



**TWIN RIVERS USD
REQUEST FOR STATEMENTS OF QUALIFICATIONS AND PROPOSALS
FOR TUTORING SERVICES
RFP 22-012**

ADDENDUM NO. 1 – DATED FEB. 4, 2022

SUMMARY Q&A/REQUESTS FOR INFORMATION

District responses are provided in *red*.

1. Questions were received from a few vendors regarding acceptable tutoring formats, i.e., in-person, virtual, or hybrid. Sec. IV-A, Scope of Services, of the RFP states the following in one of the bullet points: ***“Program is expected to be conducted under a virtual format to start, however the vendor must be equipped to provide virtual, live and hybrid formats”***

The District is modifying this requirement and will review proposals from vendors to deliver tutoring virtually or in-person; however those vendors whose proposals include in-person tutoring will receive additional points in their score for this capability.

2. Currently we have focused on delivering results that districts have been able to recognize through current testing methods. Would the district consider our application if we are able to provide progress monitoring of students achievement throughout the program and time / resources to help evaluate outcomes from current assessments provided to the students?

This is difficult to answer without seeing a plan. Ideally, we want to see a pre and post assessment or data to show program effectiveness. You will need to provide data regarding progress from your platform including skills acquisition, progress on skills, and attendance. We will also evaluate the impact of tutoring on student performance on our local and state metrics.

3. Would there be another acceptable method of fingerprinting that we could have our tutors go through to meet your requirements for background checks? For example we are working with other CA Districts that are ok with us putting those tutors through background checks via a third-party vendor and we provide affidavits that all of our tutors have been cleared by the California Department of Justice.

CA DOJ Fingerprinting can be done at remote locations, provided Twin Rivers receives the results. The clearance process is managed through our HR Dept., after contract award.

4. Our high-impact tutoring services provide tutoring talent or tutoring talent plus program management. In line with tutoring best-practices as outlined by the National Student Support Accelerator from the Annenberg Institute at Brown University, we use district/school curriculum, assessments, and supplemental materials to ensure best possible alignment between tutoring and grade-level content/learning objectives—a way to extend the classroom and connect learning. **Would the district consider this model of tutoring?**

The model described would work for content areas where students are facing academic challenges. Additionally, we would like to co-design a program for ELs who have been in the U.S. for three years or less.

5. Our identified ratio for success between tutor and student is max 1:4. Is the district amenable to meeting this ratio? *The ratio should work for most students.*
6. Will tutoring services be offered to special education students? *This is possible. We would need to make sure that the program is following the student's current IEP and coordinate with the Special Education Dept.*
7. What is the anticipated length of tutoring sessions? How many sessions will be offered per week? What days/times will tutoring most likely be needed?

We would like to see one, one-hour group tutoring session for 15 weeks.

8. So that we can understand volume, could you give us an idea of anticipated number of students who would be participating in this tutoring program? *District enrollment is 24,000 students (K-12). As to English Learners, approx. 6,683 are ELs, and about 1,200 ELs have been in the U.S. for three years or less.*
9. What is the **minimum educational requirement for tutors**? *District para-educators typically have 2 or more years of college, and many have degrees and teaching credentials. However, the District will consider all vendor proposals.*
10. For virtual tutoring, should the vendor assume that students will have devices and an internet connection? *Yes, Twin Rivers is equipping all students with devices and internet services.*
11. If a vendor does not have a technology platform but relies on prescheduled virtual sessions through Microsoft Teams, can that vendor still bid and be considered? *The District is currently using ZOOM for virtual learning.*
12. Will the district take responsibility for coordinating services between awarded vendor(s) and schools or will vendor need to coordinate/market services upon award? *Once vendors are approved by the Board, the District will issue Contracts/POs for the vendors to provide tutoring for particular schools, grade levels or students (i.e., English Learners).*

/END OF ADDENDUM 1