



PURCHASING AND SUPPLY SERVICE

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ADDENDUM: RFP PUR 25-062 ADDENDUM NO. 3

ISSUED BY: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS OFFICE OF PURCHASING AND SUPPLY 13300 OLD MARLBORO PIKE, ROOM 20 UPPER MARLBORO, MARYLAND 20772-9983	Date of this Addendum: May 15, 2025 No. of Pages: 3	Proposal Submissions: May 23, 2025 10:00 AM, Eastern Standard Time
	RFP No.: PUR 25-062	RFP Issuance Date: April 9, 2025
	TITLE: OFFICE OF COMMUNITY SCHOOLS ACADEMIC SUPPORTS & INTERVENTION SERVICES	

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:

OFFERORS' QUESTIONS AND RESPONSES:

QUESTION	RESPONSE
1. Cost Proposal Template Attachment A – (Part II, Section 6; Page 7) When will the required Excel-based Attachment A (Cost Proposal Form) be provided for Offeror completion?	The Cost Proposal Template Attachment - A will not be provided. Please refer to the language on Addendum #1 under Cost Proposal Form.
2. Data Sharing Platform (Part III, Section 3.1.5, Item 3; Page 11) Has the designated Office of Community Schools data-sharing system been identified? If so, please provide the name of the platform/system.	Cityspan
3. Food Distribution Metrics (Part III, Section 3.1.5, Item 5; Page 11) Can PGCPS clarify what	Food distribution metrics refer to the data and measurements used to track, evaluate, and



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<p>is meant by “food distribution metrics” in relation to tracking program impact? Does this refer to tutoring session meal offerings, or is this a separate responsibility?</p>	<p>improve how food is delivered or provided to individuals or groups. For example: Number of meals or food boxes distributed, pounds of food delivered, number of households or individuals served, how often distributions occur (e.g., weekly, monthly), average time between distributions, and age groups served (e.g., children, seniors).</p>
<p>4. Contract Type Clarification (Part III, Section 9; Page 13) Is this contract considered an Indefinite Delivery/Indefinite Quantity (IDIQ) agreement, whereby individual work orders or awards will be based on the needs of specific schools?</p>	<p>Yes, this contract will function as an Indefinite Delivery/Indefinite Quantity (IDIQ) agreement. Individual task orders or service requests will be issued based on the specific needs and priorities of participating schools throughout the contract period. Vendors should be prepared to respond to varying levels of demand as determined by each school site.</p>
<p>5. Insurance Requirements (Appendix F; Pages 42-43) Can you confirm whether automobile liability insurance is required under this RFP, given that student transportation is not explicitly listed in the scope?</p>	<p>Yes, automobile liability insurance is required. The successful offeror will be required to provide insurance coverage as shown in General Conditions of the RFP and Contract, prior to beginning any work. This insurance coverage must be maintained throughout the life of the contract. Proof that coverage is either currently in place or must be submitted with the proposal.</p>
<p>6. Curriculum Alignment Requirements (Part III, Scope of Work; Page 10) Will PGCPS provide access to or exemplars of its English/Language Arts and Mathematics Curriculum Framework Progress Guides to support curriculum alignment in proposed tutoring services?</p>	<p>Thank you for your question. At this time, PGCPS will not be providing access to or exemplars of the English/Language Arts and Mathematics Curriculum Framework Progress Guides to support curriculum alignment in proposed tutoring services.</p> <p>Vendors are expected to design services that align with Maryland College and Career Readiness Standards and demonstrate an understanding of grade-level expectations.</p>
<p>7. Assessment Tools (Part III, Scope of Work; Page 11) Are there specific pre- and post-assessment tools that vendors are required or strongly encouraged to use (e.g., district</p>	<p>No, please work with the schools to determine the data they would like to capture from the service provided.</p>



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benchmark assessments, MCAP), or may vendors propose their own validated tools?	
8. Virtual Tutoring Expectations (Part III, Summary of Services; Page 2) For vendors proposing virtual services, are there preferred or required virtual platforms (e.g., Zoom, MS Teams), and are vendors responsible for all associated licensing and tech support?	Virtual services must be pre-approved by IT prior to providing the service. Yes.
9. Student Referral & Enrollment Process (Part III, Section 3; Page 10) Will PGCPS determine student participation and assign students to tutoring programs, or will vendors be expected to conduct outreach and manage student recruitment and enrollment?	The vendor must work with the individual schools to determine the student's participation, recruitment and enrollment.
10. Professional Development Scope (Evaluation Criteria – Implementation Plan; Page 15) Does the expectation for “training, coaching, and professional development for school staff” refer to tutors only, or are vendors expected to provide PD for PGCPS teachers and administrators as well?	If the school deems it necessary, yes.
11. Group Size Guidelines (Part III, Section 3.1.5; Page 11) Are there specific maximum tutor-to-student ratios that must be adhered to for high-impact tutoring sessions?	15:1 is recommended but can be discussed with the school.

END OF ADDENDUM NO. 3