



Pittsburgh Public Schools
341 South Bellefield Avenue | Pittsburgh, PA 15213-3516
<https://www.pghschools.org>

**The School District of Pittsburgh
(Pittsburgh, PA)**

REQUEST FOR PROPOSAL (RFP)

**ELA Programming for
Multi-Age K to 12
Emotional Support
Classrooms**

Issuance Date: February 22, 2023

Submission Date: March 17, 2023

1. Purpose

This Request for Proposal (RFP) seeks applicants who can provide a comprehensive, research and evidence-based literacy program for implementation in multi-grade level Emotional Support programs. This will ensure all Pittsburgh Public Schools' teachers and Kindergarten through Grade 12 students have access to the most effective, culturally inclusive, and highest quality curriculum and instructional resources aligned to the research in the Science of Reading. The RFP includes detailed requirements for all proposal submissions.

2. Background

As the largest of 43 school districts in Allegheny County and the second largest in Pennsylvania, Pittsburgh Public Schools (PPS) serves approximately 23,000 students in Kindergarten through Grade 12 in 54 schools. In addition, Early Childhood programs serve over 1,500 three and four-year-olds in classrooms across the city. Pittsburgh Public Schools has a vision that all students will graduate high school, college, career, and life ready; prepared to complete a two-or four-year college degree or workforce certification. To provide a full continuum of services for students with disabilities, Pittsburgh Public Schools offers emotional support programming. There are currently (3) K to 2nd grade classrooms, (1) 1st- 3rd grade classroom, (7) 3rd to 5th grade classrooms, (8) 6th to 8th grade classrooms, and (8) 9th to 12th grade classrooms.

3. Pittsburgh Public Schools Board Policy 106

Proposals must comply with the following selection requirements as written in PPS Board Policy 106, Adoption of Instructional Materials:

- The primary criteria for the selection of instructional materials are to address the needs of students as described in the Content Standards at each grade level. All instructional materials and supplementary materials shall reflect in both narrative and illustration a diverse American society and shall provide equal representation of African-American and other cultural and ethnic groups. Adopted instructional materials should avoid stereotyped images based on race and gender. Instructional materials should reflect gender and ethnic minorities participating in leadership roles in all aspects of society. The instructional materials that are ultimately selected in each subject area must be challenging and stretch students to meet high standards.

4. Curriculum Requirements

As requirements, the curricula and materials for ELA must:

- Rooted in and responsive to the Science of Reading research, explicitly addressing all components essential to the reading process, phonemic awareness, decoding, sight word recognition, background knowledge, vocabulary, literacy knowledge, verbal reasoning and language structure, morphology and fluency.
- Include evidenced-based and tiered interventions for students not meeting the learning standards or achieving below grade level, supplemental to the core curricula.
- Include resources that support the teaching and learning of students needing enrichment and acceleration.
- Integrate explicit instruction and resources to support the teaching and learning of English Language Learners.
- Include explicit instruction and resources that support the teaching and learning of students with exceptionalities and are adaptable to meet the needs of students who are blind or visually impaired, deaf or hard of hearing and students with significant cognitive disabilities.
- Allow for flexibility in meeting the needs of a wide range of students and include accommodations for special populations, including English Language Learners, students with exceptionalities, including students who are blind or

visually impaired and/or deaf or hard of hearing, and students with significant cognitive disabilities, and students identified as gifted and talented.

- Include culturally relevant materials and culturally responsive teaching and instructional practices that are inclusive of a variety of cultures and ethnicities and are free from bias in the portrayal of ethnic groups, gender, age, cultures,

religion, and people with exceptionalities.

- Include a suite of accessible formative and summative assessment materials, available digitally, aligned to the curriculum and intended to inform and improve instruction, not intended to replace other standards-based external assessments administered in PPS.
- Include tools, resources, and documents that provide parents/guardians and others with necessary resources to provide transparency into the curriculum and to provide support to academic progress at home or outside the school setting.
- Provide accessible digitally available student-facing, teacher-facing, and parent/guardian facing materials and resources in multiple languages.
- Include digital and hard-bound print formats.
- Embed principles of Universal Design for Learning (UDL).
- Include materials for an extended school year of instruction or for academic summer program.
- Designed for and/or can be implemented with fidelity in multi-grade classrooms and includes opportunities for whole, small, and independent instructional groupings.
- The curriculum should be aligned with Pennsylvania's Every Student Succeeds Act (ESSA).

4.1 Phonics and Phonemic Awareness within the Kindergarten – Fifth Grade Programs

- Research and evidence-based scope and sequence is utilized to teach phonological awareness and phonics.
- Phonemic awareness is emphasized as a necessary pre-reading skill and the program utilizes a research-based sequence of skills to build phonological awareness from early to advanced skill levels.
- Lessons utilize Science of Reading practices to teach, not memorize, high frequency words. Regular words are taught according to phonetic patterns and irregular words are analyzed for their irregularities.
- All phonics lessons provide direct, explicit, and systematic instruction.
- All lessons are multisensory and require students to read, write, speak and listen to letters, sounds, and words.
- All lessons have connected, decodable text that allows students to apply foundational skill knowledge.
- Manipulatives that allow students to build, blend, and segment words are a component of the phonics program.
- Resources include scaffolds that promote access to grade level texts and grade level standards are included in the purchase.
- Goals and tasks are aligned with Common Core Standards/PA Common Standards and Science of Reading. For example, no reference to memorizing sight words or decoding strategies that promote guessing.
- Scaffolds and supports are embedded to provide all students access to Tier 1 instruction.

4.2 Text Complexity

- Be grounded in authentic and complex texts, both informational and literary, that are diverse in terms of perspective, topic, genre, and time period.
- Include close reading passages and integrate challenging text-specific questions that support students' deep analysis through evidence-based writing and discussion.
- Clearly designed for building knowledge systematically and cumulatively.
- Assesses student command of content and vocabulary along with reading proficiency.
- Include explicit instruction of reading strategies to support comprehension and provide opportunities for students to build knowledge, insight, and central ideas through close reading of specific texts.
- Include qualitative and quantitative measures for all texts.
- Provide a systematic approach to academic language acquisition and vocabulary prevalent in complex texts through reading, writing, speaking, and listening.
- Emphasize writing instruction for the three types of writing: argument, informative/explanatory, and narrative, as specified in the Common Core Standards.

- Provide explicit instruction in grammar, syntax, and sentence structure, sentence elaboration and paragraph structure.
- Provide frequent opportunities for students to write in response to text.

- Support both process-writing and on-demand writing.
- Includes English Language Development components for different proficiency levels.
- Include assessments, available digitally, that regularly and systematically offer assessment opportunities that are interactive and engaging and measure progress on reading comprehension and analysis as well as writing skills
- Texts feature visually diverse characters; diverse ethnicities and nationalities are portrayed as main characters.
- Texts feature students with exceptionalities and include references to different ethnic and cultural traditions, languages, religions, names, and clothing as well as diverse family structures (e.g., single parents, foster children, etc.)
- Texts feature accurate portrayals of characters and connect learning to real life and allow students to respond to environmental, equity, and social and political concerns that affect students' lives.
- Authors of texts reflect diverse identities.
- Texts include diverse, global perspectives and experiences.
- Texts must take special care to address sensitive subjects with respect (free of negative misconceptions and stereotypes), including — where appropriate — carefully chosen images and videos to build background and context.

4.3 Quality Questioning

- Promotes rich and rigorous evidence-based discussions about common texts.
- Provides text-dependent and text-based questions displaying various depths of knowledge (DOK)
- Present a cohesive and coherent approach to developing and expanding concepts, content, thinking, and language through texts, tasks, and talk.
- Provides opportunities to demonstrate knowledge, exercise critical thinking, and engage in peer-to-peer focused dialogue that deepens awareness and understanding of different points of view.
- Promotes evidence-based dialogue related to the text.

4.4 Writing

- Provide frequent opportunities for students to write in response to text.
- Support both process-writing and on-demand writing.
- Includes English Language Development components for different proficiency levels.
- Include assessments, available digitally, that regularly and systematically offer assessment opportunities that are interactive and engaging and measure progress on writing skills.
- Includes a balance of on-demand and process writing.
- Explicit instruction on writing craft, structure, and process.
- Provides frequent opportunities for students to engage in writing as a robust process (brainstorming, pre-writing, drafting, editing, revising, presenting, etc.) with explicit instruction and considerations for genre and audience.

4.5 Speaking and Listening

- Promotes a range of collaborative discussions.
- Supports opportunities for oral performance (debates, presentations, reader's theater, impromptu, scripted/play-based)
- Speaking and listening are integrated into lessons, questions, and tasks; they reflect the progression of increasingly sophisticated communication skills required for college and career readiness.
- Instructional materials provide abundant and varied opportunities for teachers to read rich and compelling texts aloud to students. These read-aloud materials expose students to rich language, new ideas, and content knowledge they may not be able to access through independent reading.

- Instructional materials provide opportunities for students to develop receptive listening skills, through note-taking and other active listening techniques, and support teachers in assessing comprehension of texts read aloud.
- Instructional materials offer progressively complex linguistic frames or models that:
 - (a) support students in adapting language use according to task, purpose, audience, text type, and discipline-specific academic registers
 - (b) facilitate academic conversations that encourage students to “go deeper” in their thinking, sharing, and expanding ideas and concepts with their peers (e.g., through description, clarification, elaboration, rationale, building consensus).

4.6 Culturally Relevant Materials

- The materials include multiple perspectives and provide exposure to the larger world.
- Authors of the texts represent diverse cultural backgrounds.
- The texts represent a variety of cultures congruent with district demographics and include topics that reflect a variety of student identities and experiences.
- The materials create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements.
- The materials utilize the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.
- Instructional materials should include an emphasis on the five student-focused pursuits outlined in the Equity Framework for Culturally and Historically Responsive Literacy: identity, skill development, intellectualism, criticality, and joy.

4.7 Curriculum Scope & Sequence

- Curriculum and instructional materials include 60 to 120 minutes of daily instruction for all aspects of foundational reading, including a systematic scope and sequence for explicitly teaching phonemic awareness, phonics and morphology.
- Curriculum and Instructional materials include 60 to 120 minutes of daily instruction for all aspects of foundational writing, including a systematic scope and sequence for explicitly teaching handwriting, spelling, grammar, syntax and sentence structure.
- Curriculum and instructional materials must include resources and assessments that measure foundational skills.
- Curriculum and instructional materials include decodable text that supports the systematic phonics scope and sequence.
- Curriculum and instructional materials that include a distribution of literary and informational texts supported by research.
- Curriculum and instructional materials include high quality, authentic anchor texts that span a variety of genres and structures.
- Curriculum and instructional materials include at least 80 percent of tasks and questions that are text dependent which elicit sustained attention to the specifics of the text.
- Curriculum and instructional materials are designed for whole-group, small-group, and individual instruction that promotes student responsibility and independence.
- Curriculum and instructional materials consider the time, resources, and instructional scaffolding required for all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- Curriculum materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).

- Curriculum materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.

4.8 Usability

- Provide an estimate of the hours of weekly planning time required to implement quality instruction.
- Curriculum and instructional materials are organized in a systematic way that is comprehensive and clear.
- Curriculum and instructional materials include materials that teachers may edit, adapt, or enrich accordingly.
- Curriculum and instructional materials are adaptable for students with exceptionalities, including but not limited to blind and visually impaired students, deaf and hard of hearing students, and students with significant cognitive disabilities.
- The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.
- The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
- Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.
- Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.
- Materials provide a comprehensive list of supplies needed to support instructional activities.
- The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
- Data dashboards at the teacher, school, and district level for monitoring usage and performance, reporting on gaps to inform instruction, and reporting on growth.
- Specific guidelines for instruction so digital learning is not solely dependent on student independent work
- Class, school, and district customization tools to match lessons with scopes and sequences.
- Ability to group students based on their skills gaps and provide small group instruction.
- Custom curriculum-resource/textbook alignment for a seamless fit into district curriculum in reading and other content areas.
- Home-school connection to engage families in literacy growth.
- **Teacher materials include a curriculum map and overview, containing:**
 - (a) Explicit directions for how to implement structural components in a multi-grade classroom.
 - (b) Learning progression of instructional standards for previous, current, and future grade instruction.
 - (c) Clearly identified strategies, instructional materials, and differentiated resources that are specific to the teaching and learning of students with exceptionalities including students who are blind or visually impaired, deaf, or hard of hearing, and students with significant cognitive disabilities.
 - (d) Research based instructional strategies for a range of academically diverse learners explicitly identified and embedded into the core curriculum.
 - (e) Scope and sequences for instruction that explicitly outlines the various pathways available for academically diverse learners.
 - (f) Resources for scaffolding for English Language Learners and students with exceptionalities in daily lessons. Preference given to student learning materials that expect practice of language domains (reading, writing, speaking, and listening) daily.
 - (g) Embedding of principles of UDL that incorporate multiple means of representation (presentation of information/content, various formats for presenting content, i.e., video, audio, images, text, within a lesson),

expression (student options for expression of what they know), and engagement (interesting and motivating ways for students to interact with the information/content). UDL identified in daily instructional teacher-facing materials, such as captioned videos, specialized formats of print materials and accessibility features with both hard copies and online.

- (h) Grade level charts provide an at-a-glance view of when each standard is addressed.
- (i) Anticipated misconceptions in learning in units of study.
- (j) Tiered interventions, supplemental to the core curricula, provide increasing levels of targeted support and differentiated instruction for students not meeting the learning standards. Diagnostic assessments are included to determine intervention needs.
- (k) Progress monitoring tools for the tiered interventions provided for teachers to collect ongoing student performance data.
- (l) Professional learning resources and opportunities that help teachers both implement the program and deepen their content and pedagogical knowledge of content standards.

4.9 Training and Professional Development

The proposal shall describe the initial training and professional development necessary to begin implementation of the proposed curriculum. The training plan should include mechanisms to train district teachers and central staff who, in turn, will train school staff and provide support districtwide, including availability of digital professional learning tools.

The professional development plan should be designed to supplement, not supplant, the district's existing approach to professional development that includes development of school and district expertise and capacity to deliver training districtwide; a focus on equity and cultural proficiency; school-based embedded support from school and district staff; and development of blended professional learning models that include both face to face and virtual learning.

5.0 Proposal Submission and Deadline

All proposals must be submitted electronically to Patti Camper at pcamper1@pghschools.org by 5:00 PM EST by March 17, 2023 with "PPS K-12 Core ELA Resource Materials for Emotional Support Programs" as the subject line. Proposals, including any/all attachments and cover letters, should be submitted as a single PDF document. In addition, digital access to all program materials must be provided along with hard copy sample curriculum units that can be mailed directly to:

PSE Offices at Oliver Citywide Academy

Attention: Patti Camper, Assistant Supt, Program for Students with Exceptionalities

2323 Brighton Road

Pittsburgh, PA 15212

Proposals should be submitted in accordance with the proposal guidelines outlined in this RFP. Pittsburgh Public Schools reserves the right to reject any and all proposals, waive irregularities, and to select the proposal that is determined to be the most advantageous to the school district. Late proposals will not be accepted. Proposals submitted via hard copy or fax will not be accepted.

5.1 Timeline

The Pittsburgh Public Schools is requesting proposals from experienced and qualified firms to provide the services described herein. Selection of the firm will be made based upon proposals submitted. There may also be presentations or interviews (conducted remotely). A timetable for the selection process is provided below:

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|------------------------------------|---------------------------|
| RFP Issued | |
| Proposals Due | March 17, 2023 |
| Presentations (If requested) | April 24 - April 28, 2023 |
| Committee Recommendation | May 3, 2023 |
| Approval by the Board of Directors | May 24, 2023 |

Upon the release of this RFP and during the conclusion of the selection process, there shall be no communication between any prospective respondents, their lobbyist(s) or agent(s) and any employee of PPS or its elected Board of Directors, except as provided for in the RFP. Any violation of this provision by any prospective firm and/or its agent shall be grounds for immediate disqualification.

Patti Camper, Asst. Supt, Program for Students with Exceptionalities
PSE Offices at Oliver Citywide Academy
2323 Brighton Road
Pittsburgh, PA, 15212
412-529-3132 (W) | 412-224-6386 (F) | pcamper1@pghschools.org

All proposal packages shall be submitted to PPS as follows:

5.2 Proposal Introduction

- **Cover Letter:** Provide the name, mailing address, e-mail address, and telephone number of the firm submitting the proposal. The cover letter must be signed by an authorized officer of the organization.
- **Table of Contents:** Clearly identify material contained in the proposal by section and page number.
- **Introduction:** Provide an overview of the company and its products as they relate to this RFP. Share relevant data-based evidence of impact, outcomes from prior and current school districts with similar demographics.
- **Program Overview:** Provide an overview of the program and its core components.
- **Independent External Evaluations:** Provide access to findings from independent external evaluations, conducted by non-profit organizations (ex. EdReports), Evidence of ESSA, and US Department of Education’s Institute of Education Sciences (IES), the What Works Clearinghouse.

5.3 Evaluation Criteria and Selection Process

- The contract will be awarded to the qualified proposer whose proposal is most advantageous to PPS, based on the evaluation criteria specified below. The overall evaluation feedback from reviewers will guide PPS in making an award decision based on the evaluation criteria.
- PPS reserves the right to request an interview from those companies determined to be in a competitive range and shall use the information derived from these interviews, if any, in its evaluation.
- An evaluation committee, including but not limited to teachers, principals, chief academic officer, curriculum and instruction staff, assistant superintendents, librarians, district-level staff, board members, parents and community members, will review the proposals. The role of the evaluation committee is to review and assess to what extent submitted proposals meet the evaluation criteria and to make a recommendation.

6.0 Platform and Solution Requirements

- Is your online platform compatible with Clever?
- Does your program have a method of effective use within blended learning to promote independent work and teach direct instruction for large and small groups?
- Does your platform provide real-time data reporting in a dashboard with progress reports at the standard and skill level?
- Can your online program be customized to a variety of student proficiency levels?
- Is your online platform aligned to PA Core Standards and Eligible Content?
- Does your platform have the ability to create learning paths that specifically meet the needs of individual students?

6.1 Product Information

- Software product name
- Complete Product Description
- Current release version and length this product has been on the market. If you are presenting multiple products to meet our business requirements, please specify for each product.
- Total customer sites that are currently using the current version of the product, particularly with a client of our size. Please indicate if any of them are in Pennsylvania.
- Product licensing structure

6.2 Technical Specifications

- Is this a web-based application or would the product need to be installed on premises?
- What browsers are compatible with this product?
- If locally hosted and installed on premises, what are the recommended/required hardware and operating system platforms for deployment.
- If locally hosted, what are the recommended/required Relational Database Management System for deployment.
- If locally hosted, do you recommend a dedicated server to support your application?
- How much bandwidth is required for connectivity?
- Is external access required?
- What ports does the application/website use?
- What are the URLs?
- Is the website HTTPS?
- How frequently are system back-ups created?
- What Operating System does the application use?
- What database does the application use?
- Do we need to purchase end user devices?
- What is the authentication method?
- How are logins managed?
- What, if any, 3rd party vendors or stakeholders involved and what is the expiration?
- Are SSLs involved and what is the expiration?
- Do we need to be aware of any legal or regulatory constraints?
- Is there inherent risk, weakness, or data threats?
- Data protection – sharing data social medial policy.
- Data privacy – what are the rules for personally identifiable information, protected health information,

and other private data?

- Encryption rules?
- Do you support Clever as a single sign-on using our Active Directory?
- What data is needed from other district systems?
- What data will be provided to other district systems?
- How often does data need to be exchanged?
- How are changes in the data handled?
- Students transferring schools, staffing changes, etc.
- How can we ensure the security of the data during exchange?
- Is there a mitigation process established?
- Is there any existing metadata, definition, or classifications of the data elements?
- Is there an existing data dictionary?
- What is the Right to Know procedure?

6.3 Data Exchange

- Rostering & data import into your system (in order of preference) – provide the import specifications for review by IT team.
- Do you support ed-fi integration (if yes what version & have you accomplished this with)?
- Do you have IMS Global One Roster integration (1.1)?
- Do you support clever integration?
- CSV/flat file (provide import specifications)
- Exporting data from your system? (Provide data export specifications and data dictionaries for review by IT and DREA team).
- Ed-fi (what version and what organization have you accomplished this with)
- API (provide documentation to include what endpoints are included in the API)
- FTP (provide export specifications)
- Your nightly export is expected to provide information related to student usage and staff usage explain what elements address the following:
 - (a) Fidelity of usage for students (e.g. daily time logged-in, daily time on task, lessons/segments completed, metrics providing insight into student growth)
 - (b) Staff usage
 - (c) Student and staff audit trails
- Do you support nightly automated loads to and from your system (we have high mobility and systems must reflect at least a day-behind state)
- If no, how do you reflect current student assignment and provide teachers/educators with appropriate access to student data.
- Describe your data access/permissions at a minimum address:
 - (a) How do you establish data access and permissions for teachers and school administrators?
 - (b) How do you establish permissions for district administrators?
 - (c) Provide your auditing capabilities (click paths, change log, etc.)

6.4 Data security and Destruction

- What are your procedures to ensure that all student data is destroyed and eliminated from your system?
- What are your policies and processes for the use of individual student data for anything outside of the delivery of the service provided by your platform?
- Security, privacy, and other agreements must be in addendums to the contracts the contract and agreement shall

not reference agreements housed on websites or other changeable mediums– they may not be changed without approval and agreement from the school board.

- The application must include the following:
- The frequency of data exchange must be nightly.
- The data exchange must be automated.
- The program must have data available to support fidelity of usage (minutes logged-in, time on task, lessons/segments completed and student growth)

7.0 Technology Cost

- What is the entire cost of implementation? You may attach a separate budget sheet if you prefer.
- One-time cost?
- Ongoing yearly cost?
- Customization rate?
- Report's development costs?
- Is there an additional cost for training?
- Is there an additional cost for support?
- What is the cost associated with integrating other third-party providers?
- If your solution is a cloud-based service, is there a service-level agreement and uptime guarantee? If not, do you provide any discount for the customers?
- Do you provide any contractual flexibility and price discount if either party decides to terminate?

7.1 Overall Program Cost

- Include overall costs for the entire program including but not limited to curriculum, instructional resources and materials (hard copy and digital), guides, interventions, assessments, professional development and related materials, program setup, delivery service.

ELIGIBLE BUSINESS ENTERPRISE (EBE) PARTICIPATION

1. EBE Goal

An aspirational Eligible Business Enterprise (EBE) goal of 10%, for business diversity spend, has been assigned for this contract opportunity.

An EBE is a collective of firms that are certified in one or more of the following business diversity categories, registered in our online EBE directory, and used to track the District's diversity spend:

- Minority Business Enterprise (MBE)
- Women Business Enterprise (WBE)
- Disadvantaged Business Enterprise (DBE)
- U. S. Small Business Administration 8(A)

2. Proposed Business Diversity Utilization

Is your firm a certified MBE, WBE, DBE or 8(a) firm? If so, please provide proof of current certification from a certifying entity. Self-certification is not accepted.

Please also provide detailed information regarding any additional business entity that will assist in completing the scope of work as defined by this solicitation. This should include the:

- 1) Company Name
- 2) Company Contact (including title, email, and phone number)
- 3) Scope of Work
- 4) Dollar Amount & Percentage of Contract
- 5) Company Diversity Type (provide proof for each certified firm) MBE, WBE, DBE, 8(A), Diverse but not certified, N/A

3. Good Faith Effort

If no portion of this contract will be awarded to a diverse business, specifically \$0 or 0% diversity spend, please provide detailed information addressing your firm's culture for business diversity & inclusion.

- 1) Diversity Spend: How much money did your company spend with certified MBE, WBE, DBE and/or 8(a) firms last year? What was the diversity percentage based on your total spend?
- 2) Diversity Count: What is the total number of MBE, WBE, DBE and/or 8(a) firms that your company contracted with last year? Please itemize by each diversity type as well.
- 3) Membership: Are you a member of any supplier/business diversity organizations? If so, please share the name of the organization and provide details concerning your level of involvement with that organization.

For additional documentation related to EBE policies, the proposer should visit the District's website at: <https://www.pghschools.org/mwbe> or contact Paula B. Castleberry, Minority/Women Business Coordinator at pcastleberry1@pghschools.org.