Gary Community School Corporation
Request for Proposals – K-12 Science/Engineering Curriculum

November 15, 2023

The Gary Community School Corporation is seeking proposals to supply a comprehensive Kindergarten through 12th grade Science/Engineering curriculum that aligns to Indiana's college and career ready academy standards for our 9 schools/programs, including:
- Elementary (Beveridge, Glen Park, Williams, McCullough, Banneker)
- Middle School (Gary Middle School, Bailly)
- High School (West Side Leadership Academy, Gary Area Career Center)

The proposals will be measured against the enclosed evaluation tool according to the respective grade level spans. The goal in this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our K - 12 Science classrooms that will also offer teachers and all students greater access to relevant digital resources/tools. All vendors that meet the RFP requirements will be invited to provide an in-person or virtual pitch to our math curriculum adoption committee after the submission of the formal RFP. The contract agreement is dependent upon the approval of the contract by the district's oversight board.

Vendors are recommended to include pricing and options by respective grade spans (elementary, middle, and high) along with supplemental materials (online and physical) and professional development provided by the vendor or partner.

Project Scope

The District seeks Science/Engineering curriculum that meets the requirements below. Curriculum shall be new if physical materials, or if a license for online materials, clearly delineate the time period in which the license is effective and subsequent renewal options.

This RFP is designed to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or exclude any relevant or essential information. Respondents are at liberty and are encouraged to expand upon the specifications as to provide further evidence of service capability under any proposed agreement. Bids will be evaluated, and each requirement will be scored.

Emphasis will be placed on alignment to the Indiana Department of Education for Elementary and Secondary Science/Engineering, research/evidence base for instructional strategies/resources, quality of supporting texts, support for improved content area literacy practices, complimentary digital resources, data privacy, set-up costs, initial training, and ongoing support

Questions/Site Visits

Any questions related to the technical aspects of this document should be directed to at **Erma Patton** at **epatton@garycsc.k12.in.us** .

Response Format

Responses should include the following, if applicable:

- Applicable items should include all related software and hardware components that enable the functionality of the equipment (including any necessary mounting brackets, software licenses, multi-year licenses, and basic maintenance).
- If applicable, vendor is to specify all fees, shipping charges, taxes, surcharges and contingency fees for eligible equipment.
- If applicable, vendor is to specify the manufacturer's warranty provided as an integral part of an eligible component without separately identifiable cost.
- Any ongoing subscription pricing must be listed separately.

Your response **must** include the following information:

1. **PER-SCHOOL** line-item pricing. Any discounting applied to your proposal must be reflected at the line-item level.
2. In the case of proposed equivalent products, a thorough technical description of how each product from the manufacturer being bid meets each of the required functionalities of the product listed below.
3. Information outlining your company's certifications and connections regarding the manufacturer's equipment being bid, and length of time your company has provided equipment from the manufacturer being bid.

The District's review of information will be primarily focused on the substance of the details provided in response to the requirements herein including but not limited to technical details, pricing and terms, experience, references, delivery date, adherence to the response format provided.

Proposal Delivery

The Gary Community School Corporation reserves the right to reject each and every bid, and to waive informalities, irregularities, and errors in the bidding to the extent permitted by law. This includes the right to extend the date and time for receipt of bids. In the event that a responsible bid is not received or if it is determined, that the low bid received is too high, the bid received will be rejected and the project will be canceled or re-bid.

Bids should be provided by email before 10AM CST on December 7, 2023 to Erma Patton at epatton@garycsc.k12.in.us. Large files are encouraged to be saved within an electronic folder (e.g. Google folder) and provide the link to the point of contact rather than submit as direct attachments to ensure that the system does not block the email.

The District's decision to accept or reject the contract will be final. Upon completion of the curriculum adoption process and selection, GCSC will assume ownership of all materials provided as part of the proposal. The Elementary and Secondary Science/Engineering Curriculum Adoption Committee is composed of highly-qualified teachers, district content specialists, and school administrators, parents, etc. To ensure diverse, representational evaluations, the Committee is made up of members from various schools, grade-levels, and backgrounds. Each member will personally review all materials submitted for approval. The committee will then review all evaluations and submit the final recommendation directly to the GCSC Manager. This multilevel evaluation process, involving numerous people, guarantees to each publisher equity and fairness in the bidding, evaluation, and selection process. Respondents are strongly encouraged to carefully read the entire request for proposals. It is anticipated that this RFP may result in a contract award to a single contractor. This RFP is designed to provide interested offerors with sufficient basic information to submit proposals meeting minimum requirements but is not intended to limit a proposal's content or exclude any relevant or essential data. Offerors are at liberty and are encouraged to expand upon the specifications to evidence service capability under any agreement. GCSC will not be liable for any cost proposers may incur in the preparation or presentation of this proposal.

BACKGROUND Gary Community School Corporation has a K – 12th grade student enrollment of approximately 3,900 students. The reference number for the transaction is Solicitation **#: 2023-GCSC-Science/Engineering**. This number must be referred to on all proposals, correspondence, and documentation relating to the RFP. GCSC reserves the right to review contract(s) on a regular basis regarding performance and cost analysis and may negotiate price and service elements during the terms of the contract.

PRICE GUARANTEE PERIOD All pricing must be guaranteed for entire term of the contract. Following the guarantee period, any request for price adjustment must be for an equal guarantee period and must be made at least 30 days prior to the effective date. Requests for price adjustment must include sufficient documentation supporting the request. Any adjustment or amendment to the contract will not be effective unless approved by the GCSC Point of Contact.

DETAILED SCOPE OF WORK The desired outcome for this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our K – 12 elementary and secondary Science classrooms and will offer all teachers and students greater access to relevant digital resources/tools. The following list of requirements, although extensive, is not exhaustive and is intended to provide interested parties with sufficient basic information to submit proposals meeting minimum requirements but is not intended to limit a proposal's content or exclude any relevant or essential information. See enclosed rubrics for how the proposals will be evaluated.

Curricular/Design Requirement 1. Indiana Department of Education elementary and secondary Science/Engineering alignment a. Instructional materials in all formats, including print, digital and online materials. b. Curriculum materials must have a clear and documented research base by an outside evaluator. 2. Elementary and Secondary Science Content and Emphasis a. Materials focus coherently on the "major work" of the grade in a way that is consistent with the progressions in the Standards. b. Progression of standards across grade-levels are clearly identified. c. Materials are designed so that students attain the fluency and procedural skills required by the standard. d. Science Process Standards are an explicit part of instruction and the curriculum demonstrates authentic connections between content standards and practice standards. e. Program is based on strategies of Teacher Clarity. 3. Access for all Students a. Materials should be thoughtfully designed to support all students, including special populations (e.g., students with disabilities, English language learners, accelerated learners) in accessing and meeting the Indiana State Standards. b. Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. c. Systematic approach to incorporating language acquisition strategies that ensure equitable access across language ability levels to Science curriculum. d. Materials are visually balanced, age-appropriate, and accessible to student learners. 4. Pacing and Program Design a. Pacing guides outline reasonable timeframes for instruction and assessment. b. Lesson design incorporates direct instruction, guided practice, differentiated grouping, and independent practice. c. There is an appropriate balance of conceptual and procedural practices with identified connections between the two. 5. Assessment a. Diagnostic/formative and summative assessments support teachers in differentiating instruction to meet the needs of individuals and groups of students. b. Assessments monitor student growth over time with prediction of performance on end-of-level assessments. c. Use of industry standard formative and summative assessment questions. d. Ability to customize, edit, share, and lock assessments at the district, school, and teacher levels. e. Assessment reports are accessible at the district, school, and teacher levels. 6. Digital Resources/Tools Requirements a. Robust and dynamic digital materials/tools engage students in meaningful learning experiences using innovative online content and visual representations to enhance or extend classroom instructional practices. b. Digital tools regularly and systematically offer assessment opportunities that genuinely measure progress, as well as mastery of grade level standards. c. User friendly access (e.g., Single Sign On) and navigation for all users. d. All digital/electronic/online resources and tools meet all federal and state student data privacy requirements. e. Parent/home connection is designed to support student learning. 7. Training, Service, and Support a. Agency has knowledgeable and capable curriculum deployment/implementation specialists who will guide our district employees through the implementation process. b. Agency offers initial and ongoing training both on site and

digital c. Agency offers initial and ongoing on-site training, training of trainers, and refresher trainings as necessary. d. Agency has knowledgeable client support staff who are available to personally provide immediate assistance. e. Access to digital and physical materials, for professional development and preparation, available for summer (June and August) teacher trainings.

PROPOSAL RESPONSE FORMAT All proposals must include a technical proposal and cost proposal in an electronic format. Formats for both documents follow: A. Technical Proposal Format copies are to be tabbed or separated by section if applicable. Tab 1. Executive Summary. The one- or two-page executive summary is to briefly describe the offeror's proposal. This summary should highlight the major features of the proposal. It must indicate any requirements that cannot be met by the offeror. The reader should be able to determine the essence of the proposal by reading the executive summary. Protected information requests should be identified in this section. Tab 2. Detailed Response. This section should constitute the major portion of the proposal and must contain at least the following information: 1. A complete narrative of the offeror's assessment of the work to be performed, the offeror's ability and approach, and the resources necessary to fulfill the requirements. This should demonstrate the offeror's understanding of the desired overall performance expectations. Clearly indicate any options or alternatives proposed. 2. A specific point-by-point response, in the order listed, to each requirement in the RFP. Tab 3. Protected Information. All protected information must be included in this section of proposal response. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing reader to the specific area of this Protected Information section. All materials submitted become the property of Gary Community School Corporation. Materials may be evaluated by anyone designated by the District as part of the proposal evaluation committee. Materials submitted may be returned only at the District's option. B. Cost Proposal Format The proposal must be set forth in such a way that it will allow the merits of the proposal to be evaluated in conjunction with applicable cost. Please review the Best and Final Offers section below to ensure you properly submit your cost proposal.

SUBMITTING YOUR PROPOSAL Proposals must be received by the posted due date and time. Proposals received after the deadline will be late and ineligible for consideration. For the electronic proposal submission, you should attach two separate documents titled "Technical Proposal" and a document titled "Cost Proposal". For the hard copy these documents should be separate of each other. Cost will be evaluated independent from the technical proposal, and as such, is to be submitted separate from the technical proposal. NOTICE: By submitting a proposal in response to this RFP, offeror is acknowledging that the requirements, scope of work, and the evaluation process, outlined in the RFP are fair, equitable, not unduly restrictive, understood and agreed to. Any exceptions to the content of the RFP must be protested to the purchasing agent prior to the closing date and time for submission of the proposal.

PROPOSAL EVALUATION CRITERIA A committee will evaluate proposals against the criteria in section Curricular/Design Requirements. Each area of the evaluation criteria must be addressed in detail in the proposal. DISCUSSIONS WITH OFFERORS (ORAL PRESENTATION) An oral presentation by an offeror to clarify a proposal may be requested at the sole discretion of the District after the submission of the RFP for the proposals that meet all requirements. However, the District may award a contract based on the initial proposals received without discussion with the Offeror. If oral presentations are required, they will be scheduled after the submission of proposals. Oral presentations will be made at the offerors expense.

BEST AND FINAL OFFERS Vendors should offer their best offer in the original technical and cost proposals.

Due Date for Submissions: December 7, 2023

Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Evaluation Tool for High-Quality Curricular Materials for K-8 Science/Engineering

The purpose of this evaluation tool is for a reviewer(s) to consider each component independently in relation to the overall rating defined. Each criteria (i.e., row) is defined as a yes/no determination. Criteria defined as a non-negotiable (Sections I, II, and III) must be indicated as "Yes" for further evaluation in Section IV (optional criteria). The review considers three specific process steps: 1) independent review by a credible third party research entity, 2) independent review by each educator reviewer, and 3) consensus by the Indiana Department of Education's (IDOE's) hosted review committee. Process steps and documentation provided by the curricular organization will inform the overall determination defined in step 3.

The reviewer(s) must complete the process for each row independently based on the evidence provided by the curricular organization. Anecdotes or research beyond what the organization explicitly provided will not inform ratings.

1. Review the **required** criteria in Sections I, II, and III and **optional** criteria in Section IV.
   - If there is a "Yes" for all required criteria (i.e., rows), materials receive an overall "Yes" for that section.
   - If there is a "No" for any of the required criteria (i.e., rows), materials receive an overall "No" for that section.

2. Materials must meet all required criteria in Sections I, II, and III. Criteria in Section IV are optional, but may serve as a point of differentiation across providers that successfully navigate the review process.

3. A curricular organization must receive an overall "Yes" in Sections I, II, and III to be deemed high-quality. Details about each organization's rating completed by the independent third party research entity must be submitted with the corresponding documentation for review.

Submissions are evaluated on the extent to which they meet all of the criteria noted below. Deficient submissions will be allowed one additional submission round to provide additional evidence or clarification for reviewers. **The term "materials" is used throughout the rubric to mean "instructional materials" utilized by the educator or provided to students unless otherwise noted.**

Section I: K-8 Non-Negotiable Criteria for High-Quality Curricular Materials: Instruction

Evidence must meet all criteria noted in Section I.

Key Element Required	Determination: Yes/No	Notes/Evidence
Curriculum includes at least 85% alignment with the 2023 Indiana Academic Standards for Science for the grade level being reviewed. This includes all three dimensions outlined in the Next Generation Science Standards (NGSS) that inform the performance expectation (i.e., disciplinary core ideas, science and engineering practices, and crosscutting concepts).	Select Ranking	
At least 85% of lessons utilize phenomena and engineering problems as the basis for instruction.	Select Ranking	
At least 85% of lessons provide opportunities for students to activate prior knowledge and apply prior learning when investigating phenomena and engineering problems.	Select Ranking	
Particular phenomena and engineering problems are the focus of specific lessons and also span multiple lessons developing all three dimensions.	Select Ranking	
At least 85% of lessons provide opportunities for students to demonstrate a three-dimensional understanding of performance expectations.	Select Ranking	
The instructional framework is scientifically accurate and has a comprehensive scope and sequence that includes a direct order in which skills are presented and allow for continued practice to build automaticity, skills building from the simple to more complex, and how knowledge and skills build and connect across grade levels.	Select Ranking	

At least 95% of lessons include differentiated support to meet the needs of all students including, but not limited to, students with special learning needs and English Learners (e.g., linguistic scaffolds).	Select Ranking	
Only Evaluated if Applicable Digital materials are web-based, compatible with a variety of internet browsers, and platform-neutral.	Select Ranking	

Section II: K-8 Non-Negotiable Criteria for High-Quality Curricular Materials: Assessment

Evidence must meet all criteria noted in Section II.

Key Element Required	Determination: Yes/No	Notes/Evidence
Explicit guidance for all assessments includes scoring guides and student work examples for teachers and administrators to evaluate student performance.	Select Ranking	
Formative assessments (e.g., classroom-based assessments, unit assessments, lesson-based summative assessments) are included within the instructional framework to continuously monitor progress and identify the skill level and needs of each student (e.g., assessments in student's home language when possible).	Select Ranking	
At least 85% of lessons include multiple types of formative and summative assessments, including but not limited to: projects, presentations, homework assignments, surveys, common misconceptions, tests, student self-assessments, and in-class discussion prompts.	Select Ranking	

Section III: K-8 Non-Negotiable Criteria for High-Quality Curricular Materials: Professional Development and Educator Support

Evidence must meet all criteria noted in Section III.

Key Element Required	Determination: Yes/No	Notes/Evidence
At least one day of professional development opportunities and explicit guidance for implementation, coaching, and evaluation is provided.	Select Ranking	
All lessons include guidance and resources designed specifically to build teachers' knowledge. Relevant supports might bolster aspects of content knowledge (e.g., science vocabulary) and pedagogical content knowledge (e.g., phenomenon-based instruction).	Select Ranking	
All materials have clear and direct instructions that connect all applicable curricular resources.	Select Ranking	
All lesson scripts/explanations are provided with explicit guidance to teach each concept in a systematic, cumulative way.	Select Ranking	

Section IV: K-8 Optional Criteria for High-Quality Curricular Materials
Evidence may meet the additional criteria noted in Section IV to allow for a higher evaluation rating.

Optional Key Element	Determination: Yes/No	Notes/Evidence
Curriculum has achieved a rating of "Meets Expectations" in Gateways 1, 2, and 3 from EdReports[1] in the grade band under review (e.g., K-5, 6-8).	Select Ranking	
Curriculum includes at least 60% alignment with the 2023 Indiana Academic Standards for Integrated STEM at the corresponding grade level(s).	Select Ranking	
Materials include experiential learning opportunities including hands-on activities, opportunities for reflection, and authentic problems.	Select Ranking	

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[1]IDOE anticipates this element to be required beginning with the 2024-2025 High-Quality Curricular Materials evaluation cycle. Applicant vendors are encouraged to pursue this designation if not already attained.

Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Evaluation Tool for High-Quality Curricular Materials for High School Science

The purpose of this evaluation tool is for a reviewer(s) to consider each component independently in relation to the overall rating defined. Each criteria (i.e., row) is defined as a yes/no determination. Criteria defined as a non-negotiable (Sections I, II, and III) must be indicated as "Yes" for further evaluation in Section IV (optional criteria). The review considers three specific process steps: 1) independent review by a credible third party research entity, 2) independent review by each educator reviewer, and 3) consensus by the Indiana Department of Education's (IDOE's) hosted review committee. Process steps and documentation provided by the curricular organization will inform the overall determination defined in step 3.

The reviewer(s) must complete the process for each row independently based on the evidence provided by the curricular organization. Anecdotes or research beyond what the organization explicitly provided will not inform ratings.

1. Review the **required** criteria in Sections I, II, and III and **optional** criteria in Section IV.
   - If there is a "Yes" for all required criteria (i.e., rows), materials receive an overall "Yes" for that section.
   - If there is a "No" for any of the required criteria (i.e., rows), materials receive an overall "No" for that section.
2. Materials must meet all required criteria in Sections I, II, and III. Criteria in Section IV are optional, but may serve as a point of differentiation across providers that successfully navigate the review process.
3. A curricular organization must receive an overall "Yes" in Sections I, II, and III to be deemed high-quality. Details about each organization's rating completed by the independent third party research entity must be submitted with the corresponding documentation for review.

Submissions are evaluated on the extent to which they meet all of the criteria noted below. Deficient submissions will be allowed one additional submission round to provide additional evidence or clarification for reviewers. **The term "materials" is used throughout the rubric to mean "instructional materials" utilized by the educator or provided to students unless otherwise noted.**

Section I: 9-12 Non-Negotiable Criteria for High-Quality Curricular Materials: Instruction

Evidence must meet all criteria noted in Section I.

Key Element Required	Determination: Yes/No	Notes/Evidence
Curriculum includes at least 85% alignment with the 2023 Indiana Academic Standards for Science for the course being reviewed. This includes all three dimensions outlined in the Next Generation Science Standards (NGSS) that inform the performance expectation (i.e., disciplinary core ideas, science and engineering practices, and crosscutting concepts).	Select Ranking	
At least 85% of lessons utilize phenomena and engineering problems as the basis for instruction.	Select Ranking	
At least 85% of lessons provide opportunities for students to activate prior knowledge and apply prior learning when investigating phenomena and engineering problems.	Select Ranking	
Particular phenomena and engineering problems are the focus of specific lessons and also span multiple lessons developing all three dimensions.	Select Ranking	
At least 85% of lessons provide opportunities for students to demonstrate a three-dimensional understanding of performance expectations.	Select Ranking	
The instructional framework is scientifically accurate and has a comprehensive scope and sequence that includes a direct order in which skills are presented and allow for continued practice to build automaticity, skills building from the simple to more complex, and how knowledge and skills build and connect across grade levels.	Select Ranking	

At least 95% of lessons include differentiated support to meet the needs of all students including, but not limited to, students with special learning needs and English Learners (e.g., linguistic scaffolds).	Select Ranking	
Only Evaluated if Applicable Digital materials are web-based, compatible with a variety of internet browsers, and platform-neutral.	Select Ranking	

Section II: 9-12 Non-Negotiable Criteria for High-Quality Curricular Materials: Assessment

Evidence must meet all criteria noted in Section II.

Key Element Required	Determination: Yes/No	Notes/Evidence
Explicit guidance for all assessments includes scoring guides and student work examples for teachers and administrators to evaluate student performance.	Select Ranking	
Formative assessments (e.g., classroom-based assessments, unit assessments, lesson-based summative assessments) are included within the instructional framework to continuously monitor progress and identify the skill level and needs of each student (e.g., assessments in student's home language when possible).	Select Ranking	
At least 85% of lessons include multiple types of formative and summative assessments, including but not limited to: projects, presentations, homework assignments, surveys, common misconceptions, tests, student self-assessments, and in-class discussion prompts.	Select Ranking	

Section III: 9-12 Non-Negotiable Criteria for High-Quality Curricular Materials: Professional Development and Educator Support

Evidence must meet all criteria noted in Section III.

Key Element Required	Determination: Yes/No	Notes/Evidence
At least one day of professional development opportunities and explicit guidance for implementation, coaching, and evaluation is provided.	Select Ranking	
All lessons include guidance and resources designed specifically to build teachers' knowledge. Relevant supports might bolster aspects of content knowledge (e.g., science vocabulary) and pedagogical content knowledge (e.g., phenomenon-based instruction).	Select Ranking	
All materials have clear and direct instructions that connect all curricular resources.	Select Ranking	
All lesson scripts/explanations are provided with explicit guidance to teach each concept in a systematic, cumulative way.	Select Ranking	

Section IV: 9-12 Optional Criteria for High-Quality Curricular Materials

Evidence may meet the additional criteria noted in Section IV to allow for a higher evaluation rating.

Key Element Required	Determination: Yes/No	Notes/Evidence
Curriculum has achieved a rating of "Meets Expectations" in Gateways 1, 2, and 3 from EdReports[1] in the grade band under review (e.g., K-5, 6-8).	Select Ranking	
Curriculum includes at least 60% alignment with the 2023 Indiana Academic Standards for Integrated STEM at the corresponding grade level(s).	Select Ranking	
Materials include experiential learning opportunities including hands-on activities, opportunities for reflection, and authentic problems.	Select Ranking	

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[1]IDOE anticipates this element to be required beginning with the 2024-2025 High-Quality Curricular Materials evaluation cycle. Applicant vendors are encouraged to pursue this designation if not already attained.