

Alabama State Department of Education



Request for Proposal

RFP ALSDE 2023-09

GRADES K-5 MATHEMATICS INTERVENTION RESOURCES

Alabama State Department of Education (ALSDE)

Division of Instruction

Note: FAXED OR E-MAILED PROPOSALS WILL NOT BE ACCEPTED.

Inquiries and response submissions related to this RFP are to be addressed to:

Cindy Gillespie
Office of Operations
Alabama State Department of Education
50 N. Ripley Street, Room P305
Gordon Persons Building
Montgomery, AL 36104
Email: cgillespie@alsde.edu

Deadline: June 23, 2023

Proposals must be received no later than 4:00 p.m. on June 23, 2023.

It is required that each vendor clearly mark the envelope RFP ALSDE 2023-09 in the lower left corner of the envelope (Response packages that are not marked will be rejected).

The proposal package must contain the following:

1. Original proposal plus six copies with original signatures (The proposal must be signed by an official authorized to legally bind the vendor to the information provided). One (1) electronic copy on a USB flash drive in MS Word format.
2. Must be currently registered with The Alabama Department of Finance, Division of Purchasing as a State Vendor and provide vendor number. <http://www.purchasing.alabama.gov>
3. The vendor must complete the affidavit for business entity/employer/vendor. Verification of enrollment in E-verify should be presented on the form found in Appendix A.

Proposal Opening

June 26, 2023

9:00 am

Gordon Persons Building, Child Nutrition Conference Room

50 North Ripley Street

Montgomery, AL 36104

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Section 1.00 Administrative Overview

1.1 Purpose (review ANA Section 6, Pages 15-18)

According to the Alabama Numeracy Act, a kindergarten student, or incoming grades 1-5 student identified with a mathematics deficiency, or who demonstrates the signs of dyscalculia, shall be provided intensive mathematics interventions recommended by the Elementary Mathematics Task Force to address his or her specific mathematics deficiency. The purpose of RFP ALSDE 2023-09 is to solicit proposals from qualified vendors who are interested in being included on a list of vetted and state approved intervention systems for students in grades K-5. This RFP aligns to the *Alabama Numeracy Act*. (Ala. Code 16-6G-1, *et. Seq.*)

A cost proposal must be submitted for each intervention system proposal.

This RFP is not an offer to contract but seeks the submission of proposals from interested vendors which may form the basis for negotiation of a contract. Vendors chosen through this RFP process may be included on an ALSDE-approved product list to be published. Said list will remain in effect through July 1, 2024. Vendors may be required to sign an agreement with the ALSDE establishing a per-student-cost structure and other assurances; however, any contracts resulting from the approved intervention list would be between local education agencies (LEAs) and their chosen vendor. Districts will receive funds to offset the cost of their purchase of one of the approved interventions based on ETF appropriations.

Specific terms and requirements in this RFP may be waived or modified by the State of Alabama as it deems necessary and appropriate. The state has no liability for any costs incurred by a vendor for the preparation and production of a proposal or for any work performed prior to the issuance of a contract. The ALSDE reserves the right to reject all proposals and to solicit additional proposals if that is determined to be in the best interests of the State of Alabama.

1.2 Anticipated Timetable

Questions Due	June 9, 2023
Responses Due	June 16, 2023
Proposal Submission Deadline	June 23, 2023
Bid Opening	June 26, 2023

1.3 Proposal Evaluation

An Evaluation Team for each section of will screen the evaluation criteria of the proposals. The criteria listed below will be used.

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Evaluation Criteria:

Logistics	10 points
Math Practices	20 points
Content	40 points
Vendor qualifications and experience	10 points
Budget/Cost Proposal	10 points
Detailed description and delivery of training materials, presentations, and/or modules	10 points

Best and Final Offers:

The ALSDE may either accept a vendor's initial proposal by award of a contract or enter into discussions with vendors whose proposals are deemed to be reasonably acceptable consideration for award. After discussions are concluded, a vendor may be allowed to submit a “Best and Final Offer” for consideration in a manner and method prescribed by the ALSDE. By submitting a proposal each vendor accepts and agrees to all conditions and requirements herein.

The ALSDE will make all decisions regarding evaluation of the proposal. The ALSDE reserves the right to judge and determine whether a request is compliant with and has satisfactorily met the requirements of the RFP. The ALSDE reserves the right to waive technical and other defects if, in its judgment, the interest of the ALSDE so requires. Any further information disclosed about the RFP during this process will be provided to all vendors in a manner and method prescribed by the ALSDE.

Rejection of Proposal:

The ALSDE reserves the right to reject any or all proposals which are deemed to be non-responsive, late in submission, or unsatisfactory in any way. The ALSDE shall have no obligation to award a contract for work, goods and/or services as a result of this RFP. This RFP aligns with the Alabama Numeracy Act, which states that the State of Alabama hereby terminates all plans, programs, activities, efforts, and expenditures relative to the implementation of the educational initiative commonly referred to as the Common Core State Standards. Therefore, any references to Common Core Standards in the proposal will result in immediate rejection.

The ALSDE reserves the right, in its sole discretion, to amend, suspend, terminate, or reissue the RFP in whole or in part, at any stage. Vendors may also withdraw their interest in the RFP, in writing, at any point in time.

Qualified bidders aggrieved in connection with the solicitation of a contract may protest to the Chief Procurement Officer. See generally State of Alabama, Department of Finance Administrative Code Regulations at <https://finance.alabama.gov/media/rnii4ga1/administrative-code-355-4-1-01-thru-06.pdf>.

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Confidentiality:

All information contained in the RFP is considered to be the exclusive property of the ALSDE. Recipients of this RFP are not to disclose any information contained within the RFP unless such information is publicly available. This RFP is provided for the sole purpose of allowing vendors to respond to these specifications.

All supporting documentation submitted in response to the RFP will become the property of the ALSDE and could be subject to open record laws. Only the final results of the ALSDE Evaluation Committee may be considered public. Any work papers, individual evaluator or consultant comments, notes, or score will not be considered public. The final results of the ALSDE Evaluation Committee will not be publicly available until a final agreement pursuant to the RFP has received all necessary approvals.

Selection Process:

The number of contracts, awarded if any, depends on the number of proposals submitted and the quality of the proposed projects, funding availability and the best interests of the ALSDE.

The ALSDE will select the vendor that provides the most technically sound and cost-effective proposal that best aligns with the Alabama Numeracy Act. Final selection of the successful vendor will not be based solely on cost. The vendor product will be evaluated primarily on the scope of the activities linked to associated costs as detailed in the RFP. Proposals will be reviewed to ascertain that minimum requirements have been met.

The ALSDE reserves the right to conduct discussions with potential vendors in order to clarify information contained in their proposals, but the ALSDE has no obligation to do so. The vendor will provide notice to the ALSDE any partnership with another firm to provide parts of the solution; however, the vendor must provide management of the partner and is responsible for all project performance. Any subcontractor or partner will be subject to the same vetting process as the vendor, and the vendor is responsible for ensuring that each subcontractor acknowledges and is contractually bound by the staffing plan and other commitments listed in this RFP.

Unless provided by law, nothing in this RFP shall be construed to create any legal obligation on the part of the ALSDE or any respondents. The ALSDE reserves the right, in its sole discretion, to amend, suspend, terminate, or reissue the RFP in whole or in part, at any stage. In no event shall the ALSDE be liable to respondents for any cost or damages incurred in connection with the RFP process, including, but not limited to, any and all costs of preparing a response to this RFP or any other costs incurred in reliance on this RFP. No respondent shall be entitled to repayment from the ALSDE for any costs, expenses, or fees related to the RFP. All supporting documentation submitted in response to the RFP will become the property of the ALSDE.

Respondents may also withdraw their interest in the RFP, in writing, at any point in time, as more information becomes known. If, within the confines of this RFP the vendor provides intellectual property, be it understood that all RFP contents are subject to *Open Records Act* laws and thus are subsequently in the public domain.

Only the final results of the ALSDE Evaluation Committee may be considered public. Any work papers, individual evaluator or consultant comments, notes, or score will not be considered public. The final results of the ALSDE Evaluation Committee will not be publicly available until a final contract has received all necessary approvals.

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Open Records Act requests can be made at the following website:
[https://alsde.mycusthelp.com/WEBAPP/_rs/\(S\(f5sv2dmcmpb2aknppsajshwn\)\)/suporthome.aspx](https://alsde.mycusthelp.com/WEBAPP/_rs/(S(f5sv2dmcmpb2aknppsajshwn))/suporthome.aspx)

Disclaimer Notice:

The ALSDE shall not be liable for any costs associated with the preparation of proposals or negotiations of a contract incurred by any party.

Availability of Funds:

It is expressly understood and agreed that the obligations of the ALSDE to proceed is conditioned upon the continued availability of funds that may be expended for these purposes.

1.4 Conditions and Terms

- **Overall Design of Mathematics Intervention Systems (components outlined in Section 2.1A)**

**Any proposal's failure to provide evidence of the outlined components may result in automatic disqualification.*

Upon review and evaluation of proposals, the ALSDE may select the products determined to best meet the needs of K-5 students in mathematics for instructional intervention. Upon selection of the preferred vendor(s), the ALSDE may initiate negotiations for cost structure, assurances, and other terms and conditions. All proposals received in response to this RFP may be rejected, and the ALSDE may solicit additional proposals. The number of selected vendors that may appear on an approved list is to be determined during the evaluation process.

Final selection of any successful vendor will not be based solely on cost. The vendor product will be evaluated primarily on the scope of the activities linked to associated costs as detailed in the RFP. RFPs will be reviewed to ascertain those minimum requirements have been met. The ALSDE reserves the right to conduct discussions with potential vendors in order to clarify information contained in their proposals, but the ALSDE has no obligation to do so.

Contract Terms:

The contract resulting from this RFP may be renewable for four (4) additional years pending written agreement of the vendor and the ALSDE, dependent upon required state approvals (including remaining on state-approved vendor lists as per the Alabama Numeracy Act), availability of funds, and performance evaluations of the project at the full discretion of the ALSDE.

The contract will commence pending Legislative Review Committee approval and Governor's signature.

The vendor shall be fully prepared to commence work after full execution of the contract by parties and the receipt of required governmental approvals.

Proposals should reference each element in the RFP by number on the cover of each copy and be arranged in the same sequence. All fees and costs are to be stated in United States currency.

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Vendors must reply to each element of the RFP.

Section 2.00 Scope

2.1 Scope of Vendor's Work and Responsibilities

A successful vendor must address each of the following sections (A & B) of the evaluation criteria *in a separate packet*, utilizing the outlined information that follows.

- **Overall Design of Mathematics Intervention Systems**
- **Components of Mathematics Intervention Systems**

Automatic disqualification will occur for individuals who do not submit a completed packet with evidence outlining each component and separate packets for each of the six sections of the evaluation criteria.

Each component must be addressed:

- *In a concise manner.*
- *In the order outlined below.*
- *By clearly marking the component referenced (example: A7i or B4c).*
- *Must only address information relevant to the component.*

A. Overall Design of Mathematics Intervention System

Provide a summary of the products and services for which a proposal is submitted. Specific responsibilities of the vendor are stated below:

- Providing opportunities for students to work with visual representations of mathematical ideas.
- Frequently monitoring the progress of the mathematics skills of each student throughout the school year and adjusting instruction according to student need.
- Incorporating material from previous grades to link understanding to grade level curriculum.
- Incorporating a concrete, semi-concrete, abstract approach.
- Incorporating explicit systematic strategy instruction including summarizing key points and reviewing vocabulary prior to the lesson.
- Utilizing mathematics strategies grounded in the science of learning, that accelerate student mathematics achievement.
- Attending to conceptual understanding as well as procedural fluency.
- Include motivational strategies in tier 2 and tier 3 interventions.
- Providing a home-based mathematics plan, including home mathematics activities.
- Provide requested reports including (but not limited to) beginning-of-the-year, middle-of-the-year, and end-of-year administrations to the LEA and the ALSDE based on the outcome data and within the requested timeline.
- Provide dedicated personnel for technical assistance to the ALSDE and LEA.
- Provide **evidence** in sequential order with clearly marked indicators (2.1A.1, 2.1.A.2, ...).

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**The RFP committee will not search for any vendor submissions that are not provided in the order outlined below.*

1. Statewide per-student cost structure for each product individually and any combination of products for which a proposal is provided in this submission.
2. Itemized list of professional development that is included or available for purchase with each product. Include number of hours, content covered, audience, and cost. Include detailed descriptions of development, training materials, and support provided to utilize the intervention and its reporting system.
3. Description of the process for creating automatic reports for teachers, administrators, and parents. Provide examples of all available reports. Provide a link to the platform or video demonstrating the process in the electronic submission. Reports must include:
 - a. The name of the student.
 - b. The name of the teacher providing the intervention.
 - c. Mathematics deficiencies identified from a screener, diagnostic, or formative assessment, or any of them.
 - d. Student growth.
 - e. Mathematics strengths of the student.
4. A signed assurance letter on company letterhead agreeing to the following conditions if granted recommendation as a vendor.
 - a. Signed data sharing agreement with the ALSDE for all data.
 - b. Send the ALSDE information requested in the data map reporting chart including support for and complete rostering identifiers – TCERT, SSID.
 - c. Submit beginning-of-year, middle-of-year, and end-of-year data reports at a minimum, as requested.
 - d. Work with the ALSDE and LEAs to ensure their data can link their data to PowerSchool.
 - e. Provide a minimum of five quick turnaround reports per calendar year to meet ALSDE deadlines as requested by the ALSDE.
5. Description of accessibility features and accommodations are allowed for students in special population including but not limited to students with hearing and vision impairments and English Learners. Include alternate intervention options that are provided for students with the most significant cognitive disabilities (include examples and links).
6. Provide recommendations for students who may demonstrate signs of dyscalculia
7. Evidence of alignment with the 2019 Alabama Math Course of Study.
8. Link to the site for reviewers to use interventions and see reports.
9. Vendor qualifications, and experience, and reference letters from users of this product

B. Components of Mathematics Intervention Systems

Intervention Logistics

- Provides clear and extensive guidance on intervention group size, scheduling, placement, and daily time requirements.
- Includes ample content to provide daily intervention if needed.
- Supports a high level of student and teacher interaction.
- Includes tools for continuous progress monitoring.
- Includes guidance of next steps based on evidence of individual student thinking.

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- Includes opportunities to give individual students immediate feedback.
- Includes multimodal/multisensory tasks for students.
- Includes a way to report strengths, growth, and next steps to students, classroom teachers, and parents/guardians (at least each grading period and at the end of the year).

Intervention Mathematics Practices

- Includes cognitively-demanding tasks that ask students to problem solve (apply their mathematical knowledge to mathematical and real-world situations where the solution path is not readily clear).
- Includes opportunities for students to provide their justification for strategies and solutions.
- Includes opportunities for students to learn and see connections among strategies and mathematical concepts.
- Includes opportunities for students to activate prior knowledge from previous grades.
- Includes ways for students to make connections among concrete (hands-on materials), pictorial (drawings or pictures), and abstract (equations) representations.
- Includes a structure for students to summarize and reflect on their learning each day.
- Includes correct mathematical vocabulary and opportunities for students to incorporate it into their learning.
- Includes resources for a home-based mathematics plan including family training workshops or regular, family-guided math activities for home.

Intervention Mathematics Content Requirements

Kindergarten

- Number sequence
- One-to-one correspondence
- Cardinality
- Oral and written names for number specified in the Alabama Mathematics Course of Study for Kindergarten
- Subitizing
- Number relationships
- Computational fluency with whole numbers referenced in the Alabama Mathematics Course of Study for Kindergarten
- Word problems that address all problem types and structures referenced in the Alabama Mathematics Course of Study for Kindergarten
- Spatial Reasoning

First Grade and Second Grade

- Counting and recognizing whole numbers
- Comparing and ordering whole numbers
- Composing and decomposing numbers
- Operations with whole numbers
- Computational fluency with whole numbers referenced in the Alabama Mathematics Course of Study for First Grade and Second Grade

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- Spatial reasoning
- Word problems that address all problem types and structures referenced in the Alabama Mathematics Course of Study for First Grade and Second Grade

Third Grade

- Operations of addition and subtraction
- Properties of operations
- Counting and recognizing numbers to 1,000
- Understanding models for addition and subtraction within 1,000
- Comparing and ordering numbers up to 1,000
- Composing decomposing numbers up to 1,000
- Solving one-step and two-step word problems involving addition and subtraction within 100
- Using a variety of strategies and algorithms based on place value understanding.

Fourth Grade

- Representing unit fractions with area and length models
- Representing equivalent fractions using a variety of objects and pictorial models.
- Understanding multiplication and division of whole numbers involving equal-size groups, arrays, and measurement quantities
- Solving one-step and two-step word problems involving addition and subtraction within 1,000 using a variety of strategies and algorithms based on place value understanding
- Generating and solving problem situations for a given number sentence involving addition and subtraction of whole numbers using a variety of strategies and algorithms based on place value understanding

Fifth grade

- Comparing and ordering whole numbers up to 1,000,000
- Comparing and ordering fractions and decimals to hundredths
- Using place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers
- Illustrating and explaining the product of two factors using equations, rectangular arrays, and area models
- Adding and subtracting fractions and mixed numbers with like denominators (same-size pieces) using fraction equivalence and properties of operations
- Describing the relationship between addition and subtraction
- Multiplying a whole number and a fraction considering the complexity of creating whole-number iterations of a fraction versus partitioning a whole number into a fractional amount (4th grade vs 5th grade standards)

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2.2 Scope of Alabama State Department of Education's Work and Responsibilities

Specific responsibilities of the ALSDE are stated below:

- Approve the scope of the work proposed as outlined above.
- Notify vendors and publish list of approved interventions in a timely manner.
- Provide reimbursement funds to LEAs in support of interventions provided in response to this RFP.

Section 3.00 General Requirements

3.1 Requirements of Proposal

The vendor must provide the following mandatory information. **Failure to provide this information may be cause for the proposal to be rejected.** Qualifications, experience, and cost will be evaluated for contract award. The proposal may be submitted under the same cover with Vendor Requirements and Cost Proposal in two distinct sections. E-verify information is required to be submitted for all employees to include contractors of the vendors if necessary and applicable.

Part I

Signed Cover Letter:

The cover letter shall serve as the first page of the vendor's proposal. The vendor shall complete the cover letter and attach it to the proposal in response to the RFP. The cover letter must be signed by an official authorized to legally bind the vendor. It will state that the vendor is a legal entity that will meet the specifications. The cover letter must accompany the submitted proposal. The letter accompanying the proposal must have original signatures and must include contact numbers and email addresses for the authorized official signing the letters.

Part II

Vendor Qualification and Experience:

Vendor shall provide satisfactory evidence of the vendor's capability to coordinate the types of activities and to provide the services described in the RFP in a timely manner. Special attention should be given to the discussion of qualifications. The discussion shall include a description of the vendor's background and relevant experience as related to the required activities in the RFP.

Part III

Vendor shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of this RFP. The response must be prepared and organized in a clear and concise manner that is easily understandable.

Vendor Organization:

Describe your organizational structure and explain how your organization qualifies to be responsive to the requirements of this RFP.

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References:

The vendor shall provide a minimum of three (3) references that can support and validate training and/or projects and outcomes, including names or persons who may be contacted, position of person, addresses, and phone numbers where similar training and/or projects to that described in this RFP have been conducted.

Executive Summary:

An executive summary is required. This summary will condense and highlight the contents of the vendor's proposal.

Part IV

Cost Proposal:

Vendor shall include the fee structure and pricing for the training sessions/program. The vendor shall submit a cost proposal in addition to other required information.

Flat rates for half and/or whole day training sessions should be inclusive of travel and supplies/materials costs, identify if the training is in person or virtual, and state the proposed number of participants who can attend.

Flat rates for consulting, coaching, and/or professional services should stipulate the cost per hour and the proposed number of hours. Project costs must include all proposed necessary charges to be made by the grantee in accomplishing the objectives of the grant during the specified grant period (initial grants are generally for a one-year period unless otherwise noted).

Subcontractor Disclosure:

If the execution of work to be performed requires the hiring of Subcontractors, **you must clearly state this in the bid proposal and provide qualification for such individuals.** Subcontractors must be identified and the services they will provide or work they will perform must be clearly defined.

The ALSDE will not refuse a proposal based upon use of a subcontractor; however, the ALSDE reserves the right to refuse the subcontractor you have selected. Contractor and associated personnel shall remain solely responsible for the performance of all work, including work that may be subcontracted.

Describe your rationale for utilizing subcontractors including relevant past experience partnering with stated subcontractor(s). Documents for E-verification of subcontractors are the sole responsibility of the contractor and must be available upon request to ensure compliance.

Section 4.00 General Terms and Conditions

4.1 Governance

This RFP and its terms shall be governed and construed according to the laws of the State of Alabama.

Any dispute arising out of this RFP shall be brought in the State of Alabama, with venue in Montgomery County, Alabama. Vendors agree to comply with all applicable federal and state laws and regulations.

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4.2 Immigration

The proposal must contain a statement that the firm is aware of and in compliance with the requirements of the *Beason-Hammon Alabama Taxpayer and Citizen Protection Act*; a statement that the vendor is enrolled in the E-Verify as required by Section 31-13-9 (b), *Code of Alabama 1975*, as amended:

BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT COMPLIANCE

The Beason-Hammon Alabama Taxpayer and Citizen Protection Act (31-13-1 et seq, Code of Alabama, 1975 as amended by Act 2012-491) regulates illegal immigration in the State of Alabama. All contracts with the State or political subdivision thereof must fully comply with each provision as provided by law.

A proposal must include a statement that the vendor has knowledge of this law and is in compliance. Before a contract is signed, the vendor awarded the contract must submit a Certificate of Compliance using the form at Appendix A. E-Verify enrollment can be accomplished at the website of the United States Department of Homeland Security at <http://www.uscis.gov>.

See Section 10 for additional language required by Section 10(k) of the Act to be included in the contract.

Rev.5-24-13

4.3 Conflict of Interest

The vendor attests that no employee, officer, or agent of the vendor shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest may be involved. A conflict would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in the organization selected for an award. The officers, employees, and agents of the vendor, if selected as the career planning system vendor, shall neither award nor offer gratuities, favors, nor anything of monetary value from vendors or subcontractors.

4.4 Discrimination

Alabama Non-Discrimination Statement:

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age, genetic information, or any other category protected under the law. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008. Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 694-4717.

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APPENDIX "A"

State of _____) County of __)

CERTIFICATE OF COMPLIANCE WITH THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535, as amended by ACT 2012-491)

DATE: _____

RE Contract/Grant/Incentive (describe by number or subject):

_____ by and between
_____ (Contractor/Grantee) and
_____ (State Agency, Department or Public Entity)

The undersigned hereby certifies to the State of Alabama as follows:

1. The undersigned holds the position of _____ with the Contractor/Grantee named above, and is authorized to provide representations set out in this Certificate as the official and binding act of that entity, and has knowledge of the provisions of THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535 of the Alabama Legislature, as amended by ACT 2012-491) which is described herein as "the Act."
2. Using the following definitions from Section 3 of the Act, select and initial either (a) or (b), below, to describe the Contractor/Grantee's business structure.

BUSINESS ENTITY. Any person or group of persons employing one or more persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit or not for profit.

a. Self-employed individuals, business entities filing articles of incorporation, partnerships, limited partnerships, limited liability companies, foreign corporations, foreign limited partnerships, and foreign limited liability companies authorized to transact business in this state, business trusts, and any business entity that registers with the Secretary of State.

b. Any business entity that possesses a business license, permit, certificate, approval, registration, charter, or similar form of authorization issued by the state, any business entity that is exempt by law from obtaining such a business license, and any business entity that is operating unlawfully without a business license.

EMPLOYER. Any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control or custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.

_____(a) The Contractor/Grantee is a business entity or employer as those terms are defined in Section 3 of the Act.

_____(b) The Contractor/Grantee is not a business entity or employer as those terms are defined in Section 3 of the Act.

3. As of the date of this Certificate, the Contractor/Grantee does not knowingly employ an unauthorized alien within the State of Alabama and hereafter it will not knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama.
4. The Contractor/Grantee is enrolled in E-Verify unless it is not eligible to enroll because of the rules of that program or other factors beyond its control.

Certified this _____ day of _____ 20_____.

Name of Contractor/Grantee/Recipient By: _____

Its _____

The above Certification was signed in my presence by the person whose name appears above, on this _____ day of ____20_____.

WITNESS: _____

Printed Name of Witness

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Appendix “B”

GLOSSARY

ALGEBRAIC REASONING. Recognizing and generalizing about patterns and relationships; representing patterns and relationships by analyzing structures of the patterns; and using mathematical models (concrete, pictorial, and abstract) to represent patterns.

AMSTI. The Alabama Mathematics, Science, and Technology Initiative.

CARDINALITY. Understanding that the last number word said when counting tells how many objects have been counted.

COMPUTATIONAL FLUENCY. Possessing efficient and accurate methods for computing.

CONCEPTUAL UNDERSTANDING. The ability to reason in settings involving the careful application of concept definitions, relations, or representations of either.

DEPARTMENT. The State Department of Education.

DYSCALCULIA. A term used to refer to a pattern of learning difficulties characterized by problems processing numerical information, learning arithmetic facts, performing accurate or fluent calculations, difficulties with mathematical reasoning, and difficulties with word reasoning accuracy.

EARLY NUMERACY SCREENING. Standardized measures that assess a student's fluency in foundational mathematics skills.

FLUENCY. The ability of students to choose flexibly among methods and strategies to solve contextual and mathematical problems, to understand and explain their approaches, and to produce accurate answers **efficiently**.

FULL SUPPORT SCHOOL. The lowest performing elementary schools as measured by mathematics proficiency on the approved state summative assessment.

K-5 SCHOOL. Any public school in the state providing instruction in grades kindergarten through fifth, or any configuration of those grades.

LIMITED SUPPORT SCHOOLS. The second lowest percent performing elementary schools as measured by mathematics proficiency on the state approved summative assessment.

LOCAL BOARD OF EDUCATION. A county or city board of education.

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LOCAL EDUCATION AGENCY. A county school system or city school system operating public primary and secondary schools.

MENTAL COMPUTATION. The process of working on a problem and obtaining the exact or approximate answers mentally without reliance on external tools.

MULTI-TIERED SYSTEM OF SUPPORT. A tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. A multi-tiered system of support promotes systems alignment to increase efficiency and effectiveness of resources.

NUMBER SENSE. The ability to represent numbers in multiple ways, numerical magnitude estimation, selecting and using benchmarks, such as tens or hundreds, decomposing and recomposing number, understanding the effects of operations on number, and performing mental calculation and estimation.

NUMERACY. The ability to understand and work with numbers.

PLACE VALUE UNDERSTANDING. The understanding of representations and concepts necessary to successfully process multi-digit numbers.

PROCEDURAL FLUENCY. The ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another.

RESPONSE TO INTERVENTION. A process within the system of a multi-tiered system of support framework. Response to intervention is part of the data-based decision-making process within progress monitoring where team members review data to determine how students are responding to the interventions in place.

SPATIAL REASONING. The capacity to mentally generate, transform, and rotate a visual image and thus understand and recall spatial relationships between objects.

STEM. Science, Technology, Engineering, and Mathematics

SUBITIZING. Quickly recognizing and naming how many objects are in a small group without counting.