BELLEVUE SCHOOL DISTRICT #405
12111 NE 1st St., Bellevue, WA 98005
PO Box 90010, Bellevue, WA 98009-9010

REQUEST FOR PROPOSAL #314:0721

Math Tutoring Program

The Bellevue School District (the DISTRICT) is requesting Proposals of Pricing from firms or individuals (the Vendor) for the purpose of purchasing Math Tutoring Services for the DISTRICT.

Proposals will be received until:

Tuesday, August 03, 2021 at 3:00 PM

Proposals may be mailed to the above post office box, or mailed or delivered to the office of the Purchasing Department of the Bellevue School District, Educational Service Center, 12111 NE 1st St., Bellevue, WA 98005. Proposals may not be emailed. Allow enough time for mailing services to handle and deliver responses before the RFP deadline. Late responses will not be considered.

The Board of Directors of the Bellevue School District #405, Bellevue, Washington, reserves the right to reject any or all bids, proposals, or quotes and to waive any informality.

Proposals shall bear the company name and return address. The outside of envelope must be labeled "**PROPOSAL FOR: Bellevue School District Math Tutoring Program." Emailed Proposals will not be accepted**. Improperly addressed proposals might not be received in time and risk not being considered. This RFP is to be advertised in the Seattle Times on Tuesday, July 20th, 2021 and Tuesday, July 27th, 2021.

Dated: July 20th, 2021

Melissa DeVita
Deputy Superintendent
Bellevue School District #405

Eric Ferguson
Director of Teaching and Learning, MS.
Bellevue School District

Patrick McDonald
Purchasing Manager
Bellevue School District #405

BELLEVUE SCHOOL DISTRICT #405
Bellevue, Washington

TERMS AND CONDITIONS OF REQUEST FOR PROPOSAL

RFP# 314:0721
MATH TUTORING PROGRAM

It is understood that the **company/individual** submitting a proposal, accepts the following general specifications and conditions which are all considered to be a part of the Request for Proposal (RFP) document.

1. **OPENING OF PROPOSALS**
   All proposals received shall be opened in public at the address shown on the cover sheet of this RFP package.

2. **UNIT PRICE**
   The request is for best pricing and available services. While cost is a consideration, it is not the primary determining factor in the award of this contract.

3. **ACCEPTANCE OF PROPOSAL**
   Notice of acceptance of this proposal or requests for additional information shall be addressed to the undersigned at the address stated below.

4. **TIME FOR CONTRACTING**
   Upon acceptance of the wining proposal, Bellevue School District will issue a Purchase Order.

5. **AWARD OF CONTRACT**
   A Contract or Contracts will be awarded for this RFP. Multiple vendors may be selected.

6. **DELIVERY OF GOODS OR SERVICES**
   Pursuant to and in compliance with the Information to Proposers and other documents relating thereto, the undersigned hereby proposes to furnish and deliver any or all of the described items at the discounted price proposed herein.

7. **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND INELIGIBILITY**
   If federal funds are the basis for this contract, the Contractor certifies that neither it nor its principals are currently debarred, declared ineligible, or voluntarily excluded from participation in transactions by any federal department or agency.

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INSTRUCTIONS FOR COMPANIES SUBMITTING PROPOSALS

1. **GENERAL INSTRUCTIONS**
This specification constitutes the proposal form:

A. Proposers will submit 2 hard copies and 1 thumb drive of the proposal by following directions in the RFP document. The hard copies and thumb drive will be in a sealed envelope or box as described in section 2.

B. Proposers will submit 1 thumb drive of the proposal sealed in the response envelope or box as described in section 2.

C. The firm name and all requested data pertinent shall be clearly filled in or included as called for.

D. The descriptions in this RFP have been prepared so as to identify clearly the basic requirements for each item. You are responsible for noting any and all exceptions to the required features specified.

E. **Emailed Proposals will not be accepted.**

2. PREPARATION OF PROPOSAL

All proposals must be submitted in sealed opaque envelopes. **THE RFP NUMBER AND DESCRIPTION, AND DATE AND TIME OF OPENING MUST APPEAR ON THE OUTSIDE OF THE ENVELOPE**. It is the sole responsibility of the company/individual submitting proposal to see that it received by the proper time.

Proposals received after the date and time scheduled for opening shall be returned to the sender unopened.

Proposals submitted by mail shall be addressed to:

BELLEVUE SCHOOL DISTRICT #405
Attn: Purchasing Department
PO Box 90010
Bellevue, WA 98009-9010

Proposals submitted in person shall be delivered to:

Purchasing Department
BELLEVUE SCHOOL DISTRICT #405
12111 NE First St.
Bellevue, Washington 98005

Please call (425) 456-4141 for directions to this location.

3. **SIGNATURE**
The hard copy of the proposal must bear the signature in longhand and in ink of the person or persons duly authorized to sign the proposal in the name of the company.

4. **MODIFICATIONS**
Changes in or additions to the RFP form, recapitulations of the work bid upon, alternate proposals or any other modifications of the RFP form which are not specifically called for in the documents, may result in the District rejecting the proposal as not being responsive to the invitations. No oral or telephonic modification of any proposal submitted will be considered and a telegraphic modification may be considered only if the postmark evidences that a confirmation of the telegram duly signed by the bidder was placed in the mail prior to the opening of proposals.

5. **ERASURES**
The person or persons signing the proposal must initial any erasures, interlineations, or corrections in the RFP document.

6. **EXAMINATION OF SITE, DRAWING, ETC.**
Vendor shall thoroughly examine and be familiar with the specifications. The failure or omission of a vendor to receive or examine any form, instrument, addendum or other document or to visit the site and acquaint himself/herself with conditions there existing (if required in RFP document), shall in no way relieve any vendor from obligations with respect to his/her proposal. The submission of a proposal shall be taken as prime facie evidence of compliance with this section.

7. **WITHDRAWAL OF PROPOSALS**
Any vendor may withdraw his/her proposal, either personally, by written request, or by telephone call followed by written request at any time prior to the scheduled closing time for receipt of proposals. No vendor may withdraw a proposal after the date and hour set for the opening thereof.

8. **INTERPRETATIONS OF PLANS AND DOCUMENTS**
If any person who contemplates submitting a proposal and is in doubt as to the true meaning of any part of request, or finds discrepancies in, or omissions from the request, he/she may submit to the District a written request for an interpretations or correction thereof. The person submitting such request will be responsible for its prompt delivery not later than five (5) days before the date specified for receipt of the proposals. Any interpretation or correction of the RFP documents will be made only by addendum duly issued and a copy of such addendum will be mailed, delivered, or sent via facsimile. The District will not be responsible for any other explanations or interpretation of the documents.

9. **VENDORS INTERESTED IN MORE THAN ONE PROPOSAL**
No person, firm or corporation shall be allowed to make or file or be interested in more than one proposal for the same work unless alternate proposals are specifically called for.

10. **AWARD**
The award of inclusion on the preferred vendor list is subject to the right, which is reserved by the District to reject any or all proposals, or any parts thereof and to waive informalities.

11. **"OR DISTRICT APPROVED ALTERNATE" CLAUSE**
Whenever a process, equipment or material is specified by giving the manufacturer's name, brand or number, it is understood that the words "or District approved alternate" follow thereafter unless "No Substitutions" is stated in Special Information/Instructions.

12. **COPIES OF REQUEST FOR PROPOSAL**
Each vendor will be furnished one complete set of the specifications. Additional copies may be obtained by contacting the Purchasing Department of the Bellevue Public Schools.

13. **ANTI-DISCRIMINATION CLAUSE**
The bidder agrees not to discriminate against any client, employee or applicant for employment or for services because of race, color, religion, national origin, disability, marital status, sex, or age with regard to, but not limited to the following: Employment upgrading, demotion or transfer; recruitment or recruitment advertising; layoffs or termination; rates of pay or other forms of compensation; selection for training; rendition of services. It is further understood that any vendor who is in violation of this clause shall be barred forth with from receiving awards of any purchase order from the Bellevue Public Schools, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

14. CLARIFICATION/QUESTIONS
Clarification requests or questions by the responder may be sent to purchasing@bsd405.org until 3 pm, Thursday, March 28, 2019.

15. CLARIFICATION/VERIFICATION
In evaluating the merits of a submitted proposal, the Bellevue School District reserves the right with reasonable notice to interview, examine, and make inquiries of any Vendor after the RFP submission date for purposes of clarifying or verifying any portion of the proposal submitted. If any vendor answers are found to be untrue, the District reserves the right to remove the vendor from the bidding process.

16. DISQUALIFICATION
Any proposal submitted which does not comply with the provisions and requirements of this RFP, is incomplete, ambiguous, or which contains errors, alterations, or irregularities of any kind may be rejected and disqualified at the discretion of the Bellevue School District. The Bellevue School District reserves the right at its sole discretion to waive any error and proceed to consider the proposal involved for award notwithstanding any such error or errors. All submissions/proposals will become the property of the Bellevue School District; which will be retained by the Bellevue School District and will not be returned to the bidding company. The Bellevue School District agrees to keep all responses in strict confidence.

17. RESPONSE EXPENSES
The expense of developing and delivering a response to this RFP is solely the responsibility of the vendor/responder. The District will not pay such expenses.

18. SALES TAX
State sales tax should not be included in any response.

19. WASHINGTON STATE PUBLIC RECORDS ACT RCW 42.56
The Bellevue School District is a public entity and is therefore required to respond to Public Records Requests per the Washington State Public Records Act RCW 42.56. Protections are built into the law for proprietary technology and the District will make a best effort to protect such information while remaining compliant with state law.

DURATION OF RFP# 314:0721
MATH TUTORING PROGRAM

RFP# 314:0721 will be valid beginning September 1, 2021 through the end of the school year in June of 2022.

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Bellevue School District Math Tutoring Program, 2021-22
SCOPE OF WORK

Overview: Bellevue School District is seeking a partner to provide ongoing math tutoring for around 1,000 students in grades 3-10 during the 2021-22 school year. We anticipate that tutoring services will begin in early October and extend through June (32 weeks) and are open to proposals for either online or in-person tutors. Tutoring content should combine filling in pre-requisite skills gaps for upcoming units as well as supporting mastery of current class work. The goals of the tutoring program are to help students master grade-level math standards by the end of the school year as well as develop confidence in themselves as mathematicians and have a positive view of math.

Timeline for Program Development:

- Request for proposals issued: July 20, 2021
- Proposals due: August 3, 2021 at 3pm Pacific Time
- Vendor demos/information sessions: August 11-13, 2021
- Contracting: Week of August 16, 2021
- Program set-up: August 30 – September 30, 2021
- Students screened and selected for tutoring: September, 2021
- Tutoring: October 4, 2021 – June 10, 2022

Overview of our math curriculum: We are adopting the Illustrative Math curriculum in grades 3-7 this fall, via the LearnZillion platform in elementary schools and Desmos in secondary. We use Discovery Math for grades 8-10.

Our current secondary school mathematics course sequence for most students is as follows:

- 6th Grade: Integrated Mathematics Topics 1 (IMT 1, Illustrative Math)
- 7th Grade: Integrated Mathematics Topics 2 (IMT 2, Illustrative Math)
- 8th Grade: Algebra 1 (Discovery Math)
- 9th Grade: Geometry (Discovery Math) *[note: Geometry will not be a focus for tutoring this year]*
- 10th Grade: Algebra 2 (Discovery Math)

All of our middle school students are accelerated starting in 6th grade so that students can be prepared to take Algebra 1 in 8th grade. We address major work of 6th grade and some of 7th grade in IMT 1. We then finish major work of 7th grade and most of the major work of 8th grade in IMT 2. Students in 8th grade still finish some 8th grade standards and continue in to Algebra 1 aligned standards as set forth in the Common Core State Standards for Mathematics, Appendix A (http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf). Students who fail Algebra in 8th grade re-take it in 9th grade, and most of those students will be part of the population offered tutoring support in the fall.

Assessments: In grades 3-5, we do Renaissance Star Math testing three times per year (fall, winter and spring) and we will also be using the Illustrative Math unit assessments (there are 8-9 of these in each grade level). In addition, we will be doing required state SBA testing in the fall (prior grade level) and spring (current grade level). In secondary grades, we will be doing the fall and spring SBA testing in grades 6-8 and also do an ALEKS Initial Knowledge Check diagnostic assessment in the fall and an end-of-course assessment in the spring. We also have district-developed unit assessments. These data will be available to the tutors.

Impact of COVID: Bellevue schools provided virtual instruction to most students from March 2020 through February 2021, when around 60% of students began hybrid instruction with in-person

instruction around 10 hours per week. Many students have significant unfinished learning in mathematics.

Student population: The tutoring program will serve seven of our highest-needs schools: four elementary schools, two middle schools, and one high school. We expect to allocate tutoring spots as follows:

- Grades 3-5: 400 students
- Grades 6-8: 450 students
- High School Algebra 1 (mostly 9th graders) and Algebra 2 (mostly 10th graders): 200 students

We will select students for tutoring in the fall based on fall screening data as well as their academic history. The demographic characteristics of the tutoring population are shown in the table below (these are rough estimates based on historic data).

Characteristics	Grades 3-5	Grades 6-10
English Learners	50%	30%
Receiving special education services	12%	19%
Dual Language Spanish	35%	25%
Eligible for free/reduced price meals	75%	66%
Asian	15%	15%
Black	6%	10%
Hispanic	54%	43%
Multi-Ethnic	4%	7%
White	20%	24%

Required Tutoring Program Elements:

1. **Virtual video conferencing software:** If tutoring will be virtual, it should be done via Microsoft Teams since our students are already familiar with that platform.
2. **Content alignment:** Tutoring should be aligned to our scope & sequence (which we will provide) and tutors should coordinate closely with teachers. Tutoring content should balance filling in pre-requisite skills gaps for the material about to be taught and helping students understand topics currently being taught in class. Illustrative Math (grades 3-7) is an open source curriculum and will be available to tutoring companies. Discovery Math is proprietary and we are not able to share that curriculum.
3. **Consistent tutor-student pairings:** We view building strong relationships between tutors and students as a key part of the tutoring process, so we are seeking a tutoring program where students will have the same tutor for the year. (We understand that occasionally there is staff turnover, but want to make it clear that we are looking for a consistent tutoring relationship and comprehensive approach rather than something like a homework help hotline.)
4. **Background checks:** We are required by law to have all staff who interact with students, including virtual tutors, go through our state fingerprinting and background check process. This process can take up to 6 weeks and costs around $40 per person (please incorporate this into your budget proposal), though tutors may begin working with students once their fingerprinting cards have been submitted (allow two weeks for this).

5. **Scope:** Companies may submit a proposal that will serve part rather than all of the tutoring program outlined in this document (for instance, just for selected grade levels rather than for all grades).

Preferred Tutoring Design Elements

1. **Time of Day:** Tutoring will mostly be after school but may occur during the school day at some schools (within a differentiation block at the elementary level) or before school. Students will stay at the school building to receive tutoring and, if the tutoring is virtual, we will have staff on hand to provide supervision.
2. **Schedule (dosage):** We are open to suggestions based on evidence of effectiveness but are considering these schedules:
    - Elementary: 3 times per week for around 40 minutes per session.
    - Secondary: 2 times per week for around 45 minutes per session OR 3 times per week for around 30 minutes per session (we would ideally like to be able to offer students a choice of schedule).
3. **Group Size:** We would like to have a mix of 1:1, 1:2, and 1:3 tutoring available depending on student need and inclination, though we are open to evidence that a particular group size works best.
4. **Mode:** We are open to either virtual or in-person tutoring proposals, or a mix of both.
5. **Meeting the needs of English Learners:** We strongly prefer that some Spanish-speaking tutors be available, especially to serve the students in our Spanish dual language program as they are learning math in Spanish.
6. **Technical details:** We are generally able to integrate with vendor platforms if necessary and prefer ones that support Active Directory for user management; provide the ability to log communication sent electronically; have the capability to import and export data from and to a variety of industry standard formats; and utilize Clever for rostering.
7. **Outcomes-based contract and measures of success:** We prefer to create an outcomes-based contract with 15% of payment per student based on success milestones agreed on in advance. The milestones will be a combination of student improvement in math as measured by pre/post tests, and student responses to regular check-in surveys on satisfaction with tutoring and their attitudes toward math.

As part of your proposal, please describe:

1. What group sizes do you recommend for tutoring and why?
2. What is the background of your tutors, and what training do they receive?
3. How do you structure ongoing communication between tutors and teachers, and with families? Do you provide parent communications in multiple languages?
4. Are your tutoring services virtual or in-person?
5. What is your process for registering students for tutoring?

6. What platforms do you use for tutoring and what are the technical specifications if integration is required?
7. What is your philosophy regarding tutoring and to what extent do you align with work that is happening in the classroom?
8. How do you measure the success of your tutoring program? What is your track record of success over the last three years? Are there any research studies supporting the effectiveness of your program in particular? What is the attendance rate of students across your tutoring programs?
9. Are you willing to jointly develop an outcomes-based contract for tutoring services with BSD?
10. How do you meet the needs of English Learners and students receiving special education services? What is your track record of success with these populations?
11. How many Spanish-speaking tutors do you anticipate having available?
12. How old is your company and how many students are you presently serving, in how many districts, and in what geographic areas? What is your typical tutor turnover rate?
13. Please provide the names and contact information for staff from three different districts who can provide references for your tutoring program.

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RFP #314:0721 MATH TUTORING PROGRAM
Response Sheet

Vendor Name:

Address:

Phone:

Fax:

Contact Person:

Email:

How long have you been in business?

A brief description of personal or company qualifications:

Please identify other school districts or businesses you currently or recently have done business with in the State of Washington: