Addendum No. 1

Date:	March 26, 2024
Request for Proposal:	#24-2650-2EMF Tutoring and Extended Day Services for County of Henrico Public Schools
Receipt Date/Time:	April 5, 2024; 2:00 p.m.
Subject:	Multiple Awards

Ladies/Gentlemen,
Please make the following corrections, deletions and/or additions to the above referenced IFB:

Sec.VIII.B – Proposal Evaluation/Selection Process – add the following sentence to.

"The County reserves the rights to award this contract to multiple Offerors."

All other specifications and General Terms and Conditions shall remain the same.

Bidders must take due notice and be governed accordingly. Failure to acknowledge this addendum may result in your bid being declared non-responsive.

Questions and Answers on following pages.

Sincerely,
Eileen M. Falcone
Assistant Division Director
Fal51@henrico.us

ACKNOWLEDGEMENT:

Signature: _____

Print Name: _____

Company: _____

Date: _____

DEPARTMENT OF FINANCE
Oscar Knott, CPP, CPPO, VCO
Purchasing Director

COMMONWEALTH OF VIRGINIA
County of Henrico

RFP 24-2650-2EMF
Tutoring and Extended Day Services
Questions and Answers
March 26, 2024

1. Would the Henrico County Public Schools consider a proposal for virtual tutoring that meets the other qualifications?
   Answer: No. This RFP is for onsite tutoring only.

2. Are you looking for the Successful Offeror to use the school curriculum or provide a curriculum?
   Answer: The Successful Offeror should align with the division curriculum or use the division curriculum based on the focus for each student.

3. Are you looking to award multiple offerors?
   Answer: Yes. Per Addendum 1

4. Will it be multiple school sites?
   Answer: Yes, multiple school sites will contract for services based on school data and identified needs.

5. Can you provide a breakdown number of students?
   Answer: We are unable to provide a breakdown. The number of students served will be based on funding and identified needs.

6. Sec. II.B.1(see below) - Are Offerors required to provide services in all subject areas, or can vendors propose to provide services specific to certain subject areas. (ELA and Math, for example)?
   Answer: It is preferred but all proposals will be considered. If submitting for specific subject areas provide a statement as to which subjects.

7. Will Henrico accept proposals for virtual tutoring services in response to this RFP?
   Answer: See answer to question #1.

8. What is the anticipated volume of students for this program?
   Answer: See answer to question # 5.

9. What is the approximate budget for this program?
   Answer: There is money budgeted for this program.

10. Do you anticipate that vendors will be providing instruction this summer (2024), or that services would begin during the school year 2024-25?
    Answer: Services may begin summer 2024 if the timeline allows.

11. Is there a specific student-to-teacher group size you are looking for?
    Answer: 3:1 is preferred. No more than 5:1.

12. For tutoring provided during the school day, can you share anticipated session lengths? Will they vary between elementary and middle schools?
    Answer: Sessions will range from 30 minutes to 45 minutes for elementary and 45 to 60 minutes for secondary.

13. Can you clarify what you are looking for in terms of a "push-in" tutoring option for this program?
    Answer: Push-in refers to being in the classroom with a district teacher for tutoring sessions. The tutor may be a part of the small group rotation in a classroom.

14. Sec.VII.B.6 - page 18 - the RFP states: "Discuss how tutors assigned to this contract will deliver instructions that are aligned to VA SOL and HCPS division resources." What information would you like vendors to provide to indicate how our instruction is aligned with the VA SOL?
    Answer: Offerors responding to this RFP should know what information is required for this.

15. What are the specific requirements for the weekly updates to be provided to principals of each school? What information will principals expect to receive?
    Answer: A breakdown of lessons provided to students aligned to the SOLs and data based on any formative assessments provided.

16. Our high-impact tutoring program uses district/school curriculum, benchmark and other assessments, and (often, unused) ancillary materials to ensure best possible alignment between tutoring and grade-level content and save districts money. Is the District/school able to provide their curricular resources to make certain tutoring sessions extend the classroom and connect learning?
    Answer: The Successful Offer will be provided this information.

17. Are current teacher certifications required for tutors who have been teachers?
    Answer: Certification is not required if the tutor held a teacher's certificate prior.

18. Our tutors are able to provide regular updates to classroom teachers for them to pass on to families during parent-teacher conferences. 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?
    Answer: The structure for communicating with the classroom teacher will be provided by the school administrator. Support for family engagement and outreach would be reviewed by the district team and coordinated with schools.

19. Will the District be responsible for setting up program guidance and parameters for their schools (i.e., overall scheduling hours, establishing school-level point person, issuing POs, etc.)? In other words, will the District be involved in centralized decision-making for implementation efficiency and timeliness? Or will each school determine its own implementation structure, scheduling, timeline, budget, etc. and issue its own POs for services?
    Answer: The division will provide program guidance and parameters to ensure consistency for the foundation in all schools. School administrators will make building level decisions based on guidance from the district level. Budgets and POs are based on the funding sources.

20. How will the District/school ensure student attendance for after-school-hour tutoring and especially for Saturday tutoring sessions?
Answer: This process will be established in district program guidance and work very similar to other after-school programs.

21. Is there a minimum MWBDE requirement for this contract?
Answer: No

22. Sec.VII.B.6.e - page 18 - the RFP states To fulfill Proposal Response Format #6/Tab 5/e ("sample reports as discussed in the Scope of Services"), which sample reports would the District like to see? There are several reports mentioned in the Scope of Work—annual action plan (General Requirements/#6), student progress (General Requirements/#6 & Specific Requirements/#4), weekly updates (General Requirements/#7), monthly attendance reports (Reporting and Evaluation/#1), end-of-year program report (Reporting and Evaluation #2), and consolidated report (Reporting and Evaluation #2).
Answer: All

23. Approximately how many schools/classrooms/students will be participating?
Answer: See Sec. I.B Background

24. Average number of days per week you anticipate tutors will be in the classroom?
Answer: Unknown

25. Average number of hours per day tutors will be working?
Answer: Unknown

26. Will tutors be assigned a school as a permanent location or will they float from school to school? Or will it vary between elementary, middle, and high?
Answer: Unknown. This will be based on the scope of the work.

27. What type of Saturday availability should the tutors have? How often will Saturday hours occur?
Answer: Unknown.

28. Will the school provide the parameters of how they'd like the students assessed?
Answer: Information will be shared at the district level for assessment. The offerors should provide how they would assess students.

29. Who is responsible for developing the scope and sequence of tutoring?
Answer: This is a collaboration between the district, school, and Successful Offeror(s).

30. Are there any license requirements? Certifications for the provided subjects? Will a separate tutor for each subject be needed or can a single tutor be pushed-in to any classroom? What are the professional requirements for the tutors? A certain amount of classroom experience?
Answer: Tutors at minimum should have a bachelor's degree. Specifics for tutors will be discussed based on needs identified.

31. What are the background check requirements? Fingerprinting? Will VSP checks be required?
    Answer: Yes

32. Will the HCPS curriculum be provided so that the resources can be built off of what the students are studying in the classroom? How does this coordinate with the above? Will they work with the teachers for all instructional resources?
    Answer: The Successful Offeror will have limited access to curriculum. Pacing will be shared to support the planning of lessons.

33. How frequently will tutors be expected to participate in after-school activities? Summer school?
    Answer: This is dependent on the PO.

34. If a new tutor is requested, what is the turnaround time expected for a replacement?
    Answer: Within a week.

35. Are there any ESL/Bilingual needs? If so, what is the percentage of those needs? Do you have any requirements for ESL certification?
    Answer: Yes, there are ESL/Bilingual needs. The percentage is unknown.