

NewBoCo Proposal

Exhibit 1: Transmittal Letter



The New Bohemian Innovation Collaborative
415 12th Ave SE, Cedar Rapids, IA 52401
www.newbo.co

Aaron Horn
Executive Director, The New Bohemian Innovation Collaborative
415 12th Avenue SE
Cedar Rapids, IA 52401
319-382-5128
833-979-3612

March 2, 2021

Kelli Sizenbach
Iowa Department of Administrative Services

Dear Kelli,

On behalf of the New Bohemian Innovation Collaborative (NewBoCo), I am enclosing our proposal for the State of Iowa's RFP1421282045 to provide the high-quality Computer Science Fundamentals curriculum and aligned professional development for the 2021-2022 school year.

If you have any questions about this proposal, I can be reached at 319-382-5128 or at aaron@newbo.co.

Thank you for considering our proposal. I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read "Aaron Horn".

Aaron Horn
Executive Director

Enclosure: Computer Science Fundamentals Technical Proposal



Exhibit 2: Executive Summary

The New Bohemian Innovation Collaborative (NewBoCo) is a 501(c)(3) organization located in the New Bohemia neighborhood of Cedar Rapids, Iowa. NewBoCo's programming supports entrepreneurship, innovation, and tech education to help Iowans become more resilient and thrive in a changing economy. Since 2017, NewBoCo has been the Code.org Regional Partner for the State of Iowa. As the Regional Partner, we offer professional development for K-12 educators to enable them to add free Code.org Computer Science curricula to their schools. Since our partnership began, we have trained over 800 Iowa educators who have taught more than 35,000 Iowa students a Computer Science class.

In response to the State of Iowa's RFP1421282045, we are submitting this proposal to provide the related training and curriculum for Code.org's Computer Science Fundamentals, an introductory Computer Science curriculum for elementary students. This curriculum is aligned with CSTA standards. Related training will take place beginning in the summer of 2021, and educators who attend will be ready to teach this course at the beginning of the 2021-2022 school year.

Exhibit 3: Firm Proposal Terms

NewBoCo guarantees that the goods and/or services offered in this Proposal are currently available and that all Proposal terms, including price, will remain firm for the number days indicated on the RFP cover sheet following the deadline for submitting Proposals.

Exhibit 4 - Respondent Background Information

Does your state have a preference for instate Contractors? **Yes** or No. If yes, please include the details of the preference.

- **YES**, we contract Iowa educators to facilitate. That being said, we only bring in facilitators from out of state if we have more demand than facilitators or if a participant can't join any of our scheduled dates, they have the opportunity to join another region's workshop to still be supported.

Name, address, telephone number, fax number and e-mail address of the Respondent including all d/b/a's or assumed names or other operating names of the Respondent and any local addresses and phone numbers.

- NewBoCo
Attn: Samantha Dahlby, Director of K12 STEM Education
415 12th Avenue SE,
Cedar Rapids, Iowa 52401
319-382-5128
samantha@newbo.co

Form of business entity, e.g., corporation, partnership, proprietorship, or LLC.

- NewBoCo is a 501(c)3 nonprofit
- Copy of W-9. (**attached**)
- State of incorporation, state of formation, or state of organization.
- **Iowa**

The location(s) including address and telephone numbers of the offices and other facilities that relate to the Respondent's performance under the terms of this RFP.

- NewBoCo
415 12th Avenue SE, Cedar Rapids Iowa, 52401
319-382-5128

Number of employees.

- NewBoCo has 22 employees

Type of business.

- NewBoCo is a 501(c)3 nonprofit

Name, address and telephone number of the Respondent's representative to contact regarding all contractual and technical matters concerning the Proposal.

- Kaitlin Byers, kaitlin@newbo.co, 319-929-1040
Molly Monk, molly@newbo.co, 507-250-2677

Name, contact information and qualifications of any subcontractors who will be involved with this project the Respondent proposes to use and the nature of the goods and/or services the

subcontractors would perform.

- NONE

Respondent's accounting firm:

- Quick Action Accounting

Request for Taxpayer Identification Number and Certification

Give Form to the
 requester. Do not
 send to the IRS.

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. The New Bohemian Innovation Collaborative, Inc.	
	2 Business name/disregarded entity name, if different from above f/k/a Iowa Startup Accelerator	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <i>Note:</i> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see Instructions) ▶ _____	
	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>	
	5 Address (number, street, and apt. or suite no.) See instructions. 415 12th Ave SE	
	6 City, state, and ZIP code Cedar Rapids, IA 52401	
	7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
or									
Employer identification number									
4	6	-	4	3	8	7	8	6	0

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶	Date ▶ 6-26-19
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Exhibit 5 - Experience

NewBoCo has been in operation for over seven years and has been providing Computer Science professional development to Iowa educators as the Code.org Regional partner for Iowa for the last four years. NewBoCo's K-12 Education team is highly experienced in this work, having provided training to more than 800 Iowa educators in the last four years alone.

NewBoCo has provided Computer Science professional development to educators as a STEM Scale-Up provider through 2018-2020 for several Code.org curricula, specifically Computer Science Discoveries, Computer Science Fundamentals, and Computer Science Principles.

NewBoCo has also developed its own Pre-K-2nd grade introductory Computer Science curriculum called Tiny Techies, and through a partnership with the Cedar Valley Montessori School has begun providing professional development to enable teachers to add this curriculum to their classrooms.

Osage Community School District

The Mission of the Osage Community Schools is to sustain and enhance a caring community to produce enthusiasm for lifelong learning.

February 2021

To whom it may concern,

The Osage School District has immensely benefited from NewBoCo's work as the Code.org Regional Partner for Iowa. With their support and the free Code.org curricula, we have been able to expand Computer Science instruction in our schools to having full implementation across our district in just a few years. NewBoCo has helped train all district teachers! I am happy to submit a letter of recommendation for their proposal to offer this training to more school districts throughout our state. It is a game changer and I wish every teacher in Iowa could get this outstanding opportunity!

Computer Science is a fundamental part of any student's education in our 21st century world. With support from NewBoCo, Computer Science is now accessible to all of our students, and our teachers are integrating key Computer Science principles into other subjects like English, Math, and Art. Our efforts have been so successful that we've won statewide and national recognition, including being highlighted by Governor Kim Reynolds as "a model for our state and the nation" in her 2020 Condition of the State address.

We urge you to consider NewBoCo's proposal. They are making a difference in the professional learning for teachers and in turn changing students' lives for the better!

Sincerely,



Barb Schwamman

Superintendent Osage Community Schools

Barb Schwamman
Superintendent
820 Sawyer Drive
Osage, IA 50461
641.732.5381
Fax: 641.732.5381

Timothy D. Hejhal
High School Principal
820 Sawyer Drive
Osage, IA 50461
641.732.3102
Fax: 641.732.3456

Jay D. Marley
Middle School Principal
820 Sawyer Drive
Osage, IA 50461
641.732.3127
Fax: 641.732.5450

Greg A. Adams
Lincoln Elementary Principal
515 Chase Street
Osage, IA 50461
641.732.5856
Fax: 641.732.5857



FORT MADISON COMMUNITY SCHOOL DISTRICT

1930 AVE M, FORT MADISON, IOWA 52627 | 319.372.7252
DIRECTOR OF CURRICULUM & STUDENT SERVICES, KIM HARMON

March 2, 2021

To whom it may concern,

I am writing this letter to offer my support for NewBoCo's proposal to the State of Iowa's RFP seeking Computer Science Curricula and related professional training. NewBoCo has provided high-quality Computer Science professional development for educators in my district, and our students have greatly benefited from their services.

After attending NewBoCo's workshops, our teachers were able to effectively implement several of the Code.org curricula to offer Computer Science instruction in their classrooms. Even if a teacher had no prior experience with Computer Science, they felt confident offering the course the following school year. As we work toward meeting our state's new Computer Science instruction requirements, we know that NewBoCo will be able to help us meet our implementation goals.

Sincerely,

Kim Harmon



To whom it may concern,

It is always an exciting time to offer a letter of recommendation for a program that has made such a difference in not only the Cedar Rapids Community School District but also in districts across Iowa. It is with great pride I submit a letter of recommendation for NewBoCo's proposal to offer Code.org curricula and related professional development to Iowa educators. NewBoCo has been instrumental in transforming our student's educational experience, and any support they receive will be greatly appreciated by our district.

The Cedar Rapids Community School District's vision is "Every Learner: Future Ready". We are committed to offering innovative educational experiences that foster creativity, promote personalized learning, and connect students' passions to their future world. The NewBoCo team has been a crucial part of making our vision come to life. With her help, we have added computer science courses to our middle schools and are committed to increasing these course offerings throughout the district. They have also provided support as two of our schools, McKinley Middle School and Roosevelt Middle School, became magnet schools.

The student's experience is often dependent on the teacher's expertise, comfort level, and enthusiasm with their material. NewBoCo supported our efforts to move Computer Science from a typing and word processing course to an engaging program building to our high school offerings. Our teachers were not exactly receptive when I first mentioned our shift but after NewBoCo's professional development and ongoing support in helping teachers become experts, our programs have made dramatic growth in providing innovative experiences.

NewBoCo is an important partner for the Cedar Rapids Community School District. We appreciate your consideration in selecting their proposal as it will greatly benefit our students.

If additional information is needed or a phone conversation, please connect with me via email tstroester@crschools.us or 319-310-6577.

Sincerely,


Tara Troester

Office of Learning and Leadership

Educational Leadership and Support Center ♦ 2500 Edgewood Rd NW ♦ Cedar Rapids, Iowa 52405

PHONE (319) 558-2414 ♦ FAX (319) 558-4483

Exhibit 6 - Termination, Litigation, and Debarment

Has the Respondent had a contract for goods and/or services terminated for any reason? If so, provide full details regarding the termination.

- No, while we have ended iterative contracts with clients after a mutual agreement, we have had no contracts terminated by our clients due to cause or performance issues.

Describe any damages or penalties assessed against or dispute resolution settlements entered into by Respondent under any existing or past contracts for goods and/or services. Provide full details regarding the circumstances, including dollar amount of damages, penalties and settlement payments.

- Not applicable

Describe any order, judgment or decree of any Federal or State authority barring, suspending or otherwise limiting the right of the Respondent to engage in any business, practice or activity.

- Not applicable

A list and summary of all litigation or threatened litigation, administrative or regulatory proceedings, or similar matters to which the Respondent or its officers have been a party.

- Not applicable

Any irregularities discovered in any of the accounts maintained by the Respondent on behalf of others. Describe the circumstances and disposition of the irregularities. Failure to disclose these matters may result in rejection of the Proposal or termination of any subsequent Contract. The above disclosures are a continuing requirement of the Respondent. Respondent shall provide written notification to the Agency of any such matter commencing or occurring after submission of a Proposal, and with respect to the successful Respondent, following execution of the Contract.

- Not applicable

Exhibit 7 - Criminal History and Background Investigation

NewBoCo hereby explicitly authorizes the Agency to conduct criminal history and/or other background investigation(s) of the Respondent, its officers, directors, shareholders, partners and managerial and supervisory personnel who will be involved in the performance of the Contract.

Exhibit 8 - Acceptance of Terms and Conditions

For Section 1.1 on Page 1 of the General Terms and Conditions for Service Contracts/Solicitations, we propose adding the following:

“- “Intellectual property” means all inventions, discoveries, artworks, designs, software, hardware, photographs, video tapes, films, slides, tape recordings, mechanicals, writings of any kind, audio/visual projects, printed or graphic matters, patents, trademarks, copyrights, design patents, business method patents, ideas, trade secrets, know how, confidential information, including all preparatory materials such as sketches, drafts, outlines and drawings and electronic media in which any of the above are fixed or recorded, or anything else, including all preparatory materials, which are or may be subject to protection under the law as, for example, trade secrets, confidential information, know how, patents, copyrights and trademarks”.

And further,

“ __. Intellectual Property

(a) Knowledge. During the course of performing its obligations under this Agreement, NewBoCo may learn of Client’s Intellectual Property, or create and develop Client Intellectual Property in providing the Services.

(b) Ownership; Assignment.

(i) Client shall own all right, title and interest in and to any and all Intellectual Property developed by either party specifically for Client in connection with this Agreement, including without limitation any and all Deliverables and other works and materials created by NewBoCo under this Agreement or any Exhibit or Schedule hereto (collectively, including all Deliverables, the “Work Product”). NewBoCo further acknowledges that all such Work Product shall be deemed to be created for Client as a “work made for hire”, as defined in Section 101 of the United States Copyright Act of 1976 (the “Copyright Act”), and Client shall be deemed the sole author of such Work Product for all purposes under the Copyright Act. To the extent the Work Product is not deemed a “work made for hire,” and its rights, including but not limited to copyright, are thereby in doubt, NewBoCo hereby, and without further consideration, irrevocably assigns to Client all right, title and interest in and to the Work Product, including without limitation all rights relating to the worldwide, perpetual copyright, patent, and trade secret, whether protectable or not. NewBoCo hereby waives and agrees never to assert any “moral rights” that NewBoCo may have in any of the Work Product.

(ii) If in the course of performing the services hereunder, NewBoCo incorporates any other Intellectual Property, work of authorship, invention, improvement or proprietary information or other materials owned by NewBoCo or in which NewBoCo has an interest, and which were created or arose prior to the effective date of this Agreement or outside the scope of Services where are contracted for hereunder (the “NewBoCo Pre-Existing Works”), NewBoCo will grant and hereby grants to Client a nonexclusive, royalty free, perpetual, irrevocable, sublicenseable and assignable, worldwide right and license to copy, reproduce, manufacture, modify, create derivative works of, distribute, use, import and otherwise exploit the NewBoCo Pre-Existing Works as part of any product or service provided by Client or its affiliates, licensees, assigns, or

transferees, or in connection with the Services. Except to the extent expressly agreed otherwise in writing, NewBoCo shall provide Client with a complete copy of the source code to any NewBoCo Pre-Existing Works included in any Work Product.

(iii) NewBoCo will assist Client and its designees in every proper way to secure Client's rights in the Services and related Intellectual Property rights (including without limitation the Work Product) in all countries. NewBoCo will disclose to Client all pertinent information and data with respect to the Services and related intellectual property rights. At Client's cost and expense, NewBoCo will execute all applications, specifications, oaths, assignments and other instruments that Client deems necessary in order to apply for and obtain these rights and in order to assign and convey to Client, its successors, assigns and nominees the sole and exclusive right, title and interest in and to the Services and any related intellectual property rights. NewBoCo's obligation to provide assistance will continue after the termination or expiration of this Agreement.

(c) Ownership. Subject to the licenses granted by each party to the other pursuant to the terms of this Agreement and subject to the terms of Section ____(b) above, each party retains all of its right, title, and interest in and to any and all of its Intellectual Property that may be shared, known or used in the course of providing the Services hereunder.

(d) License. Client hereby grants to NewBoCo a fully-paid, non-exclusive, non-transferrable, limited license, without the right to sublicense, to Client's Intellectual Property for the Term of this Agreement for the purposes of developing the Services and NewBoCo's performance of its obligations hereunder. Nothing in the Agreement provides a license, exclusive or otherwise, for any of Client's Intellectual Property not related to developing the Services."

Exhibit 9 - Certification Letter

**Attachment #1
Certification Letter**

(Date) 3/2/2021

Kelli Sizenbach, Issuing Officer
Iowa Department of Administrative Services
Hoover State Office Building, Level 3
1305 East Walnut Street
Des Moines, IA 50319-0105

Re: RFP1421282045- PROPOSAL CERTIFICATIONS

Dear Kelli Sizenbach:

I certify that the contents of the Proposal submitted on behalf of **(Name of Respondent)** in response to **Iowa Department of Administrative Services** for RFP1421282045 for a Computer Science Curriculum are true and accurate. I also certify that Respondent has not knowingly made any false statements in its Proposal.

Certification of Independence

I certify that I am a representative of Respondent expressly authorized to make the following certifications on behalf of Respondent. By submitting a Proposal in response to the RFP, I certify on behalf of the Respondent the following:

1. The Proposal has been developed independently, without consultation, communication or agreement with any employee or consultant to the Agency or with any person serving as a member of the evaluation committee.
2. The Proposal has been developed independently, without consultation, communication or agreement with any other Respondent or parties for the purpose of restricting competition.
3. Unless otherwise required by law, the information found in the Proposal has not been and will not be knowingly disclosed, directly or indirectly prior to Agency's issuance of the Notice of Intent to Award the contract.
4. No attempt has been made or will be made by Respondent to induce any other Respondent to submit or not to submit a Proposal for the purpose of restricting competition.
5. No relationship exists or will exist during the contract period between Respondent and the Agency or any other State agency that interferes with fair competition or constitutes a conflict of interest.

Certification Regarding Debarment

I certify that, to the best of my knowledge, neither Respondent nor any of its principals: (a) are presently or have been debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal Agency or State Agency; (b) have within a five year period preceding this Proposal been convicted of, or had a civil judgment rendered against them for commission of fraud, a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction, violation of antitrust statutes; commission of embezzlement, theft, forgery, falsification or destruction of records, making false statements, or receiving stolen property; (c) are presently indicted for or criminally or civilly charged by a government entity (federal, state, or local) with the commission of any of the offenses enumerated in (b) of this certification; and (d) have not within a three year period preceding this Proposal had one or more public transactions (federal, state, or local) terminated for cause.

This certification is a material representation of fact upon which the Agency has relied upon when this transaction was entered into. If it is later determined that Respondent knowingly rendered an erroneous certification, in addition to other remedies available, the Agency may pursue available remedies including suspension, debarment, or termination of the contract.

Certification Regarding Registration, Collection, and Remission of Sales and Use Tax

Pursuant to *Iowa Code sections 423.2(10) and 423.5(8) (2016)* a retailer in Iowa or a retailer maintaining a business in Iowa that enters into a contract with a state agency must register, collect, and remit Iowa sales tax and Iowa use tax levied under *Iowa Code chapter 423* on all sales of tangible personal property and enumerated services. The Act also requires Respondents to certify their compliance with sales tax registration, collection, and remission requirements and provides potential consequences if the certification is false or fraudulent.

By submitting a Proposal in response to the (RFP), the Respondent certifies the following: (check the applicable box)

- Respondent is registered with the Iowa Department of Revenue, collects, and remits Iowa sales and use taxes as required by *Iowa Code chapter 423*; or
- Respondent is not a "retailer" or a "retailer maintaining a place of business in this state" as those terms are defined in *Iowa Code subsections 423.1(47) and (48)(2016)*.

Respondent also acknowledges that the Agency may declare the Respondent's Proposal or resulting contract void if the above certification is false. The Respondent also understands that fraudulent certification may result in the Agency or its representative filing for damages for breach of contract in addition to other remedies available to Agency.

Sincerely,



Signature

Aaron Horn
Name and Title of Authorized Representative

3/2/2021
Date

Exhibit 10 - Authorization to Release Information

Attachment #2
Authorization to Release Information Letter

(Date) 11/02/2021

Kelli Sizenbach,
Issuing Officer Iowa Department of Administrative Services
Hoover State Office Building,
Level 3 1305 East Walnut Street
Des Moines, IA 50319-0105

Re: RFP1421282045 - AUTHORIZATION TO RELEASE INFORMATION

Dear Kelli:

NewBoCo hereby authorizes the Iowa Department of Administrative Services("Agency") or a member of the Evaluation Committee to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Respondent in response to RFP1421282045. The Respondent acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Respondent acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the State or may otherwise hurt its reputation or operations. The Respondent is willing to take that risk. The Respondent hereby releases, acquits and forever discharges the State of Iowa, the Agency, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Agency or the Evaluation Committee in the evaluation and selection of a successful Respondent in response to the RFP. The Respondent authorizes representatives of the Agency or the Evaluation Committee to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the Respondent's Proposal submitted in response to RFP. The Respondent further authorizes any and all persons, and entities to provide information, data, and opinions with regard to its performance under any contract, agreement, or other business arrangement, its ability to perform, business reputation, and any other matter pertinent to the evaluation of the Respondent's Proposal. The Respondent hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the Respondent that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Agency or the Evaluation Committee in the evaluation and selection of a successful Respondent in response to RFP. A photocopy or facsimile of this signed Authorization is as valid as an original.

Sincerely,



Signature

Aaron Horn

Name and Title of Authorized Representative

3/2/2021

Date

Exhibit 11 – Mandatory Specifications

4.1 Mandatory Requirements - Curriculum 4.1.1 Curricula must be aligned to the Iowa/CSTA Standards.

- **Yes**, CS Fundamentals is aligned to CSTA Standards. The full mapping of this alignment can be found at <https://curriculum.code.org/csf/standards/>.

4.1.2 Must prepare teachers to teach the provided computer science curriculum by the start of the 2021-22 school year.

- **Yes**, NewBoCo will hold the initial professional development during the summer of 2021, and teachers who attend will be prepared to teach CS Fundamentals at the start of the 2021-2022 school year.

4.1.3 Curriculum grade level(s) must be identified.

- **Yes**, CS Fundamentals is a course for K-5 students

4.1.4 Length of curriculum (unit, semester, full year) and model of delivery (traditional classroom, virtual, or blended) must be provided. After school curriculums are not considered in this round.

- **Yes**, CS Fundamentals is designed to be taught as six units. CS Fundamentals can be taught in a traditional classroom, virtual, or blended environment.

4.1.5 Curriculum must be designed to be offered by classroom teacher.

- **Yes**, CS Fundamentals is designed to be offered by a classroom teacher.

4.2 Mandatory Requirements – Professional Development

4.2.1 Must include professional development that is delivered by the Respondent around implementation of the curriculum.

- **Yes**, NewBoCo offers a professional development workshop designed to help teachers implement CS Fundamentals.

4.2.2 Professional development must be available before the beginning of the 2021-22 school year.

- **Yes**, the professional development will be available before the 2021-2022 school year.

4.2.3 Information about whether aligned professional development is required in order to use the provided curriculum.

- **No**, the aligned professional development is not required, but it is highly recommended.

4.3 Implementation Upon award of a Contract for services the Agency shall negotiate an implementation schedule with the successful Respondent.

- **Yes**, NewBoCo will negotiate an implementation schedule with the Agency.

Exhibit 12 - Program Overview

Curriculum Overview

Code.org is a nonprofit organization that began its movement six years ago to expand computer science (CS) in schools and increase participation of women and underrepresented youth. Their vision is that every student, in every school, has the opportunity to learn computer science. The movement sparked global interest and the need to teach computer science. Code.org's curriculum is implemented worldwide at an accelerating pace and has become the most broadly-used curriculum for teaching CS in schools.

During this time, 50 countries and all 50 states have set policies or announced efforts to expand equitable access to computer science as part of the K-12 education. Over 106,000 U.S. teachers attended Code.org workshops; 1.3 million teachers have used Code.org to teach computer science to over 46 million students; and diversity in computer science has improved for all six years.

NewBoCo joined Code.org's effort in 2017 as a Regional Partner to help support teachers in Iowa. NewBoCo's goal is to ensure that every school in the state offers computer science. In partnership with the Iowa Department of Education, Iowa Governor's STEM Advisory Council and Iowa business sponsorships, NewBoCo has provided over 800 K-12 teachers professional learning as a Scale-Up provider, business partnerships, and through district support.

CS Fundamentals is geared towards bringing introductory computer science to elementary students. There is currently a huge gap in the elementary school space for quality CS coursework. The curriculum was designed to fill that void - it is an engaging, age-appropriate, and approachable course that explores many of the big, foundational ideas of computing so that all students understand how these concepts are transforming the world we live in.

The CSF curriculum is designed with six courses (Course A-Course F). Each course begins with age-appropriate entry points and concept review. The courses build upon each other to ensure continuity and student engagement. Throughout the courses, students create computer programs that help them develop 21st Century Skills including problem-solving skills, collaboration, and persistence. They will learn programming concepts including computational thinking, digital citizenship, and creating interactive games and stories.

[Code.org has developed](#) elementary curriculum that allows even the youngest students to explore the limitless world of computing. Courses blend online, self-guided, and self-paced tutorials with "unplugged" classroom activities that require no computer. The courses are designed to be offered during the school day, with teacher guidance.

Professional Learning Program

NewBoCo's Code.org CS Fundamentals workshops build on the free Code.org curriculum which is known for its accessibility for teachers with no prior CS experience. The requirements for

teachers do not include prior computer science knowledge, but instead a passion for teaching ALL students, the ability to use an inquiry-based approach, and comfort with being a lead learner versus the expert in the classroom. The training program enhances educators' content knowledge and pedagogical skills by practicing key lessons as a group. Often, this is done through dry-run lessons where teachers in the program work through lessons in small groups and then share their experience with another group. Facilitators guide discussion and observations following these exercises.

Throughout Iowa, over 1,200 educators have experience with the CS Fundamentals curriculum. However, our research indicates their desire to strengthen their understanding of the curriculum and strategies to help support implementation in the classroom. We also know that there are still over 500 elementary schools in the state that have no reported CS activity and over 350 elementary schools that have 1–3 active teachers, but may not be reaching all of the students in their building. Two options are available for professional learning.

[The Intro workshop](#) provides a one-day introduction for teachers to understand the pedagogy, curriculum structure, Code.org online resources, and strategies to support teaching “unplugged” classroom activities. The workshops are led from an experienced computer science facilitator to support elementary teachers at all levels and content areas. Time is spent discussing how the curriculum could be integrated into the teacher’s classroom and school structure.

[The Deep Dive Workshop](#) provides teachers with additional learning opportunities to gain familiarity with the curriculum. These workshops are crafted by facilitators to support individual teacher needs and experiences. The customized workshop helps provide teachers the space to learn additional strategies to address implementation roadblocks, build a strong teaching community, and nurture student learning. Teachers will leave with a concrete plan to offer additional lessons in their school.

HF 2629 requires all schools to implement a computer science plan by July 1, 2022, that includes the CSTA standards. Elementary schools must also incorporate the computer science standards in at least one grade in grades 1–6 by the school year starting July 1, 2023. CS Fundamentals supports educators and fulfills this goal to provide CS learning for students in elementary school.

Engaging Diverse Learners

NewBoCo’s Code.org workshops provide guidance, best practices, and support to help any teacher reach ALL students. Video resources throughout the curriculum show students a wide variety of people using computer science in a vast range of applications, and with a varied set of extracurricular interests. Students will see people that look like them and people that look very different from them. Eighty-six percent of the teachers we’ve trained in Iowa work in rural school districts, and 34% of the schools we’ve reached are high needs. In these classes, 48% of students are female.

The curriculum is geared toward the wide range of prior experiences that students may have had. Lessons such as Course A: Lesson 2 were developed to engage all students and create an equitable entry point. Students without prior computer science experience won't see students with experience speeding through activities and be turned off. In this lesson, students learn that frustration is an important part of learning and practice asking their peers and instructors for help. Frustration is presented as a step in the learning process, rather than a sign of failure. Audio tools are available in each lesson for students who may understand English better by hearing. The curriculum is also translated into numerous languages to meet the needs of school districts.

Time in the workshop is spent doing hands-on exercises with teachers on how to reach their many different students. The training allocates time for teachers to share their challenges and best practices in educating students with different genders, races, ethnicities, socioeconomic status, and community environments.

Connection to World of Work

NewBoCo's Code.org Professional Learning Program specifically and directly addresses the technical workforce shortages prevalent in Iowa today. Future Ready Iowa characterizes the situation as "a workforce crisis" due to the inability to find and retain the skilled workforce we need. On average, Iowa has 2,000-3,000 open computing jobs each month, but last year our universities only graduated approximately 679 CS majors. Half of all computing job openings are in industries outside of technology: finance, manufacturing, and healthcare. Those three industries combined make up almost half of Iowa's GDP. And Iowa's other key industries, such as agriculture, are becoming more and more technology-oriented, and numerous careers on Iowa's high-growth and high-demand career list require a background in CS. Technology skills are critical to Iowa's future.

NewBoCo's CS Fundamentals workshops teach the core skills every business needs. Computer Science, by its nature, develops complex problem solving skills, perseverance, attention to detail, logical deduction, and interpreting and analyzing data. These skills are called up in every industry and virtually every knowledge-oriented career.

Introducing students to Computer Science at a young age increases their likelihood of pursuing further courses and even a career in the subject. The CS Fundamentals curriculum introduces key concepts used in real-world work scenarios in an age-appropriate way for K-5 students. For example, Course E: Lesson 10 delves into designing for accessibility - an essential element of programming, especially in many of Iowa's growing industries, such as healthcare. Students learn about accessibility and the value of empathy while using their critical thinking skills to brainstorm solutions together to unique CS accessibility problems.

Exhibit 13 - Curriculum

Curriculum Overview

CS Fundamentals is geared towards bringing introductory computer science to elementary students. There is currently a huge gap in the elementary school space for quality CS coursework. The curriculum was designed to fill that void - it is an engaging, age-appropriate, and approachable course that explores many of the big, foundational ideas of computing so that all students understand how these concepts are transforming the world we live in.

[Code.org has developed](#) elementary curriculum that allows even the youngest students to explore the limitless world of computing. Courses blend online, self-guided, and self-paced tutorials with “unplugged” classroom activities that require no computer. The curriculum is flexible and can be taught as a standalone course or integrated into elementary curriculum content.

Code.org’s recent research demonstrates that children who study computer science perform better in other subjects, excel at problem-solving, and are 17% more likely to attend college. Additional research demonstrates positive links between CS Fundamentals and reading comprehension, problem-solving, and planning skills. Students with resourceful teachers scored higher on standardized reading comprehension exams when they did extra CS Fundamentals activities. CS Fundamentals students also outperformed other STEM students at problem-solving executive function and planning skills.

CS Fundamentals includes an extensive amount of teacher resources to help support new and veteran computer science teachers. The [CS Fundamentals curriculum page](#) provides easy access for teachers to access curriculum resources. Resources include:

- Curriculum Guide - Provides detailed daily lessons and assessments for teachers to implement
- Assessment Keys - Explains learning objectives and provides suggestions for collecting student data
- Curriculum Supports - Variety of resources to support teachers include Getting Started Guide, Journaling Guide, Debugging Guide, and more.
- The Teacher Dashboard is an embedded resource for teachers to create and manage their classrooms sections. Within the dashboard, teachers can monitor student progress, provide feedback, and administer assessments.

The Code.org Computer Science Fundamentals (CSF) curriculum is aligned with the Computer Science Teachers Association (CSTA) standards. Iowa adopted the CSTA standards in 2018. The full mapping of this alignment can be found at <https://curriculum.code.org/csf/standards/>.

HF 2629 requires all schools to implement a computer science plan by July 1, 2022 which includes the CSTA standards. Middle schools must also incorporate the computer science standards in at least one grade in grades 7–8 by the school year starting July 1, 2023. CS Discoveries supports educators and fulfills this goal to provide CS learning for students in these grades.

Engaging Diverse Learners

NewBoCo's Code.org workshops provide guidance, best practices, and support to help any teacher reach ALL students. Video resources throughout the curriculum show students a wide variety of people using computer science in a vast range of applications, and with a varied set of extracurricular interests. Students will see people that look like them and people that look very different from them. Eighty-six percent of the teachers we've trained in Iowa work in rural school districts, and 34% of the schools we've reached are high needs. In these classes, 48% of students are female.

The curriculum is geared toward the wide range of prior experiences that students may have had. Lessons such as Course A: Lesson 2 were developed to engage all students and create an equitable entry point. Students without prior computer science experience won't see students with experience speeding through activities and be turned off. In this lesson, students learn that frustration is an important part of learning and practice asking their peers and instructors for help. Frustration is presented as a step in the learning process, rather than a sign of failure. Audio tools are available in each lesson for students who may understand English better by hearing. The curriculum is also translated into numerous languages to meet the needs of school districts.

Time in the workshop is spent doing hands-on exercises with teachers on how to reach their many different students. The training allocates time for teachers to share their challenges and best practices in educating students with different genders, races, ethnicities, socioeconomic status, and community environments.

Sample Artifacts from the Curriculum

- [Curriculum Overview](#)
- [Sample Lesson Plan](#)
- [Sample Assessment Key](#)
- [Sample Formative Assessment](#)
- [Project Guide - Summative Assessment Option](#)

Exhibit 14 – Professional Development

The Code.org Professional Learning offered through NewBoCo provides training and support for educators throughout the first year of implementation. The workshops build on the free Code.org curriculum which is known for its accessibility for teachers with no prior CS experience. The requirements for teachers do not include prior computer science knowledge, but instead a passion for teaching ALL students, the ability to use an inquiry-based approach, and comfort with being a lead learner versus the expert in the classroom. The training program enhances educators' content knowledge and pedagogical skills by practicing key lessons as a group. Often, this is done through dry-run lessons where teachers in the program work through lessons in small groups and then share their experience with another group. Facilitators guide discussion and observations following these exercises.

There are two, one-day workshops offered for the CS Fundamentals curriculum. The workshops are designed to support teachers either during their implementation year or after implementing to gain a deeper understanding of the curriculum and instructional supports. Traditionally, these workshops are held in-person but they have been adapted for online facilitation depending on local needs or safety concerns. Additionally, they can be adjusted to serve an entire school or region of teachers.

[The Intro workshop](#) provides a one-day introduction for teachers to understand the pedagogy, curriculum structure, Code.org online resources, and strategies to support teaching “unplugged” classroom activities. The workshops are led from an experienced computer science facilitator to support elementary teachers at all levels and content areas. Time is spent discussing how the curriculum could be integrated into the teacher’s classroom and school structure.

[The Deep Dive Workshop](#) provides teachers with additional learning opportunities to gain familiarity with the curriculum. These workshops are crafted by facilitators to support individual teacher needs and experiences. The customized workshop helps provide teachers the space to learn additional strategies to address implementation roadblocks, build a strong teaching community, and nurture student learning. Teachers will leave with a concrete plan to offer additional lessons in their school.

The workshops are run by NewBoCo, an Iowa nonprofit, and our facilitators are Iowa educators with experience teaching the CS Fundamentals curriculum. The program brings that experience to new CS Fundamentals teachers and helps them prepare how they will teach for their specific students.

Sample of Professional Learning Artifacts

1. [Plugged/Unplugged Lesson Assignment Guide](#)
2. [Virtual Workshop Slides](#)
3. [CS Fundamentals Intro Workshop Agenda](#)

Exhibit 15 – Standards

The Code.org Computer Science Fundamentals (CSF) curriculum is aligned with the Computer Science Teachers Association (CSTA) standards and the full mapping of this alignment can be found at <https://curriculum.code.org/csf/standards/>

Twenty-First Century Skills are woven throughout all of the CSF curriculum, especially in the employability and technology categories. Computer science by nature utilizes technology to practice and implement the skills necessary for the field. All units involve creating age-appropriate projects on the following topics: Algorithms and Programming, Cyber-Bullying, Building Apps, and Digital Citizenship. Students practice collaboration throughout as they work in groups. It is common for students to follow the process of “think, pair, share” where they think individually, partner with a peer to discuss, and then share with the group. An example of this format can be seen in Course B: Lesson 3 where students learn about sequential algorithms by programming an Angry Birds maze. Students think individually about how to move a bird through the maze, then pair up to discuss their thoughts and expand on them, and then share highlights from this discussion with the class. Key mappings to 21st Century skills can be found at http://bit.ly/CSF_21stSkillsMap.

Computer science relates to all areas of education. CSF engages students through creativity, comprehension through application, and exposure to other perspectives. Each lesson plan connects to Common Core English Language Arts, Common Core Math, and Next Generation Science standards in addition to CSTA Standards. For example, Course E: Lesson 14 teaches students about functions through an “unplugged” songwriting activity. This lesson covers CSTA standards 1B-AP-08 and 1B-AP-11, as well as three ELA standards, five Common Core math standards, and one Next Generation Sciences standard. Mappings to cross-curricular skills throughout the entire curriculum can be found at http://bit.ly/CSF_IowaCoreMap.

Exhibit 16 – Evidence of Effectiveness

Code.org evaluates the programs internally, through teacher and student surveys as well as through pre and post evaluation of student work. Additionally, they work with Outlier, a 3rd party evaluator, to understand the course and professional learning strengths and weaknesses to help drive change in materials. Over the past 6 years, they have made updates due to Outlier's recommendations as well as feedback received from teachers in the professional learning program throughout the United States.

Over 100,000 teachers have participated in Code.org's Professional Learning Program, and the majority of educators rank the professional development as the best professional development they've received. Over 90% of attendees would recommend the program to another teacher.

Additional educator benefits include access to curriculum and learning tools, classroom management and teaching strategies, and building a community of teachers across the state. Each workshop is customized for the participating teachers to deepen their understanding of the curriculum. All teachers have access to an online professional learning community for responsive, continuous support. Administrators are also encouraged to attend the Deep Dive sessions, free of cost, to help support the implementation in their school.

Studies from Code.org have found that students participating in computer science are able to perform better in other subjects and excel at problem-solving. Additionally, 17% are more likely to attend college.

NewBoCo has access to evaluations completed before and after each workshop to understand how participants feel before a workshop and how their confidence, understanding, and community engagement changed during the workshop. After a workshop, we see responses to questions around participants' attitudes move from a wide range of responses to 'Agreement' or 'Strong Agreement' to questions such as:

- I feel more prepared to teach computer science than I did at the beginning of the day.
- I know where to go if I need help preparing to teach this material.
- I feel like I am connected to a community of teachers in my CSF workshop.

We also see free response answers around what supported their learning during the day including comments about the combination of whole and small group work, experiencing the lessons as both learners and teachers, and discussions about teaching strategies that can also be applied to other content areas.

All workshop surveys during the year are a part of the Code.org workshop dashboard that both NewBoCo staff and facilitators can access. Facilitators can monitor the curricular progress of teachers in their workshop to address questions or misconceptions connected to the curriculum.

One example of feedback informing change is that the workshop attendees are asked to complete a pre-survey about their experience teaching computer science and the grade levels they serve. The workshop facilitators use this information to select lessons to model during the workshop and to suggest the teacher explore courses during different parts of the workshop. Additionally, teachers are given choices throughout the workshop to collaborate with teachers that teach similar student groups (grade levels, specials teachers, out-of-school program providers, etc.) and discuss implementation and curriculum specific to their situation.

Exhibit 17 – Optional Features

Not applicable

Exhibit 18 - Addendums

Exhibit 19 - Request for Confidentiality

February 15, 2021

To: All Potential Respondents
From: Kelli Sizenbach, Purchasing Agent
Subject: RFP1421282045

Addendum One

Please amend the subject RFP to include answers to the following timely received questions:

- Q1. Will there be a need to crosswalk ISTE or other subject area standards to the Iowa CSTA standards?
- A1. No. This is not required.**
- Q2. Are there metadata requirements for the curriculum and professional learning materials?
- A2. No. There is no requirement.**
- Q3. Do you anticipate extending the bid due date?
- A3. No.**
- Q4. What additional details are you willing to provide, if any, beyond what is stated in bid documents concerning how you will identify the winning bid?
- A4. All information will be provided via the RFP document or an amendment.**
- Q5. Are Iowa school districts required to use certain LMSs, or do they choose their own? If there are preferred LMSs, could you provide a list?
- A5. The decision about whether to use an LMS, and which LMS if any, is a local decision.**
- Q6. Section 1.12 of the "General Terms and Conditions for Service Contracts/Solicitations" specifies that all deliverables become the intellectual property of the State and Agency. Our company intends to offer a turn-key computer science curriculum solution that aligns precisely to Iowa standards, but we need to retain rights to our existing IP. Can you offer clarification about what type of deliverable the State would expect rights to?
- A6. If you have proposed changes to the terms and conditions, please provide those as part of your response.**

- Q7. Are you looking for standalone programs that teach the Iowa/CSTA standards for each grade band? Meaning, curricula that can be used to teach "specials/exploratory" classes?
- A7. We will consider both stand-alone curriculum and integrated curriculum.
- Q8. If we have nothing available for the K-5 and 6-8 bands, but have items for the 9-12/AP band, are we allowed to submit them?
- A8. Yes. Please note, separate proposals are required for each grade band.
- Q9. Do programs need to be platform specific? PC/Apple?
- A9. No.
- Q10. Should we include samples. If so, who/where should we send it to?
- A10. You are encouraged to provide sample artifacts from the curriculum and professional development. Samples should be included with your submission.
- Q11. Will the State provide an invoice when districts choose our product?
- A11. No. Individual districts will work directly with their selected vendor.

Please acknowledge receipt of this addendum by signing in the space provided below, and return this letter with your offer (do not send back separately).

I hereby acknowledge receipt of this addendum.



Signature

Aaron Horn

Typed or Printed Name

03 / 02 / 2021

Date



February 23, 2021

To: All Potential Respondents
From: Kelli Sizenbach, Purchasing Agent
Subject: RFP1421282045

Addendum Two

Please amend the subject RFP to include answers to the following timely received questions:

Q1. I see that in Exhibit 5 of this RFP, Letters of Reference are requested. Is the department looking specifically for letters that are written by our references, or only contact information? If actual letters are required, is there any kind of prompt that the references can follow? Would our references then send those directly to us to include in the RFP?

A1. Please provide letters of reference. There is not a specific template for these letters.

Q2. Would the resources on this list be the ONLY resources that districts could use the Computer Science Professional Development Incentive Funds on, or would the list be a starting point to help districts who don't know what their options are?

A2. The Computer Science Professional Development Incentive Fund cannot be used for curriculum. Recipients of Computer Science Professional Development Incentive fund grants choose their professional development approach. A different source of funding is available for districts and accredited nonpublic schools who are interested in the resources on our list.

Please acknowledge receipt of this addendum by signing in the space provided below, and return this letter with your offer (do not send back separately).

I hereby acknowledge receipt of this addendum.

Signature

Aaron Horn

Typed or Printed Name

03 / 02 / 2021

Date