

ANGÉLICA INFANTE-GREEN
Commissioner

DR. JAVIER MONTAÑEZ
Superintendent



Providence Public School District
Purchasing Department
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REQUEST FOR PROPOSALS

ITEM DESCRIPTION: PPSD Grow Your Own Teacher Apprenticeship Program

DATE AND TIME TO BE OPENED: March 8, 2024, at 12:00 p.m. EST

PRE-BID CONFERENCE (IF APPLICABLE):

Pre-Bid Conference #1: December 18, 2023, at 10:00 a.m. EST

Pre-Bid Conference #2: January 8, 2024, at 10:00 a.m. EST

Pre-Bid Conference #3: January 17, 2024, at 11:00 a.m. EST

SUBJECT MATTER EXPERT (NAME): Cynthia Ramirez

SUBJECT MATTER EXPERT (NAME): Cynthia.ramirez@ppsd.org

QUESTION DEADLINE: January 19, 2024, at 11:59 p.m. EST

Instructions

1. Bidders must submit sealed proposals in an envelope clearly labeled with the Item Description shown above on the outside of the envelope. The proposal envelope and any information relative to the proposal must be addressed to:

**Purchasing Department, Suite 206
ATTN: Thomas Morgan
797 Westminster Street
Providence, RI 02903**

2. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.
3. Proposal responses must be in ink or typewritten.
4. Bidders are advised that all materials submitted to Providence Public Schools for consideration in response to this Request for Proposals shall be considered to be public records as defined in [R.I. General Law Section 38-2 et seq.](#), without exception, and may be released for public inspection. All proposals submitted become the property of Providence Public Schools.
5. Bid proposals that are not present in the Providence Public Schools Purchasing Department at the time of opening for whatever cause will be deemed to be late and will not be considered. Postmarks shall not be considered proof of timely submission.

6. Questions regarding this request for proposals must be submitted to the Subject Matter Expert via email by the question deadline listed above. Questions will be answered via addendum to be posted publicly on the Providence Schools website. Bidders are responsible for checking the website for all addenda distributed in response to questions and requests for additional information.

Notice to Vendors
General Terms

1. Providence Public Schools reserves the right to award the contract on the basis of the lowest responsible evaluated bid proposal.
2. In determining the lowest responsive evaluated bid proposal, cash discounts based on preferable payment terms will not be considered.
3. No proposal will be accepted if it is made in collusion with any other bidder.
4. Providence Public Schools reserves the right to award to a single vendor, to split the award between multiple vendors and to reject any and all proposals. Unless otherwise specified, Providence Public Schools reserves the right to make the award by item or items or by total as may be in its best interest.
5. As Providence Public Schools is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
6. In case of error in the extension of prices quoted, the unit price will govern. In the event there is a discrepancy between the price written in words and written in figures, the prices written in words shall govern.
7. Awards shall be subject to the General Terms set forth herein, which terms shall be deemed accepted by the Bidder upon submission of the bid proposal, subject to the provisions of this paragraph, and shall be further deemed to be incorporated into the contract upon issuance of the award. Any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein must be listed and fully explained on a separate sheet attached to the Bidder's detailed conditions and specifications and referred to separately in the Bids. Such proposed exceptions, modifications, or deviations shall be an additional variable for consideration by the Providence Public School District in addition to vendor qualifications, price, quantity, and/or scope of services. In all cases not indicated by Bidders as an exception, modification, or deviation, it is understood that the terms, conditions and specifications of the Providence Public School District shall apply. No exception, modification, or deviation shall be deemed accepted, approved, or otherwise incorporated into the contract unless expressly set forth in the award notice.
8. Proposals must meet the attached specifications. Bids may be submitted on an "equal in quality" basis. Providence Public Schools reserves the right to decide equality and determine whether bids are responsive. Bidders must indicate brand or make offered and submit detailed specifications if other than brand requested.

9. A bidder who is an out-of-state corporation shall qualify or register to transact business in this State, in accordance with R.I. General Law [Section 7-1.2-1401](#) et seq. as amended)
10. Delivery dates must be shown in the bid. If no delivery dates are specified, it will be assumed that an immediate delivery from stock will be made.
11. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
12. For contracts involving construction, alteration and/or repair work, the provisions of State Labor Law concerning payment of prevailing wage rates apply (See R.I. General Law [Section 37-13-1](#) et seq. as amended).
13. All proposals will be disclosed at the opening date and time listed above.
14. Awards will be made within ninety (90) days of the proposal opening. All proposal prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
15. No goods should be delivered and no work should be started without a Purchase Order from Providence Public Schools.
16. Prior to commencing performance under the contract, the successful bidder (the “Contractor”) shall attest to compliance with provisions of R.I. General Law [Section 28-29-1](#), et seq. If exempt from compliance, the Contractor shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
17. Prior to commencing performance under the contract, Contractor shall, submit a certificate of insurance, in a form and in an amount satisfactory to Providence Public Schools.
18. The Contractor will not be permitted to: assign or underlet the contract; or assign either legally or equitably any monies or any claim thereto without the previous written consent of the Director of Purchasing.
19. The Contractor shall not be paid in advance.
20. The contract shall be in effect from the date of award through **September 1, 2026**, or for such other duration as may be agreed to in writing and signed by the parties, unless terminated by either party at any time, with or without cause.
21. In the event of termination by District or the Contractor prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the Contractor shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.
22. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications.

23. The Contractor must conduct a criminal background check, at the Contractor's expense, of all employees employed under the contract who interact with students, except District employees. The Contractor shall provide a copy of the background check report(s) to the District, upon request.
24. The Contractor is not an employee of District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Contractor.
25. The Contractor understands products produced as a result of the contract are the sole property of the District and may not be used by the Contractor without the express written permission of the District.
26. The Contractor agrees to hold District and the City of Providence harmless from any and all damages incurred by District or the City by reason of the Contractor's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.
27. The contract may not be modified or amended in any way except by mutual agreement in writing and signed by each party. Notwithstanding the foregoing, and subject to the provision concerning exceptions, modifications, or deviations set forth in Paragraph 7 hereinabove, the General Terms shall not be modified or amended in any way by subsequent agreement. In the event of a conflict between the General Terms and any subsequent modification or amendment to the contract, the General Terms shall control.
28. The Contractor expressly submits itself to and agrees that all actions arising out of or related to the contract or the relationship between the parties shall occur solely in the venue and jurisdiction of the State of Rhode Island.
29. District agrees and acknowledges that Company and its licensors own all intellectual property rights in and to the Products including, without limitation, all trademarks, trade names, service marks and copyrights in the Products and all underlying software programs and related documentation. District agrees and acknowledges that District and any school shall not acquire any right, title or interest in or to any Company's intellectual property (IP), including, without limitation, software, trademarks, copyrights and other intellectual property of Company and no other rights are granted by Company to the District or any school in Company's IP by implication, estoppel or otherwise. District further acknowledges and agrees that Company shall continue, during the term hereof, to expand and modify its Products, in its sole discretion.
30. Data and Release (Representations and Warranties):
 - a. In connection with Company's provision of the Products to District and to allow for the proper functioning and purpose of the Products, the District agrees to and shall release certain data to the Company and agrees to permit the Company to collect certain data from District's users of the Products (collectively, "**Data**"). Certain of this Data may be subject to the Family Educational Rights and Privacy Act ("**FERPA**") (20 U.S.C. § 1232g; 34 CFR Part 99), in which case it will be known as FERPA Data ("**FERPA**

- Data**”). Certain portions of the Data may be considered Personally Identifiable Information (“**Personally Identifiable Information**”). De-Identified Data (“**De-Identified Data**”) is data generated from usage of Company Products from which all Personally Identifiable Information has been removed or obscured so that it does not identify an individual student and there is no reasonable basis to believe the remaining information can be used to identify a student. For the purposes of this agreement De-Identified Data will not be considered Personally Identifiable Information and, thus, shall not be deemed FERPA Data, as defined above, or COPPA Data, as defined below. Personally Identifiable Information may be collected from students under the age of 13 during the normal course of such students’ use of the Products and thus may be subject to the Children’s Online Privacy Protection Act, in which case it will be known as COPPA Data (“**COPPA Data**”), but with respect to both COPPA Data and FERPA Data, such Data may only be used for the purpose of facilitating and enhancing the use and functionality of the Products and in connection with Company’s providing the Products to District and its users. Company will access, use, restrict, safeguard and dispose of all FERPA Data and COPPA Data related to this Agreement in accordance with FERPA and COPPA, respectively. Notwithstanding such release or collection, the FERPA Data, COPPA Data, and Personally Identifiable Information remain the property of the District.
- b. Company in providing Products to the Customer may use external service providers as required to facilitate a variety of operations, known as Third Party Service Providers. Outsourced operations may include, but are not limited to: web hosting, assisting with providing customer support, database reporting, analytics, and assisting with marketing or billing. As a result of this relationship, Third Party Service Providers may have access to Personally Identifiable Information. Company Partners are obligated to take appropriate commercially reasonable steps to maintain the confidentiality of all District information they receive in connection with Company Product and are subject to other legal restrictions that prohibit the use of District information for any purpose other than that described below for specific Company purpose. Any data exchanged with Third Party Service Providers will be deleted or transferred, per District request, when no longer needed, or at contract expiration. Company Partners should be submitted when bidding.
 - c. Company assures that data is secured and protected in a manner consistent with industry standards at a minimum and has attached documentation reflecting Company’s existing data privacy and security guidelines and/or policies. The guidelines and/or policies will apply to both Personally Identified Information and De-Identified Data. Company’s use of Personally Identifiable Information shall be for the exclusive use of the District and/or third parties identified and approved by the District. Company may use De-Identified Data for the following purposes: to improve the Product, to demonstrate the effectiveness of the Product, and for research or other purposes related to developing and improving the Product. Company’s use of such De-Identified Data may survive termination of this Agreement.
 - d. “Personally Identifiable Information” or “**PII**” means information provided to Company in connection with Company’s obligations to provide the Products under the Agreement that (i) could reasonably identify the individual to whom such information pertains, such as name, address and/or telephone number or (ii) can be used to authenticate that

individual, such as passwords, unique identification numbers or answers to security questions or (iii) is protected under Applicable Laws. For the avoidance of doubt, PII does not include aggregate, anonymized data derived from an identified or identifiable individual.

- e. District represents and warrants that:
 - i. any such FERPA Data released to Company has been released pursuant to, among other things, a limited exception under FERPA acting for the District as a “*School Official*” with a legitimate educational interest for the purposes of providing the Products; and
 - ii. District has complied fully with FERPA and, among other things, has specified at least annually in a FERPA notification to parents/guardians that it uses outside contractors/consultants as “School Officials” to provide certain institutional services and functions such as those set forth in this Agreement.
- f. Company shall function as a school official of the District and agrees to the following conditions, as required by 20 U.S.C. Section 1232g and 34 C.F.R. Section 99.31:
 - i. Company is performing a service or function for which the District would otherwise use employees;
 - ii. Company is under the direct control of the District with respect to the use and maintenance of education records;
 - iii. Company is subject to the requirements of 34 C.F.R. Section 99.33(a) governing the use and re-disclosure of personally identifiable information from education records; and
 - iv. Company represents that it has the knowledge, skill and resources necessary to provide and maintain a web-based educational product or platform that is sufficiently secure and encrypted to protect confidential information.
- g. Company and District each represent and warrant that any COPPA Data and FERPA Data released and/or shared by Company and/or District for the purposes of this Agreement shall be covered by that party's respective agreement with the other party regarding FERPA Data and COPPA Data and no further agreement shall be needed by the other party for such release or sharing.
- h. Company and District agree that all such FERPA Data is provided on an "as is" basis and neither party shall be liable for any express or implied warranties, including but not limited to implied warranties of merchantability, non-infringement, and fitness for a particular purpose. Further, absent gross negligence or willful misconduct, neither party shall be liable to the other for any damages in whatever form or under any theory of liability for the "as is" data, even if advised of such.

31. Data Transfer Protocol. The District will assign a team representing technical and academic expertise (“District team”) to work with Company to establish the automated data transfer. The project timeline, services provided by Company, and tasks required of the District Team will be finalized in a Statement of Work provided by Company and agreed upon by the District. Company will need to provide a detailed data definition and layout document that the District

team will use to map their data system(s) to Company's data feed specification. At that point, Company will work with the District team to establish scheduled, automatic data transfers between the District student data system(s) and a secure file transfer protocol ("SFTP") site hosted by Company. Company will provide their data validation rules to the District team. Every time new data is published to the SFTP, Company will validate the data, load the successful records into the Company data system, and send an email to the District team notifying them of potential errors.

32. Ownership and Protection of Confidential Information

- a. By virtue of this Agreement and providing District with the Products, the parties may have access to information of the other party that is deemed confidential ("**Confidential Information**"). Confidential Information includes information, ideas, materials or other subject matter of such party, whether disclosed orally, in writing or otherwise, that is provided under circumstances reasonably indicating that it is confidential or proprietary. Confidential Information includes, without limitation, all business plans, technical information or data, product ideas, methodologies, calculation algorithms and analytical routines; and all personnel, customer, contracts and financial information or materials disclosed or otherwise provided by such party ("**Disclosing Party**") to the other party ("**Receiving Party**"). For the purposes of this agreement De-Identified Data will not be considered Confidential Information. Confidential Information does not include that which (a) is already in the Receiving Party's possession at the time of disclosure to the Receiving Party, (b) is or becomes part of public knowledge other than as a result of any action or inaction of the Receiving Party in violation of this Agreement, (c) is obtained by the Receiving Party from an unrelated third party without a duty of confidentiality, or (d) is independently developed by the Receiving Party.

Confidential Information means any and all information of either party disclosed or otherwise made available to or learned by the parties under this Agreement, which is designated as "confidential" or "proprietary" or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, school data and, all school student records and personnel records of both parties.

Company, the District, and each school partner will maintain the confidentiality of any and all Personally Identifiable Information exchanged as part of the Agreement. Confidentiality requirements will survive the termination or expiration of this Agreement. To ensure the continued confidentiality and security of student data, Company and school security plans will be followed.

- b. Ownership. Confidential Information of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its licensors, as applicable. Neither party shall possess nor assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party or any part thereof, will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of Company, its employees or agents.

- c. Method of Transfer. Company will employ industry best practices, both technically and procedurally, to protect the Data from unauthorized physical and electronic access during transfer.
- d. Restrictions on Use. The Receiving Party shall not use Confidential Information of the Disclosing Party for any purpose other than in furtherance of this Agreement, with the understanding that the Company also retains aggregate, de-identified, anonymized information for improvement, research and development purposes. The Receiving Party shall not disclose Confidential Information of the Disclosing Party to any third parties except as otherwise permitted hereunder. The Receiving Party may disclose Confidential Information of the Disclosing Party only to those employees, subcontractors or agents who have a need to know such Confidential Information and who are bound to retain the confidentiality thereof under provisions (including, without limitation, provisions relating to nonuse and nondisclosure) no less restrictive than those required by the Receiving Party for its own Confidential Information. The Receiving Party shall maintain Confidential Information of the Disclosing Party with at least the same degree of care it uses to protect its own proprietary information of a similar nature or sensitivity, but with no less than reasonable care under the circumstances. Each party shall advise the other party in writing of any misappropriation or misuse of Confidential Information of the other party of which the notifying party becomes aware.
- e. Exclusions. Notwithstanding the foregoing, this Agreement shall not prevent a party receiving a judicial order or other legal obligation from disclosing Confidential Information of the other party, provided that the other party is promptly notified and cooperates to allow intervention to contest or minimize the scope of the disclosure (including application for a protective order). Otherwise, neither Company nor any of its personnel may release confidential data or results if such data or results include individual person, District- or state-identifiable data or results, either directly or inferentially, unless agreed by the parties in writing on a case-by-case basis. Notwithstanding the foregoing, nothing in this Agreement shall limit Company's ability to use De-Identified Data for product development and research purposes as permitted under FERPA.
- f. Destruction of Confidential Information. At no cost to the party that owns the Confidential Information, the other party shall upon (a) written request by the owner at any time, and (b) upon termination or expiration of this Agreement, securely eliminate or return promptly in the format and on the media in use as of the date of the written request, all or any requested portion of Confidential Information that may be in the other party's possession or control.
- g. Breaches and Misuse. A Security Incident is a suspected, attempted, or imminent threat of unauthorized access, use, disclosure, breach, modification, disruption or destruction to or of District Data. In the event of a Security Incident, Company shall investigate the Security Incident, identify the impact of the Security Incident and take commercially reasonable actions to mitigate the effects of any such Security Incident. If the Security Incident results in a Security Breach, a documented, unsecured disclosure, access, alteration or use of the data, not permitted in this Agreement, which poses a significant risk of financial, reputational or other harm to the affected End User or the District, Company shall, (i) timely provide any notifications to individuals affected by the Security Breach that

Company is required to provide, and, (ii) notify District of the Security Breach, subject to applicable confidentiality obligations and to the extent allowed and/or required by Applicable Laws. Except to the extent prohibited by Applicable Laws, Company shall, upon District's written request, provide District with a description of the Security Breach and the type of data that was the subject of the Security Breach.

The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.

33. In the event of termination by District or Company prior to completion of the contract, only the segment of fees attributable to non-licensing shall be subject to proration. Compliance with FERPA and COPPA is subject to survival of any provisions in accordance with their specific terms. Company obligations to comply with FERPA requirements will survive the expiration or termination of this contract.

BID FORM 1: BIDDER INFORMATION

Agrees to Bid on: PPSD Grow Your Own Teacher Apprenticeship Program
DATE AND TIME TO BE OPENED: March 8, 2024, at 12:00 p.m. EST

Name of Bidder (Firm or Individual): _____

Business Address: _____

Contact Name: _____

Contact Email Address: _____

Contact Phone Number: _____

Delivery Date: _____

Signature of Representation

Title



Providence Public School District (PPSD)

Request for Proposals

PPSD Grow Your Own Teacher Apprenticeship Program

December 2023

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I. Background and General Information

Background

Nationally, according to data from the American Association of Colleges for Teacher Education (AACTE), the number of students earning an undergraduate degree in education has dropped from 200,000 annually in the early 1970s to less than 90,000 in 2018-19¹. Most recent pre-pandemic data from 2018-19 shows that this trend has been particularly pronounced in high-need specialty areas, as there has been a 4% decrease in special education degrees conferred, a 27% decrease in science and mathematics education, and a 44% decrease in foreign language education². In addition, the coronavirus pandemic has led to an overall decline in undergraduate enrollment, which has further contributed to declining participation in teacher preparation³. Furthermore, despite continued efforts, there continues to be a mismatch between the demographics of teachers and the students they serve. According to AACTE, 55% of students currently enrolled in public schools in the U.S. are non-white, compared to 29% of annual completers of teacher preparation programs at a national level who identified as non-white⁴.

Like many urban school districts in the United States, Providence Public School District (“PPSD”) is recruiting secondary math and special education applicants to fill classroom vacancies. The district is also prioritizing increasing certification opportunities to support our rapidly growing population of Multilingual Learners (“MLLs”). As student demographics and needs rapidly change, our district is seeing an acute and growing need to fill teacher vacancies in critical areas such Teaching English to Speakers of Other Languages (“TESOL”) and/or Bilingual Dual Language Immersion (“BDL”), Mathematics (any level), and Special Education, particularly within the specific fields of Early Childhood Special Education and Severe Intellectual Disability Special Education. In order to ensure the growing needs of students are met, we must think differently about how we are recruiting, training, and retaining our teacher workforce in order to fill these critical areas and ensure an excellent education for every student.

Based on recent data, we also know that there are existing mismatches between the racial and ethnic backgrounds of PPCSD’s teaching population and the students we serve. Whereas 87.5% of students in PPCSD during the 2022-23 school year identify as Black/African American, Hispanic/ Latino, and two or more ethnic or racial identities, the current teacher workforce in Providence is 17.5% Hispanic/Latino and Black/African American. In order to further diversify our teaching staff, PPCSD is seeking to intentionally tap into our existing local talent pool in order to recruit, train, and retain the next generation of teachers.

“Grow Your Own” (“GYO”) strategies offer a promising solution to help address these challenges, as GYO teacher preparation models can help to increase teacher diversity, improve teacher recruitment and

¹ *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

² Chirichella, C. (2022, March 22). *AACTE’s National Portrait Sounds the Alarm on Declining Interest in Education Careers*. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portrait-sounds-the-alarm-on-declining-interest-in-education-careers/>

³ *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

⁴ Chirichella, C. (2022, March 22). *AACTE’s National Portrait Sounds the Alarm on Declining Interest in Education Careers*. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portrait-sounds-the-alarm-on-declining-interest-in-education-careers/>

retention efforts, and lower barriers to entry that may currently prevent passionate, talented individuals from entering the teaching profession. In seeking to address these challenges, PPSD hopes to establish formal partnerships with high-quality Educator Preparation Provider (“EPPs”) in order to provide an opportunity for talented individuals to complete a clearly articulated, no-cost, district sponsored GYO teacher preparation program while they remain employed full time within PPSD.

We know how important it is for all children to have access to an excellent educator who is well equipped to teach them on day one, and we expect retention to increase as more candidates enter into the profession via GYO pathways. In alignment with district-wide diversification and quality educator preparation goals, we are driven to recruit, support, and train community members and teacher assistants— who often share lived experiences with our current and future students – through a teacher apprenticeship-style program that aims to reduce barriers many future teachers face to entering and staying in education. As the data shows, there is real promise in investing directly in the Providence community in order to source the next generation of diverse teaching talent. As we think about ways to meet our Turnaround Action Plan goals for teachers within PPSD, there is a huge opportunity to meet and/or exceed those goals by tapping into our existing community-based talent pools and providing those candidates with an excellent preparation that is focused on on-the-job learning and better preparing candidates to be “day one ready”.

PPSD’s existing teacher assistant (“TA”) staff members in particular present a key talent pool that we are seeking to more intentionally recruit and train as certified teachers-of-record. Our existing TAs are much more racially representative of the students we serve, as 41.5% of PPSD teacher assistants identify as Hispanic/Latino or Black/African American. However, many of our TAs may be currently unable to earn a post-secondary degree and certification due to financial, geographic, and educational barriers. Specifically, we know that many of PPSD’s current TAs lack the ability to move up on the education career ladder due to lacking a bachelor’s degree. Whereas previous initiatives implemented by PPSD have focused on expanding access to the profession by providing low-cost alternative routes to certification, PPSD is now making a strategic investment in building out high-quality pathways that focus on increased on-the-job training, including pathways that will allow those with an associate’s degree or ~60 degrees of college credit to earn a bachelor’s degree and certification to teach in Rhode Island.

We believe that whereas talent can be found everywhere, opportunity and access cannot. By lowering the barriers that prevent many talented individuals from becoming teachers while still upholding high expectations for quality of preparation, we believe that we will be able to train a new generation of home-grown teaching talent. As of the 2023-24 school year, there are over 355 TAs employed in the district, a vast majority of whom have indicated they would be interested in becoming a certified teacher if given the opportunity. In a survey from the 2022-23 school year, 74/92 (~80%) of TA respondents shared that they would be interested in becoming a teacher in PPSD if the opportunity was available to them.

Further, due to the growing need to better serve our student speakers of other languages, multilingual students, and students with disabilities, PPSD is seeking to prioritize the creation of no-cost GYO pathways that specifically allow candidates to earn certification in a high-needs area, including TESOL, BDL, Math, and Special Education, all while remaining in a full-time role with PPSD during their preparation period.

Finally, PPSD believes that the best way to ensure teacher candidates are “day-one-ready” is to ensure they are well-supported and well-equipped to meet all student needs. Thus, by seeking to establish a GYO program model that increases the wraparound supports that teacher candidates receive during their preparation, greatly increasing the time that candidates will spend working with students prior to becoming teachers-of-record, and ensuring coursework and training offered by EPP awardees is centered around key district priorities such as culturally responsive teaching and trauma informed instruction, we believe the GYO program model shows great promise for helping to meet our current and future staffing needs.

At PPSD, we believe that the ideal GYO program model will provide effective, low-cost, relevant training pathways for qualified, passionate individuals who will have the promise of a future teaching job in the district upon completion of the program. While teacher shortages and diversity mismatches are concerns across the country, GYO programs are powerful mechanisms to help alleviate shortages and diversify the teacher profession. Ultimately, it is our belief that PPSD-sponsored GYO programs will allow our district to tap into homegrown talent that already exists within the greater-Providence region, helping to ensure that every PPSD student has access to the excellent teachers they need and deserve.

For all of the reasons listed above, PPSD is seeking to partner with high-quality **EPPs** in order to create and implement a **clearly articulated, district-sponsored, no-cost pathway** by which eligible teacher assistants, non-certified PPSD employees, and passionate individuals from the community can **access the education career ladder**, earn a **post-secondary degree or credential** and initial **certification** to teach in Rhode Island.

Purpose

The purpose of the **PPSD Grow Your Own (GYO) Teacher Apprenticeship Program RFP** is to allow PPSD to competitively select EPP partners who will work with PPSD to create high-quality pathways by which aspiring teachers can **become teachers for free while getting paid to do so**. These aspiring teachers may be current TAs, substitute teachers, tutors, non-certified employees, parents, guardians, or other community members who have shown a heart for students and expressed interest in becoming a teacher within Providence schools. During the program, all candidates will be employed by PPSD and serve in a paid, full-time, student-facing position while completing their coursework and clinical experience requirements. PPSD will ensure that candidates will not serve as the teacher-of-record in a clinical practice setting prior to their completion of the program.

This RFP opportunity will provide competitive funding to select **EPPs**, who will in turn agree to use funds awarded by PPSD to **cover all tuition, textbooks, certification assessments, and fees on behalf of candidates selected by PPSD for enrollment**. As further outlined in the “Eligible Applicants” section of this RFP, both **in-state** and **out-of-state** EPPs that are able to offer an approved pathway to certification for candidates selected by PPSD are eligible to apply.

The goal of this competitive solicitation is to help lower financial barriers to entry for a more diverse pool of candidates, while also maintaining a high bar for the quality of preparation that those candidates receive. By increasing EPP enrollment, removing financial barriers, prioritizing extended clinical internship/student teaching experience, and recruiting directly from within our diverse local community, PPSD believes our district can both strengthen existing EPP relationships and forge new partnerships that will provide a sustainable, high-quality teacher pipeline.

As participants in an approved PPSD GYO program, selected teacher candidates will be given the opportunity to **earn a post-secondary credential and certification** to teach in Rhode Island at **no out-of-pocket cost**, all while being **employed full-time by PPSD during the entirety of their preparation**. Prior to their participation in an EPP awardee's GYO program, all selected teacher candidates must meet all state and local requirements for employment in a full-time, student-facing position within PPSD, as well as all admission requirements for the partner EPP in which they will be enrolled. During their preparation experience, teacher candidates will serve under the guidance of a highly qualified PPSD **mentor teacher**, with whom they will collaborate and engage in coaching sessions. During their preparation, candidates will serve in a **minimum 1-year clinical internship/residency experience**, during which they will serve in a paid, full-time, student-facing position while taking on increasingly greater responsibilities via a gradual release model. Selected EPPs must allow for this residency experience to satisfy the clinical internship/student teaching requirements for all teacher candidate participants.

This opportunity will be available to current, eligible TAs employed by PPSD, as well as other current and eligible PPSD employees or eligible individuals from the community who are interested in becoming a teacher and agree to be employed full time in a paid, full-time, student-facing position while completing their coursework and clinical experience requirements via a PPSD-sponsored GYO program. EPPs must agree to admit and enroll GYO candidates selected by PPSD, so long as those candidates meet the minimum admission requirements of the EPP partner.

Upon successful completion of all program and certification requirements, candidates will then be eligible to be hired into a full-time role as a certified teacher-of-record within PPSD. Upon hire, the district will enter into an agreement with each individual candidate to ensure a commitment to teach within PPSD for an agreed-upon minimum term.

EPP awardees must agree to utilize awarded funds to cover all programmatic expenses on behalf of selected candidates, including tuition, textbooks, fees, and one issuance of all required certification assessments that candidates must complete in order to earn their initial RI teacher certification.

Program Design and Timeline Options

Based on PPSD data regarding the most likely candidate pools for this program, selected GYO candidates will meet the following eligibility criteria as defined for **Candidate Pool A** or **Candidate Pool B**:

Candidate Pool A: Candidates employed by PPSD who possess an associate's degree or 60 credit hours from an accredited institution of higher education.

Candidate Pool B: Candidates employed by PPSD who possess a bachelor's degree from an accredited institution of higher education.

As such, EPP applicants may propose to serve these respective candidate pools via either of the following GYO Program Options:

Program Option 1: Bachelor's degree-granting program for those in Candidate Pool A. EPP applicants must agree to administer this type of program along a timeline that would allow each candidate to be eligible to become a fully certified teacher-of-record in Rhode Island by no later than **September 1**,

2026. Programs may begin any time after the date of official award via contract execution (projected: May 1, 2024), but must begin by no later than **September 15, 2024**.

Program Option 2: Post-baccalaureate or master’s-degree granting pathway for those candidates in **Candidate Pool B**. EPP applicants must agree to administer this type of program along a timeline that would allow each candidate to become a fully certified teacher-of-record in Rhode Island by no later than **September 1, 2026**. Programs may begin anytime after the date of official award via contract execution (projected: May 1, 2024) but must begin by no later than **September 15, 2024**.*

***Note:** Applicants offering a **Program Option 2** pathway on a timeline allowing candidates to become a fully certified teacher-of-record by no later than **September 1, 2025** will be prioritized, as reflected in the Technical Response Rubric.

Applicants should review the “**Section IV. Scored Application Components**” section of this document for more information regarding how individual applications offering either of these program options will be evaluated.

Award Details

The PPSD Grow Your Own Teacher Apprenticeship Program RFP offers **up to 3 awards of \$100,000 each, for a total of \$300,000**, to EPP(s) who can offer high-quality, low-cost pathways to aspiring educators. **Individual applications should not exceed a requested award amount above \$100,000.00. EPPs may (and are encouraged to) submit multiple applications for award based on the different program models and certification pathways they can offer.**

EPPs may submit applications covering either Program Option as outlined above. Separate applications may also be submitted outlining different certification pathways that EPP applicants are able to offer. EPPs who wish to submit more than one application should follow the same submission procedures and deadlines for all applications they submit. For example, if an EPP is submitting five applications, PPSD should receive five separate mailed packages with five separate attachments.

Note: This RFP is heavily weighted in favor of a higher number of candidates served, while still maintaining program quality. It also gives preference to programs that equip teachers to teach in high-vacancy subject areas, including TESOL, BDL, Mathematics, and Special Education, as well as post-bacc. or master’s degree-granting programs which allow participants to complete their preparation and be eligible to serve as teachers-of-record in PPSD by September 1, 2025.

Schedule

All times Eastern Standard Time (EST)

Event	Time	Date
Request for Proposals Released		December 8, 2023
Deadline for Question Submissions	11:59 p.m.	December 15, 2023

Pre-Bid Conference # 1	10:00 a.m.	December 18, 2023
Pre-Bid Conference #2	10:00 a.m.	January 8, 2024
Pre-Bid Conference #3	11:00 a.m.	January 17, 2024
Deadline for Question Submissions	11:59 p.m.	January 19, 2024
PPSD response to Questions Posted		January 24, 2024
Submission Deadline: Date and Time Applications to Be Opened (Application Deadline):	12:00 p.m.	March 8, 2024
Notice of Award for All Applicants		March 15, 2024
All Contracts Finalized **		May 1, 2024**

**Note: All contract/MoU signature deadlines and proposed contract/MoU start dates are tentative and subject to all final approvals once final awardees are determined.

II. Scope of Work & Key Deliverables Summary

The following Scope of Work & Key Deliverables Summary provides an overview of the minimum requirements that selected awardees will be expected to meet upon contract award.

Scope of Work & Key Deliverables Summary

1. The Awardee must provide aspiring educators (“candidates”) serving in Providence Public School District (“PPSD”) with a tuition-free education resulting in a post-secondary degree or credential, and eligibility for Rhode Island teacher certification in at least one certification field.
 - a. The Awardee must be an approved EPP within their respective home state and must be currently approved to offer recommendation for certification in the specific certification areas/pathways which were outlined in their proposal. Any proposed certification area to be offered by an out-of-state EPP Awardee must be closely aligned to an equivalent RI-approved certification area.
 - b. All certification areas offered as part of the proposed partnership must be mutually agreed upon by the Awardee and PPSD.
 - c. If needed, Awardees must agree to work with the Rhode Island Department of Education (RIDE), to go through the required process by which their institution can become approved to place student teachers in a RI public school. This required process must be completed before an official contract is executed. Failure to successfully complete this required process may result in a repeal or delay of the intended award.
2. Awarded funding must be used to entirely cover tuition, textbooks, and fees for all selected candidates. No cost for programming shall be passed on to individual candidates.

3. The Awardee must agree to cover the cost of one issuance of each required certification assessment for all selected candidates who complete the awardee's approved Grow Your Own ("GYO") program. Unless covered by the Awardee's approved budget, any additional issuance of a required certification exam will be paid for by either PPSD or the candidate.
4. a. **Bachelor's Degree Programs (Program Option 1):** The Awardee must administer their GYO program along a timeline that would allow each candidate to earn a bachelor's degree and be eligible to become a fully certified teacher-of-record in Rhode Island by no later than ***September 1, 2026***. The Awardee must ensure that their GYO program has a start date of no later than ***September 15, 2024***.

b. **Master's Degree or Post-Baccalaureate Option (Program Option 2):** The Awardee must administer their GYO program along a timeline that would allow each candidate to earn either a master's degree or post-baccalaureate credential and be eligible to become a fully-certified teacher-of-record in PPSD by no later than ***September 1, 2026***.^{*} The Awardee must ensure that their GYO program has a start date of no later than ***September 15, 2024***.

^{*}**Note:** Priority will be given to applicants who are able to offer their GYO program along a timeline that would allow each candidate to earn either a master's degree or post-baccalaureate credential and be eligible to become a fully certified teacher-of-record in Rhode Island by no later than ***September 1, 2025***.

5. The Awardee must allow PPSD to recommend all candidates for participation in the awardee's GYO program. As long as recommended candidates meet all state and local requirements for employment in a full-time, student-facing position, and as long as they meet minimum admission requirements for the Awardee's teacher preparation program, they must be automatically admitted to the Awardee's institution.
6. The Awardee must work with PPSD to place each candidate in a paid, full-time, student-facing position within PPSD for the duration of their participation in the GYO program. During this residency component of the program, candidates will serve in a minimum 1-year clinical internship experience. Each candidate must be assigned to a high-quality cooperating/mentor teacher, identified by PPSD, for the entirety of their participation in the Awardee's GYO program.
7. The Awardee must allow for each candidate's 1-year residency experience to satisfy the clinical internship/student teaching requirements for that candidate. Once selected and enrolled in the Awardee's GYO program, candidates will be employed by PPSD in a paid, full-time, student-facing position for the entire duration of the program. PPSD will ensure that candidates will not serve as the teacher-of-record in a clinical practice setting prior to their completion of the program.
8. The Awardee must ensure that if a candidate chooses to unenroll from the Awardee's program prior to their completion of the program, the Awardee will allow PPSD to select a new candidate to enroll in the program at no additional cost. Prior to program start date, the Awardee and PPSD shall mutually agree upon a deadline after which new candidates would not be able to enroll and

complete programming within the period covered under the award, unless otherwise discussed between both the Awardee and PPSD.

9. The Awardee must agree to allow PPSD, at PPSD's sole discretion, to purchase additional candidate seats in the approved GYO program at the Awardee's prorated amount per candidate, as outlined in the award and corresponding budget.
10. The Awardee must submit a proof of candidate progress report, on a semesterly basis, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
 - a. Candidate progress data
 - b. Candidate names
 - c. GPAs
 - d. Enrollment status (enrolled vs. unenrolled)
 - e. Degree and/or certification currently held
 - f. Candidates' completion of student teaching requirements
 - g. Any other relevant information as requested by PPSD
11. The Awardee shall provide to PPSD, within 90 calendar days of the conclusion of the contract term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:
 - a. Comprehensive summary of program activities and outcomes, including wraparound support activity and outcomes, according to supports described in response to Technical Response #6
 - b. Candidate progress data outlined in scope item #10.
 - c. Graduation status, certification assessment passage status, and employment status for each candidate
 - d. Overall evaluation of program effectiveness, including candidate graduation rate and certification assessment passage rates
 - e. PPSD satisfaction survey regarding the effectiveness of the candidates' preparation as a result of the program
 - f. Recommendations for program improvements for future candidates
12. For the duration of the contract term, the Awardee must be responsive to all program evaluation requests from PPSD.
13. The Awardee must provide supplementary academic, career, and certification preparation support, within awarded funding, to all candidates enrolled in the programs, as outlined in their proposal.
14. The Awardee shall agree to cooperate with PPSD in establishing their Grow Your Own program as a Registered Apprenticeship in teaching program, if pursued by PPSD.
15. The Awardee shall agree to provide any information requested from PPSD to assist PPSD with efforts to have candidates in a GYO program pay back requisite funds if they do not complete an agreed upon commitment as teacher-of-record, according to PPSD discretion. The Awardee will not be asked by PPSD to return any awarded funds, but instead the candidate may be asked to

reimburse PPSD for an amount equivalent to their allocated seat's value, according to a separate agreement between PPSD and the candidate.

16. Unused funding from the Awardee's award may be reallocated, at the discretion of the PPSD.
17. The Awardee shall otherwise implement a Grow Your Own program as specified in their application's response to the Required Application Components section of this RFP, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

III. Required Qualifications & Eligibility Requirements

PPSD requires a vendor to meet the qualifications and eligibility specifications listed below.

In-State Educator Preparation Provider Eligibility:

- 1) This competitive solicitation is open to any Rhode Island Department of Education (RIDE) approved Educator Preparation Provider (EPP).
- 2) In-state EPP applicants must certify and provide evidence that their institution is currently approved to offer recommendation for certification in the specific certification areas/pathways for which they are applying.

Note: PPSD reserves the right to confirm with RIDE that each applicant is fully approved and able to offer a pathway to certification for the proposed certification areas outlined in their RFP response. All applicants must provide a copy of their latest IRS 990 tax form and meet all other requirements as outlined in the "Mandatory Requirements" section of this RFP.

Out-of-State Educator Preparation Provider Eligibility:

This competitive solicitation is open to out-of-state EPPs, so long as they:

1. Are an approved EPP within their home state.
2. Certify and provide evidence that their institution is currently approved within their home state to offer recommendation for certification in the specific certification areas/pathways for which they are applying. Any proposed certification area that an out-of-state EPP applicant plans to offer as part of their proposed GYO program must be closely aligned to the equivalent RI-approved certification areas that are outlined in this RFP document.
3. Agree to work with RIDE to go through the required process by which their institution can become approved to place student teachers in a RI public school. This is a required process that may be initiated after a notice of intent to award is issued. However, this process must be

completed before an official contract is executed. Failure to successfully complete this required process may result in a repeal or delay of the intended award. With any questions regarding RIDE's process for approving student teacher placements for out-of-state EPP's, please contact Kristin Re at kristin.re@ride.ri.gov.

Note: PPSD reserves the right to confirm with RIDE, or the respective approving agency within an Out-of-State EPPs home state, that an applicant is fully approved and able to offer a pathway to certification for the proposed certification areas outlined in their RFP response. All applicants must provide a copy of their latest IRS 990 tax form and meet all other requirements as outlined in the “Mandatory Requirements” section of this RFP.

IV. Application Details, Timeline and Submission Requirements

Contract Term

Bachelor’s Degree Programs (Program Option 1): May 1, 2024** to September 1, 2026**, under the original contract terms and is performance-based. Providence Public Schools will confirm these options, if desired, to continue the original contract, via the previously indicated option year(s).

Master’s and Post-Baccalaureate Programs (Program Option 2): May 1, 2024** to September 1, 2026**†, under the original contract terms and is performance-based. Providence Public Schools will confirm these options, if desired, to continue the original contract, via the previously indicated option year(s).

**Note: All contract/MoU signature deadlines and proposed contract/MoU dates are tentative and subject to all final approvals once final awardees are determined.

†Note: Awardees that are able to offer a Program Option 2 GYO pathway on a timeline that allows candidates to become a fully certified teacher-of-record by September 1, 2025 will have Contract term of May 1, 2024** to September 1, 2025**, subject to all final approvals once final awardees are determined.

Project Timeline

The applicant will provide a summary of a project timeline within their bid materials, as further outlined in the “Mandatory Requirements” and “Technical Response” sections of this document. Awardee vendor will allocate sufficient time to ensure seamless transition and 100% continuity of all bid detailed services on the contract start date (May 1, 2024**).

**Note: All contract/MoU signature deadlines and proposed contract/MoU start dates are tentative and subject to all final approvals once final awardees are determined.

Pre-Bid Conferences

Pre-Bid Conference Details: All applicants are encouraged to attend any of the available Pre-Bid Conference meetings, hosted by PPSD and representatives from the National Center for Grow Your Own. In each Pre-Bid Conference meeting, applicants can learn more about RFP requirements and ask clarifying questions based on RFP contents. All pre-bid conference materials, including asked and answered questions, will be posted as an addendum to this RFP following each pre-bid conference.

PRE-BID CONFERENCE #1:

Pre-Bid Conference #1 Date: **December 18, 2023**
Pre-Bid Conference Time: **10:00 a.m.-11:30 a.m. EST**
Pre-Bid Conference #1 Format: Virtual

Virtual Pre-Bid Conference #1 Details:

Zoom Link: <https://us02web.zoom.us/my/gdaddario>

PRE-BID CONFERENCE #2:

Pre-Bid Conference #2 Date: **January 8, 2024**
Pre-Bid Conference #2 Time: **10 a.m.-11:00 a.m. EST**
Pre-Bid Conference #2 Format: Virtual

Virtual Pre-Bid Conference #2 Details:

Zoom Link: <https://us02web.zoom.us/my/gdaddario>

PRE-BID CONFERENCE #3:

Pre-Bid Conference #3 Date: **January 17, 2024**
Pre-Bid Conference #3 Time: **11 a.m.-1:00 p.m. EST**
Pre-Bid Conference #3 Format: Virtual & In-Person Options

In-Person Pre-Bid Conference #1 Details:

Location: 379 Washington Street, Office of Family and Community Engagement (FACE) Conference Room, Providence, RI 02903

Parking: Street parking available.

Arrival information: Please promptly at or prior to the 11 a.m. EST start time to ensure seating. Upon arrival, a PPSD staff member will be available to assist with entry.

Virtual Pre-Bid Conference Details:

Zoom Link: <https://us02web.zoom.us/my/gdaddario>

Proposal Questions–Submission and Deadline

Questions concerning this solicitation should be emailed to Cynthia.ramirez@ppsd.org . Questions are due by **January 19, 2024**, no later than **11:59pm EST**. Responses will be sent back no later than the end of business day on **January 24, 2024**. Please ensure email subject line and documents are labeled PPSD GROW YOUR OWN TEACHER APPRENTICESHIP PROGRAM RFP. All Questions received, as well as answers provided, will be posted via an addendum.

Note: Questions received after the date and time specified will not be answered. Proposals received after the due date and time will not be considered.

Limitations

This Request for Proposals (RFP) does not commit the Providence School Department to award any contract or pay for the preparation of any proposal submitted in response to this RFP. The Providence School Department may withdraw or amend this RFP in its entirety or in part, at any time if it is in the best interests of the organization to do so. This award is contingent upon the receipt of funding.

Submission Process and Format

Applicants must submit sealed proposals in an envelope clearly labeled with the Item Description shown above on the outside of the envelope. The proposal envelope and any information relative to the proposal must be addressed to:

**Providence Public School District
Purchasing Department, Suite 206
Attention: Thomas Morgan
797 Westminster Street
Providence, RI 02903**

Submission Deadline: All proposals must be received by no later than **March 8, 2024, at 12:00 pm EST**. Late submissions will not be considered. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.

Proposal responses must be in ink or typewritten. There is no minimum or maximum page or word limit for individual questions or for the entire application. Applicants are encouraged to respond to each

question thoroughly but concisely. Standard formatting conventions of 1-inch margins, Times New Roman font, 8.5" x 11' paper, and 12-point font are required.

EPPs are allowed to (and are encouraged to) apply for multiple awards based on the different program models they can offer, and EPPs are allowed to submit applications covering either Program Option as outlined above. **Individual applications shall not exceed a requested award amount above \$100,000.00.** Separate applications may also be submitted outlining different certification pathways that EPP applicants are able to offer. EPPs who wish to submit more than one application should follow the same submission procedure, as outlined here, for each application they submit.

Required Application Components

To achieve a uniform review process and obtain the maximum degree of comparability, it is required that proposals be organized in the manner specified.

The Proposal shall be submitted in the format as set forth below:

- I. Bid Form 1: Bidder Information (page 10 of this document)**
- II. Cover Page (1-page summary of project goals and objectives)**
- III. Mandatory Requirements Section, including copy of IRS 990 tax form as an attachment.**
- IV. Technical Response Section.**
Note: Applicants should be sure to only submit a technical response based on the Program Option they are proposing to offer. Technical responses will be assessed against the respective rubric for the Program Option that applicants are proposing to offer.
- V. A proposed budget attachment, labeled "Project Budget" that includes pay structure, expenses and leverage funding and source. Please use Appendix A as a budget template.**
- VI. An attachment, labeled "Evidence of Educator Preparation Program Approval", which clearly documents that the applicant is an approved educator preparation provider within their home state, and that the applicant is currently approved to offer recommendation for certification in the specific certification areas/pathways which are outlined in the applicant's RFP response.**

V. Evaluation Process and Scored Application Components

Evaluation Components and Contract Award

Each vendor proposal will be reviewed and scored against the mandatory requirements and technical response criteria, as documented in "**Scored Application Components**" below. Applicants who do not meet all requirements as listed within the "Minimum Requirements" section of this document will not be eligible to receive a technical score, and thus will not be eligible for award.

Applicants deemed responsive to all Minimum Requirements will receive a technical score based on the respective Technical Response Rubrics shown in “Appendix B: Technical Response Rubric”. The maximum number of technical points earned is 100. A review committee with at least three members will evaluate the proposals. Each member of the committee will conduct a thorough, independent evaluation of each proposal. The committee will then meet for a discussion after which members will have the option to revise their scores. The technical score will be determined by averaging each member’s score in each category.

Providence Public Schools may choose to seek clarifications from vendors with regard to their proposals. All responses will be provided in writing, and incomplete and/or unclear responses may result in a proposal being deemed technically unacceptable. Proposals found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further.

PPSD may, at its sole option, elect to require presentation(s) by offerors clearly in consideration for award. Providence Public Schools reserves the right to make a selection without requesting clarification. Additionally, Providence Public Schools may not necessarily seek clarifications from all vendors submitting proposals.

Mandatory Requirements (Pass/Fail)

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Item	Mandatory Requirements	<i>(For PPSD use only:)</i> Assigned Score (Pass/Fail)
M1	Contact Info: Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator and Subject Matter Expert should contact regarding the response.	
M2	Agrees to Scope of Services: Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the section “Scope of Work Summary” of this RFP.	
M3	Confirmation of Program Option Offering: Provide a statement clearly confirming which of the following Program Options the applicant is applying to offer within the enclosed application: Bachelor’s Degree Program (Program Option 1)	

	<p style="text-align: center;">or</p> <p>Master’s Degree or Post-Bacc. Program (Program Option 2)*.</p> <p>* If the applicant is proposing to offer Program Option 2, they must specify what post-secondary credential (Master’s, or Post-Baccalaureate certification) they plan to offer.</p>	
M4	<p>EPP Approval Status Confirmation: The Applicant must provide evidence <u>and</u> a statement clearly certifying that they are an approved Educator Preparation Provider that is <u>currently</u> approved within their respective home state to offer the proposed certification pathways outlined in the application.</p> <p>As required evidence, each Applicant’s proposal package must include an attachment, labeled “Evidence of Educator Preparation Program Approval” attachment, which clearly documents that the applicant is an approved educator preparation provider within their home state, and that the applicant is <u>currently</u> approved to offer recommendation for certification in the specific certification areas/pathways which are outlined in the applicant’s proposal.*</p> <p>*Note: PPSD reserves the right to confirm with RIDE, or the respective approving agency with an EPP’s home state, that each applicant (in-state or out-of-state EPP) is fully approved and able to offer a pathway to certification for the proposed certification areas outlined in their proposal.</p>	
M5	<p>Placement of Student Teachers in Rhode Island: Provide a statement clearly indicating that the Applicant will agree to work with RIDE to go through the required process by which their EPP can become approved to place student teachers in a RI school. This is a required process that may be initiated after a notice of intent to award is issued. However, this process must be completed <u>before</u> an official award is made.</p> <p><u>Note:</u> Any in-state or out-of-state Applicant that is <u>already</u> approved by RIDE to place student teachers in a RI school may indicate as such in their response to this Mandatory Requirement. Please note that any such statement will be subject to verification by RIDE.</p>	
M6	<p>No Cost to Candidate: Provide a statement confirming that, if funding is awarded based on an application to this Request for Proposals, candidates will not bear any costs from tuition, textbooks, certification assessments, or fees.</p>	
M7	<p>Registered Apprenticeship: Provide a statement indicating that, upon successful program implementation, the applicant is willing to participate in registration of the GYO program as an official Registered Apprenticeship, with PPSD serving as sponsor and the employer, if PPSD chooses to pursue that option.</p>	
M8	<p>Coursework Delivery Format: Applicants must clearly describe the</p>	

	coursework delivery format and outline whether coursework will be delivered in an in-person, remote, or hybrid format.	
M9	Residency Period: Applicants must attest that candidates will have at least one (1) year of full-time residency experience, and that the applicant will allow for each candidate’s 1-year residency experience to satisfy the clinical internship/student teaching requirements for that candidate.	
M10	<p>Offers Certification Area Aligned to PPSD Educator Workforce Needs and Priorities: The Applicant must certify that their proposed GYO program will offer certification in at least one of the following fields:</p> <ul style="list-style-type: none"> ● Teaching English to Speakers of Other Languages (TESOL) ● Bilingual Dual Language Immersion (BDL) ● Math (any level) ● Special Education (prek-12) <ul style="list-style-type: none"> ○ Early Childhood Special Education ○ Severe Intellectual Disability Special Education Certification 	
M11	<p>Minimum Admissions Requirements: Please outline your institutions’ minimum admissions requirements for entry into the approved teacher preparation program.</p> <p>Note: As a reminder, if awarded, the applicant must allow PPSD to recommend all candidates for participation in the proposed GYO program. As long as recommended candidates meet all state and local requirements for employment in a full-time, student-facing position within PPSD, and as long as they meet minimum admission requirements for the applicant's teacher preparation program, they must be automatically admitted to the applicant institution’s teacher preparation program.</p>	
M12	<p>Program Timeline:</p> <p>Bachelor’s Degree Program (Program Option 1) applicants: Provide a statement affirming that the Applicant’s proposed GYO program will occur along a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p> <p>Master’s Degree or Post-Bacc. Program (Program Option 2) applicants: Provide a statement affirming that the Applicant’s proposed GYO program will occur along a timeline that would allow each candidate to to enroll in the proposed GYO program by no later than September 15, 2024, and earn either a master’s degree or post-baccalaureate credential and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p>	

M13	IRS 990 Tax Form: Provide a copy of the applicant institution’s latest IRS 990 tax form. This form should be included as an attachment to the RFP response.	
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Technical Response (100 Points)

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

Technical Response–Program Option 1

*Applicants proposing to offer a GYO program which corresponds to Program Option 1 (Bachelor’s degree program for those with an associate’s degree or 60 college credits) should respond to the following technical response items. Applications proposing to offer a GYO program which corresponds to Program Option 1 will be evaluated against **Technical Response Rubric: Program Option 1.***

#	Technical Response Item	Max Points	Assigned Points (For PPSD use only)
T1	Candidate Seats: Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.	40	
T2	Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant’s budget	5	

	<p>and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i></p>		
T3	<p>Type of Certification: In what grade/subject area(s) does the applicant propose to offer certification?</p> <p>Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered. Note that additional points are given to applications that offer specific certification areas (see the rubric in Appendix B for more details).</p>	8	
T4	<p>Single or Dual-Certification: Will the proposed program offer a dual certification or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p> <p>Note that additional points are given to applications that offer a dual-certification pathway (see the rubric in Appendix B for more details).</p>	5	
T5	<p>Program Details & Timeline: Provide a detailed timeline* and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <ul style="list-style-type: none"> a) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) b) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree or credential earned. <p>*As a reminder, all applicants submitting a Technical Response for Program Option 1 must offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor's degree and be eligible to become a fully-certified teacher-of-record in PPSD by no later than September 1, 2026.</p>	8	
T6	<p>Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ul style="list-style-type: none"> a) How will high-quality site coordinators/field supervisors be incorporated into the program? b) How will candidates gradually take on more instructional responsibility over the course of the program? 	8	

	<p>c) What evaluation process will be established to provide feedback to candidates throughout the program?</p> <p>d) What support might your institution need from PPSD in order to successfully allow candidates to complete their 1-year minimum clinical internship model as part of your program? Please be as specific as possible.</p>		
T7	<p>Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p> <p>Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.</p>	7	
T8	<p>Supports for Working Professionals: Outline how your program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD. How will your coursework delivery model and program design accommodate the needs of working professionals?</p>	7	
T9	<p>Cohort Model and Group Supports: Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates have a sense of belonging, mission, and connection with fellow cohort members?</p>	3	
T10	<p>Trauma Informed Instruction: Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	3	
T11	<p>Culturally Responsive Teaching: Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	3	
T12	<p>Training in Anti-Racist Pedagogy: Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and</p>	3	

	demographics of faculty members delivering instructions.		
<i>Score Awarded (Maximum Possible= 100)</i>			

Technical Response–Program Option 2

Applicants proposing to offer a GYO program which corresponds to Program Option 2 (Master’s degree or post-baccalaureate credential program for those with a bachelor’s degree) should respond to the following technical response items. Applications proposing to offer a GYO program which corresponds to Program Option 2 will be evaluated against **Technical Response Rubric: Program Option 2.**

#	Technical Response Item	Max Points	Assigned Points (For PPSD use only)
T1	Candidate Seats: Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.	40	
T2	Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant’s budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone. <i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i>	5	
T3	Type of Certification: In what grade/subject area(s) does the applicant propose to offer certification?	8	

	Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered. Note that additional points are given to applications that offer specific certification areas (see the rubric in Appendix B for more details).		
T4	<p>Single or Dual-Certification: Will the proposed program offer a dual certification or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p> <p>Note that additional points are given to applications that offer a dual-certification pathway (see the rubric in Appendix B for more details).</p>	5	
T5	<p>Program Details & Timeline: Provide a detailed timeline* and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <ol style="list-style-type: none"> Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree or credential earned. A confirmation of whether the applicant is able to offer a Program Option 2 GYO pathway on a timeline that allows candidates to become a fully certified teacher-of-record by September 1, 2025.* <p>*As a reminder, all applicants submitting a Technical Response for Program Option 2 must offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026. However, additional Technical Response points will be awarded to Program Option 2 applicants that are able to offer their proposed GYO program along a timeline that would allow each candidate to become a fully certified teacher-of-record in Rhode Island by no later than September 1, 2025.</p>	10	
T6	<p>Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> How will high-quality site coordinators/field supervisors be incorporated into the program? How will candidates gradually take on more instructional responsibility over the course of the program? What evaluation process will be established to provide feedback to candidates throughout the program? What support might your institution need from PPSD in order to 	7	

	successfully allow candidates to complete their 1-year minimum clinical internship model as part of your program? Please be as specific as possible.		
T7	<p>Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p> <p>Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.</p>	6	
T8	<p>Supports for Working Professionals: Outline how your program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD? How will your coursework delivery model and program design accommodate the needs of working professionals?</p>	7	
T9	<p>Cohort Model and Group Supports: Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates have a sense of belonging, mission, and connection with fellow cohort members?</p>	3	
T10	<p>Trauma Informed Instruction: Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	3	
T11	<p>Culturally Responsive Teaching: Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	3	
T12	<p>Training in Anti-Racist Pedagogy: Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.</p>	3	

	<i>Score Awarded (Maximum Possible= 100)</i>	
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VI. Appendices

Appendix A: Budget Template

You do not need to list specific names, but in sub-expenses lines, please indicate job titles associated with the program. In the budget narrative, elaborate on how these roles support program outcomes.

This should include expenses for textbooks and any other program materials provided to candidates.

Budget			
Budget Period (Fiscal Year 20__)			
Expense Category	Award (proposed)	Awardee Contribution (Proposed)	Total Project (Proposed)
Salaries & Benefits	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00
Programmatic Costs	\$0.00	\$0.00	\$0.00
TOTAL	\$0.00	\$0.00	\$0.00

Please ensure the budget costs are annualized. You may either (1) complete a separate budget table for each year of the program, then include a summary table of total program costs per roll-up expense category, or (2) complete a single budget table for all years of the program, clearly indicating to which year of the program each expense line (or sub-expense line) applies.

For any startup expense that may only be borne in year 1 of the program, please include these expenses in year 1 only (you do not need to calculate an average annual rate of such expenses).

Indicate any matching funds or third-party contributions that would support the operation of the program. Not required but encouraged for applicants to consider to make applications more competitive from a cost standpoint.

This should include sub-expense lines for tuition, the costs of licensure assessments, and any other fees. This should be given at a rate per participant, then multiplied out by number of participants.

Appendix B: Technical Response Rubrics

Technical Response Rubric: Program Option 1

Submissions for Program Option 1 will be evaluated against the below rubric:

Question	Points Earned			
<p>T1: Candidate Seats:</p> <p>Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.</p>	<p>Maximum Points: 40 points</p> <p>Score = (Number of total candidates applicant can support / maximum number of total candidates supported across all applications received) * 40</p>			
<p>T2: Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant’s budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i></p>	<p>0 points The item is not addressed.</p>	<p>1 point EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.</p>	<p>3 points EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>	<p>5 points EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>

<p>T3: Type of Certification: In what grade/subject area(s) does the applicant propose to offer certification?</p> <p>Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered.</p>	<p>4 points Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> ● Teaching English to Speakers of Other Languages (TESOL) ● Bilingual Dual Language Immersion (BDL) ● Any Special Education area <u>other than</u> Early Childhood Special Education or Severe Intellectual Disability Special Education ● Math (Middle Grades, 5-8) 		<p>8 points Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> ● Math (Secondary Grades, 7-12) ● Special Education <ul style="list-style-type: none"> ○ Early Childhood Special Education ○ Severe Intellectual Disability Special Education 	
<p>T4: Single or Dual-Certification: Will the proposed program offer a dual certification option, or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p>	<p>3 points</p> <p>Applicant offers a single certification option to all candidates in the proposed GYO program.</p>		<p>5 points</p> <p>Applicant offers dual- certification option to all candidates in the proposed GYO program</p>	
<p>T5: Program Details & Timeline: Provide a detailed timeline and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <p>Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.).</p> <p>Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree or credential earned.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail. Applicant will offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p>	<p>5 points Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail. Applicant will offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p>	<p>8 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. Program is clearly designed to accommodate the full-time work schedule of candidates, while maintaining rigorous content requirements. Applicant will offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p>

<p>T6: Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <p>How will high-quality site coordinators/field supervisors be incorporated into the program?</p> <p>How will candidates gradually take on more instructional responsibility over the course of the program?</p> <p>What evaluation process will be established to provide feedback to candidates throughout the program?</p> <p>What support might your institution need from PPSD in order to successfully allow candidates to complete their 1-year minimum clinical internship model as part of your program? Please be as specific as possible.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Response does not contain a clear description of the residency model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.</p>	<p>5 points Response contains a clear description of the residency model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.</p>	<p>8 points Response contains a clear description of the residency model to be employed during the program, and all required components are addressed in sufficient detail.</p> <p>Mentor teachers, site coordinators, and field supervisors are meaningfully incorporated into the program, and the gradual release model provides a significant length of time in which the candidate engages in full-time teacher responsibilities (without serving as teacher-of-record), with the support of a mentor teacher.</p> <p>Candidates receive systematic feedback throughout the program to ensure their continuous development and growth.</p> <p>Response includes a clear and specific description of the level of support the applicant institution would need from PPSD in order to successfully allow candidates to complete their 1-year minimum clinical internship model as part of the proposed GYO program. Response clearly outlines what support and level of collaboration the applicant will need from the district in order to successfully implement the proposed scope of work.</p>
<p>T7: Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p> <p>Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, or it does not clearly outline supports offered to candidates in similar past programs, or its pass rate history on certification exams is in the lower 25th percentile of all applicants.</p>	<p>4 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, and it clearly outlines the supports offered to candidates in similar past programs, but its pass rate history on certification exams is in the lower 50th percentile of all applicants.</p>	<p>7 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success both during and after their completion of the program. Narrative clearly outlines high-quality supports offered to candidates in similar past programs, and its pass rate history on certification exams is in the upper 50th percentile of all applicants.</p>
<p>T8: Supports for Working Professionals: Outline how your</p>	<p>0 points The item is</p>	<p>1 point Narrative provides a</p>	<p>4 points Narrative provides a</p>	<p>7 points Narrative provides a high level of detail around how the applicant will ensure adequate supports</p>

<p>program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD? How will your coursework delivery model and program design accommodate the needs of working professionals?</p>	<p>not addressed.</p>	<p>poor level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, and it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>	<p>high level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, but it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>	<p>(academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, and it clearly outlines how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>
<p>T9: Cohort Model and Group Supports: Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates have a sense of belonging, mission, and connection with fellow cohort members?</p>	<p>0 points The item is not addressed.</p>	<p>1 point Narrative provides a poor level of detail around how the applicant would group and place candidates in cohorts, and the applicant does not clearly describe how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members.</p>	<p>2 points Narrative provides a moderate level of detail around how the applicant would group and place candidates in cohorts, and the applicant somewhat describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative lacks specificity.</p>	<p>3 points Narrative provides a high level of detail around how the applicant would group and place candidates in cohorts, and the applicant clearly describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative is specific and offers concrete details around the planned cohort model.</p>
<p>T10: Trauma Informed Instruction: Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods</p>	<p>2 points Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods</p>	<p>3 points Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant provides highly detailed information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>

		within all candidates. Applicant does not include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	within all candidates. Applicant provides some moderately detailed information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.	
<p>T11: Culturally Responsive Teaching: Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative lacks specificity on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>2 points Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides moderately specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>3 points Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides highly specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>
<p>T12: Training in Anti-Racist Pedagogy: Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response lacks specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, or the narrative lacks</p>	<p>2 points Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, but the narrative lacks more</p>	<p>3 points Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, including more specific information on coursework content, pedagogical models, and demographics of faculty members delivering</p>

		information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.	specific information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.	
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Technical Response Rubric: Program Option 2

Submissions for Program Option 2 will be evaluated against the below rubric:

Question	Points Earned			
<p>T1: Candidate Seats:</p> <p>Provide a count of the number of candidate seats, within the requested budget amount, that will be offered to PPSD for the proposed GYO program.</p>	<p>Maximum Points: 40 points</p> <p>Score = (Number of total candidates applicant can support / maximum number of total candidates supported across all applications received) * 40</p>			
<p>T2: Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, please submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple applications and be awarded multiple awards.</i></p>	<p>0 points The item is not addressed</p>	<p>1 point EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.</p>	<p>3 points EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semestery.</p>	<p>5 points EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semestery.</p>

<p>T3: Type of Certification: In what grade/subject area(s) does the applicant propose to offer certification?</p> <p>Please note, pathways offered must allow for candidates to earn initial certification to teach in Rhode Island. Endorsement-only pathways will not be considered.</p>	<p>4 points Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> ● Teaching English to Speakers of Other Languages (TESOL) ● Bilingual Dual Language Immersion (BDL) ● Any Special Education area <u>other than</u> Early Childhood Special Education or Severe Intellectual Disability Special Education ● Math (Middle Grades, 5-8) 		<p>8 points Applicant offers certification pathway in at least one of the following:</p> <ul style="list-style-type: none"> ● Math (Secondary Grades, 7-12) ● Special Education <ul style="list-style-type: none"> ○ Early Childhood Special Education ○ Severe Intellectual Disability Special Education 		
<p>T4: Single or Dual-Certification: Will the proposed program offer a dual certification option, or single-certification option(s) only? If the proposed program will offer a dual-certification option, please confirm which fields candidates will earn certification in.</p>	<p>3 points Applicant offers a single certification option to all candidates in the proposed GYO program.</p>		<p>5 points Applicant offers dual- certification option to all candidates in the proposed GYO program</p>		
<p>T5: Program Details & Timeline: Provide a detailed timeline and description of program activities, including the intended course schedule. This response should include, at a minimum:</p> <p>Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.).</p> <p>Course descriptions and full course schedule for the proposed GYO program,</p>	<p>0 points The item is not addressed</p>	<p>1 point Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail. Applicant will offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree</p>	<p>4 points Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail. Applicant will offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p>	<p>6 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. Program is clearly designed to accommodate the full-time work schedule of candidates, while maintaining rigorous content requirements. Applicant will offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p>	<p>10 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. Program is clearly designed to accommodate the full-time work schedule of candidates, while maintaining rigorous content requirements. Applicant will offer their proposed GYO program on a timeline that would allow each candidate to enroll in the proposed GYO program by no later than September 15, 2024, and earn a bachelor’s degree and be eligible to become a fully-certified teacher-of-record in PPSD by no later than September 1, 2025.</p>

<p>including number of credit hours for the degree or credential earned.</p>		<p>and be eligible to become a fully certified teacher-of-record in PPSD by no later than September 1, 2026.</p>			
<p>T6: Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <p>How will high-quality site coordinators/field supervisors be incorporated into the program?</p> <p>How will candidates gradually take on more instructional responsibility over the course of the program?</p> <p>What evaluation process will be established to provide feedback to candidates throughout the program?</p> <p>What support might your institution need from PPSD in order to successfully allow candidates to complete their 1-year minimum clinical internship model as part of your program? Please be as specific as possible.</p>	<p>0 points The item is not addressed .</p>	<p>1 point Response does not contain a clear description of the residency model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.</p>	<p>4 points Response contains a clear description of the residency model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.</p>	<p>7 points Response contains a clear description of the residency model to be employed during the program, and all required components are addressed in sufficient detail.</p> <p>Mentor teachers, site coordinators, and field supervisors are meaningfully incorporated into the program, and the gradual release model provides a significant length of time in which the candidate engages in full-time teacher responsibilities (without serving as teacher-of-record), with the support of a mentor teacher.</p> <p>Candidates receive systematic feedback throughout the program to ensure their continuous development and growth.</p> <p>Response includes a clear and specific description of the level of support the applicant institution would need from PPSD in order to successfully allow candidates to complete their 1-year minimum clinical internship model as part of the proposed GYO program. Response clearly outlines what support and level of collaboration the applicant will need from the district in order to successfully implement the proposed scope of work.</p>	
<p>T7: Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success during their completion of the program and successful passage of any certification exam(s).</p>	<p>0 points The item is not addressed .</p>	<p>1 point Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, or it</p>	<p>4 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates, and it clearly outlines the supports offered to candidates in similar past programs, but its pass rate</p>	<p>6 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to candidates to ensure success both during and after their completion of the program. Narrative clearly outlines high-quality supports offered to candidates in similar past programs, and its pass rate history on certification exams is in the upper 50th percentile of all applicants.</p>	

<p>Please provide the certification exam pass rates of candidates from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those candidates and how supports for this GYO program would compare.</p>		<p>does not clearly outline supports offered to candidates in similar past programs, or its pass rate history on certification exams is in the lower 25th percentile of all applicants.</p>	<p>history on certification exams is in the lower 50th percentile of all applicants.</p>	
<p>T8: Supports for Working Professionals: Outline how your program will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD? How will your coursework delivery model and program design accommodate the needs of working professionals?</p>	<p>0 points The item is not addressed .</p>	<p>1 point Narrative provides a poor level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, and it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>	<p>4 points Narrative provides a high level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, but it does not clearly outline how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>	<p>7 points Narrative provides a high level of detail around how the applicant will ensure adequate supports (academic, career, coaching, social-emotional, etc.) are embedded for candidates serving in a paid, full-time, student-facing position in PPSD, and it clearly outlines how the coursework delivery model and program design of the proposed program will accommodate the needs of working professionals.</p>
<p>T9: Cohort Model and Group Supports: Outline how your program would group and place candidates in cohorts. Please address whether candidates will complete coursework exclusively with other cohort members, as part of more traditional student cohorts from outside PPSD, or both. How will your program ensure PPSD GYO candidates</p>	<p>0 points The item is not addressed .</p>	<p>1 point Narrative provides a poor level of detail around how the applicant would group and place candidates in cohorts, and the applicant does not clearly describe how their program will ensure that PPSD GYO candidates feel</p>	<p>2 points Narrative provides a moderate level of detail around how the applicant would group and place candidates in cohorts, and the applicant somewhat describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative lacks specificity.</p>	<p>3 points Narrative provides a high level of detail around how the applicant would group and place candidates in cohorts, and the applicant clearly describes how their program will ensure that PPSD GYO candidates feel a sense of belonging, mission, and connection with fellow cohort members. Narrative is specific and offers concrete details around the planned cohort model.</p>

<p>have a sense of belonging, mission, and connection with fellow cohort members?</p>		<p>a sense of belonging, mission, and connection with fellow cohort members.</p>		
<p>T10: Trauma Informed Instruction: Outline how your program would promote understanding and application of trauma informed instruction methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>0 points The item is not addressed .</p>	<p>1 point Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant does not include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>2 points Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant provides some moderately detailed information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>3 points Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will promote understanding and application of trauma informed instruction methods within all candidates. Applicant provides highly detailed information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>
<p>T11: Culturally Responsive Teaching: Outline how your program would promote understanding and application of culturally responsive teaching methods within all candidates. Please include specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>0 points The item is not addressed .</p>	<p>1 point Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative lacks specificity on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>2 points Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides moderately specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>	<p>3 points Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of culturally responsive teaching methods within all candidates. Narrative provides highly specific information on how the content and focus of coursework and other wraparound supports will reflect this PPSD priority.</p>

<p>T12: Training in Anti-Racist Pedagogy: Outline how your proposed program would promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Please include specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority. Please provide information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.</p>	<p>0 points The item is not addressed .</p>	<p>1 point Applicant provides a poorly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response lacks specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, or the narrative lacks information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.</p>	<p>2 points Applicant provides a moderately detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, but the narrative lacks more specific information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.</p>	<p>3 points Applicant provides a highly detailed description of how the proposed GYO program will promote understanding and application of Anti-Racist Pedagogy methods within all candidates. Response includes specific information on how the content, delivery method, and focus of coursework and other wraparound supports will reflect this PPSD priority, including more specific information on coursework content, pedagogical models, and demographics of faculty members delivering instructions.</p>
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