

**SCHOOL BOARD  
FINANCE SUMMARY FORM**

*The purpose of the document is to present the Providence School Board and Finance Committee with the necessary information to make data-informed decisions about the district's spending as it pertains to contracts.*

**Instructions:**

1. Please complete this form as fully and accurately as possible according to the guidance provided in each section.
  - a. The form must be completed if:
    - i. the total of the purchase or contract exceeds \$200,000
    - ii. the contract is for a term of more than one year
    - iii. the purchase or contract was NOT the result of formal competitive bidding or cooperative purchasing (i.e. it is a sole source purchase)
2. Once this form has been completed, send a copy to the Director of Purchasing and the Board Services Team. They will notify you of the next Finance Committee meeting and host a contract presentation review prior. Finance Committee typically meets the second Wednesday of the month. Only purchases/contracts that have already been reviewed and approved by the Superintendent will be scheduled before the Finance Committee.

**Vendor Name:** McGraw Hill (Literacy)

**Amount:** \$ 505,721.20

**Source of Funds and Fiscal Year:**     District-Based    School-Based

**Check box for fiscal year:**             FY22     FY23     FY24

**Purchase or Contract:**                 Purchase    Contract

**Length of Contract (list start date and end date):**    July 1, 2022 to June 30, 2023

**PPSD Contact Name:**    Matt Joseph

**Contract Type:**     New                     Renewal                     Extension                     Amendment

**Staff Recommendation:**

It is recommended that the Providence School Board approve a contract/purchase with McGraw Hill Education (vendor name) for social studies supplemental materials (type of services) amounting in \$ 505,721.20 (total amount in dollars) for all high schools (school name(s)). If approved, the contract will begin 7/1/22 (date) and end 6/30/23 (date), approximately.

**Justification of Spending:**

*Provide 5-7 points that support the recommendation as to why funds should be spent this way.*

*Use the prompts to help guide your response.*

- a. *How is this connected to the Turnaround Action Plan/ aligned to the district's vision?*
- b. *Why does the district need this purchase?*
- c. *Why is the dollar amount requested the necessary amount?*
- d. *What are the implications of not spending this money?*

With this request, the district is seeking to purchase supplemental materials for 9th grade Government courses and 10th grade Civics and Economics courses at all 9 high schools from McGraw Hill for a total amount not to exceed \$505,712.20.

PPSD was adding two classes to support the increased need and vision around civics learning and Law and Government Working with a board of educators, students, and community members, recommendations were made to add these two classes and content.

After reviewing recommendations and the state's desire to update social studies standards, PPSD began exploring options to support students' needs.

A team of educators reviewed all proposals and gave recommendations to resources that best matched the needs. After a finalist was selected, McGraw Hill, they gave multiple more presentations to small groups detailing resources, assessments, and professional development.

### **Justification of Vendor Selection**

*Provide 3-5 bullet points that support the recommendation as to how this vendor was selected. You may attach any documents with additional data on their performance (please note below that this information is attached).*

*Use the below prompts to help guide your response.*

- a. *Provide a 3-5 sentence summary of the vendor (can cut and paste contract Executive Summary) about who they are and what they do.*
- b. *What was the procurement process for selecting the vendor?*
  - i. *Which PPSD staff members were involved in that procurement process?*
- c. *If this is a returning vendor:*
  - i. *Share a summary of our experience with this vendor.*

1. McGraw Hill has a commitment to providing academically and educationally sound content. As part of our commitment to continuous improvement and producing the highest-quality materials that are academically and educationally sound, we regularly employ standardized processes before, during, and after product development to maintain academic integrity.□  
2. Their programs are systematically developed over the course of years, using (1) specific protocols to align to the requested national, state, and local curriculum standards and learning objectives (including those relevant to diversity, equity, and inclusion), (2) processes to validate and adapt the pedagogy based on research, and (3) processes to engage a range of expert authors, consultants, content reviewers, teacher reviewers, and curriculum advisers.  
3. McGraw Hill has a long history of working with schools and students that have diverse linguistic, socio-economic multi-cultural backgrounds. Our varied experience in large urban districts, suburban districts, and small rural districts across the country means that daily, our teams are assisting schools that have students with differentiated learning needs  
4. Each McGraw Hill social studies program shows substantial evidence of representing people of different cultures, social groups, and ethnicities in multiple settings, careers, and lifestyles. Our style guide is regularly updated to reflect the diversity of the population. McGraw Hill strives to include all groups of people—regardless of race, color, creed, national origin, age, gender, or disability—equitably, positively, and in non-stereotypical ways in all our published materials.  
5. The McGraw Hill Networks programs represent and honor diverse cultural groups in the four social studies domains (history, geography, economics, and civics). Geography content provides diverse cultural groups from that region of the world. Economics content takes into consideration the global economic environment and cultural diversity. Government content includes various cultural groups and the impact that laws and systems have on them.  
6. History is told through the lens of diverse cultural groups as they have influenced the shaping of our country and world using narrative, biographies, case studies, and primary sources. Each program will provide features unique to that course content that focus on different perspectives, such as "You Decide," "Different Viewpoints," and Primary Sources that provide a variety of perspectives on the same topic.

### **Accountability Measures**

*In 3-5 bullet points, describe the accountability measures that will ensure that the vendor meets all requirements set forth in the contract and that the district is able to maintain a record of the quality of the services. These need to be performance-based in nature. Every contract should include explicit language requiring vendor accountability, i.e. required program evaluation or the submission of a final report summarizing progress against each itemized deliverable. **Note: if this contract is a purchase agreement, you can skip this section.***

*Use the below questions to guide your response.*

- a. *Which PPSD staff member will serve as the lead for tracking accountability and performance metrics?*
- b. *What accountability measures have you agreed upon in your contract (can copy and paste from draft contract)?*
- c. *How is this purchase tied to overall student achievement (refer to TAP specific goals if possible)?*

Dr. Matthew Joseph, Executive Director of Teaching and Learning, and Ruth Corley, Supervisor of Math, will serve as the leads for tracking accountability and performance metrics.

The Company must adhere to the following expectations for customer service by providing:

- Meet the individual needs of the schools by providing an overview and needs assessment with participating sites.
- Provide a preliminary overview training for teachers and principals from participating sites.
- Provide job-embedded professional development that includes instructional support, lesson plans, curricular resources, and high-yield strategies for teachers and coaches.
- Create a scope, sequence and training calendar for participating sites that includes lesson planning, demonstration of instructional strategies within lessons and curricular resources, debriefing sessions, and follow-up support.
- Support API integration as applicable with our SIS, Skyward and upload of student rosters by teacher and class.
- Ensure delivery of materials (if applicable) inside school buildings.
- Provide additional site-based support to ensure successful program implementation related to systems/procedures, culture and academics.

**Spending Breakdown**

*In the table below, list the deliverables of the purchase or contract and their associated cost to justify the total cost of the purchase. If easier, please attach an excel file or other document.*

<b>Proposed Budget</b>	<b>Dollar Amount</b>
United States Government: Our Democracy © 2018 All Schools Grade 9	<b>\$255,307.86</b>
Building Citizenship: Civics & Economics © 2018	<b>\$236,434.44</b>
<b>ESTIMATED S&amp;H</b>	<b>\$13,978.90</b>
<b>Total</b>	<b>\$505,721.20</b>