

**Office of Finance**  
**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
**Division of Procurement, Suite 3100**  
**45 West Gude Drive**  
**Rockville, Maryland 20850**

**Request for Proposal #4978.1,**  
**K-12 Experiential Learning Opportunities for Students**

**1.0 INTENT**

The purpose of this Request for Proposal (RFP) is to solicit one or more established providers of academic support and/or enrichment programs and services targeted to engage diverse student populations as part of Montgomery County Public Schools' (MCPS) STEAM-based innovative and experiential learning. This RFP seeks academic enrichment providers ("Respondents" or "Offerors") who provide proven, evidence-based, culturally relevant programs targeted to engage diverse student populations and meet the needs of our most underserved students. Of particular interest are programs that provide innovative and experiential learning through the design and application of science, technology, engineering and mathematical concepts with hands-on learning opportunities. MCPS seeks year-long, semester-long, and summer programming services for students at the elementary and middle school levels. Respondents must be experienced in providing teacher professional learning and training, as well as specialized programming to targeted student groups across K-12 or for a particular grade-band, with proven results demonstrated by academic growth or external evaluation.

**2.0 INTRODUCTION**

Montgomery County Public Schools (MCPS) is the 14th largest school system in the United States, and the largest in the state of Maryland. During the 2022–2023 school year, MCPS served more than 160,000 students from 157 countries speaking 150 languages. With a Fiscal Year (FY) 2021 Operating Budget of approximately \$2.76 billion, MCPS employs more than 24,500 employees. Among the 210 schools that MCPS operates, 42 are National Blue-Ribbon schools. Six MCPS high schools rank in the top 200 of The Washington Post's 2015 High School Challenge, and all 25 MCPS high schools appear on this list, which only includes the top 11 percent of high schools in the country. MCPS has one of the highest graduation rates among the nation's largest school districts, according to an Education Week report. In 2010, MCPS was the recipient of the Malcolm Baldrige National Quality Award, the highest presidential honor given to American organizations for performance excellence. The student demographics of MCPS in 2022-2023 are as follows:

Hispanic/Latino: 34.6%  
White: 24.4%  
Black or African American: 21.8%  
Asian: 13.9%  
Two or more races: ≤ 5.1%  
American Indian or Alaskan Native: ≤5.0%  
Native Hawaiian or other Pacific Islander: ≤5.0%  
Students receiving free & reduced-price meals (FARMS): 33.3%  
English for Speakers of Other Languages (ESOL): 18.2%  
Students receiving special education services: 11.7%

In alignment with our strategic priorities, MCPS believes that each and every student matters; outcomes should not be predictable by race, ethnicity, or socioeconomic status; equity demands the elimination of all gaps; and creating and maximizing future opportunities for students and staff is necessary. Therefore, MCPS holds high

expectations for all students and staff; distributes resources as necessary to provide extra supports and interventions so all students can achieve; identifies and eliminates any institutional barriers to students' success; and ensures that equitable practices are used in all classrooms and workplace.

MCPS also believes that we must engage every student, every day; learning is achieved by cultivating curiosity and encouraging determination, focus, and hard work; and adult learning and engagement are key to student learning. Therefore, MCPS encourages and support critical thinking, problem solving, active questioning, and risk taking to continuously improve; stimulate discovery by engaging students in relevant and rigorous academic, social, and emotional learning experiences; and challenge ourselves to analyze and reflect upon evidence to improve our practices.

MCPS is focused on ensuring that all students receive the same level of opportunities to learn. With the advent of more rigorous standards for college and career readiness in recent years, the rollout of the Next Generation Science Standards, and new assessments aligned to these standards, there is great potential to focus teaching and learning on what all students need to know and be able to do to thrive in college, careers, and life in a global society. Whereas these standards and curricula serve as an important force in getting all students—not just some—to the highest levels of attainment, access to hands-on, outside of the classroom experiences must be expanded to serve under represented populations.

### 3.0 SCOPE OF SERVICES

3.1 The following list of requirements is not exhaustive and is intended to provide interested Respondents with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or exclude any relevant or essential information. Proposals should address the entire scope of services requested.

#### **Academic enrichment programming with demonstrated positive impact on students in one or more of the following areas:**

- Focus on STEAM exploration,
- Focus on standards based mathematics, hands on learning, and built in skills in engineering, design, and technology and other courses that satisfy computational thinking requirements of ESSA's well-rounded curriculum,
- Increase and grow computational and critical thinking skills,
- Emphasize hands-on experience opportunities for experiential learning,
- Empower students to collaborate, contribute, innovate and persevere through challenges while promoting critical thinking and problem solving skills,
- Prepare middle school students for engineering and robotics courses in high school by connecting the learning to math and engineering practices and concepts,
- Increase Work Based Learning awareness and career in technology for students interested in STEAM careers,
- Create STEAM pathways for ES to MS to HS trajectory,
- Utilize the engineering design process as a tool for problem solving as students work to
- define and design solutions for problems in their community,
- Increase experiential learning opportunities in STEAM related fields with employers through Internship and/or Apprenticeship experiences in high school,
- Design STEAM related professional learning opportunities for teachers with support from industry professionals and institutions of higher education.

- Include evidenced-based and tiered interventions for students not meeting the learning standards or achieving below grade level, supplemental to the core curricula.
- Include resources that support the teaching and learning of students needing enrichment and acceleration.
- Integrate explicit instruction and resources to support the teaching and learning of English Language Learners.
- Include explicit instruction and resources that support the teaching and learning of students with disabilities.
- Allow for flexibility in meeting the needs of a wide range of students and include accommodations for special populations, including English Language Learners, students with disabilities, and students identified as gifted and talented.
- Include culturally relevant materials and culturally responsive teaching and instructional practices that are inclusive of a variety of cultures and ethnicities and are free from bias in the portrayal of ethnic groups, gender, age, cultures, religion, and people with disabilities.
- Include tools, resources, and documents that provide parents/guardians and others with necessary resources to provide transparency into the curriculum and to provide support to academic progress at home or outside the school setting.
- Provide digitally available student-facing, teacher-facing, and parent/guardian-facing materials and resources.
- Embed principles of Universal Design for Learning (UDL).
- Be grounded in complex texts, both informational and literary, that are diverse in terms of perspective, topic, genre, and time period.
- Include qualitative and quantitative measures for all texts.
- Emphasize writing instruction for the three types of writing: argument, informative/explanatory, and narrative, as specified in the State Standards.
- Support critical and creative thinking, including opportunities for inductive reasoning.
- Includes English Language Development components for different proficiency levels.
- Curricular and Instructional Materials are organized around relevant topics, issues, and questions, supporting student-driven inquiry.
- Curricular and Instructional Materials provide opportunities for student choice to promote challenge and engagement and include opportunities for metacognition and self-reflection.
- Curricular and Instructional Materials encourage uses of technology to support multiple pathways to learning and opportunities for student choice.
- Curricular and Instructional Materials provide opportunities for frequent research and authentic use of information.
- Curricular and Instructional Materials provide frequent opportunities for speaking and presentation.
- Embed enrichment opportunities for deeper grade level complexity and understanding.
- Include embedded professional learning (instructional videos and resources) for teachers to study the intent and extent of instruction by topic, standard, or unit.
- Curricular and Instructional Materials are organized in a systematic, linear way that is comprehensive, coherent, and clear.
- Curricular and Instructional Materials (in general editable forms like Microsoft Word or Google Docs) include materials that teachers may edit, adapt, or enrich them accordingly.

- Curricular and Instructional Materials are adapted for students with disabilities, including but not limited to: (i) blind and visually impaired students; and (ii) deaf and hard of hearing students.

**Teacher materials include:**

- Provide professional development and initial training necessary to begin implementation of the proposed curriculum.
- Provide professional development resources to maintain teacher proficiency and understanding with a focus on equity and cultural proficiency and development of blended professional learning models that include both face to face and virtual learning.
- Curriculum map and overview, containing: (i) explicit directions for how to implement structural components; (ii) learning progression of instructional standards for previous, current and future grade instruction; and (iii) identification of major, supporting, and additional content standards and required grade level fluencies.
- Clearly identified strategies, instructional materials, and differentiated resources that are specific to the teaching and learning of students with disabilities.
- Evidence-based and/or research based instructional strategies for a range of diverse learners explicitly identified and embedded into the core curriculum.
- Scope and sequences for instruction that explicitly outline the various pathways available for diverse learners.
- Resources for scaffolding for English Language Learners and students with disabilities in daily lessons. Preference given to student learning materials that expect practice of language domains (reading, writing, speaking, and listening) on a daily basis.
- Anticipated misconceptions in learning in units of study.
- Tiered interventions, supplemental to the core curricula that provide increasing levels of targeted support and differentiated instruction for students not meeting the learning standards. Diagnostic assessments included to determine intervention needs. Progress monitoring tools for the tiered interventions provided for teachers to collect ongoing student performance data.
- Professional learning resources and opportunities that help teachers both implement the program and deepen their content and pedagogical knowledge of content standards.
- Purchase structure will allow for full courses, rather than seats, to be purchased or leased.
- Support and enrichment in one or more of the following models:
  - Small group support during the school day,
  - After school activities and learning opportunities,
  - Enrichment courses to be completed during or outside of the school day,
  - Summer courses for elementary and middle school students,
  - Teacher professional learning.
- Diverse staff who reflect the diversity of MCPS students.
- Culturally relevant support, instruction, and materials.
- Evaluation of impact on participating students, including comparison analyses between student academic performance and engagement in STEAM-related fields prior to and after participation in enrichment activities.
  - Monitor and evaluate the program for effectiveness and operational efficiency through the use of data and measurable outcomes; assist in the development and implementation of program services, standards, and procedures designed to enhance educational effectiveness and operational efficiency.

- Prepare and maintain a variety of data records and reports including, but not limited to: program service delivery and outcomes; student attendance and engagement; student and instructor data including student academic performance and well-being data in order to provide financial and grant reports.
- Evaluation and feedback opportunities for participating students and families
- Multiple contracts may be awarded for components of the RFP.
- Time periods for implementation that include one or more of the following:
  - School-year 2023-2024
  - Summer 2023

### 3.2 Technical Requirements and Vendor Experience

The vendor shall have proven experience working with elementary, middle, and high school students and families in STEM-based programming. In addition, the vendor's proposal shall provide examples of similarly completed projects, or projects in progress, that demonstrate the responding firm's expertise and capabilities in each of the above-listed areas. Examples might include, for example, detailed descriptions supported by printed screen shots, references to websites or apps that MCPS will be able to review online, etc.

### 3.3 Timeline for Implementation and Key Staff

The vendor's proposal shall propose a plan and schedule for implementation. The proposal shall provide a general timeline and sequence of experiences that will be available for participating students.

In addition, the proposal shall identify key staff members on the project team, describe each team member's relevant experience and describe the role he or she would play in the project. Such key staff shall not be substituted with other personnel or reassigned to another project without MCPS' prior approval.

### 3.4 Data Privacy and Security

As specified in more detail in the MCPS General Contract Articles and elsewhere in this RFP, the vendor will comply with all federal, state, and local laws, regulations, and ordinances applicable to this project, including but not limited to the requirements of the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and its implementing regulations (34 C.F.R. part 99), the Children's Online Privacy Protection Act ("COPPA"), 15 U.S.C. § 6501-6505, and its implementing regulations (16 C.F.R. § 312, *et seq.*), the Protection of Pupil Rights Amendment, ("PPRA") 20 U.S.C. § 1232(h) and its implementing regulations (34 C.F.R. § 98.1 *et seq.*), the Maryland Student Privacy Act of 2015, Md. Ed. Code Ann., §4-131, Code of Maryland Regulations (COMAR) 13A.08, as well as applicable Board of Education policies and MCPS regulations, including but not limited to MCPS Regulation AFA-RA, *Research and Other Data Collection Activities in Montgomery County Public Schools*, MCPS Regulation JOA-RA, *Student Records*, and MCPS Regulation JFF-RA, *Federal Requirements for Use of Protected Student Information*.

### 3.5. Training and Performance

The vendor will provide on-site and/or interactive web-based training to school district personnel as needed. Initial training for the first year will be provided to participating teachers, staff, or volunteers at no additional charge. Fee structures for more comprehensive professional development can be provided as part of the response to this RFP.

It is the intention to award to the most favorable respondent(s) based on the evaluation criteria in Section 12.0. However, the Montgomery County Board of Education reserves the right to make awards according to the best interest of MCPS. This request for proposal may result in multiple awards.

In determining the qualifications of an offeror, MCPS will consider the offeror's record and performance of any prior contracts with MCPS, federal departments or agencies, or other public bodies, including but not limited to the offeror's record providing online digital curriculum services to MCPS or other schools or school districts. MCPS expressly reserves the right to reject the proposal of any offeror if the investigation discloses that the offeror, in the opinion of MCPS, has not properly performed such prior contracts or has habitually and without just cause neglected the payment of bills or has otherwise disregarded its obligations to subcontractors or employees.

MCPS may conduct any necessary investigation to determine the ability of the offeror to perform the work, and the offeror shall furnish to MCPS all such information and data requested, such as information about its reputation, past performance, business and financial capability and other factors that demonstrate that the provider is capable of satisfying MCPS' needs and requirements for a specific contract. MCPS reserves the right to reject any proposal if the evidence submitted by the offeror or investigation of such offeror fails to satisfy MCPS that such offeror is properly qualified to carry out the obligations of the contract and to complete all requirements contemplated therein. Consideration will be given to any previous performance with MCPS as to the quality and the acceptability of bidder's services.

All offerors submitting a proposal shall include evidence that they maintain a permanent place of business. Copies of any appropriate licenses necessary to perform this work shall be submitted with each proposal. Offerors also shall demonstrate that they have adequate staff to perform the required services. Use of subcontractor(s) and/or third-party providers, if any, must be specifically identified within the proposal. Subcontractor and/or third-party provider roles shall be clearly expressed. MCPS reserves the right to accept or reject use of proposed subcontractor(s) and/or third-party provider(s).

**MCPS reserves the right to add or delete Contractors throughout the contract term should MCPS determine, in its sole discretion, that there be a need for additional services not available from the awarded Contractors.**

#### **4.0 CONTRACT TERM**

The initial term of contract shall be one year as stipulated on the RFP. The contract may not begin until one day after approval by the MCPS Board of Education and will conclude as stated under the contract term. MCPS reserves the right to extend this contract at existing prices, terms and conditions for up to three additional terms for one (1) year each. Written notice indicating MCPS' intention to pursue the extension of the contract will be issued to the successful vendor 90 days prior to the expiration of the original contract. The vendor shall have ten (10) days from the date of notification to return the notice acknowledging its intent to accept or reject the extension.

Once all responses are evaluated, MCPS staff may make a recommendation to the MCPS Board of Education to extend the contract or decide to rebid. If the contract is extended by the MCPS Board of Education, a contract amendment will be issued.

**5.0 PROVISION FOR PRICE ADJUSTMENT**

Unit prices quoted herein are subject to price adjustment downward in accordance with decreases in prices announced by the manufacturer of the subject item any time prior to award. Recommendations for awards, however, shall be made based on the original price submission only.

Subsequent to award, the unit prices quoted herein are subject to price adjustment upward or downward in accordance with increases or decreases announced by the manufacturer after the contract award. The successful offeror must notify the director of the Division of Procurement of any announced manufacturer's price reductions and give immediate benefit to MCPS in a proportionate amount.

Price increases will not be considered for the first 180 days of the contract. Thereafter the successful contractor must submit a written request for price relief. The request for a price increase shall include documentation from the manufacturer to verify the basis for such request. MCPS reserves the right to accept or reject the request as may be determined to be in the best interest of MCPS. Any orders received prior to a request for a price increase shall be honored at the original contract price. If the request for a price increase is approved, a contract amendment will be issued.

**6.0 CONTRACT TERMINATION**

MCPS reserves the right to cancel the contract in whole or in part at any time in accordance with Article 26, MCPS General Contract Articles. MCPS also reserves the right to cancel the contract with a specific offeror for failure to comply or failure to fulfill the terms of this contract.

**7.0 REFERENCES**

All offerors shall include a list of a minimum of five references who use the vendors services and can attest to the firm's quality of work; and, if possible, shall include school districts of comparable size to MCPS that have utilized the respondents' services. Include names of client, contact person, email address and phone number of all references. Also, as an attachment, offerors shall include al list of all current school district clients.

References may or may not be reviewed or contacted at the discretion of MCPS. Typically, only references of the top ranked short-listed offerors are contacted. MCPS reserves the right to contact references other than, and/or in addition to, those furnished by an offeror.

<u>Company Name &amp; Address</u>	<u>Contact Person</u>	<u>Phone Number</u>
1. _____		
Email _____		
2. _____		
Email _____		
3. _____		
Email _____		

4. \_\_\_\_\_  
Email \_\_\_\_\_

5. \_\_\_\_\_  
Email \_\_\_\_\_

**8.0 FORMAT OF RESPONSE**

- 8.1 Response to this RFP shall be submitted in the same order as the RFP and provide an individual response to each RFP specification.
- 8.2 Contractors shall include any and all statements and representations made within its proposal in the contract for services with the MCPS. This includes, but is not limited to, the vendors’ point-by-point response to this RFP. If the vendor responds only “Understand and comply,” it is assumed that the vendor complies with MCPS’ understanding of the requirement.
- 8.3 MCPS shall not be responsible nor be liable for any costs incurred by the vendor in the preparation and submission of their proposals and pricing.
- 8.4 Pricing proposal shall be submitted as a separate document outlining content, timeline for implementation, training, professional development, etc.

**9.0 MANDATORY SUBMISSIONS**

Each offeror must submit a complete proposal including all required information and attachments. The response shall address each paragraph in the same order as the RFP and provide an individual response to each RFP specification. All proposals must be presented using the same numbering sequence and order used in this RFP document or as otherwise specified by MCPS. Offerors may request via e-mail to Mr. Caleb Young, Buyer, MCPS Division of Procurement, at [Caleb.Young@mepsmd.org](mailto:Caleb.Young@mepsmd.org), a Microsoft Word version to help them in preparing the response.

One (1) original and five (5) copies as well as one (1) electronic version on flash drive and one (1) redacted copy of responses must be sent by mail, courier or hand-delivery and shall be in binders with tabs identifying each section. A table of contents should be included and all pages numbered as referenced in the Table of Contents. No faxes or electronic submission of proposals will be accepted. Proposals are to be received no later than 2:00 p.m. on June 28, 2023. Submit responses of the entire RFP proposal to:

Montgomery County Public Schools  
Division of Procurement  
45 West Gude Drive, Suite 3100  
Rockville, MD 20850

Submissions will become the property of MCPS.

The proposal must be signed by an official having authority to contract with MCPS. The firm and the official’s name shall be used in the contract process. MCPS reserves the right to make an award without further discussion of the proposals received. MCPS may also negotiate with the one offeror who submits the best proposal or with two or more offerors who are in the competitive range. Therefore, it is important that the offeror’s proposal be submitted initially on the most favorable terms from both the technical and cost standpoints. After the



submission and closure of proposals, no information will be released until after the award. It is understood that the offeror's proposal will become a part of the official file on this matter without obligation to MCPS.

The proposal must be complete and comply with all aspects of these specifications. Marketing or promotional verbiage will likely overshadow the offeror's qualifications and expertise. MCPS urges the offeror to be specific and brief in their responses.

Offerors must include any and all statements and representations made within its proposal in the contract for services with MCPS unless otherwise agreed upon by MCPS and offeror during negotiations. This includes, but is not limited to, the vendor's point-by-point response to this RFP. If offeror answers only "Understand and comply" it is assumed that the offeror complies with MCPS' understanding of the requirement.

MCPS shall not be responsible or liable for any costs incurred by the offeror in the preparation and submission of their proposals and pricing.

**Complete Response must include:**

- Point-by-point Response to each section of the RFP
- Pricing Proposal
- References, See 7.0 References, including current school district clients
- Vendor's annual fiscal report in order to demonstrate the vendor's financial stability (If desired, the vendor may also include any other financial documents that Vendor wishes to include regarding Vendor's financial condition. This documentation is not mandatory.)
- Equal Opportunities Certification (Attachment A)
- Certification of Non-segregated Facilities (Attachment B)
- Minority Business Enterprise (Attachment C)
- Non-Debarment Acknowledgement (Attachment D)
- Mid-Atlantic Purchasing Team Rider Clause (Attachment E)
- Online Data Resource Form (Attachment F)
- Current Form W-9
- A list of any variances from or objections to the terms and conditions of the MCPS General Contracting Articles, as well as a justification for any such variances or objections.
- A separate redacted copy of offeror's proposal as specified in Sections 10.0 and 11.0.

**10.0 TREATMENT OF TECHNICAL DATA IN PROPOSAL**

The proposal submitted in response to this request may contain technical data which the offeror does not want used or disclosed for any purpose other than evaluation of the proposal. The use and disclosure of any such technical data, subject to the provisions of the Maryland Public Information Act, may be so restricted:

Provided, that offeror marks the cover sheet of the proposal with the following legend, specifying the pages of the proposal which are to be restricted in accordance with the conditions of the legend: "Technical data contained in pages \_\_\_ of this proposal shall not be used or disclosed, except for evaluation purposes."

Provided, that if a contract is awarded to this offeror as a result of or in connection with the submission of this proposal, MCPS shall have the right to use or disclose these technical data to the extent provided in the contract.

This restriction does not limit the right of MCPS to use or disclose technical data obtained from another source without restriction.

MCPS assumes no liability for disclosure or use of unmarked technical data or products and may use or disclose the data for any purpose and may consider that the proposal was not submitted in confidence and therefore is releasable. Price and cost data concerning salaries, overhead, and general and administrative expenses are considered proprietary information and will not be disclosed, if marked in accordance with the instructions in Section 11.0.

## 11.0 PROPRIETARY AND CONFIDENTIAL INFORMATION

Offerors are notified that MCPS has unlimited data rights regarding proposals submitted in response to this solicitation. Unlimited data rights mean that MCPS has the right to use, disclose, reproduce, prepare derivative works, distribute copies to the public, or perform publicly and display publicly any information submitted by the offeror in response to this or any solicitation issued by MCPS. However, MCPS will exempt information that is confidential commercial or financial information of an offeror, as defined by the Maryland Public Information Act, State Government Article, Section 10-617, from disclosure. It is the responsibility of the offeror to clearly identify each part of its proposal that is confidential commercial or financial information by stamping the **bottom right-hand corner** of each pertinent page with one-inch bold face letters stating the words “**confidential**” or “**proprietary**.” The offeror agrees that any portion of the proposal that is not stamped as proprietary or confidential is not proprietary or confidential. As a condition for MCPS keeping the information confidential, the offeror must agree to defend and hold MCPS harmless if any information is inadvertently released. Each offeror must submit a proprietary and confidential redacted copy of its proposal to be used in responding to MPIA requests.

## 12.0 EVALUATION CRITERIA

MCPS reserves the right to ask clarifying questions about submitted proposals. Offerors also may ask questions that they may have related to this RFP prior to submitting their responses. See Section 13.0, Schedule of Events. Only proposals received by the deadline will be considered. Proposals will be screened down to a number of finalists.

MCPS reserves the right to convene a meeting with the top qualified offerors prior to awarding a contract. The purpose of the meeting will be to afford both parties an opportunity to discuss any aspects of the requirements and services that will be performed and clarify any issues. Issues raised during the meeting, which cannot be resolved to the satisfaction of MCPS, shall be cause to reject the proposal. In addition, vendors shall be prepared to provide a product and services demonstration, providing an overview of the proposed product and services at no cost to MCPS. As appropriate, the vendor shall be responsible for the installation of the proposed products and services and any third-party software at the District-designated demonstration facility before the demonstration, as necessary. If requested by MCPS, the top qualified offeror or offeror shall provide MCPS with an opportunity to access and review the vendor’s system as in operation at that time, via the Internet from a MCPS computer, to ensure conformity to the requirements of this RFP as well as for the quality and ease of the user interface.

All offerors are advised that in the event of receipt of an adequate number of proposals, which, in the opinion of MCPS require no clarification and/or supplementary information, such proposals may be evaluated without further discussions. Therefore, proposals should be submitted initially on the most complete and favorable terms and conditions. Should proposals submitted require additional clarification and/or supplementary information, offerors should be prepared to submit such additional clarification and/or supplementary information, in a timely manner, when requested

Proposals meeting all requisite criteria will be evaluated. Those who do not meet requisite criteria will not be evaluated further. Selection will be made on the basis of the criteria listed below.

1. Completeness of Response
2. Related past experience, qualifications and capacity
3. Ability to perform (based on the criteria set forth in this RFP, including but not limited to Section 3.0 Scope of Services)
4. References
5. Pricing Proposal

### **13.0 SCHEDULE OF EVENTS**

The anticipated schedule of activities related to this RFP is as follows:

**RFP issued:** June 7, 2023

**Questions Due:** June 15

**Q&A Posted:** June 19

**Proposals Due:** June 28, 2023

**Anticipated award date:** August 2023

All dates are subject to change at the discretion of MCPS.

### **14.0 ADDENDA/ERRATA**

Changes and addenda to a solicitation may occur prior to the solicitation opening date and time. It is the offeror's responsibility to check the MCPS website under "Event Calendar" <https://ww2.montgomeryschoolsmd.org/calendar/mcpsbids.aspx> or contact the Division of Procurement at 240-740-7600 to verify whether addenda/errata have been issued.

In the event that MCPS issues addenda/errata, all terms and conditions will remain in effect unless they are specifically and explicitly changed by the addenda/errata. Offerors must acknowledge receipt of such addenda/errata by returning one signed copy of each of the addenda/errata with its proposal. Failure to provide the signed acknowledgement of the addenda/errata may result in a bid being deemed non-responsive.

### **16.0 eMARYLAND MARKETPLACE ADVANTAGE (EMMA)**

Maryland law requires local and state agencies to post solicitations on eMaryland Marketplace Advantage. Registration with eMaryland Marketplace is free. It is recommended that any interested supplier register at <https://emma.maryland.gov/>, regardless of the award outcome for this procurement as it is a valuable resource for upcoming bid notifications for municipalities throughout Maryland.

### **17.0 MULTI-AGENCY PARTICIPATION**

MCPS reserves the right to extend the terms and conditions of this solicitation to any and all other agencies within the state of Maryland as well as any other federal, state, municipal, county, or local governmental agency under the jurisdiction of the United States and its territories. This shall include but not be limited to private schools, parochial schools, non-public schools such as charter schools, special districts, intermediate units, non-profit agencies providing services on behalf of government, and/or state, community and/or private colleges/universities that require these goods, commodities and/or services. Use of this solicitation by other agencies may be dependent on special local/state requirements attached to and made a part of the solicitation at

the time of contracting. The supplier/contractor agrees to notify the issuing agency of those entities that wish to use any contract resulting from this bid and will also provide usage information, which may be requested. A copy of the contract pricing and the bid requirements incorporated in this contract will be supplied to requesting agencies. Each participating jurisdiction or agency shall enter into its own contract with the Awarded offeror(s) and this contract shall be binding only upon the principal's signing such an agreement. Invoices shall be submitted "directly" to the ordering jurisdiction for each unit purchased. Disputes over the execution of any contract shall be the responsibility of the participating jurisdiction or agency that entered into that contract. Disputes must be resolved solely between the participating agency and the Awarded offeror. MCPS assumes no authority, liability, or obligation on behalf of any other public or non-public entity that may use any contract resulting from this bid. MCPS pricing is based on the specifications provided in this solicitation.

## **18.0 INQUIRIES**

Inquiries regarding this solicitation must be submitted in writing to Mr. Caleb Young, Buyer, MCPS Division of Procurement, 45 W. Gude Drive, Suite 3100, Rockville, MD 20850, via fax at 301-279-3173 or email to [Caleb\\_Young@mcpsmd.org](mailto:Caleb_Young@mcpsmd.org). Questions are due by 4:00 p.m. on June 15. Responses will be posted on eMaryland Marketplace and on the MCPS' Procurement website prior to the pre-proposal conference. The Board will not be responsible for any oral or telephone explanation or interpretation by any agent or employee of MCPS. Any binding information given to a contractor in response to a request will be furnished to all contractors as addenda/errata, if such information is deemed necessary for the preparation of proposals, or if the lack of such information would be detrimental to the uninformed contractors. Only such addenda/errata, when issued by MCPS, will be considered binding on MCPS.

**Contact by offerors with any other MCPS employee regarding this solicitation until the contract is awarded by MCPS will be considered by MCPS as an attempt to obtain an unfair advantage and result in non-consideration of their RFP response.** The MCPS Procurement website address is <https://www2.montgomeryschoolsmd.org/departments/procurement/vendors/>.

## **19.0 UNNECESSARILY ELABORATE BROCHURES**

Unnecessarily elaborate brochures or other presentations beyond those sufficient to present a complete and effective proposal are not desired and may be construed as an indication of the offeror's lack of cost consciousness. Elaborate art work and expensive visual and other presentation aids are neither necessary nor wanted.

## **20.0 BID PROTESTS**

Any bid protests, including appeals, will be governed by the applicable MCPS Division of Procurement Regulations. The burden of production of all relevant evidence, data and documents and the burden of persuasion to support the protest is on the offeror making the protest.

## **21.0 CONTRACT**

MCPS plans to enter a contractual agreement with Respondent(s) to whom the award is made and intends to make MCPS General Contract Articles, attached hereto and incorporated herein as Appendix A, part of the contractual agreement, except and unless modified by MCPS. In addition, the Contractor will ensure that all staff abide by the provisions of the MCPS General Contract Articles. Proposals must clearly identify any variances from or objections to the specifications in this RFP and the terms and conditions of the MCPS General Contract Articles. Lacking any response to the contrary, MCPS will infer that the Respondent agrees to the specifications of this RFP and each term and condition of the MCPS General Contract Articles. Respondents should note that any variance may provide a basis for MCPS to reject the proposal.

**In particular, the provisions set forth in Articles 5, 12-14, 16-18, 21-24, 26, and 28 of the MCPS General Contract Articles are non-negotiable.**

## **22.0 NOTICE TO BIDDERS**

The appropriate items below must be completed as part of the RFP. Failure to comply may disqualify your response. Please type or print legibly in ink.

(See Next Page)

**I. BIDDER INFORMATION:** As appropriate, check and/or complete one of the items below.

1. Legal name (as shown on your income tax return) \_\_\_\_\_
2. Business Name (if different from above) \_\_\_\_\_
3. Tax Identification Number \_\_\_\_\_

**A copy of your W-9 must be submitted with this bid response.**

**II. BIDDER'S CONTACT INFORMATION:** This will be filed as your permanent contact information.

1. Company Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. Bid Representative's Name \_\_\_\_\_
4. Phone Number/Extension \_\_\_\_\_
5. Fax Number \_\_\_\_\_
6. Toll Free Number \_\_\_\_\_
7. Email Address \_\_\_\_\_
8. Website \_\_\_\_\_

**III. VENDOR'S CERTIFICATION:** Upon notification of award, this document in its entirety is the awarded vendor's contract with MCPS. By signing below, the undersigned acknowledges that he/she is entering into a contract with MCPS.

- A. The undersigned proposes to furnish and deliver supplies, equipment, or services, in accordance with specifications and stipulations contained herein, and at the prices quoted. This certifies that this bid is made without any previous understanding, agreement or connection with any person, firm, or corporation making a bid for the same supplies, materials, or equipment, and is in all respects fair and without collusion or fraud.
- B. I hereby certify that I am authorized to sign for the bidder and that all statements, representations, and information provided in this response to the Request for Proposals, including but not limited to the Non-Debarment Acknowledgement, are accurate.

By (Signature) \_\_\_\_\_

Name and Title \_\_\_\_\_

Witness Name and Title \_\_\_\_\_