



Vision

We strive to cultivate an educational foundation that empowers students to realize their full potential, thrive as productive global citizens, ignite positive change, and create a more just and equitable world.

DATE: December 18, 2023

TO: All Offerors

FROM: Lonita Broome 
Chief Financial Officer

RE: Request for Proposal No. 24-008, Algebra 1 Virtual Training

Please see Addendum No. 1 for the above-referenced solicitation.

James Herndon
Chair

Carmen Sulton
Vice Chair

Tasha R. White
Board Member

Jana Johnson-Davis
Board Member

Hans Utz
Board Member

ADDENDUM NO. 1

RFP NO. 24-008, Algebra 1 Virtual Tutoring - REVISED 12.18.2023

- A. The following change has been made to the above-referenced solicitation:

Delete: Pages 4, 38 and 47

Add: REVISED 12/18/2023 Pages 4, 38 and 47

PREPARATION AND SUBMISSION OF PROPOSALS - REVISED 12/18/23

PREPARATION AND SUBMISSION OF PROPOSALS

1. INTRODUCTION

- a. To be entitled to consideration, sealed proposals shall be presented in accordance with the instructions of this solicitation and within the time constraints stated.
- b. Offeror(s) shall submit five (5) sealed proposals (one (1) original, four (4) copies) and one (1) Flash drive to the office of the CSD Purchasing Department, 125 Electric Avenue, Decatur GA 30030. Delivery of proposals shall be submitted via hand delivery or mail (i.e., commercial carrier or U.S. Postal Service) only.
- c. Proposals received after the date and time specified by the time clock in the CSD Purchasing Department will not be considered. It is the Offeror's responsibility to ensure that their proposals are submitted in a timely manner.
- d. CSD reserves the right to accept or reject any or all proposals and to waive minor irregularities and technicalities. The judgment of CSD on such matters shall be final.
- e. The terms Bidder, Vendor, Contractor and/or Offeror are synonymous in this document and refer to the person, entity or firm that submits the proposal in response to this RFP.

2. REQUEST FOR PROPOSAL PROCESS:

This solicitation is a Request for Proposal (RFP). In using this method for solicitation, we are asking the marketplace for its best effort in seeking a "best value" solution to our requirement. An evaluation committee will evaluate the proposal submitted by the Offeror. Offeror(s) should make their best effort to satisfy the requirements at their best price because a contract may be awarded based on the initial evaluation. Often however, it will be necessary to hold discussions and/or demonstrations with the Offeror(s) about their proposal(s). This may be done after the initial evaluation. The results of the evaluation may be reviewed, and a "competitive range" may be

SECTION IV: SCOPE OF WORK AND PROJECT REQUIREMENTS – **REVISED 12/18/2023**

The District is excited to extend this Request for Proposals to seek a new partnership with a contractor (the “Provider”) for the provision of services (the “Program”). The aim of the Program is to increase students’ knowledge and proficiency in Algebra I standards/content as measured by proficiency on the statewide EOC assessment. The District is seeking a Provider who can provide virtual tutoring models.

The District’s minimum service level requirements include the following:

- **Each student will receive a total of 125 minutes per student per week** (Tues: 50 min., Thurs: 50 min., Fri.: 25 min)
- **Tutors will provide tutoring services to small groups with a maximum of 3 students per group**
- **Tutors will provide services during the instructional day for up to 125 minutes per week.**

The District’s primary focus is on its goals and outcomes and not on how the Program is ultimately operated. As long as the Program meets the District’s minimum service level requirements for sessions and Program length, the District is open to any other innovations, methodologies, or value-add components the Provider can offer. The Provider will be paid a base rate for every participating student for its *high dose tutoring* services plus additional contingent payments for every student based on the outcomes students achieved and as specified in the Rate Card in this RFP. Ultimately, the District seeks to collaborate with a Provider that shares its goals for improving student outcomes and will reward that Provider for its success.

a. DISTRICT GOAL

- i. The District’s overarching goal for the Program is for 100% of students demonstrating mastery of Algebra I content on statewide assessment (Proficient/Level 3 or higher). The District seeks a Provider to help support this goal through the provision of *high dose virtual tutoring three times weekly for 12 weeks*.

b. LENGTH OF PROGRAM

- i. The program will run approximately **12 weeks**, from the week of **January 2024 – April 2024**, excluding district/state testing windows and holidays.

c. PROGRAM SIZE AND STUDENT POPULATION

APPENDIX A – REVISED 12.18.2023

Appendix A: Vendor Worksheet

Investigating new technology (equipment, supplies, software, and digital resources) with CSD

Dear Vendor:

City Schools of Decatur is investigating a partnership with you. Our evaluation and procurement process requires us to get answers to several key questions about your proposed technology solution, and we request you respond to these items in writing below. Each of these questions maps back to an internal technology investigation document – please do not alter the order of these questions. We use this same worksheet with online tools and physical hardware alike – if some questions do not seem relevant to your proposed solution, please indicate by writing *N/A*.

All responses should be submitted as a PDF.

CSD's questions	Vendor's responses
What is the business entity's name? Include any DBAs.	
Who is completing this form?	
Who are our other sales, implementation, and technical/integrations contacts? Please indicate each person's area of responsibility, email and phone, and other relevant identifiers (e.g. preferred pronouns, time zone, etc.) to facilitate communication.	
What specific product(s) is/are under consideration?	
Are we already doing business with you? Are we currently using this or any of your other tools?	
Is the technology a digital resource? – If so, is it software, a website, and/or browser extension? Are there physical devices involved?	
Please provide contact information for no fewer than two and no more than four comparable customers who have successfully implemented this technology. For each, provide	

ADDENDUM NO. 1

RFP NO. 24-008, Algebra 1 Virtual Tutoring - REVISED 12.18.2023

- B. The following are questions received and City Schools of Decatur (CSD) responses for the above-referenced solicitation:

Q1. Page 36 of the RFP states that the full base payment will not exceed \$47,500 in total. However, the RFP also states that the base payment will be \$500 per student and 113 students will be served. This would equal a total of \$56,500. Can you provide clarification on this topic?

A1. The district will pay a base pay of \$500 per student who participates. (\$500 x 113 students \$56,000)

Q2. Page 47 states that the vendor worksheet (Appendix A) should be submitted as a Google Doc. However, the RFP response is required to be submitted as a printed document. What is the appropriate method for submitting Appendix A?

A2. The Vendor worksheet (Appendix A) should be submitted as a PDF. All RFP responses should be submitted as a printed document. (see revised RFP page 4 (1b) and page 47)

Q3. What curriculum does the district use for Algebra?

A3. The district uses the Georgia Math Learning Plans found at <https://inspire.gadoe.org/course>

Q4. Is there a vendor registration that is required in order to submit a proposal for the advertised RFP- Algebra 1 Mathematics Virtual Tutoring due on 12/21/23?

A4. No, Vendor registration is not needed to submit a proposal. However, the awarded vendor will be required to register as a district vendor.

Q5. Appendix A (pg. 47) indicates that the district prefers to receive survey answers as a Google Doc. Is this accurate, given that this is a mail-in submission? If this Appendix is to be submitted electronically, can you provide directions for doing so?

A5. Please see response to Q2.

Q6. The link within the PDF document appears to be broken. Can you please send the editable Google doc link?

A6. RFP 24-008 has been updated to require hard copy submissions in a PDF format.

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Q7. Tutoring Days| At the top of page 38, it states "tutors will provide services during the instructional day for up to 125 minutes per week." However, on page 42, section j. STUDENT ATTENDANCE, it states "For hours immediately before or after the school day, or during, the District shall be responsible for ensuring student attendance at the Program sessions. If the sessions are scheduled for evenings or weekends, the Provider will be responsible for ensuring student attendance." Please clarify when services will be rendered.

A7. The district prefers services to be provided during the instructional day but is open to other options as proposed in the vendor's RFP submittal.

Q8. Our tutors work as independent contractors. Would they be considered subcontractors?

A8. Yes

Q9. Is there a minimum student attendance level for providers to receive the base payment per student?

A9. Yes, to be included in the payment a student must attend a minimum of 22 hours.

Q10. Is there a cost proposal to submit?

A10. There is no cost for submitting this proposal.

Q11. Is there an incumbent to this proposal? If so, where would this information be found?

A11. No, there is not an incumbent to this proposal

Q12. How often do students take the STAR assessment during the school year?

A12. Students take the STAR assessment three times a year. At the beginning of the year, middle of the year, and end of the year.

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Q13. If a student works with an instructor less than 80% of the duration, how does this affect contingent outcome payments?

A13. Should the Provider be unable to serve students based on an 80% attendance rate for a total of 27 hours effectively due to a lack of district compliance with reasonable requests, the district will be responsible for making the outcome-based payments for all students affected up to the outcomes caps articulated in the rate card. Should the district be unable to continue to ensure the attendance of specific active students despite rigorous attempts, the district and provider may mutually agree to substitute alternative students in place of non-attending students. Both the old and the new student's outcomes will not count for the purposes of calculating contingent payments, but only one base payment applies.

Q14. Is payment for services submitted electronically or by check?

A14. Payments are made by check.

Q15. Is there any ramp-up or budget training pay available?

A15. There is no budget set aside for additional training.

Q16. What are the instructional times during the day? Or after school hours?

A16 Tutoring will be provided during the instructional day on Tuesday, Thursday, and Friday. Approximate times are 10:45-11:45 am.

Q17. Who determines if students are tutored after school?

A17. The tutoring company would determine if extra time is needed outside of school hours.

Q18. What level of compliance for online software does CSD desire most?

A18. CSD desires solutions to be compliant with the latest standards for security and interoperability.

Q19. Should the online software be compliant in all areas listed on Appendix A Vendor worksheet?

A19. CSD desires solutions to be compliant with the latest standards for security and interoperability.

C. All other terms and conditions remain the same.