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Jackson Public School District

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**RFP 2016-05 - Lead Partner for JPS High School Literacy Initiative**

Issued March 21, 2016

**Submission Deadline**

April 14, 2016

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

**Authorized Agency Contact Persons**

**Procurement RFP Content and Procedures**

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**NOTE ON E- MAIL INQUIRIES: Proposers should enter “RFP 2016-05 Lead Partner for JPS High School Literacy Initiative” in the subject line of the email.**

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**1.0 Introduction**

**High School Literacy Initiative**

Jackson Public Schools is seeking a Lead Partner for the Seven (7) JPS High Schools to provide customized training, practices and Coaching in Adolescent Literacy for identified high school teachers.

All training must be aligned with the standards of the Mississippi Department of Education and the Mississippi College and Career Readiness Standards. The professional development provided to teachers must give them the tools needed to prepare their students for state mandated tests, high school completion, and post-secondary education.

Ultimately, Jackson Public Schools strives to ensure, that at the conclusion of each student’s high school career, he or she will be able to read and write many types of texts fluently, able to broaden his/her vocabulary, and expand his/her abilities as readers and writers. In particular, students will be able to participate in discussions that develop their understanding of discipline-specific content, and learn to read and write efficiently and effectively. They will develop the ability to recognize how texts are organized in different disciplines and begin to consider the various social, political, and historical contexts and purposes that surround all texts.

**2.0 Desired Measurable GOALS:**

**1. Increase performance on skills associated with literacy competency by 10% by July 2017 as measured by Renaissance Star Literacy Assessment**

**2. Increase student’s performance on skills associated with understanding, recognition, and organization of text across different disciplines by 10% by July 2017 as measured by Renaissance Star Literacy Assessment**

**3. Increase teacher’s literacy competency across all disciplines by January 2017 as measured by Renaissance Star Literacy Assessment**

**3.0 Project Overview**

A lead partner with a comprehensive professional services division will be sought to serve as instructional support for teachers and instructional leaders at the Seven (7) schools within the Jackson Public School District to provide Literacy Professional Development, Coaching, Train-the Trainer, and strategies for sustainability. The Lead Partner will be expected to provide the following:

* Literacy Coaching/Modeling for Academic Staff, using researched-based strategies and best practices
* Workshops Utilizing Train-the Trainer Model for Identified Staff Members
* Participating in Focused Instructional Team (FIT) Meetings, also known as professional learning communities, for Collaborative Literacy Training at each of the Seven (7) High Schools.

**Service Providers will be required to submit:**

* 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.
* These services will include up to 25 days/per school (7 schools) of job embedded professional development /consultative services related to the scope of work as outlined below.

**4.0. SCOPE OF WORK**

The District desires to contract with multiple vendors for Seven (7) JPS High Schools to serve as instructional support for teachers and instructional leaders with an Adolescent Literacy focus. The services will include Professional Development, Onsite Workshops, Coaching /Modeling, Consultation, and Technical Assistance.

**Literacy Coaching**

The most promising form of professional development overall appears to be literacy coaching (Kamil, 2003). In this work, literacy specialists consult with content teachers to help them infuse literacy instruction into their teaching. Although qualifications and responsibilities of literacy coaches vary from one site to another, most agree that coaches model instruction, observe teachers and make suggestions, lead teacher inquiry groups, and disseminate research findings. Qualifications include 1) a strong foundation in literacy, 2) leadership skills, and 3) familiarity with adult learning. Unlike reading specialists who spend most of their time working with students, literacy coaches focus on teacher learning, concerning themselves with increasing the knowledge and skills of teachers and administrators.

**Literacy coaches will help teachers:**

* Provide a bridge between adolescents' rich literate backgrounds and school literacy activities
* Work on school-wide teams to teach literacy in each discipline as an essential way of learning in the disciplines
* Recognize when students are not making meaning with text and provide appropriate, strategic assistance to read course content effectively
* Facilitate student-initiated conversations regarding texts that are authentic and relevant to real life experiences
* Create environments that allow students to engage in critical examinations of texts as they dissect, deconstruct, and reconstruct in an effort to engage in meaning making and comprehension processes.

**Required Standards for Literacy Coaches Assigned to the District**

1. Skillful Collaborators   
   Working with the school's literacy team, literacy coaches to determine the school's strengths (and need for improvement) in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement.
2. Skillful Job-Embedded Coaches  
   Literacy coaches work with teachers individually, in collaborative teams, an/or with departments, providing practical support on a full range of reading, writing, and communication strategies
3. Skillful Instructional Strategists  
   Literacy coaches lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and to instruction.
4. Content area literacy coaches are accomplished middle and high school teachers who are skilled in developing and implementing instructional strategies to improve academic literacy in English language arts.
5. In English language arts, mathematics, science, and social studies literacy coaches are familiar with the content area and know how reading and writing processes intersect with the given discipline.

**Training of Trainers Model**

Vendor shall provide training to prepare up to twenty (20) staff members from the seven high schools or from the Curriculum Office with a five (5) day training session that will focus on intensive literacy strategies and best practices. This Training will allow the district to sustain the learning; and consequently grow our on personnel to become experts in Adolescent Literacy.

**Training of Trainers should include, but not be limited to the following activities:**

* Presenting
* Asking questions
* Literacy Content
* Working interactively to prepare presentations for district teachers
* Effective presentation methodology
* This training will take place in the Summer

**Focused Instructional Team (FIT) Meetings in Secondary Schools**

Focused Instructional Team (FIT) Meetings, also known as Professional Learning Communities, is a central component of how Jackson Public Schools uses data to drive instruction, with the ultimate goal of impacting our WIGS (Wildly Important Goals) for the district and each individual school. Collaboration among teachers is always important to student learning because it enables students to see connections across the curriculum. Such collaboration is especially important for fostering achievement in literacy among adolescents because literacy enables and requires learning across the curriculum. Unfortunately, as research shows, professional communities among teachers are most common in elementary schools and least common in secondary schools (Louis & Marks, 1996). Features such as shared values, focus on student learning, de-privatized practice, and reflective dialogue are much less common among middle and high school teachers than among their peers in elementary schools.

**Expectations for Focused Instructional Team (FIT) Meetings** Reform aimed at improving the literacy achievement of adolescents will need to encourage professional development that helps teachers create professional communities. The implementation of new approaches offered by professional development requires the existence of a strong professional community that creates a safe environment for teachers to experiment with innovation (Bryk & Schneider, 2003). Professional development can help create professional communities in schools. **Jackson Public Schools expects that the Lead Partner will be able to participate in Focused Instructional Team (FIT) Meetings, with literacy being the focal point that will**

* Allow teachers to create an environment that is one of sharing and learning
* Allow teachers to focus on student learning
* Allow teachers to explore best standards practices and pedagogy
* Allow teachers to collaborate in an environment that promotes honest and reflective dialogue and viable and sustainable resolutions
* Provide an approach to content instruction that cultivates the skills for 21st century literacy: critical thinking, communication, collaboration, and creativity.
* Take charge of designing authentic, real-world experiences and assessments.

**Professional Development Topics to be Covered, but not limited to:**

1. Research on teaching reading

2. Developing phonemic awareness

3. Explicit, systematic phonics instruction

4. Reading multisyllabic words

5. Fostering reading fluency

6. Comprehension strategies for narrative and informational text

**Additional Requirements for Professional Services:**

1. Lead Partner will be working with Seven (7) High Schools within The Jackson Public School District

2. Lead Partner shall provide a minimum of seven (7) consultants to be assigned to a specific high school

3. Lead Partner will work with all teachers identified by District and School Leadership

4. Each training day will consist of seven (7) hours

5. Training location will be at the Seven (7) High Schools

6. **The training format should be face-to-face, interactive sessions that allow for introduction of key information and concepts; immediate application of knowledge through exercises and experiences; and provide for follow-up questions and clarifications. Allow for immediate application of knowledge through exercises and activities. Provide for follow-up questions and clarifications.**

7. Provide follow up support to staff members who participates to include, but not limited to face-to face support, observations, and feedback during first delivery of in-district training.

8. Ensure that all training and materials used reflects the Mississippi Career and College Readiness Standards and are aligned to research based reading strategies, clear and explicit models of instructional routines practice using instructional routines specific to phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**5.0 Expected Outcomes for Students as a Result of PD Provided for Teachers:**

Jackson Public Schools expects the academic staff to become highly proficient, regardless of discipline taught, to be able to impact Student Learning and development in the following manner and capacity:

* Adolescent literacy is necessarily interdisciplinary because middle and high school students must read and write in such fields as science, mathematics, and social sciences as well as English. Teachers will be trained to ensure that students will learn the forms, purposes, and other textual demands specific to multiple disciplines.
* Students will have opportunities to read and write many types of texts to become fluent, broaden their vocabularies, and expand their abilities as readers and writers. In particular, students will be able to participate in discussions that develop their understanding of discipline-specific content learn to read and write efficiently and effectively. They will develop the ability to recognize how texts are organized in different disciplines and begin to consider the various social, political, and historical contexts and purposes that surround all texts.
* When students in middle and high school experience effective literacy instruction, they develop the ability to think critically about their own reading and writing practices. They also become able to explain the meaning of a text and to recognize when they do not understand, what’s the first step in helping them move toward understanding?
* Willingness to monitor their own literacy learning is one indication of student engagement, and research shows a high correlation between such engagement and improved literacy learning).
* Teachers will be trained with writing across the curriculum that will lead to more effective interdisciplinary collaboration among teacher learners. When teachers from several disciplines work together in the context of professional development, they are much more likely to develop working relationships. Furthermore, when teacher learning extends across disciplines, it also enhances student achievement.

**Program Outcomes Based Upon Student Performance**

|  |  |  |
| --- | --- | --- |
| **OUTCOMES** | **INDICATORS** | **VERIFICATION** |
| Youth will have a significance increase in vocabulary | Being able to use expanded vocabulary correctly in different styles of writings and conversation | Written Assignments  State Assessments |
| Youth demonstrates increased motivation in reading and writing | Youth increases number of books read in prescribed time period.  Youth maintains a journal for a prescribed time period.  Youth increases number of times per week that he/she uses computer to complete writing or other school projects. | Participant Surveys  Staff Observation  Reading or activity logs  Journals |
| Youth improves his/her literacy skills. | Youth makes significant gain in language arts achievement in one school year. | State Assessments  Local District Assessments |

**6.0 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 14, 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**

1. 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.
2. 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.

### Describe your program’s connection to specific benchmarks in the Mississippi Curriculum Frameworks/College and Career Readiness Standards for Language Arts and Reading.

1. Describe the overall plan for continuous quality improvement of Adolescent Literacy Services providers and professional development of their staffs. Specifically discuss the following:
2. Follow-up strategies that will be employed as a result of activity observations
3. The plan for review and revision of curriculum
4. The content and schedule for debriefing meetings with program staff
5. How training sessions for instructional and supervisory staff will be developed and implemented
6. How evaluation tools will be utilized to gauge the effectiveness of the training
7. 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:

1. Describe the proposer’s successful experience within the last five years providing literacy support services and professional staff development to teachers.
2. 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)
3. Attach for each consultant a resumes that should specifically address the following:
4. The experience of key staff in providing literacy support services and professional staff development to teachers and;
5. The credentials of key staff as described in the Scope of Services

**Organizational Capability**

1. Demonstrate the proposer’s organizational (programmatic and managerial) capability to perform the services described in Section 4.0 – Scope of Services, address the following:
2. Demonstrate the proposing organization’s capacity to integrate the proposed program into its overall operations.
3. Demonstrate successful efforts with other organizations and agencies providing Literacy Professional staff development, and other related services.
4. Describe the specific process you would use to evaluate and monitor progress toward achieving proposal objectives.
5. Describe the organization’s corrective action procedures.
6. 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.
7. 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)

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

**7.0 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. Ifyou have anyquestions, 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](mailto:awebley@jackson.k12.ms.us)

**8.0 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.

**9.0 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.

**10.0 Disposition of Proposals**

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

**11.0 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.

1. The offeror represents that it has not retained a person to solicit or secure this agreement for a commission, percentage, brokerage, or contingent fee.
2. 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.

**12.0 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.

1. 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.

1. 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.

1. 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.

1. COMPLIANCE WITH LAWS

The offeror understands that the school district in 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.

**13.0 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.

**B. Evaluation Criteria**

• Demonstrated quantity and quality of successful relevant experience 30 %

• Demonstrated level of organizational capability 20 %

• Quality of proposed program approach 50 %

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

**MAXIMUM POINTS**

I. Project Description

1. Alignment Between Research and Program Design 10
2. Alignment with Proposal Overview/ Goals 10
3. Connection to State Academic Standards and District’s Instructional Programs 10
4. Defined Monitoring Process Relative to Achieving Proposal Outcomes 10
5. Communication with Schools and District 10
6. Highly Qualified Professional Staff 10
7. Record of Success as Evidenced in Improved Academic Outcomes for Students 10
8. Compliance with Federal, State, and Local Policies 10

**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 each high school principal.**
* **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 Vendor will be allowed to set up a booth, highlighting his/her company’s Literacy Program, data, and accomplishments.**
* **Each principal will meet with each Selected Vendor during the Fair.**
* **Each principal will choose a vendor that can meet the needs of his/her school.**
* **Once the specific vendor is chosen for a specific school/schools, a contract will be submitted to the Jackson Public Schools 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.

**14.0 Time Line:**

**March 21, 2016 RFP Issued**

**April 14, 2016 Proposals Due**

**April 15, 2016 Evaluation of Proposals**

**June/July 2016 Board Approval**

**15.0 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.

***Attachment A***

###### **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.*

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| --- |
| ***Proposal Due Date: April 14, 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*** |

**ATTACHMENT B**

**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**

1. 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.
2. 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.

### Describe your program’s connection to specific benchmarks in the Mississippi Curriculum Frameworks/College and Career Readiness Standards for Language Arts and Reading.

1. Describe the overall plan for continuous quality improvement of Adolescent Literacy Services providers and professional development of their staffs. Specifically discuss the following:
2. Follow-up strategies that will be employed as a result of activity observations
3. The plan for review and revision of curriculum
4. The content and schedule for debriefing meetings with program staff
5. How training sessions for instructional and supervisory staff will be developed and implemented
6. How evaluation tools will be utilized to gauge the effectiveness of the training
7. 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:

1. Describe the proposer’s successful experience within the last five years providing literacy support services and professional staff development to teachers.
2. 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)
3. Attach for each consultant a resumes that should specifically address the following:
4. The experience of key staff in providing literacy support services and professional staff development to teachers and;
5. The credentials of key staff as described in the Scope of Services

**Organizational Capability**

1. Demonstrate the proposer’s organizational (programmatic and managerial) capability to perform the services described in Section 4.0 – Scope of Services, address the following:
2. Demonstrate the proposing organization’s capacity to integrate the proposed program into its overall operations.
3. Demonstrate successful efforts with other organizations and agencies providing Literacy Professional staff development, and other related services.
4. Describe the specific process you would use to evaluate and monitor progress toward achieving proposal objectives.
5. Describe the organization’s corrective action procedures.
6. 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.
7. Describe the computerized system for data collection and management.

***Attachment C***

**BUDGET/COST SUMMARY**

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| **DESCRIPTION OF SERVICE** | **PROJECTED NUMBER OF SERVICE DAYS/ DAILY RATE** | TOTAL COST |
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***Attachment D***

**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

***Attachment E***

**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 RFPTO ME/US BY THE DISTRICT'S BOARD OF TRUSTEES NOR RECEIPT BY ME/US OF A NOTICE OF ACCEPTANCEOF THIS BID SHALL CONSTITUTE THE MAKING OF A CONTRACT BETWEEN JPSD ANDME/US, WHICH SHALL BE CONDITIONED UPON THE EXECUTION BY BOTH JPSD AND ME/USOF 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**](http://www.jackson.k12.ms.us) **for terms and conditions.**

**Data Universal Number System (DUNS) Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** .

***Attachment F***

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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

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| FOR INTERNAL USE ONLY  Vendor Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1099: \_\_\_\_\_Yes \_\_\_\_\_No  Completed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |