REQUEST FOR PROPOSALS

Notice is hereby given that, pursuant to the provisions of the Utah Procurement Code $(63G - 6a - 703)$ and its administrative rules, Utah Military Academy (UMA), 5120 South 1050 West, Riverdale, UT 84405, is seeking Requests for Proposals (RFPs) for professional service as listed below to be provided to UMA for the 2025-2026 school year, for the period January 20, 2026, through May 30, 2026.

Requests for Proposals documents are available on the school district website at:

https://www.utahmilitaryacademy.org/

Professional Service: Vendors for Tutoring

Requests for Proposals must be submitted electronically to the following electronic mail

address: whorning@uathmilitaryacademy.org no later than December 10, 2025, by 4:00 p.m. Only electronic submittals will be accepted for consideration. Copies of electronic submittals will be made available to the public upon request. All requirements for proposals are listed below.

UMA reserves the right to reject any or all proposals and waive any informality in process.

Scope of Work

UMA is interested in organizations that provide math tutoring services, which include the following considerations:

● Render tutoring services during an embedded School Day - 9 am - 3 pm; 2 days a week through January 20, 2026, through May 30, 2026.

● Render tutoring services at scale in alignment with the principles of high-impact tutoring (see Quality of Standards, below);

● Provide a minimum of two (2) sessions per week for each student, with the recommended maximum ratio of four (4) students to one (1) tutor or less;

● Provide tutoring for up to:

   o   Hill Field: 108 (grades 7 to 9).
   o   Camp Williams: 72 (grades 6 to 9).
   o   St George: 42 (grades 6 to 9).
   o   Total: 222

● Allow each campus, through the LEA, to express additional needs.

● Conduct criminal background history clearance consistent with Rule R277-210 and R277-301 for all tutors.

● Ensure tutors receive training and leverage high-quality instructional materials for tutoring.

● Align tutor training to research-backed best practices.

● Ensure a sufficient number of tutors are immediately available and those tutors meet eligibility requirements before service.

Qualifications

To be eligible, an organization must, at a minimum, provide the following:

A. A previous project plan of a similar scale and concept that demonstrates experience in delivering tutoring programs for large numbers of students (222).

In addition, the project plan should confirm:

1. proof of leadership and organizational skills, as well as strong project management and scheduling skills;

2. experience with conducting and/or leading tutoring sessions in math; and

3. extensive working knowledge of assessment literacy and the ability to design instructional interventions in response to student data.

B. Provide resumes/CVs and describe qualifications and experience of key leadership staff who will be involved in this project. In addition, attest that all tutoring staff:

1. Are appropriately qualified and have been thoroughly vetted by the organization;

2. Have obtained criminal background history clearance.

3. Hold experience tutoring in Mathematics with the targeted grade levels.

Additional Requirements for Organizations:

A. Vendors are licensed/authorized/permitted to work in Utah.

B. Vendors shall be available and hold the technical capacity to lead and conduct tutoring sessions in-person, during the regular business day, and possibly before and/or after typical school hours.

C. Vendors:

● Data: Programs that use diagnostic assessments to tailor instruction for individual students (or small groups) are most effective. Regular use of data and ongoing

assessments throughout the program leads to more precise intervention and stronger outcomes.

● Schedule: Programs conducted during the school day tend to result in greater learning gains than those held after school or during the summer. Targeted support received closer to the time of aligned instruction is most beneficial for students.

● Size: Programs are most effective when serving only a few students at a time. While a one-to-one ratio is optimal, tutors can effectively serve up to three or four students at once. Beyond four students, instruction becomes less personalized and requires higher tutor skills to maintain efficacy.

● Consistency: Programs that ensure students have a consistent tutor over time allow for positive tutor-student relationships to develop and will lead to tutors being most responsive to the specific needs of the student. In addition, informed tutors should adopt specific strategies that best serve students.

Model Evaluation Criteria: These criteria are not intended to be limiting or all-inclusive and may be adapted or supplemented to meet a contracting unit's individual needs, as competitive contracting may dictate. No criteria shall unfairly or illegally discriminate or exclude otherwise capable vendors.

1. Technical criteria:

- Does the vendor's proposal demonstrate a clear understanding of the scope of work and related objectives?
- Is the vendor's proposal complete and responsive to the specific RFP requirements?
- Has the past performance of the vendor's proposed methodology been documented?

2. Project management:

- How well does the proposed scheduling timeline meet the contracting unit's needs?
- Is there a project management plan?

3. History and experience in performing the work:

- Does the vendor document a record of reliability of timely delivery and on-time and on-budget implementation?
- Does the vendor demonstrate a track record of service as evidenced by on-time, on-budget, and contract compliance performance? Does the vendor document industry or program experience?
- Documentation of experience in performing similar work by employees.

4. Cost criteria:

- How does the price compare to other similarly scored proposals?
- Full explanation: Is the price and its component charges, fees, etc. adequately explained?

Appendix A: Sample Proposal Elements

The Proposal may include:

I. Background questions:

a. Briefly describe your organization, in no more than 2-5 sentences.

b. Are you applying as a consortium of multiple organizations working together? If so, the questions below should be completed by all consortium organizations.

c. List the organization's website.

d. Describe organization type (non-profit, for-profit, etc.)

e. How long has the organization been tutoring students?

f. How many students has the organization tutored in a typical year?

g. How many tutors does the organization currently employ?

h. Where in Utah does the organization currently operate?

k. Will the tutoring be in-person?

II. Capability, Capacity, and Qualifications of the Vendor

a. Please describe evidence of your organization's prior successes in tutor recruitment, training, and/or instructional materials for tutoring.

b. Explain how the organization has provided programs that meet the high-impact tutoring criteria described in Appendix A.

c. Describe any program evaluations that demonstrate a positive impact on student achievement. Concrete, specific, and quantitative metrics are strongly preferred over qualitative descriptions. Independent research studies demonstrating effectiveness are particularly valuable.

d. Include 1-2 supporting artifacts that demonstrate your organization's ability to provide tutoring services to LEAs effectively.

e. Provide a statement of the approximate number of students and number of schools your organization can responsibly support.

II. Work Plan

a. Describe your team's proposed approach for carrying out the objectives and requirements of tutoring services outlined above as clearly, specifically, and completely as possible.

b. Describe the program design, project activities, materials, and other products, services, and reports to be generated during the program(s) and relate them to the stated purposes.

c. Briefly describe how your tutoring will be accessible to multilingual learners (English language learners) and students with disabilities.

e. Explain in detail the plans to ensure the appropriate oversight of the tutoring experiences offered during the school day.

III. Approach/Methodology

a. Identify the tutor types that would be recruited and provided to LEAs: college students, teacher candidates, current or retired teachers, paraprofessionals, community members, and others.
b. Describe your organization's training schedule for tutors, including total hours of training, content areas covered, method of delivery (synchronous vs. asynchronous; virtual vs. in-person training), and alignment to the principles of high-impact tutoring.

IV. Cost Proposal

a. Develop an overall budget. Include any breakouts by number of students served, hours of service, or cohort models that may be useful for LEAs to understand (e.g., costs per student for instruction of 2 x 45-minute periods per week for 10 weeks, etc.)

b. Identify any additional costs.