

## Procurement Department

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### ADDENDUM #1

#### RFP #25-SR-020

#### Title I Educational Services for Eligible Non-Public School Students

**TO:** ALL OFFERS  
**FROM:** Sara Rowe, NIGP-CPP, Procurement Agent  
**DATE:** April 3, 2025

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This Addendum is issued in response to prospective bidder's inquiries and to add/clarify verbiage in the request for quote document.

1. **DELETE**: Page 33, Section 20.1.7 –

20.1.2 **Tab 7** – Required Documents (**Non-Scored**)

Failure to return any of these documents may be cause for the proposal to be considered non-responsive.

- Attachment "A" Provide a sample Certificate of Insurance (Proving Coverages and Limits as specified in "Insurance Requirements" or a letter committing to obtain the required coverages and limits as specified)
- Attachment "B" Debarment Certification (Completed and Signed)
- Attachment "C" Conflict of Interest Form (Completed and Signed)
- Attachment "D" Employment of Sex Offenders and Other Criminal Offenders Affidavit (Completed and Signed)
- Attachment "E" Anti-Bribery Affidavit (Completed and Signed)
- Attachment "F" Reference Sheet (Completed)
- Attachment "G" Signature Sheet (Completed and Signed)
- Attachment "H" Professional Services Agreement **Sample** (Final will be at time of award)
- Attachment "I" Cost Proposal (To be submitted as the Cost Proposal – under separate sealed cover)
- Attachment "J" Exceptions Form (To be submitted with the Technical Proposal – if applicable)
- Attachment "K" Questionnaire (To be submitted with the Technical Proposal)

- Attachment “L” Affirmation of Consultation Sample (For Reference)
- Attachment “M” Complain Procedures (For Reference)

2. **ADD**: Page 33, Section 20.1.7 –

20.1.3 **Tab 7 – Required Documents (Non-Scored)**

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- Attachment “L” Affirmation of Consultation Sample (For Reference)
- Attachment “M” Complaint Procedures (For Reference)

3. **ADD**: Page 33, Section 20.2

20.2.4 *Submit Costs on Attachment “I” Cost Proposal*

4. **QUESTION**: Is the district looking for all virtual tutoring within this RFP's SOW?

**ANSWER**: See Page 20, Section 3.3.1.1

5. **QUESTION**: To ensure we remain informed throughout the procurement process, could you kindly confirm if we are on the official distribution list for this RFP?

**ANSWER**: There is no distribution list for this RFP. Offerors may obtain the Solicitation Documents by downloading the information at our website:

[www.hcps.org/departments/BusinessServices/purchasing.aspx](http://www.hcps.org/departments/BusinessServices/purchasing.aspx) . Offeror shall continue to check the HCPS website for possible addenda to the RFP prior to the due date.

6. **QUESTION**: Scope of Services: Could you provide more details on the specific instructional services expected under this contract? Are there particular subject areas or intervention models that HCPS prioritizes?

**ANSWER**: At all times we must ensure the Supplemental Instructional Program is meeting and complying with Title I federal and state laws and regulations. See Page 18, Section 3 Scope of Services  
See Page 18, Section 2.5

7. **QUESTION:** Student Eligibility & Needs Assessment: How are eligible non-public school students identified for services, and are there existing assessments that providers will use to determine instructional needs?

**ANSWER:** See Page 19, Section 3.2

8. **QUESTION:** Staffing Qualifications & Background Checks: Are there any specific licensure or certification requirements for instructional personnel beyond standard Maryland educator credentials? Additionally, could you clarify the background check process for staff?

**ANSWER:** See Page 19, Section 3.1.14  
See Page 26, Section 5

9. **QUESTION:** Program Evaluation & Performance Metrics: What key performance indicators (KPIs) or student outcome measures will be used to evaluate provider effectiveness? Will HCPS provide a standardized reporting framework?

**ANSWER:** The HCPS Title I office must measure the effectiveness of the Title I program, annually. The HCPS Title I office expects that at least 85% of the students participating in the Equitable Services program will show more than one year's growth on the Pre / Post Testing for the Reading/Math Programs. If at the end of year testing, the NCE Growth is 0 or less, then an NCE Growth Plan will be created by the 3rd party, with input and approval from the HCPS Title I Office. For more information see Addendum #1 Attachment B: Initial Management Plan Annual Progress HCPS Rubric.

10. **QUESTION:** Submission & Proposal Requirements: Could you confirm if there are specific formatting or content guidelines that must be followed beyond the two-file (technical and cost proposal) submission requirement?

**ANSWER:** All instructions to submit a proposal are included in the RFP. See page 31, Section 20, Submittal Requirements

11. **QUESTION:** Please confirm the number of students participating in program.

**ANSWER:** The number of students is an estimate for cost evaluation purposes only and is not a guarantee of the number of students to be served. The number of students will vary each year depending upon eligibility. The number of students listed below is an estimate that is based upon the previous years' eligibility.

12. **QUESTION:** Please provide the times of service.

**ANSWER:** Times of service will vary by school. School hours are generally between 8:30 am - 3:00 pm. Services based upon consultation with the school will need to take place during those times or during after school, if allowable by the private school.

13. **QUESTION:** Will you award multiple vendors, or do you plan to award the opportunity to one vendor?

**ANSWER:** See page 27, Section 7 Award

14. **QUESTION**: Please provide the frequency and length of session.

**ANSWER**: Typically, 120 minutes per week in the content areas of need.

15. **QUESTION**: Please confirm the teacher to student ratio.

**ANSWER**: May vary. Typically, small group (estimated 8 to 1 ratio).

16. **QUESTION**: Please provide a schedule for the RFP events for this opportunity.

**ANSWER**: See page 24, Section 4 Schedule of Activities

17. **QUESTION**: We were wondering if driver education would be one of the services included in this case.

**ANSWER**: No.

18. **QUESTION**: Online Training Option: Is there any flexibility for offering self-paced training online?

**ANSWER**: No.

19. **QUESTION**: Annual estimated number of students: What is the estimated number of registrants expected to participate in this training annually? This information will help us in accurately preparing our proposal and pricing.

**ANSWER**: The number of students typically range from 10-18, based upon the number of students generating funds. For the purposes of this RFP the annual estimated number of students is 13.

20. **QUESTION**: Would you be able to provide the Prime Contractors List along with their email addresses? This would allow us to reach out and explore potential subcontracting opportunities.

**ANSWER**: Please see Addendum #1 Attachment A: Pre-Proposal Attendees

21. **QUESTION**: ADAC is a vendor in Anne Arundel County Public Schools (AACPS). Does Harford County Public Schools (HCPS) have vendor reciprocity with AACPS? Would reciprocity eliminate some of the required RFP paperwork?

**ANSWER**: HCPS has decided to proceed with an RFP for these services.

22. **QUESTION**: ADAC, as a company, is 7 years old with 4 years of experience providing direct student services. However, our staff has well over 10 years of experience. Would our response be considered given the RFP requirement of 10 years of experience?

**ANSWER**: Respondent's staff who are responsible for providing services to HCPS shall have at a minimum ten (10) years' experience providing Title I services. All respondents SHALL SUBMIT the number of years providing this type of service under the current business name and contact name on company letterhead. Respondent(s) who cannot

demonstrate to the satisfaction of HCPS that they have had similar experiences or fail to provide this documentation may deem your proposal non-responsive.

23. **QUESTION:** Our company is in Marietta, Ga. I will put my info into the suggested website, but will I be qualified to business in Maryland? I have never worked with Maryland entities, but am in good standing in my own home state.

**ANSWER:** Please see page 26, Section 5.5

24. **QUESTION:** Numbers from 2024-25 said 7 students were granted Title1 funds, but 13 students received services between the 2 schools. I did not understand the difference in numbers. Please expound.

**ANSWER:** Please see Page 17 Section 2.4 - 7 students generated Title I funds. This total amount of funds was large enough to support additional instruction for 13 students. Based upon Title I rules and regulations, just because a student generated funds, doesn't necessarily imply they will receive services.

25. **QUESTION:** Please clarify the hours worked for students. Each student will get 2 days a week for 60 minutes for each student? So 120 minutes of tutoring per student, per week?

**ANSWER:** Yes, based upon consultation with the Private School.

26. **QUESTION:** Is there a separate budget for designing the curriculum and for the materials? I see that the 13 current kids' budget is \$18,279.17. Is that just for tutoring only?

**ANSWER:** The \$18,279.17 encompasses the entire amount of funds available, (Instructional Services, Curriculum, materials, Parent Involvement, Administrative fees.)

27. **QUESTION:** Are there traveling expenses? Or is that just to be submitted in the proposal?

**ANSWER:** This is an Administrative cost – See page 21 Section 3.3.3.2.1

I hereby acknowledge receipt of Addendum #1 dated April 2, 2025, to RFP #25-SR-020: Title I Educational Services for Eligible Non-Public School Students.

\_\_\_\_\_  
Company

\_\_\_\_\_  
Name (Print or Type)

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

**Note:** Bidder shall sign and submit Addendum with bid submission. The same person signing Addendum shall sign the Bid Form. Failure to submit the Addendum may deem your bid as non-responsive.

**Addendum #1 Attachment A: Pre-Proposal Attendees**

**HARFORD COUNTY PUBLIC SCHOOLS**  
**PROCUREMENT OFFICE**

**Attendance**

**Pre-Proposal Meeting**

<b>Bid Title:</b>	Title I Educational Services for Eligible Non-Public School Students
<b>Bid #:</b>	25-SR-020
<b>Pre-Proposal Date:</b>	March 17, 2025
<b>Pre-Proposal Time:</b>	10:00 am

<b>Attendees</b>	<b>Company Name</b>	<b>Email Address</b>
Sara Rowe	HCPS	sara.rowe@hcps.org
Thomas Webber	HCPS	thomas.webber@hcps.org
Anna Singh	Huntington Learning Center	singha@hlcmail.com
Brooke Hurman	Catapult Learning	brooke.hurman@catapultlearning.com
Dosis Feludu	Biitech Academy	dosis.feludu@biitechsolutions.com
Bobbie Sparks	Air Tutors	BobbieSparks@airtutors.org
Damon West	Support By Design	Dwest.sbd@gmail.com
O'bette Jamison	GBJ Education Services	
Donny Feludu	Biitech Solutions	feludurune@gmail.com
Ken Gagakuma	Downtown Strategy Group	ken@downtownstrategy.com

**Addendum #1 Attachment B: Initial Management Plan Annual Progress HCPS Rubric**

<b>Description</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Student Achievement / Evidence of Effectiveness <b>(Mathematics)</b> :	Less than 23% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	23% – 46% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	47% – 69% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	70% – 84% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	85% – 100% of student's NCE gain will increase by at least 1 between Pre and Post Assessments
B. Student Achievement / Evidence of Effectiveness <b>(Reading)</b> :	Less than 23% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	23% – 46% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	47% – 69% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	70% – 84% of student's NCE gain will increase by at least 1 between Pre and Post Assessments	85% – 100% of student's NCE gain will increase by at least 1 between Pre and Post Assessments
C. Parent Involvement	No Parent Involvement is supported	Parent Involvement is rarely supported at all two schools. Little evidence of parent involvement events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are rarely available and not up to date.	Parent Involvement is partially supported at all two schools. Evidence of advertisement of some parent involvement events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are available and up to date.	Parent Involvement is mostly supported at all two schools. Evidence of advertisement of most parent involvement events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are available and up to date.	Parent Involvement is fully supported at all two schools. Evidence of advertisement of all parent involvement events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are available and up to date.
D. Professional Development	No Professional Development is supported	Professional Development is rarely supported at all two schools. Little evidence of advertisement of Professional Development events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are rarely available and not up to date.	Professional Development is partially supported at all two schools. Evidence of advertisement of some Professional Development events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are available and up to date.	Professional Development is mostly supported at all two schools. Evidence of advertisement of most Professional Development events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are available and up to date.	Professional Development is fully supported at all two schools. Evidence of advertisement of all Professional Development events is provided. Required documentation, including all sign-in sheets, agendas, notes and evaluations, are available and up to date.

## Providing Equitable Services: HCPS Annual Expected Results– 2025

In educational statistics, a normal curve equivalent (NCE), which was developed for the USDE, is a way of standardizing test scores received on a test into a 0-100 scale similar to a percentile-rank, but preserving the valuable equal-interval properties of a z-score. Normal Curve Equivalents are on an equal-interval scale. This is advantageous compared to percentile rank scales, which suffer from the problem that the difference between any two scores is not the same as that between any other two scores.

### Advantages of Normal Curve Equivalent (NCE) Scores

- NCE's allow the comparison of performance of student who take different levels or forms of the same test
- NCE's allow for the comparison across subject matter for the same student.
- NCE's can be used to evaluate gains over time.

Ranges of Performance	
Very low	1-24
Low	25-35
Low Average	36-44
Average	45-55
High Average	56-64
High	65-75
Very High	76-99

Interpretation of NCE Gain	
0	Indicates one year's growth
More than 0	More than one year's growth
+4	Educationally significant gain
+11	Much educationally significant gain
Less than 0	Less than one year's growth
-4	Educationally significant loss
-11	Much educationally significant loss

Between a "Pre-Test" and "Post-Test", if a student's NCE score stays the same then One Year's growth has been attained. **"Progress has been made."** The HCPS Title I office expects that at least 85% of the students participating in the Equitable Services program will show more than one year's growth on the Mathematics / Reading Assessment. This means that each student's Normal Curve Equivalency (NCE) Gain will be at least 1.

### Meaning:

- The HCPS Title I office expects that at least 85% of the students participating in the Equitable Services Math program will show more than one year's growth on the Mathematics Assessment. This means that each student's Normal Curve Equivalency (NCE) Gain will be at least 1.
- The HCPS Title I office expects that at least 85% of the students participating in the Equitable Services Reading program will show more than one year's growth on the Reading Assessment. This means that each student's Normal Curve Equivalency (NCE) Gain will be at least 1.

If at the end of year testing, the NCE Growth is 0 or less, then a NCE Growth Plan will be created by the third-party provider, with input and approval from the Harford County Public Schools Title I Office.