



Request for Proposal

Professional Development for Teachers (academic)

RFP Number: 24JUL2014PD for Teachers (acad)

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Procurement Contact:

Jamie Glavin

Procurement Manager

jglavin@eaafmichigan.org

313/263-9837

EDUCATION ACHIEVEMENT AUTHORITY of Michigan

About the Education Achievement Authority: The Education Achievement Authority (“EAA”) is a new statewide school system that will assume operation of the lowest five (5) percent of performing schools in the state of Michigan that are not achieving satisfactory results on a redesign plan or that are under an Emergency Manager. It is designed to provide a new, stable, financially responsible set of public schools that create the conditions, supports, tools and resources under which teachers can help students make significant academic gains. It will first apply to underperforming schools in Detroit in the 2012–2013 school year and then be expanded to include low performing schools throughout Michigan.

Equal Opportunity: It is the public policy of the EAA, at all levels of procurement, to promote equal opportunity in employment and contracting opportunities. Additionally, the EAA endeavors to promote and encourage the participation of Minority Business Enterprises (MBEs), Women Business Enterprises (WBEs) and small and other disadvantaged business entities, as defined by the Small Business Administration. The EAA, therefore, is committed to pursue such avenues in its employment and contracting activities, which will further the goals of this policy. Similarly, demonstrated commitment consistent with the goals of this policy, by those with whom the EAA of Michigan does business, is highly desirable by EAA of Michigan.

PROFESSIONAL DEVELOPMENT FOR TEACHERS (academic)

Request for Proposal

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Request for Proposals

I. Overview

The EAA is based in Detroit, Michigan. For the current school year, the EAA will have an enrollment of approximately 6,200 students in grades PK-12 in the twelve (12) schools identified in this RFP (each a "Facility" and collectively the "Facilities"). These Facilities include six (6) high school buildings (grades 9-12) and six (6) elementary/middle school buildings (grades PK-8). The purpose of this RFP is to identify a proven Proposer(s) able to offer the professional services listed below. It is expected that these services will lead to significant gains in student achievement.

The EAA is seeking responses from qualified Proposers to provide Professional Development (PD) services at the EAA and school level, beginning in the 2014-15 school year. Some of these services include the following topics: the use of the Common Core State Standards-Math; Common Core State Standards-English Language Arts (ELA); Next Generation Science Standards; and a student-centered, blended, system of teaching and learning. By authorizing high quality firms and communicating the available services these firms offer, the EAA supports school leaders in their allocation of funds for professional development through endorsement of high quality external professional development firms. The authorization allows for increased transparency of available services and for tracking the impact associated with the use of authorized firms. Use of these authorized firms that align to, support, and go beyond EAA provided resources and services will be at the discretion of individual networks and/or schools.

II. Outline of Work

The twenty-four (24) types of services, listed below (a.-x.), are being requested. Proposer must provide services for a minimum of one (1) and up to a maximum of all twenty-four (24) areas and is encouraged to show an integrated approach, where appropriate. Proposer shall be evaluated for quality in Professional Learning in as many content areas as proposer self-selects. Proposer can be approved in a subset of self-selected areas even if not approved in other self-selected areas:

- a. Common Core State Standards English Language Arts/Literacy Support
- b. Common Core State Standards Math Support
- c. Next Generation Science Standards Support
- d. Leadership Development & Instructional Strategies for STEM Education
- e. Support for EAA's Assessment Model in support of college & career readiness through the creation of a portfolio of best work that demonstrates key competencies and includes a graduation by defense
- f. Restorative Practices
- g. Co-Teaching

- h. Blended, Student-Centered Teaching and Learning
- i. Multi-Tier System of Supports
- j. Early Childhood Education Support
- k. English Language Learners Support
- l. Diverse Learners Support
- m. Development of Performance Tasks and Authentic Projects
- n. Educational Tools and Technology Support - Technology Integration for Teaching and Learning
- o. Educational Tools and Technology Support - Technology Planning
- p. Data Utilization Support
- q. Web-Based Design
- r. Advanced Programs of Study
- s. Inter-Rater Reliability
- t. Professional Portfolios of Practice
- u. Support Continued Observation & Feedback
- v. Positive Behavior Support
- w. Cultural Relevance
- x. Differentiated Instruction

4. EAA REQUIREMENTS FOR PROFESSIONAL LEARNING

The following section represents EAA guidance for the provision of services.

A. Universal Components:

A strong proposal will address, and show how, the following universal components are accounted for across all categories:

- a. Account for teachers who will be instructing in a large urban district and how you have addressed this in the past
- b. Social and emotional learning
- c. Use of technology
- d. English and dual language learners
- e. Diverse learners
- f. Implementation of a student-centered, blended system of teaching and learning
- g. Use of data and assessment to inform instruction
- h. Adaptable to various organizational levels

B. Professional Learning Requirements:

Topic: Essential Learning

The goals, objectives, and outcomes of professional learning are aligned to and strengthen the integration of organizational priorities. They occur within the context of a larger professional learning plan that contributes to on-going, continuous improvement of the organization; learning communities; and individuals. Learning is designed with a priority on relevant content, effective adult learning theory approaches, application, the transfer of knowledge, understanding and the essential skills to improve professional practice.

REQUIRED:

- a. Learning goals, objectives, and outcomes are provided throughout relevant materials.
- b. The intended outcomes of professional learning are connected to strategic initiatives of the EAA.
- c. Research-driven principles are reflected within a theory of action. You should define how the program is designed to meet the needs of adult learners and the theory of action used to engage adult-learners.
- d. The link between the goals and delivery method of professional learning and significant activities is provided.
- e. A variety of participant learning styles is reflected within activities and materials.
- f. Collaborative reflection and problem solving is consistently structured across significant portions of professional learning.
- g. Resources are provided to support participants in ongoing, independent learning and practice.
- h. Follow-up learning opportunities support participants in extended learning in the content-area.
- i. Participants are provided with feedback through structured follow-up support.
- j. Professional learning materials include supports for participants in the implementation process (e.g., benchmarks, self-assessments, tracking and monitoring tools, etc.).

Topic: Data-Driven

Data from multiple stakeholders is used to design and prioritize professional learning goals, make improvements in program materials and activities and evaluate participant- and organizational-learning.

REQUIRED

- a. Data is used to design professional learning for the targeted participants.
- b. Feedback from participants is used to make improvements.
- c. Participant growth is measured to assess the effectiveness of the program (e.g., teacher observation data).
- d. Organizational-growth is measured to assess the effectiveness of the program (e.g., school effectiveness measures, student achievement scores, etc.).

Topic: Facilitation

Professionals with content and pedagogy knowledge create environments in support of the learning process.

REQUIRED

- a. Proposer has credentials demonstrating knowledge in the content area.
- b. Face to face sessions are led by experienced facilitator(s).
- c. The resources and conditions required for professional learning are defined. (NOTE: For submissions that include a web-based/online learning component, the narrative

and evidence should demonstrate alignment with eLearning standards/best practices, e.g. IMS Global/IMS Learning Design Best Practice).

In addition to all expectations identified above in Professional Learning Requirements, Proposer shall also meet content specific requirements associated with any area(s) for which they have self-selected. A successful submission will show ability to meet all requirements. However, actual services delivered shall be based on a needs assessment and identified project scope at individual networks and schools.

Common Core State Standards English Language Arts/Literacy Support

Required:

- a. An overview of the standards and the background and context of how the standards were created is provided.
- b. PD content shall be aligned to and support the latest version of all relevant EAA frameworks including a blended, student centered system of teaching and learning and Universal Design for Learning.
- c. The creation of work products across the entire academic year shall be emphasized.
- d. The use of formative and summative assessment data to inform and drive instruction is addressed.

Preferred:

- a. PD Proposers share literacy practices that are aligned to the English Language Arts Common Core State Standards through the use of live or video examples that represent the student and teacher population of the EAA.
- b. Shifts specifically identified by writers of the Common Core are explicitly addressed and targeted for learning.
- c. Use of Literacy practices within a Gradual Release of Responsibility are included.
- d. All activities involving looking at or creating instruction tied to the English Language Arts standards include and involve appropriately complex texts.
- e. Training on specific key components of the English Language Arts standards (e.g., argumentation, research) will incorporate and apply the specific language of the respective standard(s) in question.

Common Core State Standards Math Support

Required:

- a. An overview of the standards and the background and context of how the standards were created is provided.
- b. Pedagogical practices that foster high-quality mathematics experiences for all students, including English language; bilingual; and diverse learners are emphasized.
- c. PD support in the development of effective yearlong standards-based instructional practices will be provided.

- d. PD content shall be aligned to and support the latest version of all relevant EAA frameworks, as noted above
- e. PD shall demonstrate the integration of the Standards for Mathematical Practices and the Standards for Mathematical Content.
- f. Support for the use of Universal Design for Learning in planning is provided.
- g. PD shall include the use of formative and summative assessment data to drive instruction.

Preferred:

- a. PD should demonstrate the Common Core Standards for Mathematical Practice integrated with grade-appropriate Standards for Mathematical Content through the use of live or video examples that represent the student and teacher population of the EAA.
- b. Shifts specifically identified by writers of the Common Core are explicitly addressed and targeted for learning.
- c. All PD materials and activities are aligned to the Standards for Mathematical Practice.
- d. PD topics and activities include exemplars and resources for rigorous mathematics tasks promoting the Practice Standard among all students, including English and Dual Language Learners and Diverse Learners.
- e. PD on key components and aspects of the Math standards and learning progressions within and across grade levels (i.e., Expressions and Equations progression) should incorporate and apply the specific language and intent of the respective standard(s) and/or progression(s) in question.
- f. PD on performance-based assessments aligned to the PARCC Model Content Framework.

Next Generation Science Standards Support

Required:

- a. An overview of the standards, background and context of how the standards were created will be provided.
- b. PD on pedagogical practices that foster high-quality science experiences for all students including English and Dual Language Learners and Diverse Learners are emphasized.
- c. PD support in the development of effective yearlong standards-based instructional practices will be provided.
- d. PD content shall be aligned to and support the latest version of all relevant EAA Frameworks, as noted above
- e. PD shall include practical application of the Next Generation Science Standards.
- f. PD shall include practical application of the integration of the Disciplinary Core Ideas, Cross Cutting Concepts, and the Science and Engineering Practices
- g. PD shall use Universal Design for Learning for the development of planning documents created by teachers.

- h. PD shall address the use of formative and summative assessment data to drive instruction.

Preferred:

- a. PD should explicitly demonstrate the Disciplinary Core Ideas, Cross Cutting Concepts, and the Science and Engineering Practices integrated with grade-appropriate Standards for Science Content through the use of live or video examples that represent the student and teacher population of the EAA.
- b. PD content should reflect one or more of the Instructional Shifts identified by the writers of the Next Generation Science Standards: it is not enough to simply identify the shifts; training design must be centered on providing the process and support for implementing the shift(s).
- c. PD on specific key components and aspects of the Science standards should incorporate and apply the specific language and intent of the respective standard(s) in question.
- d. PD on assessment design, whether at the daily task or end-of-unit level, should be performance-based and aligned to Science Content Framework.

Leadership Development & Instructional Strategies for STEM Education

Required:

- a. PD content shall be focused on Teaching strategies and lessons for integrating problem-based learning and infusing higher level questioning that represent a shift from breadth of coverage to depth of coverage
- b. PD shall include supporting the integration of mathematics, science, social sciences, English/Language Arts, and/or STEM career pathways content.
- c. PD shall include how the instructional approach and strategies address components from the EAA student-centered, blended system of teaching and learning
- d. PD shall include practical application of skills gained during the session.
- e. PD learning experience shall be “active” and model proficient or advanced teaching practice as described in the PD shall include strategies for eliciting and addressing student misperceptions in mathematics.
- f. PD shall include practical application of skills gained during the session.
- g. PD shall integrate supports for constructing academic self-concepts to include mathematics and science.
- h. PD designers and facilitators should be well-versed in the EAA Framework for Teaching.

Early Childhood Education Support

Required:

- a. PD shall provide support for instruction aligned to the Michigan Early Learning and Development Standards for children between birth and age eight.
- b. PD shall integrate research-based developmentally appropriate practice across all instructional domains for children birth through age eight.

- c. PD shall address pedagogical practices for appropriate teacher-student interactions for children between birth and age eight.
- d. PD content shall be aligned to and support the latest version of all relevant EAA Frameworks including High Scope
- e. PD shall include practical application of strategies being addressed.
- f. PD shall include practical application of strategies to support English and Dual Language Learners, bilingual, and students with disabilities in birth through age eight classrooms.

Preferred:

- a. Professional learning is facilitated by professionals with teaching and administrative experience working within a Preschool or Community Based Organization.
- b. PD shall provide support in the development of effective year long, standards-based instructional practices.
- c. PD around teachers' use of technology in the classroom should focus on digital devices which are developmentally appropriate.

English Language Learners Support

Required:

- a. PD shall focus on developing a coherent and comprehensive approach (plan) to educating English Learners (ELs).
- b. PD shall integrate current research in teaching ELs with models of human learning.
- c. PD Proposers shall recognize and explicitly address both the opportunities and challenges that the Common Core State Standards present for English and Dual Language Learners, including English Learners with special needs.
- d. PD Proposers shall integrate content standards with World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards, Model Performance Indicators and Can-Do Descriptors as tools in differentiating instruction in English for ELs according to language development levels.
- e. PD Proposers shall promote and build on the value of the native languages and cultures of ELs and focus on assets (resources, talents, traditions, perspectives) that ELs bring to school.
- f. PD Proposers explicitly model intentional language teaching and learning across content areas, including developing academic language with ELs.
- g. PD for educators of ELs incorporates pedagogical considerations specific to various audiences (strategies and best practice for teachers, effective supervision criteria for supporting teachers of ELs for administrators, etc.).

Preferred:

- a. PD provides materials and resources intended for students (that support strategies modeled in the Professional Development) in various languages (i.e. Spanish, Arabic, Chinese, Urdu).
- b. PD provides informational materials intended for parents in various languages (i.e. Spanish, Arabic, Chinese, Urdu).
- c. Teaching resources (e.g. student materials, templates) provide linguistic scaffolds which shall be modeled by the PD Proposer (e.g. auditory support for written text, contextual information links)
- d. PD Proposers demonstrate robust and complex instructional scaffolding in order to ensure that ELs learn English and academic content.
- e. PD Proposers demonstrate how to plan for collaborative practices that maximize English Learners' speaking, listening, reading and writing skills in English and native language in bilingual and dual language programs.
- f. PD Proposers articulate the importance of cross-linguistic transfer and the "how to" of bridging between English and native language.
- g. Proposers address importance of metacognitive and metalinguistic aspects of English and Dual Language Learners' learning.

Diverse Learners Support

Required:

- a. PD content shall incorporate data collection and evaluation practices that can be used to correctly guide the implementation of instructional strategies, assess effectiveness and track academic progress of students diverse learning needs.
- b. PD content shall reflect most current, research-based practices to support paraprofessionals and behavior learning specialists (special educators) in their role of supporting and instructing students who require specially designed instruction and specialized support (i.e., instructional delivery, instructional support, personal care, transitioning, etc.)
- c. PD content shall incorporate and reflect industry standards and trends, research-based strategies and sound practice methodologies that support discipline specific clinicians' (i.e. School Psychologists, School Social Workers, Occupational Therapists, Physical Therapists, School Nurses and Speech Language Pathologists) ability to support the academic and social emotional needs of diverse learners.
- d. PD Proposer shall make available various technological mediums that allow for tracking of pre and post assessments and post-training follow up.
- e. PD shall incorporate evidence-based practices issued by relevant organizations for educating students with disabilities (e.g., National Secondary Transition Technical Assistance Center, National Professional Development Center on Autism Spectrum Disorders).
- f. PD content shall be reflective of the requisite precepts inherent in the Common Core State Standards and practical application to instructional strategies and practices (i.e., lesson planning, unit planning) that address the needs of diverse learner profiles.
- g. PD content shall be reflective of the principles of Universal Design for Learning (UDL) relative to environment, instructional delivery, instructional planning, to ensure access to instruction for students with diverse learner profiles.
- h. PD content shall incorporate research-based practices and methodologies for the implementation of various instructional strategies (i.e., Discreet Trial, Differentiated Instruction, etc.).

Preferred:

- a. PD Proposer can model, or show evidence of how content and strategies for students with diverse learning needs, works in a large urban school district.
- b. PD Proposers content can be delivered in a train-the-trainer format, to assist with building sustainability of practices within the EAA.

Educational Tools and Technology Support - Technology Integration for Teaching and Learning
(integrating within the curriculum)

Required:

- a. PD Proposer shall name and demonstrate understanding of a recognized, research-based technology integration framework (ex. Technology Integration Matrix).
- b. PD Proposer shall describe how their services align with stated technology integration framework and technology standards.
- c. PD shall focus on the strategies and techniques for integration of existing technology in educational settings.
- d. Focus of PD is on key strategies and approaches rather than content or specific curricula.
- e. PD moves participants toward use of technology integration that supports: (1) Higher order thinking, (2) Regular and routine use (not something to pull out on special occasions), (3) Unconventional use, (4) A model in which the teacher is guide or mentor, (5) Activities that may not be possible without technology (e.g. collaboration, importing sounds and visuals, data collection in real time), and (6) Digital safety.
- f. PD shall include contingency plans that include activities that are not technology dependent. In the event of technical difficulties (e.g. devices without needed software) PD must be able to continue. Examples of such plans include: a set of professional journal articles or news releases on a technology topic that participants can read, analyze, and discuss.
- g. PD Proposer states a commitment to identification of technology devices and ancillary support for successful professional development. This commitment shall include: (1) Proposer will list all devices, hardware, and software necessary for the PD sessions and whether participants, the institution, or the Proposer will provide them; (2) Proposer will make arrangements (as needed) for delivery, distribution, collection, and shipping of all devices listed above; (3) Proposer will identify any technology support to be provided by the institution (e.g. # of electrical outlets, whiteboards, projectors, screens).

Educational Tools and Technology Support - Technology Planning (investment, leadership support, consulting)

Required:

- a. PD Proposer shall initiate planning with an instructional needs analysis. (NOTE: PD Proposer shall recognize technology as a support for high quality instruction – a means, not an end)
- b. PD Proposer shall be conversant with industry (i.e. education) standards for technology acquisition and maintenance.
- c. PD Proposer shall demonstrate success in development of technology plans for education institutions (e.g., school) and alignment of those plans to organizational goals and high-level (e.g., network, district) technology plans.

- d. PD Proposer shall include follow-up support in some form (e.g. meetings, conferences, email, virtual meetings, phone conferences) as needed and tailored to the school, EAA, and individual in the context of the specific technology adoption.

Data Utilization Support

Required:

- a. PD Proposers shall support existing EAA data sources and data analysis expectations.
- b. PD Proposers shall offer high quality data analysis and utilization techniques that align with EAA resources.

Web-based Design

Required:

- a. Proposers shall work with school and network staff to complete needs assessment of web-based design.
- b. Proposers shall develop web-based professional development to meet school and network needs.

Advanced Programs of Study

Required:

- a. PD content shall support rigorous instruction in at least one EAA advanced program of study, including but not limited to: Advanced Placement, Career Technical Education, International Baccalaureate, and gifted and magnet programs.
- b. PD content will focus on key strategies and approaches for instruction or on instructional content.

Blended, Student-Centered System of Teaching and Learning

- a. Proposers/Content shall support existing EAA platforms and student-centered, blended system of teaching and learning

Pricing:

Provide your pricing for the services outlined above.

Optional Services

If there are optional services that are not covered by your response please provide details.

Timeline:

The approximate start date of the contract potentially resulting from this RFP is September 1, 2014.

III. Proposer Qualifications

The EAA is seeking proposals from Proposers who:

- have the necessary capacity and infrastructure to deliver on all elements listed in Section II;
- provide standard service level agreements (SLAs); and
- agree to purchase, prior to the commencement of services, and maintain for the duration of the contract, the following insurance coverage in the minimum amounts indicated.

Commercial General Liability Insurance: On an “Occurrence Basis” with limits of liability not less than \$1,000,000 each occurrence, \$5,000,000 aggregate, combined single limit, Personal Injury, Bodily Injury and Property Damage. Coverage shall include the following extensions: A) Contractual Liability; B) Products and Completed Operations; C) Independent Proposer’s Coverage; D) Broad Form General Liability Extensions or equivalent; E) Deletion of all Explosion, Collapse and Under group (XCU) Exclusions, if applicable.

Workers’ Compensation including Employer’s Liability Coverage: \$100,000 each accident, \$500,000 annual aggregate, in accordance with all applicable Michigan law.

Motor Vehicle Liability: If Proposer, or its employees, will use motor vehicles to satisfy its responsibilities, then Proposer must have a minimum amount of \$1,000,000 per occurrence combined single limit, including coverage for hired or leased vehicles, and owned and non-owned vehicles with No-Fault coverage as required by law. If an insurance coverage furnished by Proposer is on a “claims made” basis, the Proposer shall continue the coverage required under the contract for a minimum period of three years after the expiration or termination of the contract.

In addition, Proposer shall include the following as Additional Insured: The Education Achievement Authority, including its elected and appointed officials, employees, and volunteers.

IV. Proposal Requirements

Description of Service Model and Approach: Describe your approach to developing the assessments and delivering them electronically, via computer. Please include your organization’s strategies to execute the work in each of the areas described in Section II.

Experience: Include examples of your organization’s experience serving as a Proposer of such materials to other schools and/or districts.

Staffing Model: Provide an overview of your staffing model and an outline of who would be working with the EAA to fulfill the responsibilities outlined in Section II and with what frequency.

Cost Information: Provide an overview of the costs associated with your model. Include any applicable discounts from suggested retail or publishers' listing prices, as shown in your available print and digital title catalogs.

Minimum Submission Requirements: Any proposal that does not meet these requirements will be deemed unacceptable and ineligible for further review and consideration.

- Meet the submission deadline.
- Submit a complete proposal by following the required format: Microsoft Office.
- Submit a sworn and notarized statement, disclosing any familial or social relationship that exists between the owner or any employee of the bidder and any staff or Board member of the Education Achievement Authority (Attachment A).

Contract Award: The EAA reserves the right to award contract(s) in a manner deemed to be in the best interest of the EAA.

Term: The contract(s) potentially resulting from this RFP shall be in effect approximately beginning September 1, 2014 through July 31, 2015. The EAA reserves the right to extend the contract(s), or parts thereof, for a period up to or exceeding the full original contract(s) term with mutual consent between both parties.

Amendment or Cancellation of the RFP: The EAA reserves the right to cancel, amend, modify or otherwise change this RFP at any time if it deems it to be in the best interest of the EAA to do so. The EAA, at its option, may seek proposer retraction and/or clarification in any discrepancy or contradiction found during its review of proposals.

Proposer Presentation of Supporting Evidence: Proposers may be invited to present to the EAA, at the EAA's discretion, to provide additional evidence of experience, performance, ability, and/or financial surety that the EAA deems to be necessary or appropriate to fully establish the performance capabilities represented in their proposals.

Proposer Demonstration of Proposed Services and/or Products: At the discretion of the EAA, proposers must be able to confirm their ability to provide all proposed services. Any required confirmation must be provided without cost to the EAA.

Erroneous Awards: The EAA reserves the right to correct inaccurate awards. This may include, in extreme circumstances, revoking the awarding of a contract already made to a Proposer and subsequently awarding the contract to another Proposer. Such action on the part of the EAA shall not constitute a breach of contract on the part of the EAA, since the contract with the initial Proposer is deemed to be void and of no effect (as if no contract ever existed between the EAA and such Proposer).

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 by the EAA.

Ownership of Proposals: All proposals shall become the sole property of the EAA and will not be returned. All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act ("FOIA"), Section 15.231 et seq. of the Michigan Compiled Laws. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.

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 the EAA unless otherwise stated in the contract.

Oral Agreement or Arrangements: Any alleged oral agreements or arrangements made by proposers with any EAA appointed or elected official, employee, or volunteer will be disregarded in any EAA proposal evaluation or associated award.

Sub-contractors: EAA must approve in writing any and all sub-contractors utilized by the successful Proposer prior to any such sub-contractor commencing any work. Proposers acknowledge by the act of submitting a proposal that any work provided under the contract is work conducted on behalf of the EAA and that the Chancellor or his/her designee may communicate directly with any sub-contractor as the EAA deems to be necessary or appropriate. It is also understood that the successful Proposer shall be responsible for all payment of fees charged by the sub-contractor(s). Upon request, a performance evaluation of any sub-contractor shall be provided promptly by the Proposer to the EAA. The Proposer must provide the majority of services described in the specifications.

E-Mail Clarifications: The EAA intends to communicate with Proposers via e-mail (e.g., RFP clarifications and addenda). References in this RFP to "written" form of communications include e-mail.

Additional Requests for Clarification: Prospective Proposers may request that the EAA clarify information contained in this RFP. All such requests must be made in writing via email. The EAA will attempt to provide a written response to all written Requests for Clarification within five (5) business days after the receipt of such request. The EAA will not respond to any Request for Clarification received within three days of the due date of responses. The response to any Request for Clarification will be posted to the EAA's website, and notification of such posting will be provided to all parties that filed an Intent to Respond with the EAA by the deadline set. Requests for Clarification and inquiries must be made via e-mail. All Requests for Clarification must be directed to Jamie Glavin at jglavin@eaaofmichigan.org (Subject Line should be the title of this RFP). No response will be made to any oral questions. All questions and answers will be posted on the EAA's website. It is each Proposer's responsibility to check the EAA's website prior to the RFP

Due Date to ensure that it has received all of the information, including, but not limited to, all Addenda to this RFP.

Restrictions on Communication: From the issue date of this RFP until a Proposer is selected and the selection announced, a prospective Proposer shall not communicate about the subject of this RFP or a Proposer's Proposal with the EAA, its Board of Directors, or any individual member, administrators, faculty, staff, students, or employees, except for the Pre-Proposal Conference/Facility Walk-through, additional Requests For Clarification as described above, or as otherwise required by applicable law.

Addenda to the RFP: If it becomes necessary to revise any part of this RFP, notice of the revision will be e-mailed in the form of an addendum to all parties that submitted an Intent to Respond to the EAA. All addenda will be issued through the EAA's website, and all addenda shall become a part of this RFP. In order to avoid any miscommunication, Each Proposer must, in its Proposal, acknowledge all addenda which it has received. However, the failure of a Proposer to receive, or acknowledge receipt of, any addendum shall not relieve the Proposer of the responsibility for complying with the terms thereof.

RFP Information Controlling: The EAA intends that all Proposers shall have equal access to information relative to this RFP, and that this RFP contains adequate information. No information communicated, either verbally or in writing, to or from a Proposer, shall be effective unless confirmed by written communication contained in an addendum to this RFP, a Request for Clarification or other written response thereto, or in the Proposal.

Finality of Decision: Any decision made by the EAA, including the Proposer selection, shall be final.

Reservation of Rights: The EAA reserves the right, in its sole and absolute discretion (for this provision and all other provisions contained in this RFP), to accept or reject, in whole or in part, any or all Proposals with or without cause. The EAA further reserves the right to waive any irregularity or informality in the RFP process or any Proposal, and the right to award the Contract to other than the Proposer(s) submitting the best financial Proposal (low bidder). The EAA reserves the right to request additional information from any or all Proposers. The EAA reserves the right to negotiate with the Proposers concerning their Proposals. In the event Proposer's Proposal is accepted by the EAA and Proposer asserts exceptions, special considerations or conditions after acceptance, the EAA, in its sole and absolute discretion, reserves the right to reject the Proposal and award the Contract to another Proposer.

Release of Claims: Each Proposer, by submitting its Proposal, releases the EAA from any and all claims arising out of, and related to, this RFP process and selection of a Proposer.

Proposer Bears Proposal Costs: A recipient of this RFP is responsible for any and all costs and liabilities incurred by it or others acting on its behalf in preparing or submitting a Proposal, otherwise responding to this RFP, and negotiating its Proposal or this RFP.

Irrevocability of Proposals: All Proposals submitted shall not be withdrawn and shall be irrevocable for a minimum period of one hundred twenty (120) calendar days following the Due Date for receipt of Proposals set forth above.

Collusive Bidding: The Proposer certifies that his or her Proposal is made without any previous understanding, agreement or connection with any person, firm or corporation making a Proposal for the same Services and is in all respects fair, without outside control, collusion, fraud or otherwise illegal action.

PROPOSAL SUBMISSION DEADLINE AND REQUIREMENTS

The Due Date for receipt of Proposals is:

August 4, 2014 at 1 p.m. EST (the "Due Date") via email to jglavin@eaaofmichigan.org

Intent to Respond: Each Proposer who intends to submit a Proposal in response to this RFP shall submit an "Intent To Respond" via e-mail to Jamie Glavin at jglavin@eaaofmichigan.org (Subject Line: PD for Teachers (Academic) Intent To Respond), on or before **5 p.m., July 29, 2014**. The Intent to Respond shall include the name of the Proposer, the name of a contact person and that person's e-mail address. Failure to submit an Intent To Respond by the aforementioned deadline does not preclude a Proposer from submitting a Proposal; however, Proposers who do not submit an Intent To Respond by the aforementioned deadline will not receive notifications of Requests For Clarification and/or Addenda, and it shall be the Proposer's sole responsibility to check the EAA's website for the same.

Late Proposals: Each Proposer is responsible for submission of its Proposal. Proposals or Proposal revisions received after the Due Date will not be accepted or considered. The EAA is not liable for any delivery or other delays.

Disqualification: Any Proposal not providing the required information, or not conforming to the format specified, may be disqualified on that basis. Proposals must: (i) demonstrate an understanding of the scope of services requested under this RFP; (ii) demonstrate the ability to accomplish the services set forth in this RFP and the Contract as described; and (iii) include all necessary information to enable the EAA to thoroughly evaluate each Proposer's overall experience, expertise, qualifications and ability to deliver the services in accordance with the requirements and obligations of this RFP and the Contract. Each Proposal shall also include any other information or explanations that the Proposer feels are significant with respect to the EAA making an informed decision relative to its Proposal.

Exceptions: Any exceptions to the terms and conditions contained in this RFP or the form of Contract attached to this RFP, or any other special considerations or conditions requested or required by the Proposer **MUST** be specifically enumerated by the Proposer and be submitted as part of its Proposal, together with an explanation as to the reason such terms and conditions of the RFP or form of Contract cannot be met by, or, in the

Proposer's opinion, are not applicable to, the Proposer. The Proposer shall be required and expected to meet the specifications and requirements as set forth in this RFP and the form of Contract in its entirety, except to the extent exceptions or special considerations or conditions are expressly set forth in the Proposer's Proposal and those exceptions, special considerations or conditions are expressly accepted by the EAA. All Pricing factors must be clearly indicated in the Proposal Forms provided as part of the Proposer's Proposal.

Background Cover Letter: Please include a cover letter with background information regarding the Proposer, which will serve as an introduction of the Proposer, on business letterhead.

Background and Qualifications: List the personnel who will be involved in carrying out the Services required under this RFP and the Contract. Describe the chain of command and reporting relationships. Include a proposed organization chart to demonstrate how the Proposer personnel will carry out the required Services.

References: Each Proposal must include detailed evidence that the Proposer is currently providing similar services for other PK-12 public school districts or educational institutions. The Proposer must provide this information, including contact names, addresses, phone numbers and type and scope of services provided. This should include school districts of similar size and scope as the EAA.

Financial Reports: Provide documentation of sufficient financial resources and capacity to provide the Services and carry out the Proposer's requirements and obligations under this RFP and the Contract. This shall include an audited financial report for the three (3) most recent fiscal years of the Proposer. If unavailable, please clearly state the reason for the unavailability and provide equivalent alternative financial documentation.

Compliance with Laws and Regulations: Demonstrate that the Proposer understands and will comply with all regulatory laws, codes, ordinances and requirements of any Local, State, and Federal law that apply to the requirements and obligations under this RFP and the Contract, including, but not limited to, the Michigan Revised School Code (MCL 380.1 *et seq.*), and any rules and regulations promulgated thereunder.

Other: Describe any other resources to be provided by the Proposer, not listed above, which would demonstrate or enhance the Proposer's ability to carry out the Services required under this RFP and the Contract.

Litigation and Regulatory Proceedings: List all litigation or regulatory proceedings, for the past five years. These litigation and regulatory proceedings are to be limited to contract disputes and negligence actions for: (i) school districts in which the Proposer has been a party providing any type of professional development; (ii) supplies, equipment or services of the type which are the subject of the proposed Contract; (iii) noncompliance

of the Proposer's reporting or documentation requirements, supplies, equipment and services or the Proposer's working conditions and employment practices with the Occupational Safety and Health Act and other applicable state and federal requirements; or (iv) any suits whereby an employee of the Proposer was found to have mistreated pupils in any manner. It is contemplated under this RFP that workers' compensation and unemployment proceedings are not to be deemed part of this requirement.

Training: Fully describe, and provide evidence and scope of, Proposer's formalized in-service training and educational programs for all of its employees.

Agreement to be Bound: A signed letter setting forth the Proposer's agreement to be bound by the terms and conditions of this RFP.

Pricing: As requested in this RFP.

V. Selection Criteria

A selection committee will review and score all proposals. The following information, in addition to the requirements, terms and conditions identified throughout this RFP, will be considered as part of the selection process.

Request for Proposal Responses

- **Description of Service Model and Approach:** clarity and strength of the organization's services
- **Experience:** a proven ability to satisfactorily provide the requested materials in a school setting
- **Staffing Model:** coherent staffing model explaining the organization's leadership structure and proposed plans to staff the engagement with experienced and talented professionals
- **Cost Information:** substantiation and explanation of costs associated with the work being proposed by the proposer

Oral Interviews: The EAA may require selected Proposers to participate in an oral interview and negotiation process to discuss their Proposal and to answer any questions the EAA may have regarding the RFP and Proposer's Proposal. In that case, the EAA will notify the Proposer's contact name as listed in its Proposal. In accordance with the RFP selection timeline, it is anticipated that interviews will be scheduled during the **week of August 4, 2014.** If selected to participate in an oral interview, the Proposer(s) should be prepared to make a presentation to a committee of the EAA, not to be more than twenty (20) minutes in length.

VI. Instructions to Proposers

Proposal Schedule:

The EAA's anticipated timeline for its selection process is:

Issuance of this RFP	July 24, 2014
Deadline for written Intent to Respond	5 p.m. —July 29, 2014
Deadline for written Requests for Clarifications	5 p.m. — July 29, 2014
DUE DATE FOR PROPOSALS	1 p.m. – August 4, 2014
Proposer interviews and presentations to the EAA	Week of August 4, 2014

PLEASE NOTE: The EAA reserves the right, in its sole and absolute discretion, to make modifications to the above selection timeline as it determines to be in its best interest. During the period from your organization's receipt of this RFP, and until a contract is awarded, your organization shall not contact any employee of the EAA for additional information, except in writing (including e-mail), directed to the Procurement Contact listed on the cover page of this document, at Education Achievement Authority of Michigan, 300 River Place, Suite 3600, Detroit, MI 48207. Your organization assumes the risk of any delay in the mail or in the handling of mail by employees of the EAA. Whether sent by mail or by means of personal delivery, your organization assumes responsibility for having your proposal deposited on time.

Questions: Questions for the purpose of clarifying this RFP must be submitted in writing and must be received no later than 5:00 PM Eastern on July 29, 2014. Questions must be emailed to jglavin@eaaofmichigan.org. Answers to questions received will be posted as an Addendum to this RFP.

Proposals: All responses to this solicitation must be submitted as follows:

August 4, 2014 at 1 p.m. EST (the "Due Date") via email to jglavin@eaaofmichigan.org

VII. Contractual Obligations

This RFP is not a contract and, alone, shall not be interpreted as such. Rather, this RFP only serves as the instrument through which proposals are solicited. The EAA will pursue negotiations with the highest scoring Proposer(s). If, for some reason, the EAA and the highest scoring Proposer(s) fail to agree to a contract, then the EAA may commence contract negotiations with other Proposers. The EAA may decide, at any time, to start the RFP process again.

Insurance Certificates: Provide an Insurance Certificate evidencing all insurance coverage required by the Contract.

Services: The Proposer shall perform all of the Services required by this RFP and the Contract.

Personnel/Staffing Levels: Throughout the Initial Term, and any Renewal Term(s) which is/are exercised, the Proposer shall provide all personnel (including management, supervision, related administrative personnel necessary for the provision of the Services under the Contract. The Proposer shall also recruit, background check (as required under the Contract), employ, train, compensate, and supervise all staff necessary for the Contract.

Fingerprinting and Background Checks: The Proposer and all of its employees and agents providing Services for the EAA shall meet the requirements of the School Safety Initiative Legislation, being MCL 380.1230, 380.1230a, 380.1230c, 380.1230d and 380.1230g, in accordance with the terms and conditions set forth in the Contract.

Hold Harmless/Indemnification: The Proposer shall indemnify, defend and hold the EAA harmless pursuant to the terms and conditions of the Contract.

Compliance with Laws: The Proposer shall comply with any and all Federal, State and Local laws, rules, ordinances, policies and regulations, including any licensing and permitting requirements, applicable to providing the Services anticipated in this RFP and the Contract. The Proposer, including all employees and agents shall perform all Services in accordance with all State licensing laws including: the Electrical Administrative Act, PA 217 of 1956, as amended; the Forbes Mechanical Providers Act, PA 192 of 1984, as amended; the State Plumbing Act, PA 733 of 2002; the Boiler Act, PA 290 of 1965, as amended; and the Elevator Safety Act, PA 227 of 1967. The Proposer, including its employees and agents, shall be responsible for knowing the EAA's policies and procedures concerning appropriate behavior of persons in its Facilities and, on its properties, including for example, the prohibitions of sexual harassment and smoking, and shall comply with all such policies and procedures. The EAA shall use its best efforts, as reasonably requested by the Proposer, to assist the Proposer to comply with any and all applicable federal, state or local laws, rules and regulations. The Proposer, by providing its Proposal to the EAA, represents and warrants that it shall at all times be in compliance with any and all applicable federal and state laws, rules, ordinances, policies and regulations and licensing and permitting requirements applicable to providing the Services anticipated in this RFP and the Contract. The Proposer shall in the performance of such Services pursuant to this RFP, its Proposal and the Contract, fully comply with any and all applicable federal, state, or local laws, rules and regulations, and shall indemnify, defend and hold the EAA harmless from any liability from its failure to so comply. Additionally, all Services must be in compliance with OSHA/MIOSHA and the Right-to-Know laws. The Proposer shall be responsible and liable for the safety, injury and health of its personnel/employees while its personnel/employees are performing the Services for the EAA.

VIII. RFP Rubric

Proposer	Total Score:
	_____/60

Section	1-Below	2-Partially Meets	3-Meets	4-Exceeds
Description of Service Model and Approach	Offers insufficient information regarding the organization’s model and approach to delivering the services solicited through the RFP	Offers a somewhat clear explanation of the organization’s services that could be strengthened by greater detail and specificity	Offers a comprehensive and well-written explanation of the organization’s services solicited through the RFP	Offers an exceptionally clear, comprehensive, and compelling description of the organization’s services solicited through the RFP
Experience and Track Record	Provides insufficient evidence of the organization’s ability to satisfactorily provide the requested materials in a school setting	Provides some evidence to suggest the organization’s ability to satisfactorily provide the requested materials in a school setting	Provides sufficient evidence to validate the organization’s ability to satisfactorily provide the requested materials in a school setting	Provides more than ample evidence of the organization’s ability to satisfactorily provide the requested materials in a school setting
Staffing Model	Provides insufficient information regarding the organization’s leadership structure and staffing model for the engagement outlined in the RFP	Begins to describe the organization’s leadership structure and staffing model for the engagement outlined in the RFP	Articulates the organization’s leadership structure and proposed plans to staff the engagement with experienced and talented professionals	Fully describes the organization’s leadership structure and proposed plans to staff the engagement with experienced and talented professionals
Cost Information	Fails to provide cost information and/or cost information is unclear and lacks alignment with the organization’s proposed services	Provides some cost information; however, the presentation may be disorganized or lack detail and alignment to the services requested through the RFP	Provides adequate cost information, including a breakdown of the proposed services aligned to the RFP	Provides clear and sufficient cost information aligned to the proposed services, showing justifications for all costs

Section	Score	Weighting	Total Points
Description of Service Model and Approach		x5	_____/ 20
Experience and Track Record		x5	_____/ 20
Staffing Model		x3	_____/ 12
Cost Information		x2	_____/ 8
Total Score:			_____/ 60

EDUCATION ACHIEVEMENT AUTHORITY OF MICHIGAN
REQUEST FOR PROPOSALS
FOR
PROFESSIONAL DEVELOPMENT FOR TEACHERS (academic)
ATTACHMENT

Attachment A — Familial Disclosure Affidavit

EDUCATION ACHIEVEMENT AUTHORITY OF MICHIGAN

REQUEST FOR PROPOSALS

FOR

PROFESSIONAL DEVELOPMENT FOR TEACHERS (academic)

ATTACHMENT A – Familial Disclosure Affidavit

Familial Disclosure Affidavit

The undersigned, the owner or authorized officer of _____ (the "Proposer"), pursuant to the familial disclosure requirement provided in the Education Achievement Authority of Michigan's (the "EAA") Request for Proposal – Professional Development for Teachers (academic) hereby represents and warrants that, except as provided below, no familial relationships exist between the owner or any employee of the Proposer, and any member of the Board of Directors of the EAA or the Chancellor of the EAA.

List any Familial Relationships:

PROPOSER:

By: _____

Its: _____

STATE OF _____)
)ss.
COUNTY OF _____)

This instrument was acknowledged before me on the ___ day of _____, 2014, by _____
_____.

_____, Notary Public

_____ County, _____
My Commission Expires: _____
Acting in the County of: _____