

RFQu 22-630-006 – High Dosage Tutoring – Q&A Addendum 2

Answers not previously provided are included in this addendum along with the original questions and answers.

1. Q. Is our hourly rate based off of kids in the seat or tutor present?

A. Tutor present. The recommended number of students is listed in the solicitation as four or fewer.
2. Q. 4:1 ratio is that negotiable with the school?

A. No.
3. Q. Pull out at the school permissible?

A. No.
4. Q. How many providers will you select?

A. Will be determined by resources, budget, and student need.
5. Q. How will students be identified and recruited? This is a function of the processes at the individual school.
6. Q. Will we have space set aside at the school? Yes. Specific space will be dependent upon school.
7. Q. Will we have access to teachers from the schools? Tutors will maintain ongoing collaboration with the School Site Facilitator and classroom teachers. See Exhibit A Section 3.0.
8. Q. Will more than one hour be permitted? Or a combination of two programs? Determined by school and student need.
9. Q. Start date? This depends on when the response to the RFQu is submitted. See page 3.
10. Q. Do schools choose providers? If so how many? The District will determine process for schools to access providers determined by resources, budget, and student need.
11. Q. Are 45+ minute sessions required? We are able to provide 30-minute sessions, 3x/week.

A. Yes.
12. Q. All our trained tutors undergo an extensive screening process to be accepted, including the following requirements: Have at minimum a BA degree and one year of teaching, tutoring, or mentoring experience; Given a sample instruction demonstration, evaluated and scored by screeners; and Demonstrate an ability to engage students continuously, ability to build a good rapport with their students, and leveraging supplementary tools, rewards, and interactive features.

A. This is not a question.
13. Q. Our high-impact tutoring program uses district/school curriculum, assessments, and (often, unused) supplemental materials to ensure best possible alignment between tutoring and grade-level

content/learning objectives. Is the district/school able to provide their curricular resources to make certain tutoring sessions extend the classroom and connect learning?

A. District curricular resources accessible to families and the community will be available. Tutors will not have direct access to District systems, unless authorized by the District's Information Technology Director. Ongoing communication should be maintained with Site Facilitators or classroom teachers to ensure tutors aid in student's accelerating their learning.

**14. Q.** How many students are estimated to participate?

A. To be determined based upon needs as the 2022-2023 school year begins.

**15. Q.** To allow families more flexibility with scheduling and give students an opportunity to learn in an environment outside of the school, will parents be given the option to choose a tutoring program at the vendor's Fort Collins location instead of the school campus?

A. Not at this time.

**16. Q.** Can the selected vendors set schedules with and for the students individually and/or in small groups, so that schedules are more flexible for families and more students can be accommodated based on tutor availability?

A. No. See Exhibit A Section 2.0.

**17. Q.** Are vendors permitted to recruit and hire PSD teachers to staff this program if they are interested in contract work?

A. Yes, provided those teachers meet the minimum qualifications for this project.

Q. Does Poudre School District have any restrictions thereof?

A. Yes, additional work for District teachers must not take place during the contracted workday which includes thirty minutes before and after school. Teachers are also prohibited from tutoring their own students and may require additional internal approvals.

**18. Q.** What information do you provide about the student for the vendor, so that the vendor can create an effective learning plan? For example, do you share standardized test scores, school performance, other information?

A. District High Dosage Tutoring Site Facilitators will communicate appropriate student data with tutors to inform focus of sessions.

**19. Q.** We use a standardized, adaptive, norm-referenced test (currently Scantron's Performance Series) to benchmark students prior to instruction, measure student progress after instruction, and adjust student learning plans. Are we permitted to administer this test in addition to the MAP test?

A. Yes.

**20. Q.** The RFQ states that sessions are to be 45-60 minutes in length three times a week (or more). Are these minimum requirements or are they specifications? For example, we typically instruct sessions that are 1.5-2 hours in length. Would this be permitted? If you do allow longer sessions, is the frequency of three times a week required, or would you permit a frequency of twice per week?

A. See Exhibit A Section 2.0. Schedule is set by School.

**21. Q.** For virtual instruction, how will the district and/or school ensure that the students are logged in with internet access? What are the procedures in the event that a student loses connection, has trouble with video, or other issues?

A. Students will be instructed to test their device with home internet and will be provided with a District provided MiFi if the student/family doesn't have reliable internet access. Students and family's area also provided with troubleshooting tips posted on the Poudre School District Community Tech Portal (<http://techportal.psdschools.org/>). If additional troubleshooting is necessary, Site Facilitators can work with the District Information Technology Department.

**22. Q.** Will the district and/or school provide access to a smartboard, projector, or other way to project materials for in person instruction?

A. This will vary by school and likely will not be available.

**23. Q.** Will the district and/or school provide personal devices such as a Chromebook for students to use during instruction?

A. The District is a 1:1 district with all students having access to a District device.

**24. Q.** Our virtual instruction is conducted using Zoom. Would you grant vendors limited or specific permission to allow this platform on student and tutor devices?

A. The District will allow Zoom in certain circumstances and must be approved by the District's Information Technology Director and access granted by student by an Information Technology staff member.

**25. Q.** For in person tutoring, we would use digital curriculum for instruction. Will the district and/or school provide internet access for instruction that is administered onsite at a school campus?

A. Yes.

**26. Q.** The RFQ notes that Tutors are responsible for communication with the Site Facilitators or classroom teachers. Would you accept a vendor who has a Program Manager that acts as communication liaison between the district and/or school and Huntington, to streamline communication?

A. Yes.

**27. Q.** Model 3 and Model 4 don't specify the maximum student group size as Models 1 and 2 do (four or fewer students). Does this mean that Models 3 and 4 are 1-1 student-teacher ratio only?

A. Yes, unless otherwise determined by an individual school and still with a maximum of 4 students.

**28. Q.** Can you clarify 'on-demand' for Model 4? Does this mean that students can set a flexible schedule so that they can log in for an instructional session with limited notice such as 24 hours beforehand, or does this mean the student has no schedule and can log in with no prior notice?

A. Schools will establish a weekly schedule for the students, but it may vary week to week.

**29. Q.** Could vendors offer different student-teacher ratios depending on the model? For example, we would offer Model 5 in a 1-1 ratio only.

A. Alternate ratios submitted in responses will be considered provided the ratios do not exceed the maximum for each model.

**30. Q.** Can you clarify the specific graduation requirement Model 5 addresses?

A. Content of tutoring sessions will focus on the content and classes students need to meet graduation requirements.

Q. For example, is it to instruct students who did not meet the SAT score threshold for graduation?

A. This may be the situation for a student – see <https://www.psdschools.org/academics/academic-standards-graduation-requirements>

Q. Is this credit recovery for a specific class per student?

A. Credit recovery for a specific class may be what a student needs to meet graduation requirement.

Q. Is this a BYU Independent Study?

A. Content of tutoring sessions may include supporting a student through online classes used by the school to meet graduation requirements.

**31. Q.** How will individual schools within PSD make selections for a program? Will they choose between Need A, B, or C? Will they choose a specific Model?

A. District schools may select multiple models to meet the needs of students. See Exhibit A Section 1.0.

**32. Q.** Will vendors be required to serve all schools within the district, or do schools coordinate with vendors based on location, capacity and need? Will multiple vendors be approved for a vendor list from which the school will choose?

A. The District will determine the process for schools to access providers determined by resources, budget and student need.

**33. Q.** Will tutoring for students with a 504 Plan or IEP be provided on a 1-1 or 4-1 student-teacher ratio? Can vendors choose to provide 504 Plan and IEP instruction in a 1-1 ratio only to ensure effective instruction?

A. See Section 4.3.6.

**34. Q.** Can you clarify the definition of a “lesson” as noted on page 12 of the RFQ? Does this refer to a specific subject (e.g. 30 minutes of math, phonics, reading comprehension) or a specific assignment, or something else?

A. Please address in your response to Section 4.2.2 providing the content of your proposed sessions that shall be no less than 30 minutes.

**35. Q.** We match our tutors with students to provide consistent instruction, and we make every effort to ensure students work with the same tutor throughout the program. However, turnover is an unavoidable risk. How does the district and/or school address this if a tutor can't continue participating in the program?

A. See Exhibit A Section 3.0. Changes or reassignments to be approved by the District.

**36. Q.** What is the district and/or school's protocol for tutor unplanned absences in the event of illness, emergency, or other unforeseen circumstance? Is it the district's policy for the session to be cancelled, for the vendor to provide a substitute tutor, or for this to be at the vendor's discretion? What is the policy for the vendor to cancel a session for unforeseen circumstances such as illness?

A. Process is yet to be determined.

**37. Q.** Our program communicates with parents to provide updates and gather feedback about student performance at home (such as during homework) as standard practice. What are the requirements for district to approve communication between vendors and parents? If this is not permitted in any instance, what is the protocol if parents reach out to vendors directly?

A. See Exhibit A Section 3.0 under Tutor Communication.

**38. Q.** The RFQ states that we must ‘never permit any creation of generic accounts or a bypass to systems.’ Can you clarify what this means? For example, we use Zoom as our communication platform for virtual instruction. We have limited “shared” seats and label them ‘Tutor 1,’ ‘Tutor 2’, and so on so that multiple teachers may use them. Would this be acceptable?

A. Share licensing would be permitted by vendors for tutors to access their systems. If Service Providers are using their curriculum, student progress must be able to be tracked by each individual student. Note, Zoom specifically requires approval and access to be granted for each student. StudentID numbers need to be provided to the Information Technology Department by the Site Facilitator in order for PSD students to access Zoom on their District provided device. Approval and access might be required for certain software applications.

**39. Q.** Will the district be considering summer tutoring for all models, not just model 5, to address learning loss and close achievements gaps before the school year begins in the fall?

A. Not in the summer of 2022. To be determined for Summer 2023.

**40. Q.** To ensure that vendors plan effectively for tutoring staff to instruct this program, what is the district's general turnaround time for background checks and approval? Since teachers must be fingerprinted by Poudre School District, are there times available for teachers to complete the process after school hours, on weekend, or other windows outside of standard 9-5 weekday hours of operation?

A. Turnaround time is usually about one week. Summer hours will be available as well as normal office hours during the school year.

**41. Q.** What are the district's specifications for invoices? Does the district and/or school provide purchase order numbers, or the numbering convention vendors must use? How do vendors obtain approval for submitted invoices? Is there one PSD person approving or would approval need to be from each school?

A. The District will provide Purchase orders to awarded Service Providers in the estimated total cost for services per school year. Invoice contact information will be provided to awardee(s).

**42. Q.** How do the options of Need A, Need B, and Need C intersect with Models 1-5? For example, do Models 1 and 2 comprise Need A, Models 3 and 4 comprise Need B, and so on?

A. District schools will determine the model(s) that best meet the needs of their students. The District will determine process for schools to access providers determined by resources, budget and student need.

**43. Q.** We offer multiple hourly rates to accommodate multiple student-teacher ratios, subjects, and locations. Can we provide a customized fee schedule to reflect our pricing instead of the one provided in Exhibit C? What is the best way to communicate our variable fees?

A. Alternate fees can be provided in the "Alternate Fees" areas of Exhibit C. If more room is needed, An alternate fee schedule may be submitted along with Exhibit C.

**44. Q.** How many students are estimated to be served within each grade band (K-2, 3-5, 6-8, and 9-12)?

A. To be determined based upon needs as the 2022-2023 school year begins.

**45. Q.** Is fingerprinting clearance required for virtual tutors who will not have in-person contact with students? If required, will national services like LiveScan fingerprinting be allowed?

A. Tutors providing services for Need B or Need C will be required to register with the District's background check system.

**46. Q.** Are virtual tutors living outside the U.S. eligible to perform services under this contract?

A. Tutors living outside the U.S. are not eligible to perform services at this time due to inability to attain background check information.

**47. Q.** The Technical Requirements section of Exhibit A states that vendors must “Provide and maintain all necessary technology to provide Services, including but not limited to, a device with functional microphone and camera.” Are vendors required to provide devices for students, or will those be provided by the district?

A. Provided by the District.

**48. Q.** Should confidential materials be submitted as a separate PDF or a separate email message?

A. See Section 5.2

**49. Q.** Can you clarify the meaning of “materials peculiar to the Work of Contractor” in the “Materials” clause (section 14.29, page 15 of the Poudre School District R-1 General Terms and Conditions)? Does this clause apply only to works made for hire?

A. This is a federal term in regards to works created on behalf of the District.

**50. Q.** Under Scope of Work, 4.0 Technical Requirements (page 13), bullets four and five state that vendors need to provide all technology related to the services including devices with a microphone and camera and that tutors need to help student with basic troubleshooting. Please clarify these bullets. Is the District expectation that vendors provide devices to students and/or to tutors? Is one/both required by virtual tutoring vendors & tutors who provide services strictly through chat and interactive white board only?

A. The following listed in Technical Requirements relates to the Tutor. The District is a 1:1 district with all students having access to a District device.

- Provide and maintain all necessary technology to provide Services, including but not limited to, a device with functional microphone and camera.
- Ensure all Tutors have basic troubleshooting skills to assist Students.
- Ensure all devices and systems have secure passwords unique to each employee account.

**51. Q.** For Model 4, On Demand Virtual Synchronous Tutoring, is the District expecting that a specific tutor will be assigned to a specific student for the entire semester for all subjects? If so, will the District consider and evaluate proposals or disqualify vendors who cannot assign tutors to specific students for the semester due to the nature of being on demand, delivering services “available as needed in an instant or with minimal access time” as defined in section 2.2?

A. Service Providers are required to indicate which Need(s) they would like to be considered for in Exhibit C. Service providers are encouraged to submit for the Need(s) they feel they are able to provide. The District may consider alternate assignment plans.

**52. Q.** The RFQu reads as though vendors providing curricula is optional, however there are a number of questions pertaining to vendor’s curriculum. Please clarify if the District requires any and all vendors to provide curricula or if it is optional.

A. District curricular resources that are accessible to families and the community, will be available for Service Provider use.

53. Q. Under Scope of Work, 3.0 Program Requirements (page 12), the RFQu states “Lessons shall be provided in 45–60-minute blocks...with no less than 30 minutes focused on a single lesson.” If a student seeking On Demand Virtual Synchronous Tutoring only needs 10-15 minutes of help on one math question, will the District allow it?

A. Need C will be set on a schedule and the tutoring session content will entail more than help on one prompt.

Q. Is the expectation that every subject specific session last at least 30 minutes?

A. Yes.

Q. And what if a student needs more than 60 minutes of help? Will the District allow students to receive tutoring over longer time periods if needed?

A. Schools will determine the schedule of tutoring sessions. See Exhibit A Section 2.0.

54. Q. Under Section 2.0 Definitions (page 4) of the RFQu, the District specifically defines one delivery type as "Online - Tutoring through video conferencing defined by the District." Throughout the RFQu, the term “online” is used in a different contexts than how it’s defined in Section 2.0. Please clarify if the definition of “Online” in the RFQu is only applicable in instances where the term is capitalized.

A. When “online” is capitalized, it refers to the District definition.

55. Q. Under Scope of Work, 3.0 Program Requirements, Tutor Communication, the RFQu states tutors must meet with Site Facilitators or teachers about tutoring services for their students. Can this communication occur through the vendor’s customer success manager during regularly scheduled meetings with Site Facilitators or teachers, through regularly sent emails, and/or by asynchronous access to reports and notes via vendor’s virtual the platform?

A. Yes.

56. Q. Is it acceptable, when we submit the Certificate of Insurance for the bid, that the level of insurance does not meet the standards identified in the general terms and conditions as long as we commit to supplying the correct standards of insurance once we are notified of being awarded the contract?

**Background:** Item 4.7 in section 4.0 submittal requirements states that Service Providers shall submit a certificate of Insurance with their responses. Then, in Exhibit B section 9, Insurance: The Poudre School District R-1 General Terms and Conditions describes the levels of insurance required. While we understand the requirement and have no issues with providing the required level of insurance, as well as naming Poudre School Districts officials as additional insured, we will not have our policy set up that way during the bidding process. For example, we currently have Commercial General Liability with limits of \$1,000,000 for each occurrence and \$2,000,000 aggregate and that is what we would submit at the bid stage, but would upgrade coverages once we were notified of the award.

A. Yes, but the correct COI must be in place between notice of intent to award and final award.



57. Q. Is there a projection of the percentage of students that will require assistance as English Language Learners and a projection of what languages would be required?

**Background:** While Apex Tutors provides support for English Language Learners, per the submittal requirements 4.0 section 4.2.5, we must provide the number of staff we intend to allocate and number of students we are able to serve. This would have considerable variability based on the number of English Language Learners that require our services. While I understand that it is not practical to be precise, as you are not sure which school will select which level of service, an indication would be helpful so we do not over commit. For example, 10%-15% of our schools are English Language Learners with 80% Spanish or something of that nature.

A. Not at this time. Student involvement to be determined based upon needs as the 2022-2023 school year begins.

58. Q. What is the expected amount of time allocated for mobilization?

**Background:** It is important to know how many weeks will be between contract award and contract start up. I assume startup will be the first of the school year but am not sure of the timeline for award. There are significant preparations to be made for the success of the program. Ideally, we will have eight weeks of mobilization, although we have done it in as little as four weeks.

A. This process is dependent on several factors. Ideally, at least four weeks would be practical.

59. Q. Rolling submission deadlines. In regard to the RFQ Schedule on Page 1, we would love an opportunity to partner with PSD for the 22-23 school year, 23-24 school year, and beyond. Can vendors apply to multiple deadlines at once, or will each school semester require a separate response?

A. Awarded vendors will not need to submit qualifications more than once while this solicitation is open.

60. Q. Teaching credentials. In regard to Page 5, Section 3.1.1, will out-of-state standard teaching licenses be considered valid credentials? As a national program, we maintain a large yet selective group of teacher-tutors across time zones and regions to serve varying school district needs. This allows for licensed, classroom teachers to provide tutoring services outside of their regular school day, but during the regular school day for students in other time zones. Our teachers are licensed in their respective home states, many of which are outside Colorado.

A. Yes.

61. Q. School and student selection. Page 11, Section 1.0. "Individual schools will be able to select and implement one or more of the models." Will all PSD schools be required to implement High Dosage Tutoring, or will individual schools be able to opt in or out? Will student selection be determined by the individual school, or will district-wide selection criteria be implemented? Does the District have an estimate or range at this time of how many students might participate?

A. To be determined based upon needs as the 2022-2023 school year begins.