

State Education Resource Center (SERC)

Request for Proposals (RFP) for the African American/Black and Puerto Rican/Latino Course of Studies Implementation (Round 2)

SERC RFP Number: BL072021A
State Education Resource Center (SERC)
Contact Person: Michelle LeBrun-Griffin

Proposal Schedule:

Release of RFP by electronic means on the SERC website at ctserc.org , CTsource, and curriculum website at ctserc.org/pa19-12	9:00 am on Thursday, August 19, 2021
Receipt of questions	4:00 pm on Friday, August 27, 2021
Answers to questions will be posted as an Addendum on the SERC website, CTsource, and curriculum website	9:00 am on Tuesday, August 31, 2021
Proposal due date	9:00 am Thursday, September 16, 2021
Award announcement	4:00 pm Tuesday, September 21, 2021

The State Education Resource Center (SERC) is committed to a policy of equal opportunity/affirmative action for all qualified persons. SERC does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. SERC does not unlawfully discriminate in employment against qualified persons with a prior criminal conviction. Inquiries regarding SERC's nondiscrimination policies should be directed to:

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About SERC

The State Education Resource Center (SERC) was established over 50 years ago as a “focal point of action and communication for special education personnel from throughout the state” of Connecticut (CT State Department of Education newsletter, October 1969). We have served local school districts, state-level policymakers, families, community agencies, and other stakeholders by facilitating professional learning, including technical assistance and training; providing resources, in part through a centralized library; and leading a range of other activities and supports over our five decades in operation.

As we evolved, SERC was statutorily tasked to serve the CT State Board of Education and led the ongoing effort to integrate special and general education, historically divided systems, into a unified approach to education that promotes equitable policies, culturally relevant practices, and accessible structures that develop successful learning communities within schools. We became a state quasi-public agency in 2014, recognizing our unique position to work closely with communities across Connecticut.

All of the agency’s efforts are designed to address educational equity and opportunity gaps. SERC’s consultants and staff, in collaboration with our partners, build the capacity of educators, service providers, and families to meet the diverse needs of our student population.

SERC recognizes that to be effective in facilitating change that is systemic, results-based, and enduring, all stakeholders must be included in the change process. Through partnerships with us, education systems shape their own transformation while SERC facilitates the process and customizes application of research and new thinking. SERC maintains many ongoing, years-long relationships with local education agencies and organizations, and offers continued support to foster and sustain systemic change.

Through this work, SERC is committed to its vision of equity, excellence, and education.

Overview and Purpose

On June 23, 2021, CT PA 21-2 identified SERC as the lead organization for coordination and provision of professional learning and implementation support for CT’s African American/Black and Puerto Rican/Latino Course of Studies.

SERC is seeking competitive proposals from qualified and interested organizations or individuals with proven expertise and experience in one or more of the following at the high school level: curriculum evaluation, content, pedagogy, instructional coaching, networking, and resource development as outlined below.

Components and Deliverables

The project will span from execution of contract until June 30, 2022 with potential for continuation through June 30, 2023, and will include the following components:

Components	Description of Expectations/Deliverables	Proposer Qualifications
Field Study	A Field Study will be conducted by an external evaluator during the 2021-2022 school year with Initial Implementers to inform the next phase of curriculum development. Deliverables will include development and aggregation of pre, mid, and post student knowledge and skill self-assessments, as well as development, gathering, and aggregation of end of unit and semester feedback from students, teachers, families, administrators, and coaches developed in collaboration with the SERC/CSDE Team.	Expertise and experience with curriculum evaluation.
Training	Support with delivery of unit-specific content and/or instructional pedagogy for course during summer institutes (virtual) or quarterly sessions (tbd) as outlined in training schedule and determined by the SERC/CSDE Team.	Expertise and experience with unit-specific content and/or course pedagogy, including participation in curriculum development to date.
Coaching	Participation in full training series for Cadre 1 and/or 2 (see attached), including lesson review and Coaching debriefs during sessions, as well as provision of quarterly virtual coaching during intersession as assigned by the SERC/CSDE Team (up to 4 teachers/schools for a total of 16 hours of contact time, plus 4 hours prep and reporting time).	Expertise and experience with instructional coaching and lesson review, including participation in curriculum development to date.
Speakers Bureau	Ability to provide virtual mini-lecture/pre-recorded presentation on unit-specific topics to provide background knowledge for teachers, students, families, and/or community as outlined in curriculum or as determined by SERC/CSDE Team. Coordination (including recordings) of Speakers Bureau in collaboration with the SERC/CSDE Team could be an extension to proposal.	Expertise and experience in delivery of virtual mini-lecture or pre-recorded presentation.
Networking	Development of structure for organization and delivery of regional networking opportunities in	Expertise and experience in

	collaboration with the SERC/CSDE Team. This could be integrated into existing, standing Administrator or Curriculum Council meetings. And/or development of structure for strategic organization of inter-district partnerships to support intra and inter-racial dialogue and exposure to multiple perspectives in collaboration with the SERC/CSDE Team. This could be done at the classroom, school, or community level.	coordination of formal and informal regional networking opportunities and/or inter-district partnerships.
Resource Support	Development of instructional materials based on level of use/requests as determined by the SERC/CSDE Team. And/or rubrics as outlined in the curriculum in collaboration with the SERC/CSDE Team.	Expertise and experience in the development of instructional materials and/or rubrics.
Documentary	Development of 20 to 30-minute documentary of implementation. The documentary must provide a full summary account of all aspects of the implementation process.	Expertise and experience in video production.

Required Minimum Qualifications for Consideration

1. Expertise with African American/Black and/or Puerto Rican/Latino studies.
2. Experience with K-12 curriculum design and development.
3. Experience with high school curriculum implementation and working with a diverse population of learners, including students with disabilities and English Learners.
4. Capacity for interagency networking and collaboration.
5. Flexible availability throughout contract period.

Proposal Requirements

- I. A separate proposal must be submitted for each component applied for. Cover page must include:
 - component
 - organization/individual name and address
 - contact name, phone, and email

- II. All proposals must include the following required information as outlined. Failure to include the required information will result in disqualification of proposal from being read/scored:
 - A. Description of organization’s/individual’s evidence of (see minimum qualifications above):

1. Expertise;
 2. Experience;
 3. Capacity; and
 4. Availability.
- B. Outline of the planned methodology and activities in relation to expectations (see description above), including timeline for completion of scope of work and deliverables.
- C. Itemized budget with separate costs for each deliverable.
- III. All proposals must follow the required format below. Failure to follow the required format will result in disqualification of proposal from being read/scored:
- All pages must be numbered.
 - Page Limit: 6, including cover page
 - Page Size: 8 ½ x 11, portrait
 - Font Type: Calibri
 - Font Size: 12
 - Double-spaced (except tables)
 - Margins: .75" minimum on the top, bottom, and sides of all pages
 - Do not use material in proposals dependent on color distinctions, animation, hyperlinks, etc.
 - Do not include attachments other than those requested or required by this RFP.
 - Upload single pdf with file name of component and organization (e.g., Field Study – Agency Name) to <https://ctserc.org/rfpblcurriculum>.

Proposal Schedule

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Receipt of questions	4:00 pm on Friday, August 27, 2021
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Instructions for Proposers

I. Contact Limitation

During the period from organization’s/individual’s receipt of this RFP until the Award Announcement is made and a contract is awarded, the organization/individual **shall not contact** any employee of SERC or the CSDE for additional information **except in writing directed to** Michelle Weaver, Legal Counsel, at weaver@ctserc.org.

II. Questions

Questions for the purposes of clarifying the RFP must be submitted **in writing by email to** Michelle Weaver, Legal Counsel, at weaver@ctserc.org and must be received no later than **4:00 pm, Friday, August 27, 2021**.

Questions and responses will be posted as an **“Addendum to RFP for the African American/Black and Puerto Rican/Latino Course of Studies Implementation”** by **9:00 am Tuesday, August 31, 2021**. Please note that submissions of questions for response do not in any way enhance or guarantee the chances of receiving a contract through this proposal.

III. Proposal Submission

All responses to this solicitation must be received **in single pdf format** at <https://ctserc.org/rfpblcurriculum> no later than **9:00 am on Thursday, September 16, 2021**.

Selection Criteria

All proposals will be blinded, double-scored (i.e., not met, somewhat met, fully met), and averaged. If average score is equal to or within one point of another proposal, both proposals will be triple-scored and average of highest two scores will be used. Selections for each component will be based on highest-ranked proposals with scores above 50.

Criteria for Evaluation of Proposals	Percent of Score
1. Demonstrated expertise and institutional/individual capacity <ul style="list-style-type: none"> a. Proposer has provided a detailed description of the leadership and staffing for this project b. Proposer has documented a clear explanation of staff expertise and experience c. Proposer clearly demonstrates staff capacity and availability to manage project 	35%
	0-10 points
	0-10 points
	0-15 points
2. Understanding of project via specifications of bid <ul style="list-style-type: none"> a. Proposer has submitted detailed description of the planned methodology and activities, including a 	45%
	0-15 points

Proposers must be able to confirm their ability to provide all proposed services.

VIII. Erroneous Awards

SERC reserves the right to correct inaccurate awards. This includes revoking the awarding of a contract to a proposer and subsequently awarding the contract to a different proposer. Such action shall not constitute a breach of contract on the part of SERC because the contract with the initial proposer will be deemed voided as if no contract were ever in place.

IX. Proposal Expenses

Proposers are responsible for all costs and expenses incurred in the preparation of proposals and for any subsequent work on the proposal that is required.

X. Ownership of Proposals

All proposals shall become the property of SERC.

XI. Ownership of Subsequent Products

Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of this RFP shall be the sole property of SERC and the CSDE unless otherwise stated in the contract.

XII. Oral Agreement or Arrangements

Any alleged oral agreements or arrangements made by proposers with SERC will be disregarded in any proposal evaluation or associated award.

XIII. Not a Contract

This RFP is not a contract and, alone, shall not be interpreted as such. Rather, this RFP serves only as the instrument through which proposals are solicited. SERC will pursue negotiations with the highest-scoring proposal. If, for some reason, SERC and the initial proposer fail to reach consensus on the issues relative to a contract, then SERC may commence contract negotiations with other proposers. SERC may decide at any time to start the RFP process again.

The selected proposer will be required to sign a formal contract. The contract may include a liquidated damages clause at the discretion of SERC, in addition to other relevant clauses.

XIV. Subcontractors

SERC prohibits the use of any subcontractors by the successful proposer. Proposers acknowledge by the act of submitting a proposal that any work provided under the contract is work conducted by the proposer on behalf of SERC and the CSDE.

XV. Accounting Procedures

Generally accepted accounting principles (GAAP) or another acceptable accounting method must be utilized.