Request for Proposal
RFP ALSDE 2020-04
ALSDE Virtual School and Digital Content
Alabama State Department of Education
Educational Technology Section

Note: FAXED OR E-MAILED PROPOSALS WILL NOT BE ACCEPTED.

Inquiries and response submissions related to this RFP are to be addressed to:

Mr. Jacky P. Todd
Administrator - Office of Operations
Alabama State Department of Education
50 N. Ripley Street, Room P305
Gordon Persons Building
Montgomery, AL 36104
Email: jtoddd@alsde.edu

Deadline:

Proposals must be received no later than 4:00 p.m. on June 5, 2020.

It is required that each vendor clearly mark the envelope RFP ALSDE 2020-04 in the lower left corner of the envelope (Response packages that are not marked will be rejected).

The proposal package must contain the following:

1. Original proposal plus six copies with original signatures (The proposal must be signed by an official authorized to legally bind the vendor to the information provided). One (1) electronic copy on a USB flash drive in MS Word format.

2. Must be currently registered with The Alabama Department of Finance, Division of Purchasing as a State Vendor and provide vendor number. http://www.purchasing.alabama.gov

3. The vendor must complete the affidavit for business entity/employer/vendor. Verification of enrollment in E-verify should be presented on the form found in Appendix A.

Proposal Opening
June 8, 2020
9:00 am
Gordon Persons Building, P103
50 North Ripley Street
Montgomery, AL 36104
(No visitors due to COVID-19 Pandemic)
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1.1 **Purpose and Background**

**Purpose:**
The Alabama State Department of Education (ALSDE) is seeking responses to this RFP for

**OPTION A – Alabama Statewide Virtual School**
Contracting with a vendor to provide and manage a comprehensive statewide K-12 virtual school for the students of the State of Alabama that will function within the state’s Learning Management System (Currently PowerSchool’s Schoology).

And/or

**OPTION B – Curriculum Content System**
The purchase of K-12 course content that meets all the standards of the Alabama Department of Education’s Courses of Study and placed by the vendor into the state’s Learning Management System (Currently PowerSchool’s Schoology).

Include description of how both synchronous and asynchronous instruction will occur in both Option A and Option B.

**Background:**
The ALSDE is seeking products and services as described in this RFP to support the implementation of the K-12 Alabama Statewide Virtual School. Our current needs are to acquire both course content and a fully managed Virtual School and/or course content with both housed in the state’s LMS. This is in direct alignment with the state’s vision to drive the academic progress of every student equitably. It should be understood that the ALSDE cannot guarantee the number of users in any given year.
1.2 **Anticipated Time Table**

June 5, 2020  
Proposal Submission Deadline

June 8, 2020  
Bid Opening

1.3 **Proposal Evaluation**

An Evaluation Team will review the proposals and make a recommendation. The criteria listed below will be used to evaluate the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFP.

**Evaluation Criteria:**

- Vendor qualifications and experience  
  50 points
- Detailed description and delivery of  
  products and services  
  50 points

**Best and Final Offers:**

The ALSDE may either accept a vendor's initial proposal by award of a contract or enter into discussions with vendors whose proposals are deemed to be reasonably acceptable for consideration of an award. After discussions are concluded, a vendor may be allowed to submit a "Best and Final Offer" for consideration in a manner and method prescribed by the ALSDE. By submitting a proposal each vendor accepts and agrees to all conditions and requirements herein.

The ALSDE will make all decisions regarding evaluation of the proposal. The ALSDE reserves the right to judge and determine whether a request is compliant with and has satisfactorily met the requirements of the RFP. The ALSDE reserves the right to waive technical and other defects if, in its judgment, the interest of the ALSDE so requires. Any further information disclosed about the RFP during this process will be provided to all vendors in a manner and method prescribed by the ALSDE.

**Rejection of Proposal:**

ALSDE reserves the right to reject any or all proposals which are deemed to be non-responsive, late in submission, or unsatisfactory in any way. ALSDE shall have no obligation to award a contract for work, goods and/or services as a result of this RFP.
Confidentiality:

All information contained in the RFP is considered to be the exclusive property of the ALSDE. Recipients of this RFP are not to disclose any information contained within the RFP unless such information is publicly available. This RFP is provided for the sole purpose of allowing Vendors to respond to these specifications.

Selection Process:

The ALSDE will select the vendor that provides the most technically sound and cost-effective proposal that best fits the needs of the ALSDE. Final selection of the successful vendor will not be based solely on cost. The vendor product will be evaluated primarily on the scope of the activities linked to associated costs as detailed in the RFP. RFPs will be reviewed to ascertain that minimum requirements have been met. The ALSDE reserves the right to conduct discussions with potential vendors in order to clarify information contained in their proposals, but the ALSDE has no obligation to do so. The vendor will provide notice to the ALSDE any partnership with another firm to provide parts of the solution; however, the vendor must provide management of the partner and is responsible for all project performance. Any subcontractor or partner will be subject to the same vetting process as the vendor, and the vendor is responsible for ensuring that each subcontractor acknowledges and is contractually bound by the staffing plan and other commitments listed in this RFP.

Unless provided by law, nothing in this RFP shall be construed to create any legal obligation on the part of ALSDE or any respondents. ALSDE reserves the right, in its sole discretion, to amend, suspend, terminate, or reissue the RFP in whole or in part, at any stage. In no event shall ALSDE be liable to respondents for any cost or damages incurred in connection with the RFP process, including, but not limited to, any and all costs of preparing a response to this RFP or any other costs incurred in reliance on this RFP. No respondent shall be entitled to repayment from ALSDE for any costs, expenses, or fees related to the RFP. All supporting documentation submitted in response to the RFP will become the property of the ALSDE. Respondents may also withdraw their interest in the RFP, in writing, at any point in time, as more information becomes known. If, within the confines of this RFP, the vendor provides intellectual property be it understood that all RFP contents may be subject to Open Records Act laws and thus are subsequently in the public domain.

Only the final results of the ALSDE Evaluation Committee may be considered public. Any work papers, individual evaluator or consultant comments, notes, or score will not be considered public. The final results of the ALSDE Evaluation Committee will not be publicly available until a final contract has received all necessary approvals.

Open Records act requests can be made at the following website: https://alsde.mycusthelp.com/WEBAPP/_rs/(S(f5sv2dmcmpb2aknppsajshwn))/supporthome.aspx

Disclaimer Notice:
The ALSDE shall not be liable for any costs associated with the preparation of proposals or negotiations of a contract incurred by any party.

Availability of Funds:

It is expressly understood and agreed that any obligations of the ALSDE to proceed is conditioned upon the continued availability of funds that may be expended for these purposes.
1.4 **Conditions and Terms**

**Contract Terms:**
The contract resulting from this RFP may be renewable for one additional year pending written agreement of the vendor & ALSDE. The contract will commence pending Legislative Review Committee approval and Governor’s signature.

The vendor shall be fully prepared to commence work after full execution of the contract by parties and the receipt of required governmental approvals.

**Proposals should reference each element in the RFP by number on the cover of each copy and be arranged in the same sequence.** All fees and costs are to be stated in United States currency. Vendors must reply to each element of the RFP.

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**Section 2.00 Scope**

2.1 **Scope of Vendor's Work and Responsibilities**

**OPTION A – Alabama Statewide Virtual School**

The Alabama State Department of Education (ALSDE) is requesting proposals from qualified contractors that will provide an Alabama Virtual School Program. ALSDE is looking for an off-the-shelf solution (i.e., ready-made software, that has already been developed and works upon installation) ALSDE’s Learning Management System LMS (currently PowerSchool’s Schoology) that can be configured for its core program requirements and customized to accommodate Alabama specific requirements and to assist in the development and implementation of programs and program features that will enhance online learning opportunities for K12 students in Alabama for a comprehensive school beginning in the August 2020-2021 school year. The program must have the capability to allow students to enroll/withdraw based on State and District policies and procedures. The scope of work shall include the information listed below.

Alabama Statewide Virtual School is looking for experienced providers of virtual school management and content for K-12 students. Documents or samples will be required to fully verify your expertise. Five or more years of experience in the virtual school market is preferred. The vendor must provide programs which combine traditional high school academics with Career Technical Education (CTE), using CTE program components including Project-Based Learning (PBL) to give students the collaborative environment needed to prepare them for the modern workplace as well as instruction through a comprehensive curriculum. Vendor must also work with Alabama Virtual to help them accommodate students with all disabilities and provide training for appropriate district staff to provide necessary accommodations to successfully implement the student’s IEP in a virtual setting. Vendor will also provide counseling services to the enrolled students.
Any vendor accepted by Alabama Virtual will be participating members of IMS Global to assure current and new educational standards of interoperability will be met. They must also be accredited by one of the six regional credit awarding agencies approved by the Alabama State Board of Education as found in the Alabama Code. The selected vendor will provide high quality professional development to certified Alabama teachers and support members include both synchronous and asynchronous instruction in an online environment. Vendors will provide specialized teachers (Gifted, Special Education, EL, etc.). Vendors will provide information regarding storage of content in the platform and demonstrate how learning objects will be tied to standards, preferably in the IMS CASE format.

Vendors will demonstrate the extraction of learning modules in an IMS Common Cartridge or thin Common Cartridge format.

Assuming an August 15 project start date, state the name, phone # and email address of the individual who would have primary responsibility for project implementation (i.e., assigned project manager). Provide a résumé of the named project manager which includes information on the project manager’s skills and qualifications relevant to this project. PMP certification or at a minimum of (5) five years of experience implementing systems in complex environments similar to the requirements outlined in the RFP is preferred. It is expected that Supplier will make its assigned project manager available during oral presentation(s) – if requested.

Provide at least three letters of recommendation from states, school districts, or organizations with whom you have worked in the past that have first-hand knowledge of your work. Please include contact information.

**Required Technical features of the Virtual School platform:**

- The vendor must support Service Provider Initiated Single Sign On.
- A web-based API interface (like Restful) with error reporting.
- Create, Read, Update, Delete (CRUD) individual users and multiple users in a single API call.
- CRUD and Copy capabilities individual per individual
- Read multiple courses in a single API call.
- CRUD individual enrollments and multiple enrollments with a single API call.
- Course Results, Gradebook Read
- API documentation clearly outlines API methods and calls.
- Ease of integration with any SIS system (iNow for the 2020-21 school year).
- Is data available to be queried via SQL and accessible by other standards so that data can be extracted from the LMS to a data warehouse for reporting, support, or analytics?
- Robust tech support for course import from alternate LMS.
- Course migration support
- WCAG 2.0 AA Compliance
- System uptime 99.999999%
- Support of most current versions of the following browsers: Safari, Chrome, Firefox, MS Edge. This also includes support of mobile devices, either within mobile browsers or with mobile applications (iPhone/iPod Touch/iPad, Android).

**Required content development features of the Virtual School platform:**

- Screen reader capability so content is accessible to all learners.
- Can text be entered in a variety of world languages and different characters?
Internal teacher student communication tools are included.
Schoolwide or class wide announcement feature is available for staff and teachers.
Audio Video recording available for instruction and student assignment submission.
Rubrics are available for assessment of essay questions and submitted assignments.
Content items can be tagged to standards and learning objectives (CASE).
Link checker functionality to report on broken links within course content.
Student or teacher ability to print worksheets, content items, rubrics, schedules, etc.
Mastery pathways for content display and completion.
Course template tool that allows for “master” courses and copies that can push changes to the master course to the copied courses or allow for versioning of changes.
Student landing pages can be customized to assure important information is apparent to student upon entering the platform/course.
Ability to toggle between student view and teacher view to assure that teachers can view the course from a student perspective.
Teachers/administrators can issue badges in the IMS Open Badge standard within the learning platform.
Gamification of learning is available within the course.
Content exported via IMS Global Common or Thin Common Cartridge.
Tiered professional development for ALSDE staff and district staff inclusive of teachers, counselors/registrar, and paraprofessionals, at a minimum in online teaching, registration, and management.
Provide process for orienting, communicating, updating, and supporting the parents of virtual school students.

Required communications features of the Virtual School platform:
- Ability to modify our Navigation Menu
- Course bookmarks for students
- Synchronous meeting tool available that does not use JavaScript
- Systemwide announcements can be made from administrative roles

Required user functionality features of the Virtual School platform:
- Area for students to upload and store in progress or completed assignments.
- Student collaboration tools in the course including discussion boards.
- Ability to put students in groups within collaboration tools.
- Students have the ability to view gradebook and see grades, missing assignments, and teacher feedback.
- Students can store in progress or completed assignments in a cloud-based storage platform such as Dropbox, Google Drive, and Office 365.
- Built-in Tutorials
- A Learning Object Repository where saved portions of a course can be saved to use in other sections.

Required administrative function features of the Virtual School platform:
- Course Copies via batch or API
- User Roles & Role Assignment
- Robust levels of role setting and permissions
Courses need to be able to be assigned to terms so that course copy can be managed.

- Security for final exams so that exam integrity can be assured.
- Final exams can be password protected.
- Test Domain (sandbox) provided to assure updates and improvements are tested before implementation.
- Custom branding for Alabama Virtual with other options at the sub org and course level.
- Must have global course update options and versioning.

**Required data and system health features of the Virtual School platform:**

- Data visualizations include data on when assignments were submitted and graded to assure timely teacher feedback.
- Data visualizations include student/teacher course activity so that quality can be maintained.
- Ability to associate school program monitors and Alabama Virtual supervisor staff to departments or classes to monitor students within a program or department.
- View system health
<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Per Pupil Cost Per School Year</th>
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<tbody>
<tr>
<td>K-5</td>
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<td>6-8</td>
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<td>9-12</td>
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OPTION B – Curriculum Content System

K-12 Curriculum System

The ALSDE is seeking products and services as described in this RFP to support implementation of the state’s **K-12 Curriculum System** ("System"). The system is designed to drive the academic progress of every child. At the core of the System is a rigorous, culturally-relevant digital curriculum that addresses the needs of all students, including English Learners (EL) and students receiving specialized services. All content areas in Grades Kindergarten (“K”) through 12 included in the curriculum will be vertically aligned and horizontally aligned with cross-disciplinary elements embedded. The content will be housed in state’s learning management system (currently PowerSchool’s Schoology).

Once implemented, the System will be a coherent, dynamic collection of programs, policies, technologies and supports that will include the following:

- a seamless scope and sequence for Grades K through 12 for the following instructional areas: Arts Education, Career and Technical Education, Character Education, Counseling and Guidance, Digital Literacy and Computer Science, English Language Arts, Health Education, Mathematics, Physical Education, Science, Social Studies, and World Languages;
- a comprehensive, customized and standards-aligned, K-12 digital curriculum for Arts Education, Career and Technical Education, Character Education, Counseling and Guidance, Digital Literacy and Computer Science, English Language Arts, Health Education, Mathematics, Physical Education, Science, Social Studies, and World Languages that is vertically and horizontally aligned and intentionally designed for all students, including English Learners and students receiving specialized services;
- a curated collection of standards-aligned, supplemental resources centralized in the District’s Learning Object Repository (LOR);
- tightly-aligned, instruction-centered programs, services, and supports (including professional learning) for teachers, school leaders, and network/central office teams;
- a modern student assessment and analytics platform configured to provide teachers with the data they need to inform their instructional practice and District leaders with the data they need to effectively support schools; and
- a formal suite of interoperating technologies (plug and play architecture) that improves the user experience for teachers, students, and parents, diminishes administrative burdens for employees and supports the District’s digital transition.

**General Conditions and Expectations – Standards, Frameworks, and Context**

*It is critical that all Proposers understand the complexities of Alabama Education institutions.*

Alabama Public Schools are diverse. Proposers selected through this RFP will collaborate with State leaders from several ALSDE Divisions to provide products and services for use by students in Grades K through 12.

The following are general conditions and expectations for the products and services provided pursuant to this RFP:

1. All content must be free from bias; fair across race, religion, ethnicity, and gender; and culturally relevant and mindful of the integration of diverse communities, cultures, histories, and contributions. Proposals must include analysis of how Proposer’s solution is bias-free and culturally relevant.
2. Content and technical functionality must support the needs of our English Learners ("ELs") and students receiving specialized services (Special Education). All web-based content must be WCAG compliant for students with special needs.

3. The ALSDE has adopted the Multi-Tiered System of Supports (MTSS) Framework to ensure all students receive high-quality, differentiated instruction and targeted supports for their academic, social, emotional, and health/wellness needs. To implement MTSS with fidelity, a high-quality curriculum must be available to every teacher in every classroom. Additionally, effective systems and structures must allow for increased instructional time and/or intensity for students who require additional academic and/or SEL supports. All elements of the curriculum system solicited via this RFP should align clearly and directly to MTSS. The curriculum must support the development of social and emotional skills, and guide users in ways that provide emotional support and use language to bring focus to these skills and their relevance to success in school, college, career, and life. Social and emotional skills include understanding one's own emotions and values, taking on different perspectives, demonstrating caring and concern for others, establishing healthy relationships, making responsible decisions, and setting and achieving goals. The application of these skills must be explicit in materials for all content areas. Suggested practices should include cooperative learning structures, goal setting, student choice, self-reflection, and practices that strengthen classroom community.

4. Any resources proposed in response to this RFP, including but not limited to any text passages should meet requirements for content and genres—i.e., grade appropriate content, passage length, and text complexity. Proposer should provide analysis of each resource's qualitative and quantitative text complexity. The system for determining item quality and correlation to standards should also be available and made transparent to ALSDE educators who seek this information.

5. Generally speaking, differentiation requires teachers to leverage 1) Universal Design for Learning (UDL) and/or 2) strategies for increased student accessibility (ELs, SELs, students receiving specialized services, low-achieving students, accelerated/gifted learners, etc.) and/or 3) alternative methods of teaching the standards/interventions that ensure students have additional (individualized) opportunities to connect to the learning. These approaches to differentiation should be evident in the Curriculum Samples submitted as part of the proposal.

6. It is likely that the ALSDE will identify specific approaches/strategies for curriculum development (e.g. Model Based Inquiry). Successful proposals will commit to flexibility in design/development processes to ensure alignment with the ALSDE's preferences.

7. Given that the implementation of the curriculum system will differ across the ALSDE, successful Proposer(s) will provide curriculum and resources and technical functionality that may be leveraged flexibly within that variable context.

8. Curriculum content, including assessments, will be designed and developed by the Proposer, but the ALSDE will have the ability to recommend modifications. Sufficient time must be allocated in the schedule for thorough review and modification by educators prior to any dissemination to LEAs or schools.

9. The Department is intentionally and strategically attempting to expand classroom walls by ensuring modern digital tools/resources are available to students and teachers 24 x 7. This digital transition requires the establishment and/or organization of core systems, processes, technologies, and standards for systems interoperability. The ALSDE intends to leverage Schoology; therefore, it expects proposers to work specifically with Schoology to maximize interoperability as described in Section G. This RFP is not soliciting secondary platforms to house, track and/or distribute instructional content for the K-12 Curriculum System. All instructional materials/content/resources will be accessed, distributed, described (metadata), tracked and reported via the ALSDE's Learning Management Systems.
10. ALSDE is establishing a consistent taxonomy for content stored and/or distributed via the enterprise systems. Tags/metadata must be included with all content, including supplemental resources, for ingestion in the enterprise systems. All content submission requirements (format, hierarchies, tagging/metadata, etc.) will be prescribed by ALSDE during the performance of services under a contract resulting from this RFP. In most cases, compliance with certain IMS Global standards (Thin Common Cartridge, LTI, etc.) will be required. Additionally, video(s) must be fully segmented for ease of use as a full program and searchable for relevant content segments therein.

11. All resources should be able to be used individually or combined in lessons, playlists, etc., for varied instructional purposes.

12. Content provided or suggested must be available in different formats (e.g. video, documents, interactive files, eBooks, images, audio files) to appeal to different learning styles and instructional needs.

13. ALSDE has an existing set of internally-developed and/or procured curriculum elements (units, lessons, etc.) that must be included in the curriculum. Successful Proposers will modify (as needed) and align these elements in the broader curriculum. The volume of existing curricular elements varies by content area.

14. As described in this RFP, Proposer’s solution for the curriculum system may include supplemental instructional resources. However, the ALSDE has already made significant investment in digital supplemental resources. Successful Proposer(s) will be required to utilize existing resources before supplying additional materials or requiring the ALSDE to procure or use any third-party resources. Proposer should clearly state in the Curriculum Sample and cost proposal: (1) when and where additional resources are required for use as part of its proposed solution; and (2) the cost of any supplemental instructional resources that are suggested or required, including whether the specified instructional resources are offered directly by Proposer or may be purchased separately from a third party.

15. Content provided must be curated from nationally recognized educational publishers and kept current with Alabama Content Standards. The ALSDE maintains the right to reject certain content and/or educational publishers based on a quality assessment. OERs are only appropriate if they are high quality and Proposer can guarantee their accessibility throughout the term of the contract. Proposals should clearly include information to the extent that Proposer’s content has obtained certifications or scores from independent organizations such as EdReports.

16. As stated in the terms and conditions set forth in this RFP and that will be set forth in any subsequent contract that may be entered into between the Board and a successful Proposer, Proposer(s) must agree, in writing, to adhere to all federal, state, and local laws and regulations regarding privacy of student and teacher data and will acknowledge in writing that the system is secure and that only authorized personnel, identified by the ALSDE, are able to access data and reports which are submitted to the Proposer or produced by or with the use of the Proposer’s products and services.

17. As further stated in the terms and conditions set forth in this RFP and that will be set forth in any subsequent contract that may be entered into between the ALSDE and a successful Proposer, all data submitted, added, developed, created, or modified by the ALSDE, either by its employees, agents, subcontractors, or students through the use of Proposer’s products must remain the property of the ALSDE. Successful Proposers must agree to respond in a timely fashion to requests for data files which include, but are not limited to, student data and student assessment results, with file descriptions.
18. Proposers must agree to transfer all content and data, including assessments, results, and reports, to the ALSDE and its LEAs in a usable and readable format throughout the term of any contract and in the event of termination of any contract(s). The ALSDE will define the transfer process for Successful Proposer(s) at the point of contract.

19. All content must be accurately translated to Alabama's top five languages [English, Spanish, Chinese (Mandarin and Cantonese), German, and Korean]. Videos and other resources with audio, language tracks and closed captioning should be provided. Reference Alabama's ESSA Plan.

20. Successful Proposer(s) will be required to collaborate extensively with ALSDE staff (i.e., Educational Technology, Instructional Services, Information Systems, school leadership/staff, etc.) and partners (funders, university partners, and vendors, including PowerSchool). Proposers must commit to ongoing, professional collaboration that adjusts to the ever-changing circumstances of a large, complex, public environment.

21. Content and technical functionality must demonstrate alignment/compliance with the standards, frameworks, and strategies listed below.

22. As standards are updated and priorities shift, the successful Proposer(s) will be expected to modify/adjust content and products to ensure alignment with state standards, frameworks, strategies, and context throughout the term of any contract and any renewals.

**Current Standards/Frameworks/Strategies List**

Proposer's Products and Services should be compliant with and in accordance with the applicable statutes, laws, requirements, and regulations including but not limited to the Code of Alabama, Alabama Administrative Code, and ALSDE policy. Additionally, the Products and Services shall be aligned with the state's current standards, frameworks, and strategies, which include the following:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Standards/Frameworks/Strategies</th>
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<tbody>
<tr>
<td>ALL</td>
<td>• WIDA (ELD &amp; SLD)</td>
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<tr>
<td></td>
<td>• Multi-Tiered Systems of Support (MTSS)</td>
</tr>
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<td></td>
<td>• Universal Design for Learning (UDL)</td>
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<td></td>
<td>• Alabama Comprehensive Assessment Program (ACAP)</td>
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<tr>
<td>Arts</td>
<td>• Alabama Course of Study Standards</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>• Alabama Course of Study Standards, The Alabama Literacy Act, and NAEP</td>
</tr>
<tr>
<td>Math</td>
<td>• Alabama Course of Study Standards, NAEP</td>
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<tr>
<td>Science</td>
<td>• Alabama Course of Study Standards</td>
</tr>
<tr>
<td>Social Science</td>
<td>• Alabama Course of Study Standards</td>
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<tr>
<td>Foreign Language</td>
<td>• Alabama Course of Study Standards</td>
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<tr>
<td>Career Technical</td>
<td>• Alabama Course of Study Standards</td>
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<tr>
<td>Computer Science</td>
<td>• Alabama Course of Study Standards, The Alabama Computer Science Act</td>
</tr>
<tr>
<td>Physical Education</td>
<td>• Alabama Course of Study Standards</td>
</tr>
</tbody>
</table>
Evaluation  |  • Data report connecting data to student achievement reports
Other      |  • Interoperability (IMS Global)

All Courses of Study are located at the link below.
https://www.alsde.edu/sec/sct/Pages/cos-all.aspx?navtext=Standards/COS

Subject and Personnel Code information is located at the link below.
https://www.alsde.edu/dept/data/Pages/spc-all.aspx

The successful Proposer(s) will be expected to work with the ALSDE on any modifications or adaptations to its products and services that may be necessary during the term of the contract and any renewal terms because of changes to the applicable standards, frameworks and strategies.

A. **Curriculum Samples**
Curriculum Samples must be included in bid proposal. All components of the sample must be coherent and address the same grade level (elementary) or course (MS) and (HS).

The full set of expected deliverables are provided for further illustration of ALSDE’s expectations for Successful Proposals.

A. **Scope and Sequence**
Curriculum Sample: Proposer should submit one Scope and Sequence for a single grade level of its choosing in Elementary School and one course for Middle School and High School.

B. **Units of Study**
Curriculum Sample: Proposer should submit two sample units of study in a single grade level of its choosing at the elementary level and one course for Middle School and High School for each content area addressed in the Proposal.

C. **Lessons**
Curriculum Sample: Proposer should submit two lessons for each unit of study in a single grade level of its choosing in Elementary School for each content area addressed in the Proposal. Proposer should submit two lessons for each unit of study in a course in Middle School and High School for each content area addressed in the Proposal. Each lesson should include a minimum of two learning activities/mini lessons and two supplemental resources (videos, etc.).

D. **Guidance Documents**
Curriculum Sample: Proposer should submit one sample guidance document for each Unit of Study submitted. The document should demonstrate the processes, resources, and strategies for leading lessons, conferring with students, differentiating, etc., including processes, resources, and strategies for MTSS Tiers II and III.
E. **Recommended Structures**
   
   **Curriculum Sample:** Proposer should submit one Recommended Structures document for each Unit of Study submitted. The document will support facilitation of whole group, small group, and independent practice opportunities for students that support intentional social and emotional skills development, include resources and strategies for MTSS Tiers II and III and recognize the unique nature of a digital environment.

F. **(Teacher-delivered) Formative, Lesson-level Assessments** - Lesson-level assessments must scaffold with/be tightly aligned to the unit assessments and interim assessments (unit clusters). Formative lesson assessments must be aligned to the Depth of Knowledge (DOK) and DOK Complexity Levels of each standard and learning targets taught within each unit of study.
   
   **Curriculum Sample:** Proposer should submit one lesson-level assessment aligned to each lesson. The assessment should be a coherent part of the sample and aligned to the appropriate content standards/frameworks.

G. **Formal Unit Assessments** – Formal Unit Assessments, aligned to the units contained in the ALSDE K-12 Curriculum, will be made available to educators for use at their discretion. The assessments will help educators identify concepts that students are struggling to understand, skills they are having difficulty mastering, or learning standards they have not yet achieved. With this information, adjustments can be made to lessons, instructional techniques, and academic resources/support.
   
   **Curriculum Sample:** Proposer will submit four sample unit assessments aligned to the units developed for the Curriculum Sample for each content area addressed in the Proposal. The assessments should be for the same elementary grade level and middle school and high school course that is the focus of the rest of the Curriculum Sample.

H. **Formal Interim Assessments** - Formal, structured assessment content will be delivered according to a defined ALSDE schedule so educators may identify concepts that students are struggling to understand, skills they are having difficulty mastering, or learning standards they have not yet achieved. With this information, adjustments can be made to lessons, instructional techniques, and academic resources/support. These packaged assessments will evaluate student performance against the standards within a group/cluster of units.
   
   **Curriculum Sample:** A sample interim assessment for one grade level in Elementary School and one course in High School must be submitted for each content area addressed in the Proposal.
   
   a. The interim assessment must have the flexibility to be given to schools using various curricular scope and sequences (meaning that schools with different schedules of assessed standards can be accommodated).

B. **General Elements of Curriculum System**
   
   1. All content must relate to prior knowledge and future learning within and across grade levels.
   2. For resources to be used/referenced and/or included in the curriculum, including instructional materials and supplemental resources, successful Proposers will prioritize content currently procured and/or created by ALSDE.
   3. Digital resources (including supplemental) must be formally aligned to the technical standards defined by ALSDE and guaranteed available for the duration of the contract including renewals.
4. ALSDE’s K-12 Curriculum will be fully distributed via the ALSDE’s enterprise systems. All
digital elements of the curriculum must be delivered in a format that is ingestible by ALSDE’s
enterprise systems. Content requiring a secondary, non-interoperating system (for storage,
management, distribution, etc.) will not be considered.

C. Content Development Protocol
Proposer should submit as part of its Proposal a summary of the protocol it recommends for the content
development for the effective production, editing, and approval of curriculum content. The protocol
must include engagement of teachers and administrators in iterative editing cycles.

As part of the contracting process, successful Proposer will deliver a comprehensive content
development protocol that aligns with the broader project plan and defines the quality assurance
construct for the curriculum content development, including assessment content.

D. Project Plan
Proposer should submit as part of its Proposal an outline of the Project Plan, summarizing the
milestones from project conception to close, and addressing the deliverables described in this list.

As part of the contracting process, successful Proposer will deliver a comprehensive Project Plan for
review and approval by ALSDE. The plan will reflect the agreed-upon scope of the contract/project
and will be aligned to—potentially even combined with—other project plans related to the larger K-
12 Curriculum System Portfolio.

As part of the contracting process, successful Proposer will deliver a comprehensive, aligned, multi-
year, multi-audience plan to accelerate/support implementation of the curriculum system. The plan
will focus on the awarded content area(s) and support curriculum implementation (including
assessment and learning related to assessment) for all other content-areas.

For the assessments that are included within the adopted curriculum, a portion of this professional
learning may be targeted to assessment literacy, as well as whole school data inquiry. These supports
could be provided in the form of assessment item design; professional learning tools meant to be
“turn-key” with ILTs and teacher teams in any school; data inquiry coaching for individual and/or
groups of schools; or training and support for the development of and use of other formative
assessment tools. These supports may engage ALSDE educators in building strong literacy around
evaluating student work, student portfolios, performance-based tasks and other important in-the-
moment formative assessment tools.

E. Alabama Interoperability Requirements

Education Data Interoperability

1. ALSDE realizes that, much like the operating system of a computer or mobile device, the real power of
digital learning comes when the platform, digital instructional materials, and other learning applications
work as one integrated system to support standards-aligned teaching and learning. Through this RFP,
Alabama seeks suppliers that best support this strategic vision by ensuring a more cohesive and effective
digital learning environment. This interoperable setting is best achieved through the application and
certified use of the IMS Global Learning Consortium education data standards.
Alabama Department of Education is a K-12 Contributing Institutional Member of IMS Global and
intends to require winning suppliers to achieve and maintain certification for the standards listed below.
For more information on standards and product certification, visit https://www.imsglobal.org.
Academic Standards

2. ALSDE is in the process of publishing its state academic standards in the Competency & Academic Standards Exchange (CASE) format. CASE is the interoperability standard for articulating academic standards and workforce competencies. More information on the CASE standard can be found at https://www.imsglobal.org/activity/case. ALSDE will make the case-formatted standards available through the CASE Network of Academic Standards & Workforce Competencies for the procured supplier(s) to use in aligning content with the correct Alabama state standards in support of aligned instruction. We anticipate the Alabama standards will be available through CASE Network by the time of purchase. For more information on CASE Network, visit https://www.imsglobal.org/casenetwork.

3. At a minimum, ALSDE prefers each supplier is CASE consumer certified and capable of consuming, aligning to, and representing to end-users the Alabama state standards in CASE format distributed through the IMS Global CASE Network at the time of content delivery. IMS Global is committed to supporting the procured suppliers in making these required alignments through a no-cost CASE Network Alliance membership that includes CASE consumer certification. More information on CASE certification can be found at: https://www.imsglobal.org/competencies-and-academic-standards-exchange-conformance-certification.
   - Third-Party Platform and/or Alignment Services. Suppliers may work with third-party alignment services to satisfy this requirement as long as the supplier and provider are CASE Alliance Members (no-cost) and can demonstrate alignment to the Alabama standards found in CASE Network.

Content Interoperability

4. ALSDE is making available the Schoology learning platform at no cost to Alabama districts and intends to work with procured suppliers to make their content seamlessly available through Schoology using the Common Cartridge and/or LTI v1.3 IMS Global standards. Furthermore, the content must be discoverable using LTI Resource Search.
   - For more on Common Cartridge, visit: https://www.imsglobal.org/activity/common-cartridge.
   - For more on LTI v1.3, visit: https://www.imsglobal.org/activity/learning-tools-interoperability.
   - For more on LTI Resource Search, visit: https://www.imsglobal.org/activity/lti-resource-search.
## Option B Pricing Sheet

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Fixed Pricing Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content Grades K-5</td>
<td>$</td>
</tr>
<tr>
<td>Course Content Grades 6-8</td>
<td>$</td>
</tr>
<tr>
<td>Course Content Grades 9-12</td>
<td>$</td>
</tr>
</tbody>
</table>
2.2 Scope of Alabama State Department of Education's Work and Responsibilities

1. Provide an ALSDE liaison
2. Provide Alabama standards in IMS Global CASE format
Section 3.00 General Requirements

3.1 Requirements of Proposal

The vendor must provide the following mandatory information. **Failure to provide this information may be cause for the proposal to be rejected.** Qualifications, experience, and cost will be evaluated for contract award. The proposal may be submitted under the same cover with Vendor Requirements and Cost Proposal in two distinct sections. E-verify information is required to be submitted for all employees to include contractors of the vendors if necessary and applicable.

Part I
Signed Cover Letter:

The cover letter shall serve as the first page of the vendor's proposal. The vendor shall complete the cover letter and attach it to the proposal in response to the RFP. The cover letter must be signed by an official authorized to legally bind the vendor. It will state that the vendor is a legal entity that will meet the specifications. The cover letter must accompany the submitted proposal. The letter accompanying the proposal must have original signatures and must include contact numbers and e-mail addresses for the authorized official signing the letters.

Part II
Vendor Qualification and Experience:

Vendor shall provide satisfactory evidence of the vendor's capability to coordinate the types of activities and to provide the services described in the RFP in a timely manner. Special attention should be given to the discussion of qualifications. The discussion shall include a description of the vendor's background and relevant experience as related to the required activities in the RFP.

Part III

Vendor shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of this RFP. The response must be prepared and organized in a clear and concise manner that is easily understandable.

Vendor Organization:

Describe your organizational structure and explain how your organization qualifies to be responsive to the requirements of this RFP.

References:

Provide at least three letters of recommendation from states, school districts, or organizations with whom you have worked in the past that have first-hand knowledge of your work. Please include contact information.

Executive Summary:

An executive summary is required. This summary will condense and highlight the contents of the vendor's proposal.
Part IV
Cost Proposal:
Vendor shall complete the provided Cost Sheet for Option A and/or Option B.

Subcontractor Disclosure:

If the execution of work to be performed requires the hiring of Subcontractors, **you must clearly state this in the bid proposal and provide qualification for such individuals.** Sub-Contractors must be identified and the services they will provide or work they will perform must be clearly defined. The ALSDE will not refuse a proposal based upon use of a Sub-Contractor; however, the ALSDE reserves the right to refuse or approve the Sub-contractor you have selected. Contractor and associated personnel shall remain solely responsible for the performance of all work, including work that may be sub-contracted.

Describe your rationale for utilizing Subcontractors including relevant past experience partnering with stated Subcontractor(s). Documents for E-verification of subcontractors are the sole responsibility of the contractor and must be available upon request to ensure compliance.
4.1 Governance

This RFP and its terms shall be governed and construed according to the laws of the State of Alabama. Any dispute arising out of this RFP shall be brought in the State of Alabama, with venue in Montgomery County, Alabama. Vendors agree to comply with all applicable federal and state laws and regulations.

4.2 Immigration

The proposal must contain a statement that the firm is aware of and in compliance with the requirements of the Beason-Hammon Alabama Taxpayer and Citizen Protection Act; a statement that the vendor is enrolled in the E-Verify as required by Section 31-13-9 (b), Code of Alabama 1975, as amended:

**BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT**

**COMPLIANCE**

The Beason-Hammon Alabama Taxpayer and Citizen Protection Act (31-13-1 et seq, Code of Alabama, 1975 as amended by Act 2012-491) regulates illegal immigration in the State of Alabama. All contracts with the State or political subdivision thereof must fully comply with each provision as provided by law.

A proposal must include a statement that the vendor has knowledge of this law and is in compliance. Before a contract is signed, the vendor awarded the contract must submit a Certificate of Compliance using the form at Appendix A. E-Verify enrollment can be accomplished at the website of the United States Department of Homeland Security at [http://www.uscis.gov](http://www.uscis.gov).

See Section 10 for additional language required by Section 10(k) of the Act to be included in the contract.

*Rev.5-24-13*
4.3 **Conflict of Interest**

The vendor attests that no employee, officer, or agent of the vendor shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest may be involved. A conflict would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in the organization selected for an award. The officers, employees, and agents of the vendor, if selected as the career planning system vendor, shall neither award nor offer gratuities, favors, nor anything of monetary value from vendors or subcontractors.

4.4 **Discrimination**

**Alabama Non-Discrimination Statement:**

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age, genetic information, or any other category protected under the law. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008. Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 694-4717.
APPENDIX "A"

STATE OF ___________________________
COUNTY OF __________________________

CERTIFICATE OF COMPLIANCE WITH THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535, as amended by ACT 2012-491)

DATE: __________________________

RE Contract/Grant/Incentive (describe by number or subject):

______________________________________________

by and between

______________________________________________ (Contractor/Grantee) and

______________________________________________ (State Agency, Department or Public Entity)

The undersigned hereby certifies to the State of Alabama as follows:

1. The undersigned holds the position of __________________________, with the Contractor/Grantee named above, and is authorized to provide representations set out in this Certificate as the official and binding act of that entity, and has knowledge of the provisions of THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535 of the Alabama Legislature, as amended by ACT 2012-491) which is described herein as "the Act."

2. Using the following definitions from Section 3 of the Act, select and initial either (a) or (b), below, to describe the Contractor/Grantee's business structure.

   BUSINESS ENTITY: Any person or group of persons employing one or more persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit or not for profit.

   a. Self-employed individuals, business entities filing articles of incorporation, partnerships, limited partnerships, limited liability companies, foreign corporations, foreign limited partnerships, and foreign limited liability companies authorized to transact business in this state, business trusts, and any business entity that registers with the Secretary of State.

   b. Any business entity that possesses a business license, permit, certificate, approval, registration, charter, or similar form of authorization issued by the state, any business entity that is exempt by law from obtaining such a business license, and any business entity that is operating unlawfully without a business license.

   EMPLOYER: Any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control or custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.

   (a) The Contractor/Grantee is a business entity or employer as those terms are defined in Section 3 of the Act.

   (b) The Contractor/Grantee is not a business entity or employer as those terms are defined in Section 3 of the Act.

3. As of the date of this Certificate, the Contractor/Grantee does not knowingly employ an unauthorized alien within the State of Alabama and hereafter it will not knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama;

4. The Contractor/Grantee is enrolled in E-Verify unless it is not eligible to enroll because of the rules of that program or other factors beyond its control.

Certified this __________ day of ______________, 20_____.

______________________________________________
Name of Contractor/Grantee/Recipient

By: __________________________________________

Its ____________________________________________________________________________

The above Certification was signed in my presence by the person whose name appears above, on this __________ day of ______________, 20_____.

WITNESS: _______________________________________________________________________

______________________________________________
Printed Name of Witness
Appendix "B"

Submission Template Option "A"

Requirements of Proposal

Part I
Signed Cover Letter:

Part II
Vendor Qualification and Experience:

Part III
Vendor Organization:

References:

Executive Summary:

Part IV
Cost Proposal:

Part V:

Required Technical Features of the Virtual School Platform:
A. The vendor must support Service Provider Initiated Single Sign On.
B. A web-based API interface (like Restful) with error reporting.
C. Create, Read, Update, Delete (CRUD) individual users and multiple users in a single API call.
D. CRUD and Copy capabilities individual per individual
E. Read multiple courses in a single API call.
F. CRUD individual enrollments and multiple enrollments with a single API call.
G. Course Results, Gradebook Read
H. API documentation clearly outlines API methods and calls.
I. Ease of integration with any SIS system (iNow for the 2020-21 school year).
J. Is data available to be queried via SQL and accessible by other standards so that data can be extracted from the LMS to a data warehouse for reporting, support, or analytics?
K. Robust tech support for course import from alternate LMS.
L. Course migration support
M. WCAG 2.0 AA Compliance
N. System uptime 99.999999%
O. Support of most current versions of the following browsers: Safari, Chrome, Firefox, MS Edge. This also includes support of mobile devices, either within mobile browsers or with mobile applications (iPhone/iPod Touch/iPad, Android).

Required Content Development Features of the Virtual School Platform:
A. Screen reader capability so content is accessible to all learners.
B. Can text be entered in a variety of world languages and different characters?
C. Internal teacher student communication tools are included.
D. Schoolwide or class-wide announcement feature is available for staff and teachers.
E. Audio/video recording available for instruction and student assignment submission.
F. Rubrics are available for assessment of essay questions and submitted assignments.
G. Content items can be tagged to standards and learning objectives (CASE).
H. Link checker functionality to report on broken links within course content.
I. Student or teacher ability to print worksheets, content items, rubrics, schedules, etc.
J. Mastery pathways for content display and completion.
K. Course template tool that allows for “master” courses and copies that can push changes to the master course to the copied courses or allow for versioning of changes.
L. Student landing pages can be customized to assure important information is apparent to students upon entering the platform/course.
M. Ability to toggle between student view and teacher view to assure that teachers can view the course from a student perspective.
N. Teachers/administrators can issue badges in the IMS Open Badge standard within the learning platform.
O. Gamification of learning is available within the course.
P. Content exported via IMS Global Common or Thin Common Cartridge.
Q. Tiered professional development for ALSDE staff and district staff inclusive of teachers, counselors/registrars, and paraprofessionals, at a minimum in online teaching, registration, and management.
R. Provide process for orienting, communicating, updating, and supporting the parents of virtual school students.

Required communications features of the Virtual School platform:
A. Ability to modify our Navigation Menu
B. Course bookmarks for students
C. Synchronous meeting tool available that does not use JavaScript
D. Systemwide announcements can be made from administrative roles

Required user functionality features of the Virtual School platform:
A. Area for students to upload and store in progress or completed assignments.
B. Student collaboration tools in the course including discussion boards.
C. Ability to put students in groups within collaboration tools.
D. Students have the ability to view gradebook and see grades, missing assignments, and teacher feedback.
E. Students can store in progress or completed assignments in a cloud-based storage platform such as Dropbox, Google Drive, and Office 365.
F. Built-in Tutorials
G. A Learning Object Repository where saved portions of a course can be saved to use in other sections.

Required administrative function features of the Virtual School platform:
A. Course Copies via batch or API
B. User Roles & Role Assignment
C. Robust levels of role setting and permissions
D. Courses need to be able to be assigned to terms so that course copy can be managed.
E. Security for final exams so that exam integrity can be assured.
F. Final exams can be password protected.
G. Test Domain (sandbox) provided to assure updates and improvements are tested before implementation.
H. Custom branding for Alabama Virtual with other options at the sub org and course level
I. Must have global course update options and versioning.

Required data and system health features of the Virtual School platform:
A. Data visualizations include data on when assignments were submitted and graded to assure timely teacher feedback.
B. Data visualizations include student/teacher course activity so that quality can be maintained.
C. Ability to associate school program monitors and Alabama Virtual supervisor staff to departments or classes to monitor students within a program or department.
D. View system health
Request for Proposal (RFP)
RFP ALSDE 2020-04
Alabama State Department of Education,
Educational Technology Section

APPENDIX "C"

SUBMISSION TEMPLATE OPTION “B”

Requirements of Proposal

Part I
Signed Cover Letter:

Part II
Vendor Qualification and Experience:

Part III
Vendor Organization:

References:

Executive Summary:

Part IV
Cost Proposal:

Part V:

Curriculum Samples

Curriculum Samples must be included in bid proposal. All components of the sample must be coherent and address the same grade level (elementary) or course (MS) and (HS).

The full set of expected deliverables are provided for further illustration of ALSDE’s expectations for Successful Proposals.

A. Scope and Sequence
B. Units of Study
C. Lessons
D. Guidance Documents
E. Recommended Structures
F. (Teacher-delivered) Formative, Lesson-level Assessments -
G. Formal Unit Assessments –
H. Formal Interim Assessments –

Content Development Protocol

A. Protocol Summary

Project Plan

A. Plan Outline