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Response to Written Questions

Southwest Regional Education Cooperative Request for Proposal 24-003 K-12 Literacy Tutor Professional Development for High Impact Reading Intervention

Southwest Regional Education Cooperative hereby gives notice that the following written questions were submitted. The responses below will become part of the procurement file and will be sent to prospective bidders who registered through the distribution list.

1. Would the region be interested in seeing a proposal from a vendor who provides these services ALL virtually?

Yes, we would be interested in reviewing proposals from a vendor who provides these services ALL virtually.

2. We provide high impact reading interventions for students in grades K-3 and aligned tutor professional development. Is this opportunity only for vendors who offer K-12 or can we apply to serve a subset of students and educators?

This RfP is specifically for professional development on K-12 literacy curriculum that will be provided to tutors. Nevertheless, we would review proposals from vendors that could provide professional development in grades K-3.

3. Could you clarify if the training referenced in RFP #24-003 K-12 Literacy Tutor Professional Development for High Impact Reading Intervention should be program-specific or program-agnostic?

Proposals must include K-12 curriculum resources/materials that tutors will be able to efficiently and effectively use to implement High-Impact Tutoring. With that said, vendors may submit proposals that are program-specific and/or program-agnostic.

4. Where it states "provide training to tutors and teachers in the use of ELA curriculum program" is that meant to indicate there is already a curriculum in place you'd like vendors to work with, if the curriculum is already selected, if so which one?

There is no ELA curriculum that has been provided to tutors and teachers. Vendor proposals should include K-12 literacy curriculum resources/materials.

5. How will the curriculum be used from a tutor's perspective with students?

Upon conclusion of vendor's training, tutors must be able to use curriculum resources/materials to plan tutorial sessions in an in-person and/or virtual setting. Tutors must be able to use their knowledge of the curriculum resources/materials to deliver in-person and/or virtual 30-minute tutorial sessions in a 1:4 tutor to student ratio at least 3 times a week.

6. What is the intention of the trainers after completing the training (i.e. support already trained tutors, train new tutors, train educators for classroom instruction etc.)

The train-the-trainers will support trained tutors, train new tutors, and/or train teachers.

7. Is ongoing asynchronous training required to apply? If so, what is the goal of the asynchronous training (i.e train additional tutors, provide support to the original cohort on previous instruction, increase knowledge after initial training, etc.)

No, ongoing asynchronous training is not required to apply. If vendor includes ongoing asynchronous training, this training would be to support original cohort.

8. How should the vendor anticipate the distribution of materials? Will the state department distribute from a central location, or is there a preferred other method (i.e. vendor distribution to multiple sites)? What format should materials be in (digital, print, combination)

For in-person training, curriculum resources/materials will be distributed at the time of the training by state department. If vendor only submits synchronous training options, curriculum resources/materials will need to be individually mailed to each participants address. K-12 Literacy High-Impact Tutoring will occur in-person and virtually, so a combination of curriculum resources/materials in digital and print format is preferred but not required.

9. Is it the intention of this RFP to create high-impact tutors to close the gap throughout the summer, and/or to create a workforce of knowledgeable educators who can both tutor and provide evidence-aligned classroom instruction? Are there other intended outcomes?

The intent of this RfP is to create a summer program, but also embed K-12 Literacy HIT within school's instructional day in the school year. Our goal is to train tutors that can provide summer tutoring, but who can also continue to embed K-12 Literacy HIT within schools' instructional day. Tutors may be current teachers, retired educators, educational assistants, college/university students, etc.

10. The scope of procurement indicates that a single vendor, or several vendors, may be identified. May the Southwest Regional Education Cooperative #10 please share known factors that will contribute to selecting one versus multiple vendors for this partnership?

The purpose of this procurement is to obtain the best value and service for the needs of the State of New Mexico. Value will be determined through the scoring factors and capacity of the potential offerors, which could result in single or multiple awards.

11. What is the estimated number of participants in this professional learning partnership? Specifically, what are the anticipated number of tutors? Teachers?

The goal is to reach and train as many as 1250 tutors. Appendix C, Cost Response Form, requests costs associated with training 0-500 participants, 501-750 participants, 751-100 participants and 1001-1250 participants. There is not yet a specific number of tutors or teachers identified; the Scope of Procurement requests that the Offeror "have the skills to build the capacity of tutors who many not come from an educational teaching background."

12. Does the Southwest Regional Education Cooperative #10 envision this learning experience will be set up for individual teachers and tutors from any regional school, or that an entire school will sign up to participate?

The group of tutors may or may not come from an educational background. It is not anticipated that an entire school will sign up to participate as a whole, but there is potential for that to occur.

13. What is the total anticipated budget for this partnership opportunity?

This is a new initiative; potential Offerors are encouraged to submit a proposal with a completed Cost Response form that outlines their program costs. Appendix C, Cost Response Form, requests costs associated with training 0-500 participants, 501-750 participants, 751-100 participants and 1001-1250 participants.

14. On p. 22, the RFP **(t) says**, “Provides materials and resources to be used by the tutor that include technology components that would enhance and/or support in-person and/or virtual settings.” **Is this technology teacher or student-facing?**

The technology components would be both teacher and student-facing.

15. On p. 36 of the RFP (d) says, “Provide a brief resume and biography of all key personnel Offeror proposes to use in the performance of the resulting contract, should Offeror be awarded. Key personnel are identified as those who direct, train, oversee, manage, and/or evaluate high-impact tutoring services. The offer must include key personnel education, work experience, relevant certifications/licenses, and areas of specialized expertise.” **The RFP calls for training the tutors; is there an expectation that the provider will direct, oversee, manage, and/or evaluate the high-impact tutoring services?**

No, the provider would not direct, oversee, manage and/or evaluate the High-Impact Tutoring services.

16. If multiple vendors are awarded, will there be multiple pilot programs occurring simultaneously, or will a single program be implemented?

If multiple vendors are awarded, there will be multiple programs occurring simultaneously.

17. How will a program’s success be measured?

Program success will be measured in the ability of the tutors to be able to effectively implement the agency provided curriculum with the efficiency, skills, and materials provided by the training.

18. Can “train the trainer” be defined and clarified for the timeline of implementation?

The train-the-trainer model is to ensure continued support and training of new tutors/teachers to sustain implementation of curriculum and instructional practices in a High-Impact Tutoring program.

19. The RFP refers to “train-the-trainer” models but does not explicitly refer to real-time coaching during the summer session for tutors. Are those the same according to the intent of the RFP?

Vendors should include all training and/or coaching that would be necessary for a train-the-trainer model. Train-the-trainers will be expected to conduct observation and feedback cycles, conduct additional training, and support implementation of curriculum with tutors/teachers.

20. Is it preferred that the submission be broad or specific to the provider areas of focus (i.e., EL population, grade bands, rural v urban, areas where provider has already provided training services?)

The submission should provide enough specificity to support their proposal.

21. To what level of detail is the RFP to provide evidence for training and implementation materials? Is it appropriate to link specific materials in the evidence and provide access to those documents via a Google Drive? Or are screenshots preferred?

Yes, it would be appropriate to include examples of specific materials through a hyperlink to Google Drive.

22. If training and implementation materials are provided, are redacted/copyright protected materials acceptable?

Materials should not be redacted, and all copyright requirements must be adhered to. The intent would be that the materials can continue to be used without reprisal or conditions by the offeror. Offeror is responsible for providing training materials that they have copyright for or open-source materials that are not copyrighted.

23. Whose responsibility is it to train tutors in safety, record keeping, student management, and culturally responsive practices?

Vendor proposals should consider how safety, recording keeping, student management, and culturally responsive practices are embedded in their curriculum resources/materials and training.

24. How many hours of training is being targeted?

No specific amount of training has been targeted. Vendor proposals must include their estimated number of hours that they feel is best to efficiently and effectively train tutors/teachers to implement curriculum with confidence.

25. Are tutors available for training on a scaffolded platform (adding a couple hours/week during HIT?)

Tutors would be available for on-going training on a scaffolded platform.

26. Are tutors available for after tutoring coaching?

Yes, tutors will receive observation and feedback coaching cycles with train-the-trainers.

27. When will the training occur?

Training must occur between the end of May and first week in June.

28. Do providers need to be on the approved provider list for Albuquerque Public Schools?

This will be a service provided by PED/SWREC and districts/charters/schools (as appropriate) will determine participation.

29. Is the state amenable to virtual, synchronous training as well as in-person training?

Yes, we are amenable to virtual, synchronous training as well as in-person training.

30. What is the target budget for each tutor, including training, implementation materials and coaching?

Potential Offerors are encouraged to submit a proposal with a completed Cost Response form that outlines **their** program costs. Appendix C, Cost Response Form, requests costs associated with training 0-500 participants, 501-750 participants, 751-100 participants and 1001-1250 participants.

31. Whose responsibility is it to manage logistics, such as the schedule, busing, and attendance?

Districts/schools participating in the High-Impact Tutoring program will manage the logistics of the program with support from High-Impact Tutoring program personnel.

32. How many hours total is the HIT expected to be?

The minimum number of tutorial session hours, in a week, should be no less than 90-minutes for at least 4 weeks.

33. Whose responsibility is it to manage attendance, record keeping, progress monitoring and assessment data?

Districts/schools participating in the High-Impact Tutoring program will manage the logistics of the program with support from High-Impact Tutoring program personnel.

34. Whose responsibility is it to group students into HIT groups?

Districts/schools participating in the High-Impact Tutoring program will group students into HIT groups with support from High-Impact Tutoring program personnel.

35. What data will guide student grouping, age or proficiency level?

District/School assessment data will initially guide the grouping of students by grade and proficiency level.

36. Who provides the curriculum for implementation?

Vendors will provide curriculum for implementation. Vendors must include curriculum resources/materials budget.

37. Who prepares and distributes the HIT implementation materials?

In collaboration with the vendor, SWREC will prepare and distribute curriculum resources/materials.

38. How much of the scope and sequence is expected to be covered during the HIT program?

District/School must be able to provide at minimum a 4 week HIT summer program with the option to continue the targeted instruction embedded in their academic day for 2024-2025 school year.

39. On pg. 3 in the Scope of Procurement section of the attached, it states "Provide necessary materials and resources to efficiently and effectively implement program." Is the requested professional development utilizing curriculum in use already, or is SREC wanting a vendor to bring curriculum to support tutors with implementing the program?

Vendor must provide curriculum materials tutors will use with students.

40. What students will be attending the tutoring program (i.e., SWDs, ELLs, and students that are 3 years below grade level in reading)?

All students will be eligible to participate in the HIT program.

41. Will there be any SWDs attending the program with cognitive delays or ELLs at the entry and beginning level attending the tutoring program?

All students will be eligible to participate in the HIT program, the

42. On pg. 23 of the attached RFP document, the Evaluation Factors for the Mandatory Specifications are outlined as “(a.) through (w.) worth up to 20 points each.” In the same section, it says responses must be “organized in the format/template provided in Appendix H.” However, the Mandatory Specifications on pgs. 37-38 of Appendix H are different than the Mandatory Specifications listed on pg. 21, where they are displayed in the “(a). through (w.)” format. Which set should potential offerors respond to?

The intent is that offerors address all components (a-w) outlined in the Mandatory Specifications, as points will be awarded for each component.

Sincerely,



Lauren Verduzco
IGA Project Coordinator and Procurement Manager
Southwest Regional Education Cooperative

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Hatch Valley Public Schools • Lordsburg Municipal Schools

Truth or Consequences Municipal Schools • Reserve Independent Schools • Silver Consolidated
Schools