

Jackson Public School District



Jackson Public School District

662 South President Street

Jackson, MS 39201

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RFP 2016-06 – Pre-K Curriculum

Issued March 30, 2016

Submission Deadline

April 21, 2016

2:00 p.m. (Local Prevailing Time)

Authorized Agency Contact Persons

Procurement

Ms. Bettie Jones
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RFP Content and Procedures

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NOTE ON E- MAIL INQUIRIES : Proposers should enter “Pre-K Curriculum RFP 2016-06” in the subject line of the email.

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1.0 Introduction

Pre-K Curriculum

ABCs, 123s, red, blue, green, and yellow! These are the least of skills one kindergarten teacher believes all children should know upon entering her class. “I would expect a student to know his name, how to spell and recognize it, know the alphabet, letter names, numbers one to ten, colors, and shapes,” stated D’ Angela Keys, a kindergarten teacher with the Achievement School District. Kids are expected to know or to have had some exposure to these skills when they enter kindergarten on day one. However, that is not the case for many students. This teacher, who represents many throughout the nation, found herself spending great amounts of time on name recognition and spelling and alphabet recognition and sounds with many of her kindergartners.

When a child enters kindergarten lacking the necessary skills to be successful, it becomes difficult to move him or her forward. When a teacher gets a child who cannot express himself or herself because of limited vocabulary or a child who does not know how to follow directions or positively interact with his or her peers, it affects her ability to teach the kindergarten curriculum because she has to help build the foundation that should have been built before entering kindergarten. Research supports that there is a difference between students who have had access to some type of quality pre-kindergarten experience and those who have not.

Jackson Public Schools is seeking a vendor who has a research-based program that integrates instruction across developmental domains and early learning disciplines. The chosen vendor must also be able to provide job-embedded professional development on curriculum implementation.

2.0 Desired Measurable GOALS:

Jackson Public Schools has high expectations for the success of its Pre-K students. This is the foundation that will prepare them to be life-long learners. Our goals are universal. We expect a Pre-K Curriculum that will support and enhance the following areas that will allow our Pre-K students to be **proficient** in the areas below, prior to going to kindergarten:

- **Motivation** — Build a cooperative classroom environment to fuel motivation, with child-directed instruction, hands-on experiences, ownership of materials, and interactive online activities, and by supporting and exploring imagination.
- **Phonological Awareness** — Ensure readiness for phonics instruction with short, daily exercises.
- **Phonics** — Introduce letter-sound relationships systematically, sequentially, and explicitly.
- **Vocabulary** — Explore vocabulary in quality literature, during instruction, and in everyday communication.
- **Social & Emotional Development** — Prepare children for new social environments presented at school by example, through direct communication, and with cooperative learning activities.
- **Science** — Explore the magic of the natural world with simple scientific experiments involving plants, temperatures, textures, and more!
- **Math** — Build a foundation for mathematical thinking through center exploration, activities, and games, using math children encounter every day.

3.0 Project Overview

- The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula. Children benefit most when teachers engage in stimulating interactions that support learning *and* are emotionally supportive. Interactions that help children acquire new knowledge and skills provide input to children, elicit verbal responses and reactions from them, and foster engagement in and enjoyment of learning. Recent evaluations tell us that

effective use of curricula focused on such specific aspects of learning as language and literacy, math, or socio-emotional development provide a substantial boost to children's learning.

- Supporting teachers in their implementation of instructional approaches through coaching or mentoring can yield important benefits for children. Coaching or mentoring that provides support to the teacher on how to implement content-rich and engaging curricula shows substantial promise in helping to assure that such instruction is being provided. Such coaching or mentoring involves modeling positive instructional approaches and providing feedback on the teacher's implementation in a way that sets goals but is also supportive. Jackson Public Schools prefers that this training occurs directly in the classroom, via coaching, mentoring, or modeling.

Jackson Public Schools is seeking a Pre-K Curriculum that is enriched with Language Development, Literacy Knowledge & Skills, Mathematics Knowledge & Skills and Social & Emotional Development. We desire that the selected curriculum addresses the following components that are universally essential to an effective pre-k program:

Components of an Effective Curriculum

Component 1: Curriculum is grounded in Child Development Principles

Component 2: Curriculum is Evidence-Based

Component 3: Curriculum Shows effects on Child Outcomes

Component 4: Comprehensive across Learning Domains

Component 5: Depth for each Covered Learning Domain

Component 6: Specific Learning Goals

Component 7: Well-Designed Learning Activities

Component 8: Responsive Teaching

Component 9: Supports for Individualized Instruction

Component 10: Culturally and Linguistically Responsive

Component 11: Ongoing Assessments

Component 12: Professional Development Opportunities

Component 13: Family Involvement Materials

4.0. SCOPE OF WORK

1. Provide a Curriculum as described in Section 3.0 above
2. Professional Development that supports Curriculum Implementation, Coaching, and Modeling

5.0 Format and Procedures for Delivery of Proposal

The proposal shall consist of six parts (Attachments A, B, C, D, E, F).

Attachment A – Proposal Cover Page

Attachment B – Basic Program Description (include an overview of the programs and support services proposed, which will allow the district to determine the quality of services provided)

Attachment C– Cost (provide a specific description of your pricing structure)

Attachment D– Assurances and Signature Form

Attachment E – Proposal Form

Attachment F – Request to Add Vendor

Procedures for Delivery of Proposals:

One (1) original and **(1)** copies of the proposal must be received on or before 2:00 p.m. on April 21, 2016.

**Jackson Public School District
Business Office
Attn: Bettie Jones
662 South President Street
Jackson, MS 39201**

Proposals received after the due date and time will NOT be considered. Incomplete proposals will not be accepted and will not be returned for revisions. No faxed or emailed copies will be accepted. The proposal must be signed by an authorized official to bind the offeror to the proposal provisions. Proposal must be in sealed envelope with the RFP number, title, and vendor return address listed on the outside of envelope for proper log in.

Program Description

Proposers should provide all information required in the format below (Attachment B) .

- The proposal should be typed on one side of 8 1/2" x 11" white paper.
- Lines should be double-spaced with 1" margins, using 12-point font size.
- Pages should be numbered and include a header or footer identifying the proposer.
- Proposals should preferably not exceed 15 pages, excluding requested attachments.
- The proposal should include a Table of Contents.

The following components must be addressed in your Proposal (Attachment B):

Proposed Program Approach

Describe in detail how the proposer will provide the services described in Section 4.0 – Scope of Services

- a) Provide evidence that your program has a positive impact on student achievement as demonstrated by state, district and/or other independent student performance assessments, particularly for low-income, under-achieving students.
- b) Explain how the key instructional practices and major design elements of your proposal are (1) high quality, (2) based on research, and (3) specifically designed to increase student academic achievement.
- c) Describe your program's connection to specific benchmarks in the Mississippi Curriculum Frameworks/College and Career Readiness Standards for Language Arts and Reading and **Early Learning Guidelines**
- d) Describe the overall plan for continuous quality improvement of Early Childhood Support and professional development for staff. Specifically discuss the following:
 1. Follow-up strategies that will be employed as a result of activity observations

2. The plan for review and revision of curriculum
3. The content and schedule for debriefing meetings with program staff
4. How training sessions for instructional and supervisory staff will be developed and implemented
5. How evaluation tools will be utilized to gauge the effectiveness of the training
6. The content and schedule of assessment meetings with District and School Leadership

Experience and Qualifications

Describe the successful relevant experience within the past five years of the proposer and key staff in providing the program implementation, specifically, address the following:

- a) Describe the proposer's successful experience within the last five years providing literacy support services and professional staff development to teachers.
- b) Provide letters of reference from previous clients that specifically relate to the School Improvement services of your organization. Provide contact information for each reference. (Submit a minimum of 3 letters and/or references)
- c) Attach for each consultant a resumes that should specifically address the following:
- d) The experience of key staff in providing literacy support services and professional staff development to teachers and;
- e) The credentials of key staff as described in the Scope of Services

Organizational Capability

- a) Demonstrate the proposer's organizational (programmatic and managerial) capability to perform the services described in Section 3.0 and 4.0 – Scope of Services, address the following:
 1. Demonstrate the proposing organization's capacity to integrate the proposed program into its overall operations.
 2. Demonstrate successful efforts with other organizations and agencies providing Pre-K or Early Childhood professional development.
 3. Describe the specific process you would use to evaluate and monitor progress toward achieving proposal objectives.
 4. Describe the organization's corrective action procedures.

5. Describe the proposer's client management and quality assurance processes. Include a description of how staff and consultants are selected for projects, client complaints are handled, and service delivery is monitored.
6. Describe the computerized system for data collection and management.

B. Proposal Package Contents (“Checklist”)

The Proposal Package should contain the following materials. Proposers should utilize this section as a “checklist” to assure completeness prior to submitting their proposals to Jackson Public Schools.

1. The Proposal package should include **one original set and one duplicate set** of the documents listed below in the following order:

1. Basic Program Description
2. Table of Contents
3. Narrative
4. Resumes or Descriptions of Qualifications for Key Staff Positions
5. References for the Proposer
6. Proposal Budget Summary Form (Attachment C)

Bids will be opened publicly on the above date and time at Jackson Public School District, Business Office, 662 South President Street, Jackson, MS 39201.

6.0 Management Responsibilities

The Jackson Public School District will designate one representative who will act as the primary contact for this project. The representative will be responsible for conferring with any and all parties necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP. If you have any questions, please contact:

Dr. Abby Webley, Executive Director, Federal Programs
Jackson Public School District
101 Dr. Dennis Holloway Drive, Jackson, MS 39203
Phone: (601) 960-8707
Email: awebley@jackson.k12.ms.us

7.0 Acceptance of Proposals

The Jackson Public School District reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation from the proposal that does not affect the proposal, or gives one offeror an advantage or benefit not enjoyed by other offerors, or adversely impacts the interests of the school district.

8.0 Rejection of Proposals

Proposals may be rejected for reasons that include, but are not limited to, the following:

1. The proposal contains unauthorized amendments to requirements as outlined herein.
2. The proposal is conditional.
3. The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous.
4. The proposal is not signed by an authorized representative of the applicant.
5. The proposal contains false or misleading statements or references.
6. The proposal price is clearly unreasonable.
7. The proposal is not responsive (i.e., does not conform in all material respects to the RFP).
8. The supply or service item offered in the proposal is unacceptable by reason of its failure to meet the requirements of the specifications or permissible alternates or other acceptability criteria set forth in the RFP.

9.0 Disposition of Proposals

All proposals become the property of the Jackson Public School District.

10.0 Conditions of Solicitation

The release of the RFP does not constitute an acceptance of any offer. Jackson Public School District reserves the right to accept, reject, or negotiate any or all offers on the basis of the evaluation criteria contained within this document.

The offeror shall assure compliance with the following conditions of solicitation:

1. Any proposal submitted in response to the RFP shall be in writing.
2. The Jackson Public School District will not be liable for any costs associated with the preparation of proposals or negotiations of contract incurred by any party.
3. Discussions may be conducted with offerors who submit proposals determined to be reasonably

susceptible of being selected for the purpose of clarification to assure full understanding of, and responsiveness to, the solicitation requirements, but proposals may be accepted without such discussions.

4. Any proposal received after the time and date set for receipt of proposals is late. Any withdrawal or modification of a proposal received after the time and date set for receipt of proposals at the place designated for receipt is late. No late proposal or late modification will be considered unless receipt would have been timely but for the action or inaction of school district personnel directly serving the procurement activity.
5. The offeror represents that it has not retained a person to solicit or secure this agreement for a commission, percentage, brokerage, or contingent fee.
6. The offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without (for the purpose of restricting competition) any consultation, communication, or agreement with any other bidder or competitor relating to those prices, the intention to submit a proposal, or the methods or factors used to calculate the price proposal.

11.0 Standard Terms and Conditions

Certain terms and conditions are required. Therefore, the offeror shall assure agreement and compliance with the following Standard Terms and Conditions:

1. INDEPENDENT CONTRACTOR

The offeror shall perform all services as an independent contractor and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the contractor with respect to third parties shall be binding on Jackson Public School District.

2. ACCESS TO RECORDS

The offeror agrees that the Jackson Public School District, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit/examine any pertinent documents, paper, and records, related to change and performance under this agreement. Such records shall be kept for a period of three years after final payment under this agreement, unless the Jackson Public School District authorizes earlier disposition. Offeror agrees to refund to the district any overpayments disclosed by any such audit. However, if litigation, claim, negotiation, audit or other action involving the records had been started before the expiration of the 3-year period, the records shall be retained until completion of the action and resolution of all issues, which arise from it.

3. APPLICABLE LAW

The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of law provisions, and any litigation with respect thereto shall be brought in the courts of the State of Mississippi. The offeror shall comply with applicable federal, state, and local laws and regulations. In compliance with state law, the offeror, if employed by a public entity, must make arrangements with her/his employer to take the appropriate leave (annual, professional, compensation, etc.) during the period of service covered by the contract.

4. AUTHORITY TO CONTRACT

Offeror warrants (a) that it is a validly organized business with valid authority to enter into this agreement; (b) that it is qualified to do business and in good standing in the State of Mississippi; (c) that entry into and performance under this agreement is not restricted or prohibited by any loan, security, financing, contractual, or other agreement of any kind, and (d) notwithstanding any other provision of this agreement to the contrary, that there are no existing legal proceedings or prospective legal proceedings, either voluntary or otherwise, which may adversely affect its ability to perform its obligations under this agreement.

5. COMPLIANCE WITH LAWS

The offeror understands that the school district is an equal opportunity employer and therefore maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and the offeror agrees during the term of the agreement that the offeror will strictly adhere to this policy in its employment practices and provision of services. The offeror shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified.

6. PERSONNEL

Offeror agrees that, at all times, the employees of offeror furnishing or performing any of the services specified under this agreement shall do so in a professional manner.

7. CERTIFICATION OF INDEPENDENT PRICE DETERMINATION

The offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without any consultation, communication, or agreement with any other bidder or competition relating to those prices, the intention to submit a bid or the methods or factors used to calculate the prices bid.

8. AVAILABILITY OF FUNDS

It is expressly understood and agreed that the obligations of the district to proceed are conditioned upon the appropriation of funds by the Mississippi State Department of Education and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the State, the district shall have the right upon ten (10) working days written notice to the offeror, to terminate or modify the agreement without damage, penalty, cost of expenses to the state or district of any kind whatsoever. The effective date of termination or modification shall be as specified in the notice of termination or modification.

12.0 Criteria for Evaluation of Proposals

SECTION V: PROPOSAL EVALUATION AND CONTRACT AWARD PROCEDURES

A. Evaluation Procedures

All proposals accepted by Jackson Public Schools will be reviewed to determine whether they are responsive or nonresponsive to the requirements of this RFP. Proposals, which Jackson Public Schools determines to be nonresponsive, will be rejected. Jackson Public School's Evaluation Committee will evaluate and rate all remaining proposals based on the Evaluation Criteria prescribed below. Jackson Public Schools reserves the right to conduct site visits, to conduct interviews, or to request that proposers make presentations, as deemed applicable and appropriate. Although Jackson Public Schools may conduct discussions with proposers submitting acceptable proposals, it reserves the right to award contracts on the basis

of initial proposals received, without discussions; therefore, the proposer's initial proposal should contain its best programmatic and price terms.

Indicators of Effectiveness – Evaluation Criteria:

The Scoring Committee/Selection Committee will use the following areas as a part of the evaluation process for each submitted proposal:

• ***Children are active and engaged.***

Children need to be cognitively, physically, socially, and artistically active. Children from babyhood through primary grades— and beyond—need to be cognitively, physically, socially, and artistically active. In their own ways, children of all ages and abilities can become interested and engaged, develop positive attitudes toward learning, and have their feelings of security, emotional competence, and linkages to family and community supported.

• ***Goals are clear and shared by all.***

Curriculum goals are clearly defined, shared, and understood by all stakeholders (for example, program administrators, teachers, and families). The curriculum and related activities and teaching strategies are designed to help achieve these goals in a unified, coherent way.

• ***Curriculum is evidence-based.***

The curriculum is based on evidence that is developmentally, culturally, and linguistically relevant for the children who will experience the curriculum. It is organized around principles of child development and learning.

• ***Valued content is learned through investigation, play, and focused, intentional teaching.***

Children learn by exploring, thinking about, and inquiring about all sorts of phenomena. These experiences help children investigate “big ideas,” those that are important at any age and are connected to later learning. Pedagogy or teaching strategies are tailored to children's ages, developmental capacities, language and culture, and abilities or disabilities.

- ***Curriculum builds on prior learning and experiences.***

The content and implementation of the curriculum builds on children's prior individual, age-related, and cultural learning, is inclusive of children with disabilities, and is supportive of background knowledge gained at home and in the community. The curriculum supports children whose home language is not English in building a solid base for later learning.

- ***Curriculum is comprehensive.***

The curriculum encompasses critical areas of development, including children's physical well-being and motor development; social and emotional development; approaches to learning; language development; cognition and general knowledge; and subject matter areas such as science, mathematics, language, literacy, social studies, and the arts (more fully and explicitly for older children).

- ***Professional standards validate the curriculum's subject matter content.***

When subject-specific curricula are adopted, they meet the standards of relevant professional organizations (for example, [the National Association for the Education of Young Children \[NAEYC\]](#), [the Southern Early Childhood Association \[SECA\]](#), [the National Association of Early Childhood Teacher Educators \[NAECTE\]](#), [Mississippi Chapter of the Division of Early Childhood \[DEC\]](#), the American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD], the National Association for Music Education [MENC]; the National Council of Teachers of English [NCTE]; the National Council of Teachers of Mathematics [NCTM]; the National Dance Education Organization [NDEO]; the National Science Teachers Association [NSTA]) and are reviewed and implemented so that they fit together coherently.

- ***The curriculum is likely to benefit children.***

Research and other evidence indicates that the curriculum, if implemented as intended, will likely have beneficial effects. These benefits include a wide range of outcomes. When evidence is not yet available, plans are developed to obtain this evidence.

B. Evaluation Criteria

Each proposal will be evaluated using the selection criteria indicated below.

RFP Rubric - Each proposal will be evaluated using the selection criteria indicated below.

Proposer:				Total Score:
				<u> </u> /100
Section	1 - Below	2 - Partially Meets	3 - Meets	4 - Exceeds
Children are active and engaged	Offers insufficient information regarding the organization's model and approach to delivering the programs and services solicited through the RFP.	Offers a somewhat clear explanation of the organization's programs and services that could be strengthened by greater detail and specificity.	Offers a comprehensive and well-written explanation of the organization's programs and services solicited through the RFP.	Offers an exceptionally clear, comprehensive, and compelling description of the organization's programs and services solicited through the RFP.
Experience and Track Record	Provides insufficient evidence of the organization's track record, success, and experiences driving results with schools and/or districts.	Provides some evidence to suggest the organization's efficacy driving results with schools and/or districts; evidence suggests moderate or inconsistent impact.	Provides sufficient evidence to validate the organization's track record, success, and experiences driving results with schools and/or districts.	Provides ample evidence of the organization's effectiveness in the field; demonstrates strong results and the ability to replicate that success.
Staffing Model	Provides insufficient information regarding the organization's leadership structure and staffing model for the engagement outlined in the RFP.	Begins to describe the organization's leadership structure and staffing model; however, there are outstanding questions regarding capacity for the partnership.	Articulates the organization's leadership structure and proposed plans to staff the engagement with experienced and talented professionals.	Fully describes the organization's leadership structure and proposed staffing model, inspiring confidence in the organization's capacity to impact achievement.
Cost Information	Fails to provide cost information and/or cost information is unclear and lacks alignment with the organization's proposed services and staffing model.	Provides some cost information; however, the presentation may be disorganized or lack detail and alignment to the services requested through the RFP.	Provides adequate cost information, including a breakdown of the proposed services and staffing structure aligned to the RFP.	Provides clear and sufficient cost information aligned to the proposed services and staffing structure, showing justifications for all costs.

References	Fail to inspire confidence in the organization's programs, services, and track record with schools and/or districts.	Provide testimonials that may be inconsistent with one another and/or do not sufficiently describe the partner's past work and impact on achievement.	Offer strong testimonials speaking to the organization's effectiveness and impact; may lack specificity around the partnership.	Offer consistent and powerful endorsements validating the partner's organizational effectiveness and impact on student achievement.
Implementation of Desired Measurable Goals as Written in RFP, Goals are clear and shared by all	Offers insufficient information regarding the organization's model and approach to achieving desired goals as written in the RFP.	Offers a somewhat clear explanation of the organization's ability to address and achieve goals and services that could be strengthened by greater detail and specificity.	Offers a comprehensive and well-written explanation of how goals can be achieved with sustainable efforts	Offers an exceptionally clear, comprehensive, and compelling description of the organization's ability to tackle each goal and provide a sustainable long-term plan to achieve them with great detail and specificity.
The curriculum is likely to benefit children.	Offers insufficient information regarding the organization's model and approach to delivering the programs and services solicited through the RFP.	Offers a somewhat clear explanation of the organization's programs and services that could be strengthened by greater detail and specificity.	Offers a comprehensive and well-written explanation of the organization's programs and services solicited through the RFP.	Offers an exceptionally clear, comprehensive, and compelling description of the organization's programs and services solicited through the RFP.
<i>Professional standards validate the curriculum's subject matter content. When subject-specific curricula are adopted, they meet the standards of relevant professional organizations</i>	Offers insufficient information regarding the organization's model and approach to professional standards	Offers a somewhat clear explanation of the organization's programs and service, and standards that could be strengthened by greater detail and specificity.	Offers a comprehensive and well-written explanation of the organization's programs and services solicited through the RFP.	Offers an exceptionally clear, comprehensive, and compelling description of the organization's programs regarding the organization's model and approach to professional standards
Curriculum is comprehensive. See page 15	Offers insufficient information regarding the organization's model and approach to delivering a comprehensive curriculum..	Offers a somewhat clear explanation of the organization's programs and services that could be strengthened by greater detail and specificity.	Offers a comprehensive and well-written explanation of the organization's programs and services solicited through the RFP.	Offers an exceptionally clear, comprehensive, and compelling description of the organization's programs and ability to deliver a comprehensive curriculum..

Curriculum is evidence-based.

Offers insufficient information regarding the organization's model and approach to delivering the programs and services solicited through the RFP.

Offers a somewhat clear explanation of the organization's programs and services that could be strengthened by greater detail and specificity.

Offers a comprehensive and well-written explanation of the organization's programs and services solicited through the RFP.

Offers an exceptionally clear, comprehensive, and compelling description of the organization's programs and services solicited through the RFP.

Section

Curriculum builds on prior learning and experiences.

1 - Below

Offers insufficient information regarding the organization's model and approach to The content and implementation of how the curriculum builds on children's prior individual, age-related, and cultural learning, is inclusive of children with disabilities, and is supportive of background knowledge gained at home and in the community.

2 - Partially Meets

Offers a somewhat clear explanation of the organization's programs and services that could be strengthened by greater detail and specificity.

3 - Meets

Offers a comprehensive and well-written explanation of the organization's programs and services solicited through the RFP.

4 - Exceeds

Offers an exceptionally clear, comprehensive, and compelling description of the organization's programs and approach to The content and implementation of how the curriculum builds on children's prior individual, age-related, and cultural learning, is inclusive of children with disabilities, and is supportive of background knowledge gained at home and in the community..

Valued content is learned through investigation, play, and focused, intentional teaching.

Offers insufficient information regarding the organization's model and approach to delivering the programs design on how children learn by exploring, thinking about, and inquiring about all sorts of phenomena.

Offers a somewhat clear explanation of the organization's programs and services that could be strengthened by greater detail and specificity.

Offers a comprehensive and well-written explanation of the organization's programs and approach to how children learn by exploring, thinking about, and inquiring about all sorts

Offers an exceptionally clear, comprehensive, and compelling description of the organization's programs and approach to how children learn by exploring, thinking about, and inquiring about all sorts

SCORING GUIDE

Section	Score	Weighting	Total Points
Description of Service Model and Approach		x 7	_____/15
Experience and Track Record		x 6	_____/10
Measurable Goals		x 7	_____/15
Staffing Model		x 3	_____/5
Cost Information		x 3	_____/5
References		x 3	_____/5
Children are active and engaged		x 3	_____/5
Curriculum builds on prior learning and experiences.		x 5	_____/5
Curriculum is evidence-based.		x 5	_____/10
Curriculum is comprehensive.		x 5	_____/10
Professional standards validate the curriculum's subject matter content.		x 5	_____/10
Valued content is learned through investigation, play, and focused, intentional teaching.		x 3	_____/5
		Total Score	_____/100

Entities eligible to apply to provide the requested educational services may include:

- **Private Educational Companies**
- **Institutions of Higher Learning (IHL)**

C. Basis for Contract Award

Contracts will be awarded to the responsible proposers whose proposals are determined to be the most advantageous to Jackson Public Schools, taking into consideration the price and such other factors or criteria which are set forth in this RFP. Proposals will be ranked in descending order of their overall average technical scores. An Award will be made to the highest rated proposers whose proposal is technically viable and whose daily rate falls within the range set forth in the RFP.

Selection of Vendors:

- **The District will host a Vendors' Fair that will allow selected vendors who have submitted a proposal the opportunity to meet with a District Pre-K Team to outline/showcase vendor's product and ability to offer job-embedded professional development.**
- **The District reserves the right to invite only those vendors who are selected by the Scoring Committee, based upon the requirements outlined in the RFP.**
- **Each Selected Vendor will be allowed 30 minute to highlight his/her company's Pre-K Curriculum, data, and accomplishments.**
- **Once the specific vendor is chosen to provide the Pre-K Curriculum and Professional Development by the Pre-K Team, a contract will be taken to the Board of Trustees for approval.**

II. Cost

The district reserves the right to reject any and all proposals and to negotiate with the best proposed offer to address issues other than those described in the proposal.

13.0 Time Line:

March 30, 2016	RFP Issued
April 21, 2016	Proposals Due
April 22, 2016	Evaluation of Proposals
June/July 2016	Board Approval

14.0 Responsibilities of an Approved Provider

Ensure that the professional development /consultative services provided and the content used by the provider are consistent with those of the school district and State and are aligned with the Mississippi Curriculum Frameworks/Mississippi College and Career Readiness Standards.

Enter into an agreement with the district that includes:

- Statement of specific goals.
- Description of how the progress will be measured.
- Timetable for implementing services.
- Initiation date, frequency, and duration of services to be provided.
- Payment provisions based on services provided.
- Description of the services to be provided.
- Qualifications of staff responsible for the delivery of the services.
- Written reports to the superintendent, building level administrator, and specified district level administrators following each day of service.
- Quarterly, on-site briefings with the superintendent and appropriate district level personnel.

Proposal Cover Page

VENDOR INFORMATION

Name and Title _____

Company Name _____ Date _____

SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals. Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that _____ is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

Authorized Signature

Date

CONFIGURATION SUMMARY

Vendor must provide a summary of the main component of services offered in this proposal using 100 words or less.

Proposal Due Date: April 21, 2016 by 2:00 p.m.

(Local Prevailing Time)

Send To:

Jackson Public School District

Business office

Attn: Bettie Jones

662 South President Street

Jackson, MS 39203

II. Basic Program Description

Proposed Program Approach

Describe in detail how the proposer will provide the services described in Section 4.0 – Scope of Services

- e) Provide evidence that your program has a positive impact on student achievement as demonstrated by state, district and/or other independent student performance assessments, particularly for low-income, under-achieving students.
- f) Explain how the key instructional practices and major design elements of your proposal are (1) high quality, (2) based on research, and (3) specifically designed to increase student academic achievement.
- g) Describe your program's connection to specific benchmarks in the Mississippi Curriculum Frameworks/College and Career Readiness Standards for Language Arts and Reading.
- h) Describe the overall plan for continuous quality improvement of Adolescent Literacy Services providers and professional development of their staffs. Specifically discuss the following:
 7. Follow-up strategies that will be employed as a result of activity observations
 8. The plan for review and revision of curriculum
 9. The content and schedule for debriefing meetings with program staff
 10. How training sessions for instructional and supervisory staff will be developed and implemented
 11. How evaluation tools will be utilized to gauge the effectiveness of the training
 12. The content and schedule of assessment meetings with District and School Leadership

Experience and Qualifications

Describe the successful relevant experience within the past five years of the proposer and key staff in providing the program implementation, specifically, address the following:

- f) Describe the proposer's successful experience within the last five years providing literacy support services and professional staff development to teachers.
- g) Provide letters of reference from previous clients that specifically relate to the School Improvement services of your organization. Provide contact information for each reference. (Submit a minimum of 3 letters and/or references)
- h) Attach for each consultant a resumes that should specifically address the following:
 - i) The experience of key staff in providing literacy support services and professional staff development to teachers and;
 - j) The credentials of key staff as described in the Scope of Services

Organizational Capability

- b) Demonstrate the proposer's organizational (programmatic and managerial) capability to perform the services described in Section 4.0 – Scope of Services, address the following:
 7. Demonstrate the proposing organization's capacity to integrate the proposed program into its overall operations.
 8. Demonstrate successful efforts with other organizations and agencies providing Literacy Professional staff development, and other related services.
 9. Describe the specific process you would use to evaluate and monitor progress toward achieving proposal objectives.
 10. Describe the organization's corrective action procedures.
 11. Describe the proposer's client management and quality assurance processes. Include a description of how staff and consultants are selected for projects, client complaints are handled, and service delivery is monitored.
 12. Describe the computerized system for data collection and management.

BUDGET/COST SUMMARY

DESCRIPTION OF SERVICE	PROJECTED NUMBER OF SERVICE DAYS/ DAILY RATE	TOTAL COST

ASSURANCES AND SIGNATURE FORM

In submitting this application I certify that:

1. The organization will comply with applicable federal, state, and local policies and procedures.
2. Services will be provided under the supervision of highly qualified teachers and/or administrators.
3. The organization will maintain professionalism and confidentiality.
4. The organization is fiscally sound and will be able to complete services to the local educational agency.
5. The organization will ensure that the services provided are aligned the Mississippi Curriculum Frameworks and scientifically research based practices.
6. The organization will comply with applicable federal, state, and local health, safety, and civil rights laws.
7. Provisions that subject all individuals employed by or otherwise associated with the approved provider, including volunteers, support staff, etc., who have direct contact with students, to the fingerprint and criminal history record check contained in law, including, Education Laws 305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(11), 1950(4)(mm), 2503 (18), 2503(19), 2554(25), 2554(26, 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), and 3035.
8. All services will be secular, neutral, and non-ideological.
9. The organization will provide the local educational agency with information regarding implementation of proposal initiatives in increasing achievement, in a format, and to the extent practicable, a language or other mode of communication such that district personnel, parents / legal guardians, and community members can understand.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

Name of Organization

Printed Name of Authorized Representative

Signature of Authorized Representative

Date Signed

PROPOSAL FORM

**Board of Trustees
Jackson Public School District
Jackson, Mississippi**

Ladies and Gentlemen:

I/We, propose to furnish and deliver all items and/or to perform all services according to all sections of this RFP document (Proposal Form, Instructions and Conditions, Specifications, Addenda if applicable and Exhibit A – ARRA Terms and Conditions) and in the quantities at the indicated prices, as called for in the document(s). All quantities indicated have been checked very closely, and both unit price and total price (where requested) have been submitted with the understanding that we shall be responsible for making complete and satisfactory delivery accordingly, within the timeframe agenda (if applicable).

All items contained in this RFP shall be as specified or JPSD approved equal. For any item(s) proposed which is other than as specified, a complete and detailed cut and description for each item(s) must accompany the RFP, if the item(s) is to be considered. Please carefully read each section of this bid.

I/WE UNDERSTAND AND AGREE THAT NEITHER THE AWARD OF THIS RFP TO ME/US BY THE DISTRICT'S BOARD OF TRUSTEES NOR RECEIPT BY ME/US OF A NOTICE OF ACCEPTANCE OF THIS BID SHALL CONSTITUTE THE MAKING OF A CONTRACT BETWEEN JPSD AND ME/US, WHICH SHALL BE CONDITIONED UPON THE EXECUTION BY BOTH JPSD AND ME/US OF A FORMAL, WRITTEN AGREEMENT.

Respectfully submitted,

Company _____

Address _____

Phone _____

Fax _____

E-Mail Address _____

Signed _____

Write Out Signature _____

Title _____

Date _____

Business Status: ____ Minority Owned ____ Woman Owned ____ Non-Minority

Do you agree to all the RFP terms and conditions? ____ Yes ____ No

Reference: www.jackson.k12.ms.us for terms and conditions.

Data Universal Number System (DUNS) Number: _____ .

Attachment F



Jackson Public Schools
Post Office Box 2338 - Jackson, Mississippi 39225-2338
Telephone: 601-960-8799 ☎ Fax: 601-960-8967
REQUEST TO ADD VENDOR
(Substitute Form W-9)

To be completed by JPS School/Location:

Location Requesting Vendor Addition _____

To Be Completed by Vendor: Please complete all sections.

Will your company accept purchase orders? ☐ Yes ☐ No

Note: An original JPS purchase order is required for all material purchases. Do not accept any order without an original JPS purchase order.

Product Line _____

PARENT COMPANY NAME: _____

D/B/A NAME: _____

Order Address: _____

City: _____ State: _____ Zip: _____

Physical Address: _____

City: _____ State: _____ Zip: _____

Contact Person: _____

REMITTANCE ADDRESS:

Vendor Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (____) _____ Fax: (____) _____

Email Address: _____

Federal Tax ID/Social Security #: _____

Data Universal Number System (DUNS) Number: _____

Select One

Minority Code: _____ Woman & Minority _____ Minority

_____ Non-Minority _____ Woman

Select One

Type of Entity _____ Individual/Sole Proprietor _____ Corporation

_____ Partnership _____ Other _____

****** JPS accepts no responsibility for orders filled without a valid purchase order.**

Submitted By: Signature _____ Date _____

FOR INTERNAL USE ONLY

Vendor Number: _____ 1099: ☐ Yes ☐ No

Completed By: _____ Date: _____