

## Questions for RFP #251-24-396– Tutoring Services

Reference	Vendor Question	Answers
Page 8, Cost Proposal	The Cost Proposal section states that vendors shall propose costs as an hourly rate, but it also states that vendors may submit their own price proposal in their own format if desired. May vendors submit their own price proposal that includes both hourly costs and fixed costs per student. Since our pricing model includes fixed per-student costs, it's difficult to determine an all-inclusive hourly rate without knowing the exact number of students participating in tutoring.	Yes, vendors can submit their own price proposal.
	Will the district accept proposals from all-virtual tutoring agencies?	Yes.
	I was reaching out to inquire if vendors would have to provide the software for the tutoring or if there is software in place that Wake County currently uses? We could provide the tutors but needed to know if we are required to provide software or if it already exists.	Virtual tutors would need to provide the platform and software they would be using. In-person vendors would only provide software if needed.
Scope of Work, page 5: "Tutoring shall be provided for the following periods: March 2024 – June 30, 2024"	What is the date in March that you anticipate the program starting?	Tentatively March 25 (will vary by site as there are different school calendars).
Minimum Specifications, page 5	Can you please describe any parent involvement with tutoring?	Receive updates on students' progress.
Minimum Specifications, page 5: "The vendor should agree to tutors engaging in training provided by the school district."	Can you please expand on the training that tutors will be engaging in? How is it delivered, what training materials will be used, what is the timeframe and length of training, etc.?	Training regarding the curricular targets, schedule, logistics, materials.  At least the week before the tutoring begins. 3-6 hours.
Scope of Work, page 5	How many sessions per week?	2-4 (could be vary by site).
Page 6, Qualifications, "The vendor must complete and submit the Application Supplement Waiver and General Release form for each employee providing services"	Can you provide a copy or link to the referenced form?	Not at this time. The form will be provided upon award.
	What is the district's preferred student-to-tutor ratio? Is this ratio different for virtual and/or in-person; varied at the elementary, middle, and high school levels, or all the same?	Prefer 1 teacher for 3-6 students: no more than 10-12. Could vary by mode of tutoring. Could vary based on grade level.

	Is the district seeking to award a contract to one vendor or multiple? Is a vendor currently providing services for the district or is this a new opportunity?	Multiple. New opportunity.
Minimum Specifications, Page 5	Do you have a suggested or minimum number of tutoring hours per student?	2-3 days per week. 1-2 hours per day.
Minimum Specifications, Page 5	The brief mentions that tutors will engage in training with the district. Can you provide any details of what this would entail, and for how long? And could that training be async or at least virtual?	Training regarding the curricular targets, schedule, logistics, materials.  At least the week before the tutoring begins. 3-6 hours.
	Is this proposal for in-person tutoring only or would you accept a virtual option?	Both.
	Would you accept proposals as a consortium or do the individual centers have to submit proposals on their own behalf?	Either is fine.
	Can you identify the timing that the program will take place... Whether it will be during school or after school.	After school.
	What are the summer hours for this opportunity?	Not determined yet.
	What is the ratio recommendations? Will it be a large group, small group or 1 to 1?	Prefer 1 teacher for 3-6 students: no more than 10-12. Could vary by mode of tutoring. Could vary based on grade level.
	A pre-assessment and a post-assessment of academic progress will be required for each student participating in the program. Will the schools be providing the pre- and post-assessments or are we expected to provide a pre- and post-assessment during the first and last tutoring sessions?	Yes, provided by district.
	All employees are subject to the required background checks as described in the terms and conditions section of the solicitation. Any employee of the awarded vendor that does not meet the requirements are subject to dismissal. What background checks will be required for virtual tutors who will strictly meet over the Internet?	The same as in-person tutors.
Page 5 (Minimum Specifications)	Have you already chosen any, or all, of the estimated 40 school sites? If so, can you provide the list of which sites have already been chosen (even if partial)?	No.
Page 5 (Minimum Specifications)	Could the District clarify the process for identifying students for the tutoring program?	We are using midyear assessment data and historical EOC and EOG data.

Page 5 (Minimum Specifications)	<p>The RFP states: "Vendor will work with the school-based program coordinator for student identification and make arrangements with parents/guardians securing permissions for speaking with the student's teacher and/or parent or guardian."</p> <p>Could the District kindly clarify if the vendor's precise and direct responsibilities related to a) student identification and b) securing parent permissions? If the vendor is expected to manage this, are there any templates or standard forms?</p>	School-based program coordinator manages this.
Page 5 (Minimum Specifications)	<p>The RFP states: "A pre-assessment and a post-assessment of academic progress will be required for each student participating in the program."</p> <p>Will the district/school be providing these assessments or is the vendor expected to provide? Could site-level formative assessments be used to fulfill this requirement? Are there particular tools or metrics the district prefers vendors to use to measure academic progress? What specifics would the district like tracked on dashboards?</p>	<p>District giving pre and post.</p> <p>Vendor free to collect its own formative data.</p>
Page 5 (Minimum Specifications)	<p>What specific training will be provided by the school district for tutors? Are there particular areas or topics the district expects the training to cover, especially concerning the curriculum and content delivery?</p>	<p>Training regarding the curricular targets, schedule, logistics, materials.</p> <p>At least the week before the tutoring begins. 3-6 hours.</p>
Page 5 (Minimum Specifications)	<p>Could the District provide more insights into the expectations for the vendor's role in creating the curriculum? Are there particular frameworks, pedagogical approaches, or resources the district recommends or requires to be incorporated?</p> <p>How should the vendor demonstrate the adaptability of their curriculum to accommodate different learning styles, paces, and needs of students across the grade spans?</p>	This would be explained in detail once vendors awarded and during tutoring training.
Page 5 (Qualifications)	<p>Could the district kindly advise if the referenced background checks apply for virtual tutoring services?</p>	Yes, they do.
Page 5 (Qualifications)	<p>Would the District be willing to accept clearances previously obtained, provided that they were obtained using fingerprints and have been cleared through another state-level check as well as the FBI, for tutors who would provide services virtually?</p>	No.
Page 8 (Technical Qualifications; Server Uptime)	<p>Can the District please clarify what are the specific federal, state, and local requirements for insurance beyond those already listed in the RFP?</p>	None that we can foresee.

Page 7 (Technical Specifications)	The RFP states: "The system must allow for reporting of student progress at various levels (i.e., classroom teachers can run class level reports, principal or district admin can run school level or district level reports)." Can the District please clarify the type of scope and progress monitoring desired through this partnership?	District giving pre and post. Vendor free to collect its own formative data.
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