



# PURCHASING AND SUPPLY SERVICE

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 Director of Purchasing and Supply Services  
 13300 Old Marlboro Pike | Upper Marlboro, MD 20772 | 301-952 6560

## ADDENDUM: RFP PUR 25-062 ADDENDUM NO. 1

<b>ISSUED BY:</b>  <b>PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS</b>  <b>OFFICE OF PURCHASING AND SUPPLY</b>  <b>13300 OLD MARLBORO PIKE, ROOM 20</b> <b>UPPER MARLBORO, MARYLAND 20772-9983</b>	<b>Date of this Addendum:</b>  <b>May 7, 2025</b> <b>No. of Pages: 10</b>	<b>Proposal Submissions:</b> <b>May 14, 2025</b> <b>10:00 AM, Eastern Standard Time</b>
	<b>RFP No.: PUR 25-062</b>	<b>RFP Issuance Date:</b> <b>April 9, 2025</b>
	<b>TITLE: OFFICE OF COMMUNITY SCHOOLS ACADEMIC SUPPORTS &amp; INTERVENTION SERVICES</b>	

### TO ALL PROSPECTIVE OFFERORS AND OTHER RECIPIENTS OF SOLICITATION DOCUMENTS

This Addendum is hereby made as part of the Contract Document that will be the basis of the Contract. This Addendum is issued to change the original Solicitation Documents issued April 9, 2025. Prospective Offerors are required to attach this Addendum to your Contract Documents. Receipt of this Addendum must be acknowledged in the Proposal Document (see Appendix A). Failure to do so may subject the Offerors disqualification.

THE FOLLOWING RFP PROVISIONS ARE HEREBY CHANGED AS FOLLOWS:

#### PROPOSAL SUBMISSION DATE:

The Proposal submission due date and time has changed from **Friday, May 9, 2025, at 2:00 P.M.** to **Wednesday, May 14, 2025, at 10:00 A.M.**

#### OFFERORS' QUESTIONS AND RESPONSES:

QUESTION	RESPONSE
1. I have been a vendor with PGCPS for the last 3 school years. This is the first time I have been asked to submit such a request. I have my own accessible yoga business and I teach yoga to kids and adults. Would I fall under the intervention services category? If so, where do I	Please review the RFP solicitation to determine if your business can meet the requirements. The RFP can be viewed on the eMaryland Marketplace Advantage (eMMA) website, look for RFP PUR-25-062 ACADEMIC SUPPORTS AND INTERVENTION SERVICES -



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access the paperwork for this process? I appreciate your assistance with this.	BPM050574, and on PGCPS website <a href="https://offices.pgcps.org/purchasing/bids.aspx">https://offices.pgcps.org/purchasing/bids.aspx</a>
2. Is the district interested in reviewing a proposal from an all-virtual tutoring agency?	You may submit the proposal for review with all of the applicable solicitation documents.
3. If selected as a vender, is vendor responsible for working with all community schools? Or will there be assigned schools or a selection process for schools?	This RFP is for vendors to be able to provide services to Community Schools. Community Schools individually will select the vendor who is able to provide the service to their school community.
4. Our firm has multiple independent programs with defined outcomes. Would we need to submit separate applications for each service, or would we submit one application with all services presented as part of one model?	Submit one application and include all services within the Scope of Work.
5. If the vendor has multiple academic and intervention services, is a youth required to participate in all services? Or can they select specific services and not all?	This will be a school decision to determine what intervention services a youth will participate in.
6. Our firm has expertise in working with middle and high school students, can vendor apply for specific academic levels, or must vendor submit for K-12?	This is the vendors' choice.
7. Can vendors provide services during the summer? Or is contract funding and services limited to the academic year?	The funding is for the academic year ending on or before June 30th.
8. Under Key Requirements section 3.1.5, for enrolled participants: is there a required enrollment number that vendor is required to meet per school?	This is determined by the school.
9. If vendor provides all school events, how would vendor track and account for those events?	The vendor may utilize their own tracking system and the OCS Data Management System CitySpan.
10. For overhead (indirect costs), can vendor use approved NICRA rates? Or is there a standard rate required?	Vendors should incorporate all overhead and indirect costs, including those associated with an approved NICRA rate, into their proposed cost per student. There is no separate or standard indirect cost rate applied; all expenses



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	must be reflected in the total per-student pricing submitted in the proposal.
11. Section 3 on page 2 states that tutors must be “qualified tutors meeting all state certification requirements.” Does this imply that these tutors must have completed a formal teacher preparation program and passed a certification examination? Please clarify the specific criteria that define "qualified tutors" in this context. Additionally, will out-of-state equivalents be accepted?	The tutors are degreed. Certification is preferred.
12. What is the preferred length and duration of each tutoring session? Is there a recommended minimum number of hours or sessions per student for the full program?	Preferred tutoring sessions are typically 30–60 minutes, 3–5 times per week. A recommended minimum is at least 30 total hours per student over the course of a program to see meaningful academic gains.
13. Will there be any support or collaboration with PGCPS instructional staff regarding curriculum alignment? What level of coordination is expected between vendors and school-based staff (e.g., teachers, administrators, special educators)?	This will be determined by the school.
14. Will IEPs or learning plans be shared with the vendor to tailor services appropriately?	Yes, relevant portions of IEPs or learning plans can be shared with the vendor, as appropriate, to ensure services are tailored to each student's needs.
15. Will PGCPS provide dedicated space or resources (tech, materials, etc.) in schools for on-site tutoring?	Discuss the space needed with the school. Materials and resources will not be provided.
16. Appendix G of the RFP includes: "The undersigned agrees to furnish and deliver materials	Appendix G last paragraph should read: "The undersigned agrees to furnish all labor, materials, and services necessary to provide Academic Supports and Intervention Services for The Board of Education of Prince George’s County in accordance with the attached scope of work, and other related contract documentation."
17. P. 2/Summary of Services: For during the-school-day tutoring, will tutors be pushing into	This will be determined by the school.



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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?	
18. P. 2/Summary of Services: For before and after school day tutoring, we have found that attendance can be spotty for a variety of reasons. How will the District ensure as much as possible that selected students will arrive early before school or stay after school to connect with their matched tutor?	This can be discussed with the school.
19. P. 2/Summary of Services: For before and after school day tutoring, our policy is to charge an all-inclusive bill rate per tutor for their time, preparation, and post-session evaluation—even if a student (or students) does not show up for their session. Is this acceptable?	The rates are per student enrolled.
20. P. 2/Summary of Services: To identify, recruit, and retain quality tutors, we have found that offering block schedules of four or more hours per day (in a combination of before, during, and after school sessions) several times per week is very appealing. Is this something the District can agree to?	This will be determined by the school's needs.
21. P. 2/Summary of Services: For tutoring offered to student PGCPS populations, how will students be selected for participation?	Vendors must discuss this with the school.
22. 2/Summary of Services: So that we can understand volume, could you estimate an anticipated number of participating students? Can you estimate the number of tutors needed to work with this student volume?	This will be based on the individual schools' needs. SY26 there will be 148 Community Schools.
23. P. 2/Summary of Services: Our high-impact tutoring program uses district/school curriculum, standards of focus, and (often unused) ancillary materials to ensure best possible alignment between tutoring and classroom instruction, ultimately saving districts money. Are schools able to provide their curricular resources already aligned to district	It is the expectation that the vendors utilize their own resources. PGCPS curriculum is not recommended for use.



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standards to make certain tutoring sessions extend the classroom and connect learning?	
24. P. 2/Summary of Services & P. 9/Scope of Work/Introduction: What is meant by “detailed program schedule with activity outlines”? Is this a reference to our implementation timeline and accompanying responsibilities for standing up a tutoring program? Or is a tutoring vendor also expected to plan and deliver enrichment activities? Can the District clarify the purpose of this RFP—to deliver high-impact tutoring to designated students? Or to deliver both tutoring and enrichment activities? Can a tutoring vendor solely deliver high-impact tutoring services?	The tutoring is expected to deliver high level tutoring to the students. To include an outline of services provided. The purpose of high-level tutoring in schools is to provide targeted academic support that helps students reach or exceed grade-level expectations, especially in core subjects like math, reading, and science.
25. P. 2/Summary of Services, P. 11/Key Responsibilities & P. 16/Assessment, Data Tracking & Reporting: Our tutors are trained to use informal formative assessments throughout sessions and then evaluate and track progress after sessions through a form on our TMS (tutor management system). For other types of formal assessments—screeners, diagnostic, benchmark, mid-year, etc.—we rely on our district/school partners to make their assessments available and/or share results so that we can ensure sessions are personalized for student learning gaps. Will the District/schools be able to share their formal assessments for diagnostic and benchmarking or share results?	TBD
26. P. 2/Summary of Services & P. 16/Evaluation Factors #6: 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 on their various outreaches, including offering marketing materials for email blasts, social media posts, take-home flyers for backpacks, bulletin boards, etc. For any type of concern or feedback, we rely on classroom	Yes, but be prepared to support the schools as well.



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<p>teachers or other stakeholder to communicate this to our dedicated Client Manager for the District. Is this approach amenable to the District?</p>	
<p>27. P. 2/Non-Exclusive: Does the District intend to award one tutoring vendor? Or is this a multi-vendor opportunity? Will schools be selecting tutoring vendors from a pre- and district-approved list? How many vendors will be selected for approval? Will vendors be expected to “market” their services to participating schools?</p>	<p>Multiple vendors. Schools have the opportunity to select. The number of vendors is unknown currently. Yes, vendors are expected to market themselves.</p>
<p>28. P. 2/Non-Exclusive: We do not offer on-demand tutoring for students. Once we meet with a school to set up their high-impact tutoring program for designated students, then the expectation is that scheduled, multiple sessions with the same tutor meeting with the same students occur throughout an agreed upon timeframe. Is this also the expectation of the district?</p>	<p>This will be determined between the vendor and the school.</p>
<p>29. P. 9/Scope of Work/Introduction: 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? Who will be responsible for arranging small groups? If the District/school will be arranging groups, what criteria will be used to ensure that similarly skilled students will be placed in groups?</p>	<p>This will be determined by the school's needs. The vendor will work with the school to create groups of students.</p>
<p>30. P. 10/Background: Just to clarify, one session will occur two to three times per week, and each session will last for 1.5-2 hours in duration? Or will the total number of hours for sessions occurring two to three times each week total 1.5 -2 hours? If each session will last 1.5-2 hours, we have found that this timeframe may work with older students but typically not for younger ones. Could the District clarify the length of one session?</p>	<p>You will finalize the work the session times and dates with each individual school.</p>
<p>31. P. 11/Key Responsibilities/3.1.3: Our tutors are able to track attendance of sessions and</p>	<p>Possibly the Data Management System (CitySpan) will assist with this.</p>





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<p>engagement in sessions, but unless they are pushing into the classroom for tutoring interventions, they would be unable to track class participation and class attendance. Is this acceptable to the District?</p>	
<p>32. P. 11/Key Responsibilities/<a href="#">3.1.5.2</a>: We rely on our district and school partners to provide space for tutoring sessions in pre-approved, school locations (i.e., classrooms, library, etc.). Is this acceptable to the District?</p>	<p>Yes.</p>
<p>33. P. 11/Key Responsibilities/<a href="#">3.1.5.2</a>: We do not use volunteers for tutors. All tutors are hired and paid as W-2 Kelly Education employees. Is this acceptable to the District?</p>	<p>Yes.</p>
<p>34. P. 11/Key Responsibilities/<a href="#">3.1.5.3</a>: For students participating in tutoring, we rely on the district/school to collect and provide any specific, personal information. We do not track or store any personal information other than a student's name, ID number, and classroom teacher. For all other information, we rely on the District to collect and store personal information, including overseeing FERPA consent forms from parents/caregivers. Is this acceptable to the District?</p>	<p>If you are considered as a vendor, the Data Management system City Span will address this.</p>
<p>35. P. 11/Key Responsibilities/<a href="#">3.1.5.5</a>: As a tutoring vendor, we do not engage in food distribution. Is that acceptable to the District?</p>	<p>Yes.</p>
<p>36. P. 11/Key Responsibilities/<a href="#">3.1.5.6</a>: We are happy to provide learning progress information to the District at the cadence they require. Will student data (i.e., standardized test results, grades, proficiency standards, etc.) regularly be provided to our Client Manager and tutors to showcase the impact of tutoring on learning growth?</p>	<p>TBD</p>
<p>37. P. 15/Evaluation Factors/#3: We only provide in-person tutoring to our districts and schools, not virtual or hybrid session delivery. Is this acceptable to the District?</p>	<p>Yes.</p>



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<p>38. P. 15/Evaluation Factors/#3: We provide tutoring methodology training to our tutors before a program begins and throughout a District's tutoring program. This includes monthly and quarterly professional development opportunities. During implementation, we work closely with the District's tutoring point person/people and can provide an overview of the Kelly Education high-impact tutoring program to District teachers and staff. Otherwise, we do not provide additional professional development or coaching related to tutoring for teachers or school staff. Is that acceptable to the District?</p>	<p>This RFP will be to support the individual needs of the schools. Therefore, it will be discussed at length with the school.</p>
<p>39. I have received several requests from current Community School partners in PGCPS requesting pricing for the 2025/26 SY, and am unsure whether I can send them pricing because of the open RFP. The pricing will be the same (as in the RFP response), but I wanted to make sure that it is OK for me to send directly to the schools that have made this request. I understand that budget requests from Community Schools are due on 4/25 so this becomes an urgent and timely request.</p>	<p>No pricing can be submitted to any schools regarding this RFP. Pricing shall be submitted on the proposal due date in a separate envelope from the technical proposal by the RFP instructions.</p>
<p>40. Can you please clarify when Attachment A will be available in eMMA? I hope to review your cost proposal to determine if my company's services meet the request.</p>	<p>Attachment A is attached with Addendum.</p>
<p>41. I plan to respond to RFP PUR-25-062 by May 9th. I am currently in the process of applying for the MBE. Should I request a waiver since I currently do not have a MBE? I want to make sure that I answer that section correctly.</p>	<p>A waiver/exception of the MBE contract requirement may be granted by the Board of Education only upon receipt of a written request with supporting documentation which presents a reasonable demonstration by the bidder that MBE participation was impossible to obtain or was not obtainable at a reasonable price, and that the public interest is served by a waiver.</p>





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## **COST PROPOSAL FORM:**

The following language is replacing Cost Proposal Form – Attachment A that will not be provided:

- Proposers **shall** provide a cost proposal based on a per student basis for the Initial Contract Term (three (3) years) for academic supports and intervention services as indicated in the RFP. Also, proposers **shall** break down the per student costs to show how money is to be spent/allocated per student.
- Furthermore, proposers **shall** provide a cost based on a per student basis for Option Year 1 & Option Year 2 for academic supports and intervention services as indicated in the RFP. Also, proposers **shall** break down the per student costs to show how money is to be spent/allocated per student.

## **OPEN ENROLLMENT PERIOD:**

To ensure the Board continuously meets the needs of the school system, the Board encourages vendors awarded under RFP PUR-25-062, OCS Academic Supports and Intervention Services to actively recruit and retain staff necessary to fulfill contract requirements throughout the duration of the agreement. In the event that vendors under contract are unable to provide sufficient services to meet PGCPS needs, Prince George’s County Public Schools (PGCPS) reserves the right to utilize the open enrollment procedures as outlined in this addendum.

During open enrollment, PGCPS will accept proposals from additional interested vendors and may award contracts to those qualified vendors determined to offer services beneficial to PGCPS under the scope of RFP PUR-25-062. These vendors will be contracted through the Open Enrollment Process as described below:

During the designated open enrollment periods, the PGCPS Purchasing Department will accept technical and cost proposals from additional vendors seeking to qualify under RFP PUR-25-062. Vendors submitting under open enrollment are expected to meet all original solicitation requirements, including the submission of separate technical and cost proposals, and must offer competitive rates. These vendors will be bound by the same terms and conditions set forth in RFP PUR-25-062, unless otherwise revised.

Open Enrollment Periods:

<b>Open Enrollment Submission Period (through Year 2030)</b>	<b>Open Enrollment Questions and Letter of Intent to Submit a Proposal Due Date</b>
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July 1 – July 31 at 5:00 PM (ET)	Not later than the 15 <sup>th</sup> calendar day of this month <b>(open enrollment is not applicable for July 2025)</b>
October 1 – October 31 at 5:00 PM (ET)	Not later than the 15 <sup>th</sup> calendar day of this month
January 1 – January 31 at 5:00 PM (ET)	Not later than the 15 <sup>th</sup> calendar day of this month
April 1 – April 30 at 5:00 PM (ET)	Not later than the 15 <sup>th</sup> calendar day of the month

**Note: Proposals and questions received outside of the above open enrollment period will not be reviewed nor considered for award by PGCPS. Offeror(s) must resubmit their question(s) and proposal(s) during the next open enrollment period.**

Offerors shall structure their proposals in accordance with the procedures indicated in RFP PUR-25-062, Part II, Instructions to Offerors, Section 5 – Proposal Submission Layout, while observing the due dates listed above.

Offerors shall respond to all requirements as stated in Part III – Scope of Work and Part IV – Evaluation Criteria of RFP PUR-25-062.

Offerors will receive notification of a contract award within 45 days of proposal submission.

All open enrollment proposals and inquiries must be submitted via email to: [PSSD.Procurement@pgcps.org](mailto:PSSD.Procurement@pgcps.org)

**END OF ADDENDUM NO. 1**