

REQUEST FOR PROPOSALS

ITEM DESCRIPTION: Mathematics Professional Development Series: Eureka Math K-5 & Teacher Coaching Partner(s) – One Year Contract (FY22) with Two One-Year Options

DATE AND TIME TO BE OPENED: Wednesday, September 8, 2021 at 1:00PM

PRE-BID CONFERENCE (IF APPLICABLE): None

SUBJECT MATTER EXPERT (NAME): Colene VanBrunt

SUBJECT MATTER EXPERT (EMAIL): Colene.VanBrunt@ppsd.org

QUESTION DEADLINE: Friday, August 20, 2021 at 4:30PM

Instructions

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

**Purchasing Department, Suite 206
797 Westminster Street
Providence, RI 02903**

2. Bidders must include **at least** one original, one copy, and a digital PDF copy on a flash drive.
3. Proposal responses must be in ink or typewritten.
4. Bidders are advised that all materials submitted to Providence Public Schools for consideration in response to this Request for Proposals shall be considered to be public records as defined in [R.I. General Law Section 38-2 et seq.](#), without exception, and may be released for public inspection. All proposals submitted become the property of Providence Public Schools.
5. Bid proposals that are not present in the Providence Public Schools Purchasing Department at the time of opening for whatever cause will be deemed to be late and will not be considered. Postmarks shall not be considered proof of timely submission.
6. Questions regarding this request for proposals must be submitted to the Subject Matter Expert via email by the question deadline listed above. Questions will be answered via addendum to be posted publicly on the Providence Schools website. Bidders are responsible for checking the website for all addenda distributed in response to questions and requests for additional information.

Notice to Vendors General Terms

1. Providence Public Schools reserves the right to award the contract on the basis of the lowest responsible evaluated bid proposal.
2. In determining the lowest responsive evaluated bid proposal, cash discounts based on preferable payment terms will not be considered.
3. No proposal will be accepted if it is made in collusion with any other bidder.
4. Providence Public Schools reserves the right to award to a single vendor, to split the award between multiple vendors and to reject any and all proposals. Unless otherwise specified, Providence Public Schools reserves the right to make the award by item or items or by total as may be in its best interest.
5. As Providence Public Schools is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
6. In case of error in the extension of prices quoted, the unit price will govern. In the event there is a discrepancy between the price written in words and written in figures, the prices written in words shall govern.
7. Awards shall be subject to the General Terms set forth herein, which terms shall be deemed accepted by the Bidder upon submission of the bid proposal, subject to the provisions of this paragraph, and shall be further deemed to be incorporated into the contract upon issuance of the award. Any proposed exceptions, modifications, or deviations from the terms, conditions, and specifications contained herein must be listed and fully explained on a separate sheet attached to the Bidder's detailed conditions and specifications and referred to separately in the Bids. Such proposed exceptions, modifications, or deviations shall be an additional variable for consideration by the Providence Public School District in addition to vendor qualifications, price, quantity, and/or scope of services. In all cases not indicated by Bidders as an exception, modification, or deviation, it is understood that the terms, conditions and specifications of the Providence Public School District shall apply. No exception, modification, or deviation shall be deemed accepted, approved, or otherwise incorporated into the contract unless expressly set forth in the award notice.
8. Proposals must meet the attached specifications. Bids may be submitted on an "equal in quality" basis. Providence Public Schools reserves the right to decide equality and determine whether bids are responsive. Bidders must indicate brand or make offered and submit detailed specifications if other than brand requested.
9. A bidder who is an out of-state corporation shall qualify or register to transact business in this State, in accordance with R.I. General Law [Section 7-1.2-1401](#) et seq. as amended)
10. Delivery dates must be shown in the bid. If no delivery dates are specified, it will be assumed that an immediate delivery from stock will be made.

11. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
12. For contracts involving construction, alteration and/or repair work, the provisions of State Labor Law concerning payment of prevailing wage rates apply (See R.I. General Law [Section 37-13-1](#) et seq. as amended).
13. All proposals will be disclosed at the opening date and time listed above. After a reasonable lapse of time, tabulation of proposals may be viewed on the Providence Public School's website (<https://www.providenceschools.org/Page/4634>).
14. Awards will be made within ninety (90) days of the proposal opening. All proposal prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
15. No goods should be delivered and no work should be started without a Purchase Order from Providence Public Schools.
16. Prior to commencing performance under the contract, the successful bidder (the "Contractor") shall attest to compliance with provisions of R.I. General Law [Section 28-29-1](#), et seq. If exempt from compliance, the Contractor shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
17. Prior to commencing performance under the contract, Contractor shall, submit a certificate of insurance, in a form and in an amount satisfactory to Providence Public Schools.
18. The Contractor will not be permitted to: assign or underlet the contract; or assign either legally or equitably any monies or any claim thereto without the previous written consent of the Director of Purchasing.
19. The Contractor shall not be paid in advance.
20. The contract shall be in effect from the date of award through **June 30, 2022** or for such other duration as may be agreed to in writing and signed by the parties, unless terminated by either party at any time, with or without cause.
21. In the event of termination by District or the Contractor prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the Contractor shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.
22. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications.
23. The Contractor must conduct a criminal background check, at the Contractor's expense, of all employees employed under the contract who interact with students, except District employees.

The Contractor shall provide a copy of the background check report(s) to the District, upon request.

24. The Contractor is not an employee of District and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the Contractor.
25. The Contractor understands products produced as a result of the contract are the sole property of the District and may not be used by the Contractor without the express written permission of the District.
26. The Contractor agrees to hold District and the City of Providence harmless from any and all damages incurred by District or the City by reason of the Contractor's negligence or breach of contract, including without limitation, damages of every kind and nature, out-of-pocket costs, and legal expenses.
27. The contract may not be modified or amended in any way except by mutual agreement in writing and signed by each party. Notwithstanding the foregoing, and subject to the provision concerning exceptions, modifications, or deviations set forth in Paragraph 7 hereinabove, the General Terms shall not be modified or amended in any way by subsequent agreement. In the event of a conflict between the General Terms and any subsequent modification or amendment to the contract, the General Terms shall control.
28. The Contractor expressly submits itself to and agrees that all actions arising out of or related to the contract or the relationship between the parties shall occur solely in the venue and jurisdiction of the State of Rhode Island.

BID FORM 1: BIDDER INFORMATION

Agrees to Bid on: Mathematics Professional Development Series: Eureka Math K-5 & Teacher Coaching Partner(s) – One Year Contract (FY22) with Two One-Year Options

DATE AND TIME TO BE OPENED: Wednesday, September 8, 2021 at 1:00PM

Name of Bidder (Firm or Individual): _____

Business Address: _____

Contact Name: _____

Contact Email Address: _____

Contact Phone Number: _____

Delivery Date: _____

Signature of Representation

Title

Providence Public School District

Request for Proposals

Mathematics Professional Development Series: Eureka Math K-5 & Teacher Coaching Partner(s) – One Year Contract (FY22) with Two One-Year Options

2021-2022

Funding Source (Contingent on Funding): Stimulus Funds

I. Background

The Providence Public School Department is soliciting proposals for the following:

The PPSD mathematics department and schools have been able to identify some “sticky points” in implementation. Those points are as follows:

- Eureka has a great deal of material designed to meet various instructional and learning needs (e.g. ELLs, Students with Diverse and Different learning needs, etc...); Presently not all components are being used to their potential.
- Teachers often fall behind in terms of a reasonable timeline - because of the volume of materials; Prioritizing Eureka components, lessons and problems/items would be helpful.
- While Eureka has a balance of conceptual development, strategies and computational fluency, many times those things are only taught procedurally, thereby limiting the depth of understanding.
- In many of our mathematics lessons, there is an emphasis on content standards and not enough on the math practice standards.

With these points in mind, we would like professional development (hereafter referred to as PD) that will help us:

K-5 Professional Learning & Coaching Partner: Professional learning and coaching partner to support job embedded professional development with Eureka Math. This partner will support school leaders, teachers, coaches, teacher assistants, and staff across twenty-two (22) schools in the district. The partner should be a leading thinker in developing and delivering high quality, research based in- person and virtual coaching and professional development.

II. Required Qualifications

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

1. An organization who can deliver professional development (PD) that:
 - a. Is aligned to Eureka mathematics.
 - b. Is tailored to the intermediate as well as beginner Eureka practitioners. Provider can individualize professional learning based on audience and experience.
 - c. Highlights the components in Eureka that address ELLs, Learners with Diverse and Different learning needs.
 - d. Focuses on the authentic (not procedural) use of strategies and concept development.
 - e. Helps teachers prioritize and choose Eureka components, lessons, and items that most effectively address their students’ needs - which helps address pacing issues.
 - f. Highlights the math practice standards addressed through Eureka, thereby increasing the rigor of instruction and depth of learning.
2. An organization that has previous experience working with large, urban districts

3. An organization that has previous experience providing in-person and virtual personalized coaching and learning plans
4. An organization that has previous experience supporting teachers in effectively utilizing the technology and reporting functionality

III. Scope of Work

By creating a coherent plan for training and supporting school leaders, math coaches, and teachers, PPSD will accomplish the following goals for K-5 mathematics instruction:

- Leaders, coaches, and teachers will increase their ability to lead and teach equitable K-5 math lessons that provide at grade-level instruction to all students while offering just-in-time supports to address student unfinished learning
- Engage in effective instructional planning
- Learn to effectively review and respond to curriculum-based assessment data to identify areas of student growth and need.

To accomplish these goals, PPSD will offer the following trainings and support to their leaders and educators:

1. Training and Coaching for School Leaders (approximately 48 individuals)

A year-long Math Instructional Leadership Institute consisting of:

- i. One full day training on leading and acceleration in Eureka Math
- ii. Four 2.5-hour sessions during monthly principal meetings on additional topics on leading Eureka Math that focus on acceleration providing effective feedback
- iii. One hour sessions October through April- Principals & Assistant Principals based on topic needs
- iv. On district Professional Learning days- 2 hour sessions for school leaders prepared in collaboration with PPSD math team

2. Intensive Training for Coaches on Eureka Math (approximately 22 individuals)

A year-long Math Coaching Institute consisting of:

- i. One full day of training on coaching for Eureka Math, including the basics of the curriculum for coaches that have not taught Eureka Math
- ii. 10 half-day sessions during the school year focused on coaching for math acceleration in Eureka Math
- iii. New learning will be connected to and align with other broader tools and resources in place to guide coaches' work across PPSD. Training will incorporate strategies to support MLL students and other high-need populations.
- iv. Provide individual support to coaches as well to help them lead PLCs, support instructional planning, provide feedback to teachers, and respond to student work.

3. Training for Teachers on Eureka Math (approximately 600 teachers)

A year-long Math Teaching Institute consisting of:

- i. Two, grade-band specific (K-5), in-person professional learning days with focus on instructional planning for accelerating math instruction.
- ii. Two days of in-person Eureka teacher orientation for new teachers.

- iii. New learning will be connected to and align with other broader tools and resources in place to guide teachers work across PPSD. Training will incorporate strategies to support MLL students and other high-need populations.
- iv. Provide ongoing teacher support in various topics related to Eureka Math, including but not limited to:
 - a. Foundations of Eureka Math
 - b. Unit and Lesson Studies
 - c. Addressing Unfinished Learning
 - d. Math Language Routines
 - e. Looking at Student Work
 - f. Core Supports
 - g. Using Data to Improve Instruction

IV. Timeline for Implementation

The period of performance will be one-year with two one-year options for renewal upon mutual agreement between PPSD and the consultant/consulting organization and on the availability of funds.

Year 1: October 1, 2021 to June 30, 2022

Option Year 1: July 1, 2022 to June 30, 2023

Option Year 2: July 1, 2023 to June 30, 2024

V. Limitations

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

VI. Proposal Requirements

To achieve a uniform review process and obtain the maximum degree of comparability, it is required that proposals be organized in the manner specified. The proposal shall be submitted with sections as set forth below:

Title Page - Bid Form 1 (page 5 of this document)

Tab 1 - Table of Contents

Clearly identify the materials by section and page number

Tab 2 - Profile of the Proposer and Products and Services Offered

- Vendor’s qualifications and experience providing training, equipment and completing related work
- Proven track record and/or research related to the effectiveness of products submitted in this RFP in large, urban school districts.
- Testimonials from other districts supported
- Description of professional coaching and learning philosophy and approach

Tab 3 - Sample Materials

- Sample coaching and learning plans
- Sample feedback
- Sample professional development plan for various audiences

Tab 4 - Demo Account Access

Access to a demo account as a teacher and/or administrator to review platform, if applicable

Tab 5 - Pricing Proposal

- Any and all pricing information, including any alternative pricing proposals that may be acceptable for individual components and/or supplemental products/services that meet all or some of the criteria listed in this RFP.
- Provide a detailed narrative of the implementation schedule and pricing.
- District may request pricing to be submitted electronically at a future date

VII. Questions

Questions concerning this solicitation should be emailed to Colene VanBrunt, Instructional Support Leader for the Elementary Network at Colene.VanBrunt@ppsd.org . Questions are due by Friday, August 20, 2021 at 4:30PM.

Questions will be answered via addendum made available on the district’s website and on BidNet Direct.

VIII. Evaluation of Proposals

Each vendor proposal will be reviewed and scored against the criteria in the table below. A review committee with at least three members will evaluate the proposals. Each member of the committee will conduct a thorough, independent evaluation of each proposal. The committee will then meet for a discussion after which members will have the option to revise their scores. The technical score will be determined by averaging each member's score in each category.

The maximum number of points scored is 100. The threshold to advance to cost proposal review is 75 points. Proposals scoring below 75 points will be deemed technically unacceptable and will not be considered in the cost proposal review.

The award will then be made to the lowest cost, technically acceptable proposal(s).

Technical Proposal Category	Score
<i>Executive Summary (0 - 10 points)</i>	
<i>Previous Experience and Background (0 -10 points)</i>	
<i>Capability, Capacity, Staffing and Qualifications of the Vendor (0 -40 points)</i>	
<i>Work Plan/Approach Proposed (0-40 points)</i>	
Total Score	

Providence Public Schools may choose to seek clarifications from vendors with regard to their proposals. All responses will be provided in writing, and incomplete and/or unclear responses may result in a proposal being deemed technically unacceptable. Providence Public Schools reserves the right to make a selection without requesting clarification. Additionally, Providence Public Schools may not necessarily seek clarifications from all vendors submitting proposals.