Addendum 1: Tutoring Services   **Bid: 173-23012**

The purpose of this addendum is to answer questions submitted to provide clarification throughout sections to the RFP: Tutoring Services

Number	Question	Response
1.	Is the district accepting proposals from *virtual-only* tutoring providers? We do not provide in-person services, however, our hybrid model is used widely nationwide and relies on our virtual tutors working in tandem with school site personnel (ie., para-professionals or long-term substitutes) to manage the classroom.	● We prefer to have both, however, the department is open to accepting both virtual and face-to-face companies. You are welcome to apply. ● Please refer to page 12 under Conditions and Terms, which states, *"CCS reserves the right to award to multiple bidders if such shall be considered by CCS to be most advantageous or to constitute its best interest."*
2.	I offer strategic virtual reading and writing tutoring only. Is this an acceptable option for the Cumberland County School District?	● Yes, you are welcome to apply.
3.	How is on-demand tutoring defined as part of this bid? Is an on-demand platform required as part of the proposal?	● On-demand means some tutors that can be accessed at any time for students. An on-demand component is not required to be selected.
4.	Will 1- and- a half-hour sessions be accepted? Are traditional hours (i.e. during school) required?	● A 90-minute block will limit the flexibility of when the services can be used. A required 90-minute block will only work after school. ● We are asking for a variety of tutoring options to include during the school day, after school, or before school.
5.	Will this contract be awarded to multiple providers?	● See question 1.

6.	In <u>V. Requirements of Proposal Response</u>, the General Requirements: Scope of Work section asks for a 'conversion recommendation and assumed scope.' Can you clarify what you mean by conversion recommendation? In <u>V. Requirements of Proposal Response</u>, the Tutoring Time Requirements note that 'tutors will be expected to work with a designated teacher or coach to identify the support for selected students.' Our model includes a program supervisor that acts as a liaison for coordinating with school personnel. Would this be acceptable?	● Section V. states, "The vendor should provide its conversion recommendation and assumed scope (areas to convert and level of historical data) based on its experience with similar implementation projects for PreK-12 organizations." In this instance conversion rate refers to your rate (percentage) of success over time with similar K-12 projects. ● Yes, that will be acceptable.
7.	How many students will we be providing tutoring services to?	● We will not know many students until we complete our diagnostic assessments.
8.	How many students are expected to have access to the tutoring service? Is it the entirety of the district (48,796 students)?	● See question 7.
9.	In what capacity are tutors expected to work with a designated teacher or coach'?	● Tutors or program managers are expected to have a way of connecting with the district. For example, a tutor would check in with a point of contact (ie. school or curriculum lead).
10.	What is the district's expectation surrounding monitoring academic progress?	● The district would expect regular update meetings in which we review data of participating students and progress over time.
11.	Do the 'technical' and 'cost' proposals need to be submitted separately or can it be included in one deliverable?	● Proposals should be submitted in the format of the RFP.
12.	I'm just wondering if an online platform that consists of video lessons, multiple-choice, assessments/ practice tests, are eligible to apply?	● Yes, you are welcome to apply.
13.	The RFP notes on page 6 that the program should be "…approximately 30-60 minutes per session during the school day and treated like a scheduled class". Does this requirement eliminate before and/or after-school tutoring? Must services be only during the regular school day?	● No we are also seeking non-traditional hours which include before or after school.

14.	Are there any expectations for professional development services in addition to the tutoring model?	● Yes
15.	Are there any M/WBE requirements to the contract?	● No
16.	Is this program currently operating in the district and, if so, how many students are participating and how many tutors are employed? Also, if currently in the district how many different vendors are under contract?	● Yes we have some school supports in place. ● At this time we don't have a set number of tutors and students since the school year hasn't begun. ● None at this time.
17.	Must all tutors be "highly-qualified" instructors in the sense that they are state certified in their area of instruction?	● Tutors can be certified or classified employees. All tutoring personnel be given quality training and professional development.
18.	Will the district accept DocuSign as acceptable and valid signatures if necessary?	● No
19.	Will there be an opportunity for summer school services under this contract?	● The focus right now is during the school year but as summer school plans are made and funding is possibly available, it may be considered.
20.	If multiple vendors are selected how will the district determine the distribution of students to be served among the various providers? Will schools select their vendor of choice or will the district assign?	● This will be determined after a decision is made.
21.	In light of the Labor Day holiday, with printing and shipping centers being closed on Monday, September 5th, would the district consider extending the due date of the RFP or accepting electronic submittals?	● We have already extended our timeline to account for Labor Day.
22.	Does "licensing status" on page 12 refers to a North Carolina business license or teaching certification?	● Any and all licensing the proposer can share that supports their qualifications.
23.	Does the district have an estimate of the number of students who will be served under this contract?	● See question 7.

24.	**Should all 8 copies be individually sealed and mailed in one envelope? Or, can all 8 copies be in one large sealed envelope?**	● All 8 copies can be in 1 sealed envelope.
25.	**In addition to the Official Bid Price sheet can we include a pricing narrative?**	● Yes
26.	**Do you have an estimate of how many of your 48.8K students you realistically hope to serve in a given year through this initiative?**	● See question 7.
27.	**Math and reading are specifically mentioned in the Purpose of the RFP. Will this RFP serve only math and reading or does the district have an interest in other subjects?**	● Those are the main subjects of focus, other subjects are welcomed as well.
28.	**The RFP reads for students in grades K-12, but do you have specific grades you are targeting?**	● We would like to provide services to students K-12.
29.	**Is it required that the tutors have NC teaching credentials?**	● No
30.	**Given the upcoming holiday, can you extend the due date for proposals by one to two days to ensure proposals arrive in the district on time?**	● See question 21.
31.	**For presentations on Sept. 14, what are the district's expectations for professional development for teachers?**	● Professional training and guidance for highly effective tutoring strategies
32.	**Please define "pre-load activities" as noted on page 6 of the RFP:** *The vendor shall describe the recommended approach for planning, designing, programming, and pre-load activities. The vendor must distinguish between the district's and vendor's responsibilities and describe the mechanisms and tools included in their solution that will be used to execute the conversion.*	● Preload activities refer to any activities, software/programs, resources, etc. that will need to be loaded prior to implementation of tutoring services.
33.	**Regarding the requirement "Respondent representative(s) shall, in a timely manner, work regularly with district/school personnel to answer all questions regarding the production of financial matters pertaining to the individual services required", can you please clarify the meaning of "production of financial matters"?**	● This is in reference to financial calculations for the cost of services

34.	When submitting a proposal, are bidders expected to have the capacity to provide services for the entire school district?...would multiple bids be accepted?	● See question 1.
35.	Will every school in the district receive the services outlined in this RFP?	● At this time Low Performing Schools will have first priority.
36.	The RFP states that services are to be implemented in the 2022-2023 school year. Is there a more specific time period (i.e. month) services are anticipated to begin?	● No, it is determined on the timeline of approval and how quickly services are available.
37.	Would any type of virtual tutoring services be considered, especially for more rural areas?	● All are welcome to apply.
38.	Our high-impact tutoring program uses district/school curriculum, benchmark and other assessments, and (often, unused) ancillary grade-level materials to ensure the best possible alignment between tutoring and grade-level content/learning objectives and to track measurable progress. Is the district/school able to provide their curricular resources to make certain tutoring sessions extend the classroom and connect learning?	● Yes
39.	Our tutors can provide regular updates to classroom teachers for them to pass on to families during parent-teacher teachers. For other types of family engagement, we are happy to work with the District in their various outreaches, including offering marketing materials for email blasts, social media posts, backpacks, bulletin boards, etc. Is this approach amenable to the District?	● Yes
40.	Our tutoring program delivers tailored and personalized in-person and scheduled tutors for students to accelerate academically. Can a vendor provide scheduled, in-person tutoring only and not on-demand, virtual tutoring?	● Yes
41.	If virtual/on-demand tutoring were to be offered, ○ Under what circumstances would virtual tutoring be utilized by students? Will students have	● Most sessions will be conducted in person, you are welcome to describe the types of on-demand services you provide.

		the ability to select working with an in-person versus virtual tutor? Or will most sessions be conducted in person?	
	○	What video conferencing platform and systems collaboration solution does the District currently use for virtual instruction? What other tools for collaboration, email, etc. do you use?	● Webex
	○	Is there a standard technology (or machine) that each student currently uses (e.g., Chromebook, iPad, Android, Windows laptop)? Is it issued/supported by the District or privately owned?	● Yes, Chromebooks
	○	In general, is high-speed internet available in the location/s where students will join virtual tutoring sessions?	● Yes
42.	So that we can understand volume, could you estimate an anticipated number of participating students? What criteria will be used to identify students for tutoring services? Or will sessions be offered to all students? Will parents opt students in or out?		● See question 7. More details on tutoring implementation will be discussed after a decision has been made.
43.	Besides multilingual learners, will tutoring services be offered to students with disabilities and/or other specialized student groups?		● Yes