

Addendum #1

High-Impact Tutoring Services for PPSD

Issue Date: Tuesday, August 13, 2024

Bids Due: Thursday, August 22, 2024 at 1:00 PM

1. We provide small-group high-impact tutoring in literacy for grades preK-3. Is the district interested in vendors who can only provide tutoring to a specific content area and grade band?
 - a. We are looking for tutoring in ELA and Math for Elementary Students
2. Will PPSD consider a virtual tutoring provider?
 - a. We are looking for tutoring in school.
3. Will PPSD consider multiple awards or is the intention to award a single vendor?
 - a. We are looking to award a single vendor.
4. We would like to inquire if the District will accept proposals from vendors who offer virtual-only literacy services with our instructors?
 - a. No, we are looking for in-person tutoring.
5. Would the District consider providers who deliver tutoring services fully virtually?
 - a. No, we are looking for in-person tutoring.
 - i. Will the district consider virtual tutoring providers?
 1. No, we are looking for in-person tutoring.
 - ii. Will subject-specific providers be accepted? (e.g. ELA and/or math tutoring only)
 1. We are primarily interested in ELA and Math.
6. Is the Provision of Highly Qualified Tutors scope for on-site -in-person tutors?
 - a. Yes.
7. We would like to inquire if the District will accept proposals from vendors who offer virtual-only literacy services with our instructors?
 - a. No.

8. The scope of work mentions including explicit phonics instruction. Is the focus of the RFP literacy tutoring in K-5?
 - a. The focus is ELA and Math in grades 3-5.
9. Is the district open to virtual tutoring?
 - a. No.
10. Is the district open to developing a district tutor corps with vendor assistance to support recruitment and hiring processes?
 - a. We are looking for well-established vendors who can recruit, hire, train and support tutors during the school year.
11. A district tutor corps could have the added benefit of providing a tutor to teacher pipeline and would involve the district hiring the tutors including management/payroll.
12. Is the district anticipating tutoring to occur before/after or during school hours?
 - a. During the school hours.
13. If tutoring is to take place before/after school, would the district allow current district paraeducators or teachers to apply to tutor with the vendor?
 - a. Not applicable.
14. Or would the district consider payrolling current paraeducators as tutors, and the vendor would provide materials and training and tutoring program oversight?
 - a. The district will not consider this option.
15. Could you tell me if the school district would consider live, 1:1 virtual instruction?
 - a. We are looking for in-person support.
16. We use a virtual-only solution that is explicitly aligned to popular HIT research and demonstrates proof of outcomes. Is virtual-only acceptable for this bid?
 - a. No, we are looking for in-person support.
17. How many students do you anticipate receiving tutoring?
 - a. Depends on the number of tutors provided by the vendor.
18. Does the scope of work include mathematics?
 - a. Yes
19. What are the specific grade levels and subjects targeted by this tutoring program?
 - a. Third to Fifth Grade.
20. What is the expected number of students to be served per school or across the district?
 - a. The number of students will depend on the number of tutors available

21. Are there minimum qualifications, experience, or specific certifications or credentials required for tutors that more fully explain "who are professionals with educational backgrounds"?
 - a. The minimum qualification would be tutors with a high school diploma and experience working with youth/students in an educational setting.
 - b. We would like to see a diverse group of tutors who have experience tutoring elementary students and are trained on a variety of topics.
22. What is the total budget for this contract?
 - a. We are looking for vendors to provide a reasonable budget that matches the proposed scope of work.
23. Are there specific cost-sharing arrangements or funding limitations we should be aware of?
 - a. No cost sharing arrangements.
 - b. Not at this time
24. Is there an expectation of a detailed line-item budget or a cost per student?
 - a. Detail line-item budget
25. Will the District consider making awards to multiple vendors?
 - a. No, we are looking to work with one vendor
26. Would the District consider a digitally powered solution, namely our award winning Smart Robot Tutor, as part of the award to address the needs outlined in the RFP?
 - a. No, we are looking for in-person tutors
27. We use a virtual-only solution that is explicitly aligned to popular HIT research and demonstrates proof of outcomes. Is virtual-only acceptable for this bid?
 - a. No.
28. How many students do you anticipate receiving tutoring?
 - a. Depends on the number of tutors provided.
29. One of our best practices stemming from the research behind high-impact tutoring is to use a district's curriculum, standards of focus, diagnostics/assessments, and (often unused) ancillary materials. We do this to ensure best possible alignment between tutoring and classroom instruction and save districts' money. Would Providence Public School Department be able to provide their curricular resources, already aligned to district standards, to make certain tutoring sessions extend the classroom and connect learning?
 - a. Yes, we would consider this request based on scope of work and availability of curricular resources.
30. We specialize in staffing high-impact tutors and training them with our specially designed training methodology modules. Especially since this may be a multi-vendor opportunity, could a tutoring vendor focus on delivering quality tutors (Part B) and training (Part A, #2) but not on providing their own content curriculum (Part A, #1)?
 - a. We could consider it based on the proposal and experience of tutors.

31. How will students be selected for participation?
 - a. Students will be selected based on their test scores
32. What will be the length in minutes of one session? How many sessions per week for one student or student group?
 - a. To be determined by school leaders. We would like to see a sample in the proposal.
33. For small group tutoring, our identified ratio for success is 1:3 or 1:4. Is this tutor-to-student ratio acceptable to the District?
 - a. Yes, its an acceptable ratio
34. Who will be responsible for arranging small groups?
 - a. Classroom teacher and school leader
35. If the District/school will be arranging groups, what criteria will be used to ensure that similarly skilled students will be placed in groups?
 - a. STAR and other assessments will guide the criteria for selecting students and place them in the appropriate groups.
36. Will tutoring be offered during the school day and/or outside of school hours?
 - a. During the school day.
37. For during-the-school-day tutoring, will tutors be pushing into classrooms? Or will they be pulling out students to deliver sessions during non-critical instruction times? Or will a combination of both delivery models be used?
 - a. Combination of both. The classroom teacher will drive this decision.
38. In the Notice to Vendors / General Terms section, Item #23 on page 3 of the document, you state: "The Contractor must conduct a criminal background check, at the Contractor's expense, of all employees employed under the contract who interact with students, except District employees. The Contractor shall provide a copy of the background check report(s) to the District, upon request." *Question:* If a Contractor will provide a signed letter, on company letterhead, verifying that all employees employed under the contract who interact with students have received a criminal background check, is that an acceptable substitute for providing a copy of the individual background check reports to the District, upon request?
 - a. We require a copy of all background checks.
39. While "K-5 and Special Education" are mentioned in the specifications, it does not seem that the bid specifications include a specifically identified grade band or specific number of students to be served by the program. *Questions:* Can you please let us know the full grade band that the high-impact tutoring services are intended for? (K-5, K-8, K-12, other?) As well, the number of schools and students to be served?
 - a. Third to Fifth Grade and the number of students depends on the number of tutors.

40. On page 13 of the bid document, under “II. Scope of Work and Key Deliverables,” section “B. Provision of Highly Qualified Tutors,” you state: “Deliver diverse youth tutoring services with structured resources and activities for academic skill development and homework assistance (K-5 and Special Education). *Question:* Since homework assistance is generally not understood to be a part of high-impact/high-dosage tutoring, is the district open to a combination of products? (For example, an on-demand tutoring product paired with a high-dosage tutoring product, allowing for maximum flexibility and support?)
- a. We are looking for a proposal that illustrates vendor experience on providing high-impact tutoring services. The main focus to provide supports in ELA & MATH
41. Does this RFP allow for virtual tutoring support?
- a. we are looking for in-person tutors
42. Will the tutoring services be provided exclusively in an in-person format?
- a. Yes
43. Is this a new endeavor for the district or the renewal of an existing one?
- a. No, this is an existing endeavor with modifications.
44. What are the preferred tutor-to-student ratios for this engagement?
- a. 1:3 or 1:4
45. Can you clarify the homework assistance requirement (on page 13)? High-impact tutoring typically does not include homework assistance, which is a different and traditionally less effective form of tutoring. We are looking for a proposal that illustrates vendor experience on providing high-impact tutoring services. The main focus to provide supports in ELA & MATH
46. Can you clarify the expectations and required qualifications for Special Education tutors?
- a. We would like to see tutors who have experience tutoring students with specialized needs
 - b. Colleen Dempsey
47. Will the tutoring take place during the school day or after school?
- a. During the school day
48. How many days a week will tutoring be offered?
- a. 4/5 days a week
49. Should a tutoring company apply if only one-one tutoring is offered (no small group)
- a. We are looking for small group and some one-one (if possible).
50. Should a tutoring company apply if unable to provide up to 50 tutors?
- a. Yes, we would like to see an aggressive recruitment strategy to get to 50 tutors.

51. Is the district looking for a vendor to provide training for staff or to provide tutoring services to students?
- a. Tutoring services to students
52. Confirm if the district will accept proposals from vendors that use a variety of curriculum consisting of various publishers.
- a. Yes, we would like to review the curriculum. Your proposal should include a list of curriculum you use.
53. Do we need the registration to bid, or is it possible to get the registration when/if awarded the contract?
- a. I would recommend starting the process so it doesn't delay contract negotiations.