaluated bid proposal.
2. In determining the lowest responsive evaluated bid proposal, cash discounts based on preferable payment terms will not be considered.
3. No proposal will be accepted if it is made in collusion with any other bidder.
4. Providence Public Schools reserves the right to award to a single vendor, to split the award between multiple vendors and to reject any and all proposals. Unless otherwise specified, Providence Public Schools reserves the right to make the award by item or items or by total as may be in its best interest.
5. As Providence Public Schools is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
6. In case of error in the extension of prices quoted, the unit price will govern. In the event there is a discrepancy between the price written in words and written in figures, the prices written in words shall govern.
7. Awards shall be subject to the General Terms set forth herein, which terms shall be deemed accepted by the Bidder upon submission of the bid proposal, subject to the provisions of this paragraph, and shall be further deemed to be incorporated into the contract upon issuance of the award. Any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein must be listed and fully explained on a separate sheet attached to the Bidder's detailed conditions and specifications and referred to separately in the Bids. Such proposed exceptions, modifications, or deviations shall be an additional variable for consideration by the Providence Public School District in addition to vendor qualifications, price, quantity, and/or scope of services. In all cases not indicated by Bidders as an exception, modification, or deviation, it is understood that the terms, conditions and specifications of the Providence Public School District shall apply. No exception, modification, or deviation shall be deemed accepted, approved, or otherwise incorporated into the contract unless expressly set forth in the award notice.
8. Proposals must meet the attached specifications. Bids may be submitted on an "equal in quality" basis. Providence Public Schools reserves the right to decide equality and determine whether bids are responsive. Bidders must indicate brand or make offered and submit detailed specifications if other than brand requested.
9. A bidder who is an out of-state corporation shall qualify or register to transact business in this State, in accordance with R.I. General Law [Section 7-1.2-1401](#) et seq. as amended)
10. Delivery dates must be shown in the bid. If no delivery dates are specified, it will be assumed that an immediate delivery from stock will be made.

11. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
12. For contracts involving construction, alteration and/or repair work, the provisions of State Labor Law concerning payment of prevailing wage rates apply (See R.I. General Law [Section 37-13-1](#) et seq. as amended).
13. All proposals will be disclosed at the opening date and time listed above. After a reasonable lapse of time, tabulation of proposals may be viewed on the Providence Public School's website (<https://www.providenceschools.org/Page/4634>).
14. Awards will be made within ninety (90) days of the proposal opening. All proposal prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
15. No goods should be delivered and no work should be started without a Purchase Order from Providence Public Schools.
16. Prior to commencing performance under the contract, the successful bidder (the "Contractor") shall attest to compliance with provisions of R.I. General Law [Section 28-29-1](#), et seq. If exempt from compliance, the Contractor shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
17. Prior to commencing performance under the contract, Contractor shall, submit a certificate of insurance, in a form and in an amount satisfactory to Providence Public Schools.
18. The Contractor will not be permitted to: assign or underlet the contract; or assign either legally or equitably any monies or any claim thereto without the previous written consent of the Director of Purchasing.
19. The Contractor shall not be paid in advance.
20. The contract shall be in effect from the date of award through **June 30, 2022** or for such other duration as may be agreed to in writing and signed by the parties, unless terminated by either party at any time, with or without cause.
21. In the event of termination by District or the Contractor prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the Contractor shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.
22. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications. It is agreed that deliveries and/or completion are subject to strikes, lockouts, and Acts of God.

23. The Contractor must conduct a criminal background check, at the Contractor's expense, of all employees employed under the contract who interact with students, except District employees. The Contractor shall provide a copy of the background check report(s) to the District, upon request.
24. The Contractor is not an employee of District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Contractor.
25. The Contractor understands products produced as a result of the contract are the sole property of the District and may not be used by the Contractor without the express written permission of the District.
26. The Contractor agrees to hold District and the City of Providence harmless from any and all damages incurred by District or the City by reason of the Contractor's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.
27. The contract may not be modified or amended in any way except by mutual agreement in writing and signed by each party. Notwithstanding the foregoing, and subject to the provision concerning exceptions, modifications, or deviations set forth in Paragraph 7 hereinabove, the General Terms shall not be modified or amended in any way by subsequent agreement. In the event of a conflict between the General Terms and any subsequent modification or amendment to the contract, the General Terms shall control.
28. The Contractor expressly submits itself to and agrees that all actions arising out of or related to the contract or the relationship between the parties shall occur solely in the venue and jurisdiction of the State of Rhode Island.

BID FORM 1: BIDDER INFORMATION

Agrees to Bid on: PreK-12 Curriculum Assessments (Core Content, MLL, Special Education) & Universal Screener Partner(s) (Reading/Literacy & Mathematics)

DATE AND TIME TO BE OPENED: Wednesday, June 2, 2021 at 1:00PM

Name of Bidder (Firm or Individual): _____

Business Address: _____

Contact Name: _____

Contact Email Address: _____

Contact Phone Number: _____

Delivery Date: _____

Signature of Representation

Title

Providence Public School District

Request for Proposals

PreK-12 Curriculum Assessments (Core Content, MLL, Special Education) & Universal
Screener Partner(s) (Reading/Literacy & Mathematics)

2021-2022

I. Background

The Providence Public School Department is soliciting proposals for the following:

- A. Pre-K-12 Curriculum Based Assessments:** The District is seeking bid proposals from qualified vendors to provide assessments focused on Early Literacy (K-1), Early Numeracy Assessment (K-2), Reading Comprehension (2-12) and Math (2-12) as well as Curriculum-Based Assessments Grades 3-12. The partner should be a leading provider of educational assessment services tailored to the needs of the District. These should include supports for MLL and Special Education.
- B. Universal Screener-Progress Monitoring:** The District is seeking bid proposals from qualified vendors to provide a universal screening-progress monitoring Tool to be used by the District. The universal screener-progress monitoring tool will be focused on Early Literacy (K-1), Early Numeracy Assessment (K-2), Reading Comprehension (2-12) and Math (2-12) as well as Curriculum-Based Assessments Grades 3-12. The partner should be a leading provider of universal screening-progress monitoring tools tailored to the needs of the District. These should include supports for MLL and Special Education.
- C. Native Language Screener:** The District is seeking bid proposals from qualified vendors to provide a computer adaptive Native Language Literacy and/ or Math Screener for PK-12 students who have limited English Language Proficiency. It is preferred that the assessment is available in Spanish, Arabic, Swahili, Khmer, Portuguese, Creole (Haitian, Portuguese and French based), Quiche, Chinese, Japanese, Philippine, Korean, Vietnamese, French, Kinyarwanda, Kuanyama, Yoruba, Burmese, Hmong, Indic, Nepali, Somali, Tagalog, Thai, Tigrinya, Urdu, Uzbek, Wolof.
- D. English and Spanish Language Progress Monitoring Assessment:** The District is seeking bid proposals from qualified vendors to provide a computer adaptive progress monitoring assessment for Multilingual Learners in grades K-12 in English and Spanish, in four language domains (Listening, Speaking, Reading, Writing). The Progress monitoring assessment must be aligned to WIDA standards.

Vendors may submit bids for one, two, three or all of the above requests as part of this RFP.

II. Required Qualifications

The vendors must:

- have experience working with large, urban districts
- have experience providing progress monitoring and assessments tailored to the needs of a district
- have experience providing progress monitoring and assessments focused on the skills needed of students by grade
- have experience providing progress monitoring and assessments that are available in Spanish and other languages as needed

- have experience providing progress monitoring and assessments that have high reliability and validity, and are validated through independent research
- have experience supporting large, urban districts, teachers, specialists and other district personnel and staff in effectively utilizing the progress monitoring and assessment tools and reporting

III. Scope of Work

Vendor shall perform within the time set in the Notice to Proceed, everything required to be performed, and shall provide and furnish all the personnel, labor, materials, necessary tools, equipment, and services, as described in all the documents of the RFP PreK-12 Curriculum Assessment and Universal Screener. Services shall be provided and performed in strict accordance with all such specifications and provisions described in Section 1 above. The Vendor shall be liable to the District for any damages arising as a result of a failure to fully comply with this obligation.

Scope of Work for (A) PreK-12 Curriculum Based Assessments:

1. Provide an online student testing interface that directly mirrors high stakes testing experiences:
 - Online tools (i.e. four function calculator, graphing calculator/tool, highlighter, compass, ruler, straightedge, protractor, eliminator, pencil, strikethrough, reset, etc.)
 - Part A, part B, and multi-select questions.
 - Split screen support for reading selections and associated test items.
 - Review item flag and assessment summary screen.
 - Writing tools including cut, paste, copy, undo, redo, font format, spell check, and paragraph format
 - among other basic word processing functionalities.
 - Audio accommodations either through text to speech or through recorded audio.
 - Visual accommodation tools including magnification, reverse contrast, selection of foreground and background colors.
2. Provide a customized plan that includes timelines for professional development and support that includes recommendations for training of PPSD staff, technical onboarding assistance, online job-embedded resources, and easy online access of chat with support professionals.
3. Provide a comprehensive post-test which is fully aligned to the state's blueprint.
4. Provide a comprehensive pre-test which is fully aligned to the state's blueprint.
5. Provide blueprints that identify the number and types of items used to measure the targeted content standards. The vendor must also provide information regarding item

characteristics (e.g., difficulty, discrimination, cognitive demand, etc.) for each formative and summative assessment given.

6. Provide and develop appropriate items in sufficient quantities to produce an appropriate number of tests, as well as item banks for each test.
7. Provide dedicated technical support. The vendor must provide full contact information for the specific person(s) who will be responsible for this contract, including name, address, telephone number(s), and email address along with vendor's company contact information at no additional cost. Support services also must be provided in the form of guidance documents (FAQs, troubleshooting guides, etc.) that address logistical and administrative needs.
8. Have strict, proven privacy practices to secure student data results. Test results will be reported at the district, school, classroom, and student level. Test results will include frequencies, proportions, mean/standard deviation of scaled scores, and standard errors where appropriate.
9. The vendor must post all reports to a secure website/portal hosted by the vendor in an easy to read format and the reporting system shall be designed to complement and improve classroom instruction.
10. The vendor's system will include the ability to manage pre-formatted reports, generate custom reports, and create teacher comparison reports to compare performance by teacher, and target professional development.
11. The benchmark score reports will provide a measure of each student's performance as aligned with pacing documents for the tested content area.
12. The vendor shall maintain security of all individual test results. Individual test information shall be made available only to PPSD, authorized school district personnel, and other entities identified and authorized by PPSD. The vendor shall indicate how it proposes to do this.
13. Specific information to be included on score reports shall be determined and approved by the PPSD. Formats for score reports shall be developed and/or revised. Individual score reports shall be available for each student, and summary reports shall be printed at the classroom, school, area, and district levels.
14. The vendor will provide test administration manuals that will be used by test administrators and proctors during the actual administration of the tests to students. The manuals shall contain detailed information regarding the following: pre-testing activities, conducting standardized administrations of the assessments via online testing, and solving any problems that arise.

15. The vendor shall accommodate the assessment of differently abled students with an established IEP plan. Allowable and non-allowable accommodations shall be identified in publications provided by the vendor. PPSD plans to use the student's IEP to identify appropriate accommodations for individuals that need them.
16. For proposal development purposes, the vendor shall assume that each benchmark assessment form will contain at least 50-60 items total and each formative assessment will contain at least 20-30 items total.

Scope of Work & Requirements for (B) Universal Screener-Progress Monitoring:

Assessment	Available
Directly assesses early literacy skills (K-1)	
Early literacy assessment measures skills in five essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension	
Early literacy assessment indicates when students are probable readers and are ready to advance to a higher level reading assessment	
Early literacy provides information to the teacher regarding the next steps for instruction	
Directly assesses early literacy skills in Spanish (K-1)	
Spanish early literacy measures skills in five essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension	
Spanish early literacy assessment indicates when students have achieved proficiency in Spanish reading	
Spanish early literacy provides information to the teacher regarding next steps for instruction	
Directly assess reading skills in English (2-12)	
Reading assessment measures skills in five essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension	
Reading assessment indicates when students have achieved proficiency in reading in English	
Reading assessment provides information to the teacher regarding the next steps for instruction	
Directly assesses early literacy skills in Spanish (K-1)	
Spanish reading assessment provides text complexity and a recommended reading range	
Directly assesses Spanish reading skills in Spanish	
Spanish reading assessment measures skills in the five essential components of reading: phonemic awareness, fluency, vocabulary, and comprehension (2-6)	

Spanish reading assessment indicates when students have achieved proficiency reading in Spanish	
Spanish reading assessment provides information to the teacher regarding next steps for instruction	
Spanish reading assessment provides text complexity and a recommended reading range	
Early numeracy assessment is to be used with students who are performing below, at or above the current grade level. These assessments should assess a range of skills across and beyond the grade level.	
Early numeracy assessment is a fully computer adaptive test with adequate coverage of the depth of skills in grades	
Early numeracy assessment item types other than a typical multiple-choice questions (e.g. multi-select items)	
Early numeracy assessment scoring data will provide sub scores	
Early math assessment assesses skills in math concepts and fluency (K-1)	
Early math assessment indicates when students have achieved proficiency in math	
Early math assessment provides information to the teach regarding next steps for instruction	
Early Spanish math assessment assess skills in math concepts and fluency (K-1)	
Early Spanish math assessment indicates when students have achieved proficiency in math	
Early Spanish math assessment provides information to the teacher regarding next steps for instruction	
Directly assess math skills in English (2-12)	
Math assessment assesses math concepts and fluency	
Math assessment indicates when students have achieved proficiency in math	
Math assessment provides information to the teacher regarding next steps for instruction	
Spanish math assessment directly assesses math skills in Spanish (2-6)	
Spanish math assessment assesses math concepts and fluency	
Spanish math assessment indicates when students have achieved proficiency in math	
Spanish math assessment provides information to the teacher regarding the next steps for instruction	

Benchmark assessments are available three times a year, strategic monitoring available monthly and progress monitoring available on a frequent basis	
Assessments are efficient, have high reliability and validity and are validated through independent research	
Assessments can be administered in a quick and efficient manner (can screen a whole class within a single class period and complete a fall, winter or spring screening in one week)	
Assessment provides immediate results based on national norms	
Ability to track student assessment data that supports classroom interventions	
Provide a vertical scale and large scale national norms	
Web based is preferred and should be computer adaptive	
System accessibility features and accommodations are available to help students with special needs access the test	
System is accessible using a range of devices, including iPads, chromebooks and other laptop, desktop or tablet computers	
System Requirements	
Student data is stored in a computer database system accessible via a variety of hardware platforms and browsers	
Capability of remote or local (district) hosting of data	
User security and authorizations to be assigned at the user, school and district level	
Provides functionality within the assessment and reporting platform that allows various levels of users, including but not limited to, teacher, school, administrator, technology administrator, and school system administrator	
Provides functionality within the assessment and reporting platform to allow permissioned users (administrators) to create new users, assign or change user access permissions and provide step-by-step instructions.	
Provides proven, ready to use online platforms that use variable levels of admin/teacher privileges accessible from multiple locations during various hours	
Import data validation process required	

Portability of student data (allows data to “go with the student” when they change schools/classes/grades)	
Export capability of all data and import capability of data (e.g. student info, classes, teachers)	
Configurable integrations with student system	
Student data merge utility and/or service	
System includes PreK-12 learning progressions that place skills in a teachable order and clearly identify state standards grade-level performance expectations	
Assessment results automatically integrate with other programs to provide accurate student placement for skills practice	
Provide assessment reporting data to stakeholders within 24-48 hours of assessment	
Reporting Requirements	
Provide analysis of test results at the individual, class, school and district level	
Easy to generate a wide variety of reports, which include various test results and student demographic data	
Results should be easy to disaggregate based upon various demographic or proficiency levels and should be easy to interpret	
System provides diagnostic information for all students, whether they are performing at, above or below grade level	
National normed; Grade level equivalent (GLE) and percentile rank scores reported	
Reports show trend lines and growth trajectories	
Allows users to aggregate and disaggregate data so that they can see performance at the student, group, class, grade, school and district levels	
Allows users to view performance data for student subgroups	
Allows users to benchmark student performance against state performance levels	
Allows teachers to estimate student mastery of grade level state standards and to forecast student performance on state assessment	

Includes customizable reporting dashboards that provide a comprehensive view of skills mastery and growth	
System provides longitudinal data in dashboard views to allow for year-over-year comparisons	
Reports identify skill strengths and weaknesses	
Parent reports available	
Progress monitoring ability to set and track goals	
Supports differentiated instruction (i.e. ability to group students and get help with instructional planning for each group)	
Provides reports for educators based on their organizational hierarchy level	
Provides reports by district, school, grade, class, student or academic performance and the ability to sort these reports by student and score	
Vendor Services	
Provide ongoing professional development training for users to support the effective use of assessment data	
Provide technical support and quick response time for any system problems that may arise	
Provide updates that are easy to access and install	

Scope of Work & Requirements for (C) Native Language Screener:

Assessment	Available
Directly assesses literacy skills in languages other than English (PK-12)	
Directly assesses math skills in languages other than English (PK-12)	
Assessments are efficient, have high reliability and validity and are validated through independent research	

Assessments can be administered in a quick and efficient manner	
Assessments provide immediate results based on national norms	
System accessibility features and accommodations are available to help students with special needs access the test	
Web based is preferred and should be computer adaptive	
System Requirements	
System is accessible using a range of devices, including iPads, chromebooks and other laptop, desktop or tablet computers	
Student data is stored in a computer database system accessible via a variety of hardware platforms and browsers	
Capability of remote or local (district) hosting of data	
User security and authorizations to be assigned at the user, school and district level	
Provides functionality within the assessment and reporting platform that allows various levels of users, including but not limited to, teacher, school, administrator, technology administrator, and school system administrator	
Provides functionality within the assessment and reporting platform to allow permissioned users (administrators) to create new users, assign or change user access permissions and provide step-by-step instructions.	
Provides proven, ready to use online platforms that use variable levels of admin/teacher privileges accessible from multiple locations during various hours	
Import data validation process required	
Portability of student data (allows data to “go with the student” when they change schools/classes/grades)	

Export capability of all data and import capability of data (e.g. student info, classes, teachers)	
Configurable integrations with student system	
Provide assessment reporting data to stakeholders within 24 hours of assessment	
Reporting Requirements	
Scored by the test provider.	
Provide analysis of test results at the individual, class, school and district level	
Easy to generate a wide variety of reports, which include various test results and student demographic data	
Results should be easy to disaggregate based upon various demographic or proficiency levels and should be easy to interpret	
System provides diagnostic information for all students, whether they are performing at, above or below grade level	
National normed; Grade level equivalent (GLE) and percentile rank scores reported	
Allows teachers to estimate student mastery of grade level state standards	
Includes customizable reporting dashboards that provide a comprehensive view of skills mastery	
Reports identify skill strengths and weaknesses	
Parent reports available in multiple languages	
Vendor Services	

Provide ongoing professional development training for users to support the effective use of assessment data	
Provide technical support and quick response time for any system problems that may arise	
Provide updates that are easy to access and install	

Scope of Work & Requirements for (D) English and Spanish Language Progress Monitoring Assessment:

Assessment	Available
Directly assesses English Language proficiency in four language domains (Listening, Speaking, Reading, Writing) for grades K-12	
Directly assesses Spanish Language proficiency in four language domains (Listening, Speaking, Reading, Writing) for grades K-12	
Assessment is aligned to WIDA standards and is a reliable predictor for how students may perform on ACCESS for ELs.	
Assessments are efficient, have high reliability and validity and are validated through independent research	
Assessments can be administered in a quick and efficient manner	
Assessment provides immediate results based on national norms	
Web based is preferred and should be computer adaptive	
System accessibility features and accommodations are available to help students with special needs access the test	
System Requirements	

System is accessible using a range of devices, including iPads, chromebooks and other laptop, desktop or tablet computers	
Domain assessments can be purchased individually and administered independent of one another.	
Student data is stored in a computer database system accessible via a variety of hardware platforms and browsers	
Capability of remote or local (district) hosting of data	
User security and authorizations to be assigned at the user, school and district level	
Provides functionality within the assessment and reporting platform that allows various levels of users, including but not limited to, teacher, school, administrator, technology administrator, and school system administrator	
Provides functionality within the assessment and reporting platform to allow permissioned users (administrators) to create new users, assign or change user access permissions and provide step-by-step instructions.	
Provides proven, ready to use online platforms that use variable levels of admin/teacher privileges accessible from multiple locations during various hours	
Import data validation process required	
Portability of student data (allows data to “go with the student” when they change schools/classes/grades)	
Export capability of all data and import capability of data (e.g. student info, classes, teachers)	
Configurable integrations with student system	
Student data merge utility and/or service	
Provide assessment reporting data to stakeholders within 24-48 hours of assessment	

Reporting Requirements	
All domains are scored by the test provider	
Provide analysis of test results at the individual, class, school and district level	
Easy to generate a wide variety of reports, which include various test results and student demographic data	
Results should be easy to disaggregate based upon various demographic or proficiency levels and should be easy to interpret	
System provides diagnostic information for all students, whether they are performing at, above or below grade level	
Includes customizable reporting dashboards that provide a comprehensive view of skills mastery	
Reports identify skill strengths and weaknesses	
Parent reports available in multiple languages	
Vendor Services	
Provide ongoing professional development training for users to support the effective use of assessment data	
Provide technical support and quick response time for any system problems that may arise	
Provide updates that are easy to access and install	

IV. Timeline for Implementation

The district anticipates awarding one-year contracts with two one-year options as a result of this solicitation for scopes of work (A) through (D) but is open to multi-year contracts.

Year 1: July 1, 2021 to June 30, 2022

Option Year 1: July 1, 2022 to June 30, 2023

Option Year 2: July 1, 2023 to June 30, 2024

V. Limitations

This Request for Proposals (RFP) does not commit the Providence School Department to award any contract or pay for the preparation of any proposal submitted in response to this RFP. The Providence School Department may withdraw or amend this RFP in its entirety or in part, at any time if it is in the best interests of the organization to do so. This award is contingent upon the receipt of funding.

VI. Proposal Requirements

To achieve a uniform review process and obtain the maximum degree of comparability, it is required that proposals be organized in the manner specified

The proposal shall be submitted in a binder with the tabs as set forth below:

Title Page - Bid Form 1

Tab 1 - Table of Contents

Clearly identify the materials by section and page number

Tab 2 - Profile of the Proposer and Products and Services Offered

- Consultant's qualifications and experience providing training, equipment and completing related work
- Proven track record and/or research related to the effectiveness of products submitted in this RFP in large, urban school districts.
- Testimonials from other districts supported
- Description of pedagogical philosophy and approach

Tab 3 - Sample Materials

- Sample content assessment
- Standards alignment/skills focus by grade level
- Methodology
- Timeline for implementation and training
- Sample training for teachers and administrators
- Assessments in languages other than English, i.e. Spanish

Tab 4 - Demo Account Access

- Access to a demo account as a student, teacher and/or administrator to review platform, if applicable

Tab 5 - Pricing Proposal

- Any and all pricing information, including any alternative pricing proposals that may be acceptable for individual components and/or supplemental products/services that meet all or some of the criteria listed in this RFP.
- Provide a detailed narrative of the implementation schedule and pricing.
- District may request pricing to be submitted electronically at a future date

Tab 6 - Integration

Confirmation that Consultant's digital platform integrates with Skyward, PPSD's data integration system as verified via signed [Project Unicorn Pledge](#).

- Describe reports that can be produced and indicate in what format these reports can be produced.
- Describe systems, policies and procedures in place to ensure compliance with Privacy and Security rules.

VII. Questions

Questions concerning this solicitation should be emailed to Lindsay Shanahan at lindsay.shanahan2@ppsd.org. Questions are due by Friday, May 14, 2021 at 4:30PM. Questions will be answered via addendum.

VIII. Evaluation of Proposals

Each vendor proposal will be reviewed against the tables included in the Scope of Work section for all four scopes of work.

A review committee with at least three members will evaluate the proposals. Each member of the committee will conduct a thorough, independent evaluation of each proposal. The committee will then meet for a discussion after which members will have the option to revise their evaluations. The district will consider alignment with district priorities, including financial concerns and cost, in selecting the awarded vendor(s).

Providence Public Schools may choose to seek clarifications from vendors with regard to their proposals. All responses will be provided in writing, and incomplete and/or unclear responses may result in a proposal being deemed technically unacceptable. Providence Public Schools reserves the right to make a selection without requesting clarification. Additionally, Providence Public Schools may not necessarily seek clarifications from all vendors submitting proposals.