**PROPOSAL NUMBER:** NG10482

**PROPOSAL NAME:** High Impact Tutoring

**PROPOSAL OPENING DATE:**  July 16, 2024@11:00am

**TO ALL POTENTIAL RESPONDERS:**

You are receiving this addendum because you recently downloaded a copy of NG10482 High Impact Tutoring” from the School District of Philadelphia’s ERP Supplier Portal.

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| **Q#** | **Questions** | **District Response** |
| 1 | **Outcome-based Contracting - Outcome Metrics**Would the District please provide specific examples of desired outcomes and outcome goals that it would like to include in any resulting contract?The request is for an outcomes-based contract with outcomes articulated by the district. Have specific outcomes/targets been defined at this point and are you able to share them as part of the RFP process? | *The District may consider the following or similar Key Performance Indicators when working with the vendor to construct an outcomes-based contract:** Student Learning Outcomes:
	+ An increased minimum of 1 year growth in relevant content area STAR SGP within a year.
	+ Meaningful improvement in relevant content area state testing.
		- Ex. Keystone, PSSA
	+ Exact percentage of growth will be based on student baseline data.
* Student Attendance:
	+ If a student is absent for greater than 20% of scheduled sessions, the District has the right to replace that student with another at the District’s discretion.
	+ Students will attend a minimum of 83% of scheduled sessions per academic quarter to be considered for program and vendor evaluation.
	+ A student’s learning outcomes will be considered in the context of program and subsequent vendor evaluation only if they meet the minimum attendance requirements outlined here.
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| 2 | **Outcome-based Contracting - Cost Structure**Should organizations submit project budgets for the full period of Oct 1, 2024 through June 30, 2027? Should those budgets be broken down by fiscal year? Is a variation in cost per student acceptable in Year 1 vs Year 2 of the budgetThe Pricing section of the proposal format asks for pricing by product but a desire for pricing per student was also included.  Is the desire for this section to include both proposed pricing per student as well as the outcome-based incentives? Should respondents propose outcome-based incentives as part of the proposal?Please confirm that vendors may propose a set cost per student and that meeting any outcomes-based requirements will be additional payments and not tied to the base per student cost.  | *The District requests the submission of a budget for the entirety of the program:* * Base pay/ student
	+ Base cost should be broken down line by line
* Additional pay/ outcome measure

*If there are differences in annual costs for the same item, please include that information, including a rationale for those differences.* |
| 3 | **Tutors - Hiring**Can you share more about what is expected of the vendor in the recruitment/hiring/onboarding process and what pieces the district is responsible for? | Vendor Provides:* Screening criteria
* Interview questions and scoring rubric

Vendor Completes:* Conduct phone interviews
* Conduct orientation for tutors to the High-Impact Tutoring program and model for instruction

District:* Coordinate phone interviews
* Review scoring rubrics and finalize hiring through internal systems
* Onboard tutors to the School District of Philadelphia processes
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| 4 | **Tutors - Employment and Management** | *The District requests that the tutoring model include:** The use of PhilaSD employees as tutors
* Payment of tutor salary by the School District of Philadelphia
* Vendor systems for training and management of Tutors
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| 5 | **Program Staff**Can you provide more information regarding the requirements and specific duties of the "On-site Operations Manager/ Program Monitor" (see page 10 of the RFP). | *The District requests that the tutoring model include a plan inclusive of, but not limited to, the management of the following programmatic logistics:** Manage all aspects of the program at the school location.
* Resolve any issues, such as payroll issues, program logistics, tutor’s concerns, etc.
* Ensure students are received for tutoring and returned to classrooms timely.
* Make sure sessions start on time & end on time.
* Obtain all deliveries and dispersed appropriately.
* Ensure materials are organized and prepared for the next day and/or next session.
* Monitor Tutor’s attendance/absences/vacations.
* Take daily attendance, monitor absences and complete weekly attendance reports.
* Ensure all students have completed each lesson and have learned all lesson components.
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| 6 | **Number of awardees**Does the District intend to make one or multiple awards under this RFP?  | Multiple |
| 7 | **Allocation of work and volume of students**How will the volume of students and allocation of work be determined? | TBD |
| 8 | **Virtual v. In-person program**Will The School District of Philadelphia consider proposal responses for 100% virtual, live, synchronous tutoring sessions where tutor and students communicate via video in an online classroom platform?Our company provides live, 1:1 virtual tutoring. Is a virtual-only solution acceptable? | *The District will consider all High-Impact Tutoring models: 100% virtual, 100% in-person, and hybrid models.* |
| 9 | **Instruction**Does the tutoring service have to provide reading AND math? Are we able to only provide reading tutoring? | *The District will consider all High-Impact Tutoring models. This includes programs who propose services for 100% ELA, 100% Math, and vendors who offer tutoring in both content areas.* |
| 10 | **District Core Curriculums, Existing Scopes, and PD calendar** | *The District currently uses the following core curriculums for ELA*:* K-8 EL Education (Imagine Learning)
* 9-12 StudySync (McGraw Hill)

*The District currently uses the following core curriculum for Math*:* K-12 Illustrative Math (Imagine Learning)

The District will share existing scopes, District Academic and existing PD calendar, and materials when able after vendor(s) are selected. |
| 9 | **Communications and marketing**The RFP states: “Craft and implement a strategic marketing and communications plan to engage and inform stakeholders at all levels of program engagement. This includes, but is not limited to, providing regular updates to school district leadership and administrators on program progress, challenges, and achievements.”Could you share a bit more about the District expectations around initial “strategic marketing”- what are your expectations and what specific stakeholder groups do you have in mind? | *The District requests that the High-Impact Tutoring Model includes a proposed system for communication that includes, but is not limited to, regularly scheduled updates which might include student outcomes and general program information; including, programmatic challenges, progress, and achievements with the following Stakeholder Groups:** Central office
* School-level
* Parents/ Family/ Community
* General Public
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ALL OTHER TERMS AND CONDITIONS REMAIN UNCHANGED.

Thank you,

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Throne Cropper

Executive Director, Office of Procurement Services

Please sign, date and return this Addendum with your response, as it now becomes a part of the Proposal.

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AUTHORIZED SIGNATURE