



***Request for Proposal: Literacy & Math
Intervention for grades K-12***

HOPE Online Learning Academy Co-Op
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1.0 HOPE ONLINE LEARNING ACADEMY CO-OP

HOPE Online Learning Academy Co-Op (HOPE) provides kindergarten through twelfth grade students in Colorado with a blended education that includes core instruction, individualized learning plans paired with in-person support from experienced teachers and mentors. HOPE is a non-profit, free, public charter school of Douglas County School District. Based in Englewood, CO, the network of 23 learning centers serve over 2100 students throughout the state.

HOPE students attend learning centers five days a week for the full school day, rotating between individualized online lessons and classroom instruction. Learning Centers are safe, supportive environments operated by non-profit community organizations.

HOPE students by the numbers:

- 82% of students participate in free or reduced lunch program
- 87% minority student population
- 42% English language learners
- On average, HOPE high schools students enroll 4-10 credits behind pace for graduation
- Approximately 40% of HOPE students in grades 2-8 had previously enrolled in three or more schools

Website: www.hopeonline.org
Curriculum information: www.hopeonline.org/students/curriculum
FAQ: www.hopeonline.org/about/faq

2.0 PURPOSE OF REQUEST FOR PROPOSAL

This Request for Proposal (RFP) is being issued by HOPE Online Learning Academy Co-Op. The purpose of this RFP is to assist with the selection of standards-based, literacy and math interventions to be offered by HOPE throughout its network of 23 learning centers in a blended learning classroom environment.

HOPE Online Learning Academy Co-Op, as a blended learning school model, is seeking intervention programming that may include both offline and online components for students in grades K-12. Programs must provide students with opportunities to learn, practice and apply critical skills to fill identified learning gaps, in order to support them in meeting grade level standards in literacy and mathematics. In order to comply with ELAT grant requirements, K-3 literacy interventions must be on the Colorado Department of Education approved list. *Providers are encouraged to submit a response even if only a subset of the content areas and/or grade levels is addressed by your offerings. In addition, if a provider offers online or offline content ONLY, please include programs that closely align and compliment your resources.*

All potential contractors should take notice and be aware that HOPE reserves the right to reject any or all proposals without comment.

3.0 STATEMENT OF WORK

Responses to this RFP should clearly address each of the following criteria. Every attempt should be made to be concise in your responses.

3.1 Content Specifications

The following paragraphs outline key criteria for the content implementation. An in-depth review of the Provider's online content will be conducted if it is determined that such a review is desired based on this RFP response.

3.1.1 Provide a scope and sequence (inclusive of grade level learning progressions) that provides evidence that programs are aligned to the Common Core Standards as well as the Colorado Academic Standards.

- What strategies does the program use to develop students' conceptual knowledge of focus areas?
- What strategies are used to develop students' fluency of focus areas?
- How are skills scaffolded both within and across grade levels to ensure students' gaps are filled, giving them access to grade level standards?
- What additional supports are available for English language learners and those struggling with grade level content? Describe how these elements are addressed within both offline and online programs.
- Please describe the degree to which your content utilizes video, audio lectures, interactive simulations, collaboration and other features that foster 21st century skills and addresses multiple learning styles.

Mathematical Intervention

- How is the specialized language of mathematics addressed within the program?
- What is the major focus and individual skills addressed within the intervention program? How does this correlate with the focus areas identified in the CCSS?
- How does the curriculum address the need for students to produce arguments and explanations, communicate reasoning, and create diagrams and mathematical models?
- What percentage of the problems/lessons/exercises are based on real life or require application to real life? What percentage of these require students to learn new mathematics through the process of solving the problem versus applying what they already know to gain mastery?

English Language Arts Intervention

- What is the major focus and individual skills addressed within the intervention program? How does this correlate with the focus areas identified in the CCSS?
- What is the percentage of focus for each component/skill by grade or proficiency level?
- How are the five components of reading addressed?
- For K-3 literacy providers, please denote CDE Approved Literacy Provider status (approved intervention).

3.1.2 Provide a list of the courses that your organization has available that are specifically designed as intervention for use with struggling learners.

- Does your content cover all grades levels (K-12), including content for literacy and math? (Providers are encouraged to submit a response even if only a subset of the content areas and/or grade levels is addressed by your offerings).
- Does availability of digital content/online courses vary depending on grade level of students? If yes, please describe.
- Is the online programming adaptive, adjusting to meet students' needs and levels?
- Describe the correlation between online programming and offline teacher led instruction as well as lesson frequency and time frames required for program fidelity.

3.1.3 Describe the student assessment process that exists within the program. In your description of options, please address the following questions as appropriate:

- Describe how student achievement growth in a standard/skill is measured.
- Describe the various types of pre and post assessments that are utilized. What formative assessment tools including progress monitoring tools, are incorporated within the program to provide regular performance data?
- Are answer keys and/or rubrics provided?
- To what extent are computer graded assessments utilized?
- What types of items do the tests include (i.e. short response)?
- In regards to digital content describe any safeguards that exist to prevent students from merely guessing answers until correct answer is obtained, or using other sources to obtain answers.

3.1.4 Describe the differentiated instruction and interactive features that meet the varying learning needs of students. In your description please address the following questions:

- Do teacher's guides contain suggestions for differentiating instruction to meet varying levels, learning style and/or interests of students?
- Are various activities included that provide multiple opportunities for students to collaborate, discuss and process information during instruction?
- In respect to digital programming, are audio capabilities to read the screen to students, interactive labs or other activities, videos, hyperlinks to vocabulary definitions, or remediation in reading and math available?
- Does the online programming provide "hints" or feedback to lead students to correct responses?
- Are pacing guides and/or average completion time per lesson included?

3.1.5 Given the diverse academic needs of HOPE students (English-language learners, academically at-risk, students with learning and physical disabilities, highly mobile population), please describe your company's experience in serving such a student population utilizing your digital content.

- Are 1st language supports available? If so, to what level (Directions only? Some content? All content including assessments?)
- Are SIOP strategies incorporated within lessons/units?

3.1.6 Describe what classroom based materials are required and included.

- What core teaching materials are required/included?
- Are materials available in print form only or are they posted online?
- Do students and teachers and/or facilitators have access?
- Are consumables available/required?

3.1.7 Identify teacher support provided to assist teachers with becoming familiar with both offline and online content as well as supporting their instructional efforts.

- Are instructional videos provided to serve as models for effective instruction?
- Are their additional support materials available for teachers working with diverse learners?
- What professional development/training opportunities are available to support teachers in understanding and implementing programs? Please include number of sessions, training formats (ie in person, webinar, etc) and any size/grade level restrictions.

3.1.8 Describe your typical business practices for addressing content additions or edits. In your description please address the following questions:

A. Provider-initiated edits to content

- How are errors in content or design addressed?
- How often is content upgraded or otherwise edited?
- How are edits to content relayed to client and how much advance notice is provided?

3.2 Delivery Requirements for Digital Programs

The following paragraphs outline key content and delivery criteria that HOPE is seeking. Responses to this RFP must address how the provider can meet these specific requirements.

3.2.1 Deliver digital content for students through a provider hosted model. Provider will not only provide the digital content, but will host its own course management, and an automated enrollment system in which students are enrolled and activated. Clever and Infinite Campus integration preferred.

3.2.2 Provide professional development to the appropriate HOPE staff in teaching content, managing enrollment process, accessing and understanding student performance reporting.

3.2.3 Provide appropriate and agreed upon technical support for students and staff.

3.3 Reporting Features for Digital Programs - Student Performance

- 3.3.1 Please describe the reporting capabilities of your digital content management system.
- a) Are school personnel able to access real-time student progress reports that include both the quality of work completed and the % of coursework completed?
 - b) Describe how aggregate student performance data can be reviewed at the class, site and school level.
 - c) Describe how students are informed of their progress?
 - d) Describe how parents access student progress reports?
 - e) Describe ability to export student data/reports into other digital grade books or databases?
 - f) Describe how student performance data is archived and does this include archiving of student data even for students who may not complete their assigned course?
 - g) Describe if and/or how growth in content is provided (pre/post? By standard across course? Over multiple years?)

3.4 Technical Requirements for Digital Programs

Please identify the minimum, and preferred (as appropriate), technical requirements required by HOPE staff and students to successfully access and interact with your platform.

3.4.1 Provide details regarding the hardware and software requirements, including single sign on (SSO) access, that each of the following entities would need to have available in order to access your digital content / courses:

- a) Students
- c) HOPE learning center staff
- d) HOPE central staff
- e) HOPE teachers

3.4.2 Describe the technical support that you will provide to each of the following users:

- a) Students
- b) HOPE learning center sites
- c) HOPE and learning center staff

3.4.3 Please identify if any components of the digital content/course or ancillary resources require software to be loaded onto a server at the HOPE home office and/or learning center sites.

3.4.4 Describe the data integration capabilities for your digital content management system.

- a) Can data be exported and into what programs?
- b) Can data, such as a list of student names or demographic information be imported?
- c) Is there an additional fee for reporting?
- d) Does your platform integrate, or is it capable of integrating, with other learning

management systems and student information? If yes, do additional fees apply? Note that the student information system utilized by HOPE is Infinite Campus. HOPE uses Clever for program data and SSO. If not currently integrated with these programs, please provide detailed explanation of the steps vendor will take to integrate.

- e) Does your platform have single sign-on capabilities with other content management/repository or lms systems? If yes, do additional fees apply?

3.5 Fee Structure

The following paragraphs outline key financial considerations that HOPE will consider for digital content implementation. Responses to this RFP must address how the Provider can meet these specific requirements.

- 3.5.1 Identify your pricing models (per student/classroom/concurrent user/etc) associated with delivering content as outlined in this RFP. In regards to digital programs, the license fee shall include the costs of course access, delivery, and registration.
 - a) Identify any classroom based materials (such as print or online textbooks and consumables) or subscription fees that may not be included in the quote provided.
 - b) Identify all fees associated with the training of HOPE and Learning Center staff to implement/teach/facilitate the content in a blended learning classroom.
 - c) Identify all fees that may be associated with providing technical support to students and HOPE and Learning Center Staff.
 - d) Identify any other fees that may be applicable to the utilization of your content and services.
- 3.5.2 HOPE serves a student population that has shown to be highly mobile. On average, thirty-percent (30%) of enrolled students will leave during the school year. Describe the flexibility in your fee structure that will best enable HOPE to be financially responsible in addressing this rate of student mobility.

3.6 Provider Qualifications and Contact Information

In order for HOPE to judge the prospective Provider's prior experience and ability to deliver the prescribed service on time, the bidder must submit the following information in the response:

- 3.6.1 Legal name and address of company and identify the name and contact information for one representative from your organization who shall serve as the point of contact for all questions and inquiries regarding your response.
- 3.6.2 Is your company privately or publically owned? Please provide information about your Board of Directors (or Advisory Board if appropriate); a web link to this information will suffice.
- 3.6.3 Length of time in existence
- 3.6.4 List of agencies/clients for which services comparable to those requested in this RFP

have been rendered, the dates of services, and the name, address, and telephone number of the prospective contractor's contact person in that agency.

HOPE Online Learning Academy Co-Op reserves the right to contact agencies that have worked or are working with the prospective Provider.

- 3.6.5 Identify all accreditations, state or nationally recognized endorsements that your organization has received. Describe any outside evaluations that have been conducted on your digital content. Are evaluations available if requested?
- 3.6.6 Providers having existing business relationship with HOPE, or a personal relationship with HOPE employee(s) must include a statement with their response identifying the scope of any such relationship.
- 3.6.7 Providers who are currently in litigation or have been in litigation for providing similar services as requested in this RFP must include a statement in their response that provides details about the litigation.

3.7 Deliverables and Timeframes

Identify any important information that the RFP review team will need to consider regarding how quickly your organization would be able to implement digital content at various HOPE learning center sites if requested to do so. Include a typical implementation timeline based on your experience of providing such services.

3.8 Additional Features and Information (Optional)

Please identify any unique features or additional information about your digital content offerings that you believe is important for HOPE to consider. Please keep narrative response concise and only provide information not requested in earlier questions in Section 3.0.

4.0 RFP SUBMISSION PROCESS

Proposals should be concise and clear. Proposals must be complete. Failure to include all required information may result in disqualification or lower evaluation rankings.

Responses to the RFP will be the primary source of information used in the evaluation process. Proposals should be as complete as possible. However, HOPE may:

1. Contact any applicant to clarify any response.
2. Contact any user of an applicant's services.
3. Solicit information from any available source concerning any aspect of the proposal.
4. Seek and review any other information it deems pertinent to the evaluation process.

The following paragraphs provide an overview of the submission process.

4.2 HOPE Online Learning Academy Co-Op Contact

All questions and inquiries regarding this RFP should be directed to:

rfp@hopeonline.org

The above contact is the authorized contact on behalf of HOPE and shall be the only representative of HOPE related to this RFP. Communication with other HOPE and learning center staff regarding this RFP may be grounds for eliminating a Provider from consideration

4.3 Submission Deadline

The deadline for submitting responses to this RFP is February 22, 2019. All responses must be received by 5:00 p.m. MST on the above date. Any proposal received after the time and date specified will not be considered

4.4 Sending Your RFP Response

Providers should submit their responses electronically to the email address provided in Section 4.2. All documents that are submitted should be in a PDF document. Providers must also include a signed *Appendix B* with their response (signed document may be scanned and included in the response). It is the Provider's responsibility to assure that all addenda have been reviewed and, if need be, signed and returned with the RFP response.

4.5 Q & A Conference Call

HOPE will offer a conference call on Tuesday, February 12 from 8:30 – 9:30 a.m. with the sole purpose being to clarify and answer questions related to the items requested within the RFP. If you are interested in participating in this call, please use the email address above to send a request to be included with "Conference Call" listed in the subject line and you will receive information related to how to access the call.

5.0 EVALUATION PROCESS

Proposals will be evaluated on the following criteria:

- Proposal meets the statement of work objectives (Section 3.0)
- Experience with other blended learning schools, online schools, charter schools, and/or public schools
- Cost effectiveness

The following paragraphs provide an overview of the evaluation process that will be used when reviewing Provider responses.

5.1 Review of Received Responses (Phase I and II)

HOPE will assemble a team to carefully review each response to this RFP. This initial review (Phase I) will focus on ensuring that all information requested in Section 3.0 and elsewhere in the RFP has been provided. Based on this review, a determination as to which Providers' materials/services warrant a more in-depth review will be made (Phase II).

By responding to this RFP, the Provider agrees to provide the HOPE Online Learning Academy Co-Op review team with access to desired content/courses in an effort to conduct such a review.

5.2 Selection of Providers for In-Depth Course Reviews (Phase III)

Based on the Phase II review process, the review team may request the Provider to provide a sample of core materials as well as a demonstration of online programs/courses and to participate in a Q&A session with the review team regarding their response to this RFP. This demo and Q & A session may be conducted via a webinar or in-person, depending on the availability of the Provider.

6.0 GENERAL INFORMATION

6.1 Revisions to the RFP

If it becomes necessary to revise any part of this RFP, addenda will be provided to all who are known to have received the initial RFP. Any responses that are received that do not adequately address such changes will be identified and the issuing Provider will be given an opportunity to add additional information that only addresses the said change.

6.2 Cancellation of the RFP

HOPE may cancel this RFP, in whole or in part, at any time.

6.3 Response Acceptance and Rejection

Potential providers are cautioned that this document is a Request for Proposal, not a request to contract. HOPE reserves the unqualified right to accept or reject any or all offers for the purpose of establishing a contract to perform the work described herein. HOPE reserves the right to award a contract upon the evaluation of the received responses without discussion.

6.4 Incurred Expenses

Potential providers are totally responsible for the cost of producing their responses, which would include any travel to HOPE Online Learning Academy Co-Op as part of the Phase III review process. HOPE will not reimburse any vendor for the cost of the preparation of responses or product demonstrations.

Appendix A

Proposed Timeline

HOPE Online Learning Academy Co-Op reserves the right to modify or amend this timeline at any time.

Date	Activity
February 1, 2019	RFP issued
February 12, 2019	Provider Conference Call. Purpose is to provide potential respondents with an opportunity to ask clarifying questions about the RFP.
February 22, 2019	RFP responses due. Phase I review process begins. Phase I consists of reviewing all proposals that were received to ensure that required information was provided. Providers who warrant further review will be required to provide review team with access credentials to view a sampling of online courses
February 25, 2019	Phase II of review process begins
March 4, 2019	Phase III review. During this week, selected finalists will be asked to provide an on-site product demonstration and answer questions from the review team.
March 18-April 26, 2019	Program(s) piloted at select learning centers.
May 10, 2019	Decision made on provider(s). Enter contract negotiations stage.

Appendix B

Execution of Response

By submitting this response, the potential provider certifies the following:

- This response is signed by an authorized representative of the firm.
- The cost and availability of all equipment, materials, and supplies associated with performing the services described herein have been determined and included in the proposed cost.
- All labor costs, direct and indirect, have been determined and included in the proposed cost.
- The potential provider has read and understands the conditions set forth in this RFP and agrees to them with no exceptions.
- That all information provided in the response is factual and verifiable.

PROVIDER: _____

ADDRESS: _____

CITY, STATE, ZIP: _____

TELEPHONE NUMBER: _____ FAX: _____

FEDERAL EMPLOYER IDENTIFICATION NUMBER: _____

E-MAIL: _____

Will any of the work under this contract be performed outside the United States?

Yes No

(If yes, describe in an addendum to response.)

Will any of the work under this contract be outsourced to a third party?

Yes No

(If yes, describe in an addendum to response.)

Is your company a minority-owned business?

Yes No

BY: _____ TITLE: _____ DATE: _____

(Signature)

(Typed or printed name)

THIS PAGE MUST BE SIGNED AND INCLUDED IN YOUR RESPONSE.
Unsigned responses will not be considered

PROVIDER RESPONSE CHECKLIST

- Response provides information specific to the requests for information identified in Section 3.0 of this RFP.
- All documents associated with the response to this RFP shall be submitted via email to the address identified in Section 4.2. The response and all ancillary documents, including Appendix B, should be submitted in PDF format.
- Response has been submitted in a timely manner to ensure arrival by the parameters identified in Section 4.3.