Questions with Answers for Request for Proposals (RFP) CSCU-2006
SAT PREPARATION SERVICES FOR GEAR-UP GRANT

These clarifications constitute an addendum to the above referenced RFP and are made a part thereof

Q1: Is there a start date for expected services?
A1: No later than Fall 2020

Q2: Is there an end date, or does it end 7 years after the start date?
A2: Services end when cohort completes SAT – Year 6.

Q3: Are the services meant to cover 2,200 kids every year, or over the course of the entire grant period?
A3: Up to 2,200 every year, depending on site demand and need.

Q4: Are there 3 GEAR UP sites?
A4: Yes.

Q5: Are we starting with 7th graders, working with the same cohort every year?
A5: Yes.

Q6: Or will they cycle through a new cohort of 7-12 graders each year?
A6: No.

Q7: Do all of the services requested need to fall under $1.1 million over 7 years?
A7: Yes.
Q8: Do you anticipate extending the bid due date?

A8: No

Q9: What additional details are you willing to provide, if any, beyond what is stated in bid documents concerning how you will identify the winning bid?

A9: All details of the RFP can be found within the RFP and within this document.

Q10: Was this bid posted to the nationwide free bid notification website at www.mygovwatch.com?

A10: No

Q11: Other than your own website, where was this bid posted?

A11: The RFP was also posted on State of Connecticut – Department of Administrative website.

Q12: Are you making one award or multiple awards under this RFP?

A12: One award

Q13. Can you clarify what Khan Academy resources you are referring to on page 4 of the RFP?

A13: See Khanacademy.org for further clarification.

Q14. The RFP states the first year of performance is August 23, 2019- August 22, 2020. What work has been done so far this school year?

A14: No work completed to date in SAT prep services.

Q15. What exactly are the expectations for SAT services for spring 2020 (soon after this RFP is awarded?)

A15: We are looking for the successful bidder to spell out the kinds of services that could/should be provided to students to lay the foundation for further SAT prep work.

Q16. Approximately how much time (hours) will the school sites have available for professional development each year of the contract?

A16: To be determined based upon assessment at each of the three GEAR UP school districts.

Q17: Can some PD be done remotely or is it preferred to all be in-person?

A17: Assuming that the district involved approves/prefers remote, that is acceptable, but the successful bidder must have the capacity to respond to the district’s preferred plan of action.
Q18: What are the objectives for student boot camps?

A18: Provide intensive SAT preparation services; Prepare students to take SAT; Increase test scores; increase student confidence; teach time management skills and test-taking techniques.

Q19: Is there a current vendor at the school sites for SAT services?

A19: Unknown. However, these services will likely be exclusive moving forward, unless the school districts obtain independent funding for additional support.

Q20: According to the RFP section III, Are we expected to provide the workshops once for all students, or multiple times in multiple locations?

A20: It is anticipated that the districts will prefer to offer workshops multiple times to accommodate student schedules and maximize participation.

Q21: If more than one, how many students per workshop?

A21: The successful proposer should put forward a plan to make workshops available for the cohort of students referenced in the RFP and the number of students per workshop should be in accordance with best practices for achieving learning.

Q22: Train the trainer: how many workshops and locations

A22: The successful proposer will put forward a plan for providing a Train the Trainer at each GEAR UP site (East Hartford, Meriden, and Waterbury) in a location convenient to participants and with a frequency sufficient to build capacity for the cohort/district size.

Q23: Matching: Will you accept in-kind matching contributions for the Match requirement.

A23: Yes. Match may be monetary, but it can also be materials, licenses, access to proprietary materials or services of value to the program.

Q24: Will the grant start by serving only 7th graders and adding services as they matriculate?

A24: YES.

Q25: Or will services begin by rolling out to all grade levels 7th-12th?

A25: No, services will follow the cohort starting in 7th grade.

Q26: What types of services, if any, will the successful proposer provide during the remainder of the 2019-2020 school year?

A26: The successful proposer will present a plan for the type of service(s) to be provided during the 2019-2020 year.
Q27: Will those services be delivered directly to students or in the form of teacher training?

A27: The plan presented may include teacher training/capacity building.

Q28: How many students and teachers do you anticipate to receive or participate in services to be delivered by the successful proposer during the remainder of the 2019-2020 school year?

A28: The successful proposer will make services available to as many of the cohort number as possible.

Q29: Please clarify the following statement, “materials must include entrance and exit tickets for lesson-by-lesson performance monitoring.”

A29: Materials should include assessments for performance monitoring.

Q30: What data would GEAR UP like entrance-and-exit ticketing require the successful proposer to track?

A30: At a minimum, GEAR UP sites should be able to easily track student participation/receipt of service, amount of time spent on a service and impact/improvement.

Q31: Is there an incumbent and if so who is the incumbent?

A31: Unknown. However, these services will likely be exclusive moving forward, unless the school districts obtain independent funding for additional support.

Q32: Do you have a customized plan for what will take place each year or are you looking for our recommendation to meet your program goals? If you have a specific plan please outline what programming you would like to see take place each year beginning with Spring 2020.

A32: The successful proposer will make recommendations and develop a final plan in collaboration with GEAR UP sites.

Q33: What is your definition of boot camp? Do you have a specific number of hours you would like to see delivered in a boot camp?

A33: No specific hours mandated.

Q34: Is there a specific number of boot camps and workshops you are planning for each year?

A34: No.

Q35: If so what does that look like and how many hours is each?

A35: The information requested is not available.
Q36: If not, can we propose our recommendation?

A36: Yes.

Q37: Scope for materials specifically the student workbooks for grades 8-12 - is there a requirement for how many hours the content needs to cover each year?

A37: No minimum requirement of hours.

Q38: How many students will be participating in the PSAT and SAT in person classes, is it all 2200 students? Do you have a set timeframe for a course or can we propose our recommendation?

A38: No set timeframe, but services must be delivered in a timeframe relevant to students’ progression. The successful proposer will make recommendations and develop a final plan in collaboration with GEAR UP sites.

Q39: Will services be delivered in the spring of each year or are there fall, summer/ year round components?

A39: Services should be delivered in a timeframe relevant to students’ progression. The successful proposer will make recommendations and develop a final plan in collaboration with GEAR UP sites. The successful proposer will make recommendations and develop a final plan in collaboration with GEAR UP sites.

Q40: Please outline the testing timeline for this cohort of students, when will they take the official PSAT and when will they take the official SAT?

A40: PSAT/SAT testing occurs during Junior/Senior year for the cohort; actual timeline will be determined by school districts.

Q41: What specifically is required for reporting?

A41: The successful proposer must be able to provide real time reports to school and GEAR UP personnel on a mutually agreed upon schedule. Reports should reflect, at a minimum, the current status on program implementation at each school, student progress on practice tests and/or content in relation to student, school and/or district goals, and analysis to determine which SAT areas will result in the greatest growth gains and proposed strategies for improvement. The successful proposer will also be required to provide regular progress reports on their work so that implementation and services can be tracked and monitored.