



ALBUQUERQUE
PUBLIC SCHOOLS

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DATE: March 25, 2026

RFP NUMBER: 26-046AS

RFP TITLE: High-Dosage / High-Impact Tutoring

ADDENDUM NUMBER: 3

The purpose of this Addendum is to incorporate and reference the attached documents listed below, as they relate to RFP 26-046AS

1. **Vendor Questions** and APS Answers are listed on pages 2 – 22
2. **Price Form.** The Price Form attached as Exhibit A, on page 23, is incorporated into this Addendum and amends the original RFP, and shall be considered part of the RFP for all purposes.

ACKNOWLEDGE ADDENDUM WITH SUBMITTED PROPOSAL:

Addenda not signed and returned may consider the RFP non-responsive and may be rejected.

COMPANY NAME

SIGNATURE

DATE

RFP-26-046AS High-Dosage/High-Impact Tutoring

Vendor Questions

APS Answers in BLUE

1. Will the district accept proposals for this project from a vendor who provides 100% VIRTUAL high-dosage tutoring?

Answer: It can be virtual but needs to be a live person

2. Please provide the budget for this RFP.

Answer: Budget is unknown at this point

3. Can you provide the contract terms (will it be for this school year or next school year), and for how long?

Answer: Beginning 26-27 school year. Initial contract term of two years to demonstrate proof of concept. Beginning July 2026 to cover the school year 26-27 and school year 27-28, with program evaluation annually in May-June.

4. Will tutors with a teaching license from another state be acceptable, or only a NM license?

Answer: Another state is acceptable

5. Does the district intend to award more than one vendor or just a single vendor?

Answer: Yes, APS can award to more than one vendor

6. May an Offeror submit two separate proposals – one addressing ELA/literacy services and one addressing math services? Or must all services be proposed within a single submission?

Answer: We have a preference for one consolidated proposal that covers both ELA/literacy and math services. We are open to the models supporting each area being different depending on programming availability. For example, a consolidated proposal could include in person options for literacy but virtual options for math.

7. Clarify whether there is a list of pre-approved virtual tutoring platforms, or if the approval process for these platforms is integrated into the RFP process.

Answer: The approval for next year will include the virtual platforms in the RFP

8. When will the proposed tutoring program begin?

Answer: Fall 2026

9. Will APS use existing tutoring vendor(s), not part of this High Dosage, High Impact RFP, to supplement high-dosage tutoring programs?

Answer: The vision is for this RFP to encapsulate the needed vendors for all forms of HDT in APS. Vendors will be selected based on the entirety of their offerings which include virtual and in-person options. There is currently a list of approved vendors schools have had the opportunity to choose to partner with individually to support HDT at their sites. The awards from this RFP will consolidate that list into a centrally coordinated and vetted menu of options for schools.

10. **P. 21/Program Overview & Purpose | P. 24/Delivery | P. 26/Company Profile** – Our high-impact tutoring program uses district/school curriculum, standards of focus, and (often unused) ancillary materials to ensure best possible alignment between tutoring and grade-level content. To clarify, is APS able to provide their high-quality instructional materials already aligned to New Mexico Adopted Standards to make certain tutoring sessions extend the classroom and connect learning?

Answer: Access to district approved standards aligned HQIM will be dependent on vendor need. We believe it is essential for the material used during HDT sessions to match and support with what is being used in the classroom. Access to materials will be provided when needed.

11. **P. 22/Consistent Grouping & Tutor Assignment** – Since tutoring will mostly take place during the school day, will the district be embedding one tutor in a classroom to meet with the same students?

Answer: If offering an in-person tutoring model, the ideal situation would be a tutor be embedded within a school site (or shared among schools) that is dedicated to working with that site. The way that tutor is scheduled to work with students will be up to the school site coordinator (principal, teaching & learning coach, interventionist, etc.). School based tutors may work with one grade level, specific classes, or even a specific level of students.

Or will tutors be pulling out the same students during non-core instructional time?

Answer: The way that tutor is scheduled to work with students will be up to the school site coordinator (principal, teaching & learning coach, interventionist, etc.). School based tutors may work with one grade level, specific classes, or even a specific level of students.

How will pull-out tutoring be scheduled to ensure tutor-student consistency

Answer: If a school decides to use a push-in model to support HDT tutor/s assigned to that school will be given a daily schedule of classrooms to visit with information about targeted groups, given a space to work with their small group, and support with resources.

Overall, we seek for schools to have a consistent 9-12 week rotation of HDT small groups that meets 3x per week for 20-30 mins. A site-based tutor would be able to meet with multiple small groups per day increasing their reach and impact. Virtual tutors would be scheduled according to the site's master schedule and may also be asked to meet with multiple groups of students during any given day.

- 12. P. 22/Balanced & Ongoing Assessment** – Our tutors utilize a district's assessment and progress-monitoring tools for pre-, mid-, and post-learning evaluation. Will the district make their assessment and progress-monitoring tools available for tutors to employ?

Answer: Yes, the district would like to work closely with the vendor/s to align instruction during HDT sessions with the assessment and progress-monitoring tools being used to ensure clarity and effectiveness.

- 13. P. 22/Minimum Dosage | P. 23-24/Program Implementation Phases & Deliverables** – Since a school year is typically 36-40 weeks in length, does the district envision running two 14-week tutoring programs (one per semester)?

Answer: Yes. However, since individual sites will collaborate with the vendor and district coordinator on their specific schedules this may look like 4 9-week tutoring programs (one per quarter), 3 12-week tutoring programs (one per trimester) or 2 14-week tutoring programs (one per semester).

Or does the district envision one tutoring program lasting 14 weeks for the entire academic year?

Answer: No not necessarily. Individual sites will collaborate with the vendor and district coordinator on their specific schedules; this may look like 4 9-week tutoring programs (one per quarter), 3 12-week tutoring programs (one per trimester) or 2 14-week tutoring programs (one per semester).

- 14. P. 22/Tutor Profile** – Is a paraprofessional credential required?

Answer: No, a paraprofessional credential is not required

Or does a tutor with similar qualifications as a paraprofessional qualify?

Answer: APS welcomes tutors with paraprofessional credentials but it is not required to meet our needs. We require a tutor that has been explicitly trained through the vendor's onboarding process in the practice of HDT, working with students with disabilities, EL students, and in culturally responsive instructional practices. Ideally, there would be opportunities for the vendor and APS to collaborate on tutor onboarding to the APS goals, guardrails, and applicable initiatives (early literacy, numeracy, inclusive practices, personalized learning).

15. P. 22/Capacity – What approximate number of tutors does the district anticipate needing for 1,000 students?

Answer: With an ideal group size of 2 to 4 students in one HDT session, 250 tutors would be required to support 1,000 students.

How many hours per week would one tutor work?

Answer: With the ideal schedule of 3 small groups per day meeting 3 times per week tutors would be expected to work 3-5 days per week for 6.5 hour days. Daily work will include dedicated planning time and collaboration with site based and/or district representatives. The exact number of days per week could be flexible based on individual school needs and how the scheduling works with their master schedules.

How will these 1,000 students be identified?

Answer: Using BOY and MOY short cycle assessments such as iReady, Amira, and Progress Learning along with summative assessments like the PSAT, NMSSA, and iMSSA data-driven decision making will be used to determine groupings of nearing proficient students at each designated site. Students up to three years behind grade level will be considered for HDT. Specific groupings of students will differ at each site and will be determined by site-based personnel.

16. P. 23/Timing – What percentage of sessions would take place before or after school and/or on Saturdays?

Answer: APS's ideal model for HDT would take place during school hours. If after/before school options are offered by a vendor, sites may decide to take advantage of that model.

How will the district ensure students show up for sessions?

Answer: HDT time will be built into the school's master schedule in some way. This could be a designated class period, section of time during a literacy block, or elective.

Collaborating classroom teachers and/or a site determined HDT coordinator will ensure schedules are clearly communicated to students and attendance/participation is tracked.

17. P. 24/Delivery – Can the district provide more clarification around an APS-approved virtual platform?

Answer: A virtual platform for HDT would involve students logging in to a live tutoring sessions with a real person. This tutor would deliver layer/tier 2 interventions much like an in-person tutor would. There is flexibility in a virtual option when it comes to scheduling to allow for opportunities for HDT to occur outside of the regularly scheduled day. However, our preference is for these sessions to occur within a normal school day.

What are expectations—especially for vendors that only deliver in-person tutoring?

Answer: In-person tutors will be expected to collaborate with a district coordinator to ensure school needs are being met. We will also provide training to in-person tutors on the required systems for documenting and monitoring growth. They will also collaborate with school-based points of contact (administrators, teaching and learning coaches, interventionists, etc.) to align tutoring lessons with the pacing of classroom instruction and district-adopted HQIM.

18. P. 24/Data, Reporting & Performance Metrics | p. 24/Demonstrated Student Growth –

Are the outcomes mentioned here (i.e., Growth Targets, Leading Indicators, and Data Standards) listed as student and program goals?

Answer: The goal of HDT is to improve student outcomes as measured by short-cycle assessments in the specific areas of intervention (literacy/math).

Or is payment for tutoring services tied to these outcomes?

Answer: Program effectiveness will be determined based on the achievement of student growth through HDT intervention. Continuation of contract award will be decided based on these results during EOY testing windows and program feedback surveys of participating students, teachers, and school sites.

19. P.24/Demonstrate Student Growth – Besides assessments, what other measures will be used to demonstrate program success?

Answer: District created program feedback surveys of participating students, teachers, and school sites.

Will these measures be tied to the APS Guardrails and Strategic Plan to improve student outcomes?

Answer: Formative assessments, district created program feedback survey of participating students, teachers, and school site admin. and yes, they are tied to the Goals and Guardrails.

20. P. 24/Data Standards – Since we use a district’s progress monitoring and evaluative assessment tools, can the district clarify what type of secure dashboard access for campus leaders they are requiring?

Answer: During onboarding of a chosen vendor, APS will collaborate with the vendor team to ensure tutor access to digital platforms is given and training for tutors on the proper use is provided.

21. P.26/Evaluation Criteria – The resident scoring indicates the maximum scores are 8 "percent" on the first line and both 10 "percent" and 10 "points" on the second line. How will the percentages be applied? Also, the "Point" ranges on the table are 8-12 and 10-15 respectively. How do these relate to the percentages and points in the verbiage?

Answer: APS has responded to this via Addendum #2

22. Is the District open to a vendor who provides live, online, high-impact tutoring in middle and high school math?

Answer: Yes, we would have a preference for a live person providing HDT in person or virtually.

23. Where will tutoring take place?

Answer: HDT sessions will occur at school sites. Individual schedules and room situations will be determined at sites. If occurring virtually, students will join sessions using their APS Chromebooks from a designated area in the school. If before/after school options are awarded and selected these sessions may occur off campus depending on student participation.

We rely on our district and school partners to provide space for tutoring sessions in pre-approved, school locations (i.e., classrooms, library, etc.). Is this acceptable to the district?

Answer: Yes

24. If virtual tutoring uses a pull-out model during the school day, should the school support students with logistics like getting to the tutoring space and logging in, or is the vendor required to provide in-person staff for this virtual tutoring support?

Answer: The school will have a point of contact that will coordinate

25. How are students selected for the program?

Answer: Individual school sites will determine what this looks like for their individual programs. However, our guidance is that students performing below grade level in K-2 literacy and 3-8 math be prioritized.

What is the target population for students selected from the program?

Answer: Students performing below grade level in K-2 literacy and 3-8 math will be prioritized.

How many English learner students does the program expect to have?

Answer: Approximately one third of APS students are EL learners. 24 APS schools (priority schools) are required to conduct HDT at their sites. Another 65 have the option to use allocated funds to create HDT programs. If moving forward with our recommended model, each school would have one dedicated tutor meeting with three groups of students per day, for three times per week. This would be up to 6 groups of students per week depending on scheduling. A group size of up to 4 would be a total program impact of 96 students per year per school totaling 2,304 students at just our 24 priority schools. Our goal for year one would be a total program enrollment of 1,000 APS students K-8 focusing on K-2 early literacy and 2-8 mathematics.

26. Will school-based student data (e.g. standardized test results, grades, proficiency standards, etc.) regularly be provided to our tutor supervisor and tutors to showcase the impact of tutoring on learning growth?

Answer: Yes

27. What is the background and fingerprinting process for virtual tutors?

Answer: Program tutors will be considered contract employees. The background check for this position will include:

- a. **Prior employment verification, professional reference checks, education confirmation, a criminal background check, and/or driving record history.**
- b. **Prospective employees must disclose misdemeanors for the past five years, and felonies for the past 10 years.**

- c. **Three background check findings preclude employment at APS unconditionally: child abuse or neglect, drug trafficking, or criminal sexual penetration.**

28. Are the schools generally responsible for providing devices, or is the provider expected to include student devices in their budget?

Answer: Students have devices, k-2 are iPads and 3-12 are Chromebooks

29. Does the district currently use a tutoring vendor to provide the services described in this RFP (or similar services)?

Answer: There are currently approved vendors that offer in-person and virtual tutoring programming. School sites are able to coordinate with these approved vendors individually. The goal of this RFP is to consolidate the process and offer a menu to support models for schools to easily implement HDT at their site.

30. Our tutors can provide regular updates to classroom teachers for them to pass on to families during parent-teacher conferences. For other types of family engagement, we are happy to work with the district on their various outreaches, including offering marketing materials for email blasts, social media posts, take-home flyers for backpacks, bulletin boards, etc. For any type of concern or feedback, we rely on classroom teachers or other stakeholders to communicate this to our dedicated tutor supervisor for the district. Is this approach amenable to the district?

Answer: Yes

31. In the "Campus Liaison" section, can the vendor Site Director (tutor supervisor) operate virtually—coaching virtual tutors and meeting with schools/districts—or is an in-person presence required to support tutoring services and meetings?

Answer: The opportunity to meet in person is appreciated. However, virtual connection and support is sufficient. Including a list of options for support models is welcome within the submissions for our review.

32. Is this an outcomes-based contract?

Answer: Procurement does not typically issue Outcomes-based contracts.

Are the metrics and student growth expectations in #10 and #11 of the SOW tied to payment?

Answer: The student growth expectations will be used to determine program effectiveness and planning next steps. Payment will be based on fulfillment of

contractual obligations such as tutor training, tutor availability, collaboration with district and sites, and completion of site determined HDT tutoring program cycles.

33. What is the funding source for this opportunity?

Answer: School based funding

34. Is there a maximum award amount associated with this RFP?

Answer: No, there is not a maximum award amount

35. Are you seeking a vendor that can provide both math and literacy tutoring?

Answer: Yes

36. What is the overall program budget or the anticipated per-student funding amount?

Answer: Unknown

37. Must vendors use APS-provided virtual tutoring platforms, or are external tutoring platforms allowed, provided they are approved by APS?

Answer: All virtual platforms used by APS students and staff must go through the district technology applications and information security vetting process. Therefore, any selected platforms must complete this process to be APS approved in order to be eligible. Currently, the district uses Google Meet as our main virtual meeting platform. This is ideal. Other platforms will be considered but will need to be approved as stated above.

38. Are out-of-state certified teachers acceptable?

Answer: Yes, if providing services virtually.

Are tutors required to hold New Mexico teaching licenses?

Answer: No, a NM teaching license is not required.

39. Which HQIM programs must tutors use? Are vendors allowed to use supplemental instructional materials?

Answer:

a. The following core curriculum materials would be the first ask for use during HDT tutoring sessions.

i. K-5 ELA Layer 1 Core: Savvas MyView/MiVision

1. Phonics & Phonemic Awareness: Foundations, UFLI, West Virginia Phonics, Heggerty

- ii. K-5 Math Layer 1 Core: iReady Math
 - iii. 6-8 ELA Layer 1 Core: Amplify ELA
 - iv. 6-8 Math Layer 1 Core: Illustrative Math
 - v. 9-12 ELA Layer 1 Core: Odell
 - vi. 9-10 Math Layer 1 Core: Revel Math
- b. Other supplemental materials may be used by vendors if they meet the state's definition of HQIM: High Quality Instructional Materials are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry, complex problem solving, and curiosity. HQIM provide a variety of relevant assessments to support and guide teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM also represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives to support students in making meaning of each content area.

40. How are tutoring groups formed (school vs vendor)?

Answer: Vendor & tutors will coordinate with school site points of contact to create an individualized tutoring schedule that meets the needs of the specific student population. The district coordinator will facilitate the collaboration where needed.

41. Will APS provide student scheduling and attendance management, or is that the vendor's responsibility?

Answer: Scheduling will be site based and attendance will be the vendor's responsibility

42. Is pricing expected per student, per session, or hourly tutor rate?

Answer: Price Form will be included in Addendum #2

- a. Ideal price proposal would be:
 - i. hourly rate for in-person tutoring,
 - ii. hourly rate for virtual tutoring
 - iii. Hourly rate for prep/collaboration time
 - iv. If student caseload impacts costs

43. How must data be delivered (API, CSV, manual uploads)?

Answer: Tutors will use a district platform like Synergy to directly input growth monitoring data. Other data collected from sessions (observations, formative data, etc.) may be delivered via CSV or manual upload as needed.

Does APS expect integration with their SIS or data warehouse?

Answer: If a vendor has a proprietary data collection system that their tutors use to document progress monitoring data we are amenable to the use of that platform as long as it integrates directly with Synergy (SIS).

44. How many students does APS expect vendors to serve in Year 1?

Answer: The target goal for year one is 1,000 students.

Are vendors expected to serve multiple schools simultaneously?

Answer: Yes, the reality will be that multiple schools will be creating HDT programs. The estimated number is 24 schools but this could increase based on needs.

45. APS references progress monitoring tools such as iReady and Amira in the Scope of Work. Should vendors plan to administer these district assessments directly, or will APS provide assessment data to vendors for instructional planning and reporting purposes?

Answer: APS will administer BOY and MOY assessments

46. What is the anticipated number of students to be served under this contract in Year 1?

Answer: The target goal for year one is 1,000 students

Is there a projected range or target across elementary, middle, and high school levels?

Answer: The initial roll-out will focus on K-2 early literacy and 3-8 mathematics. The number of projected participants is unknown as it involves school site collaboration.

47. Is this a new contract, or is APS currently receiving high-dosage/high-impact tutoring services from an existing vendor?

Answer: This is a new contract. All existing relationships with vendors for HDT are site based. This will be a district-wide contract.

If so, is there a transition period anticipated?

Answer: If school sites are currently partnered with approved vendors, they will transition at the beginning of the new school year 26-27 to a chosen vendor based on the results of this RFP.

48. Does APS anticipate awarding this contract to multiple vendors serving different schools, grade bands, or subject areas?

Answer: We anticipate awarding to multiple vendors to create a comprehensive menu of support options for our school sites.

If so, how will school or grade-level assignments be determined?

Answer: Support models will be communicated to school sites and they will determine which vendor package is right for their setting/needs. District coordinators will support schools in making this decision and with the planning/roll-out of the program.

49. The Scope of Work states that tutoring should be conducted on campus (preferred) or via an APS-approved virtual platform. What is the process for obtaining APS approval for a virtual delivery platform?

Answer: Vendor and district would collaboratively submit a form to the Application Review Committee. The committee would then meet to review the specifications of the platform, privacy and data sharing/storage policies, server hosting location, and legal jurisdiction. If approved, the platform would be granted access to APS systems/network.

Are there specific technical requirements the platform must meet?

Answer: Virtual platforms must be able to work on iPads and Chromebook
Compatibility with Google, OneRoster, and our SIS would be preferable.

Category	Requirement Description
Hosting & Residency	High-availability cloud platform with data and network redundancy. All data must reside within the United States.
Infrastructure	A technical diagram of the vendor's cloud infrastructure is required to demonstrate security and scalability.

Authentication	Support for Single Sign-On (SSO) via Google Workspace or Microsoft Azure.
Rostering	For student-facing platforms, the system must support automated rostering (e.g., Clever, ClassLink, or OneRoster).
Device Support	Full functionality on desktop and mobile (iOS, Android, Windows, and Chromebooks).
Data Privacy	Strict compliance with FERPA, COPPA, CIPA, TCPA, and ADA standards.
Data Ownership	APS retains 100% ownership of all data. Data may not be used to train AI models or for any third-party purposes.
Security Audit	Evidence of a completed annual SOC 2 Type II audit, ISO 27001 , or equivalent certification.
Governance	No 3rd party access without APS written consent. APS will define parameters for archive, retention, and deletion.

50. What is the district’s current student information system and data warehouse platform?

Answer: Our SIS is Synergy.

Are there specific technical specifications for data integration that vendors should address in their proposals?

Answer: Google integration

51. Regarding the evaluation process: should offerors assume that each section of the proposal will be reviewed independently by separate evaluators, or will individual evaluators review the complete proposal?

Answer: Individual evaluators will each review the complete proposal.

May offerors reference content from earlier sections rather than restating it in full?

Answer: Restating the information is in the best interest of the offeror.

52. Will the evaluation committee review attachments and appendices that supplement the narrative sections? Or should all substantive information be included within the body of the proposal narrative?

Answer: Yes, the evaluation committee will review any attachments and appendices, and information should be included within the proposal narrative.

53. The RFP requires vendors to demonstrate the ability to serve at least 1,000 students within six weeks of contract award. Does APS have a preferred phased rollout schedule (e.g., launching with a subset of schools before expanding), or does the district expect a simultaneous launch across all participating schools?

Answer: The first step will be to create a menu of options for schools, provide that resource to sites, and the district will support schools with deciding. Once chosen, vendors will be notified by sites of their participation and collaboration can begin on individualized schedules/programming decisions. All participating schools will be doing this work at the same time.

54. Are there specific high-quality instructional materials (HQIM) currently adopted by APS for reading/literacy and mathematics that the tutoring vendor would be expected to use? If so, can APS provide a list of adopted programs by grade band?

Answer:

- i. **K-5 ELA Layer 1 Core: Savvas MyView/MiVision**
 - 1. **Phonics & Phonemic Awareness: Foundations, UFLI, West Virginia Phonics, Heggerty**
- ii. **K-5 Math Layer 1 Core: iReady Math**
- iii. **6-8 ELA Layer 1 Core: Amplify ELA**
- iv. **6-8 Math Layer 1 Core: Illustrative Math**
- v. **9-12 ELA Layer 1 Core: Odell**
- vi. **9-10 Math Layer 1 Core: Revel Math**
- b. **Other supplemental materials may be used by vendors if they meet the state's definition of HQIM: High Quality Instructional Materials are content-rich, fully**

accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry, complex problem solving, and curiosity. HQIM provide a variety of relevant assessments to support and guide teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM also represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives to support students in making meaning of each content area.

55. May offerors propose tiered pricing based on service configuration (e.g., group size, delivery mode, subject area) rather than a single flat rate? Does APS have a preferred pricing format?

Answer: (as provided in Exhibit A)

- a. Ideal price model would be:
 - i. hourly rate for in-person tutoring,
 - ii. hourly rate for virtual tutoring
 - iii. Hourly rate for prep/collaboration time
 - iv. If student caseload impacts costs
- b. If there is tiered pricing included we would need to know the constraints and conditions with which that would apply. Our HDT implementation model is groups of 2-4 students meeting three times per week for 30 mins per session, with time built into their schedule for prep and collaboration with classroom teacher/s. Multiple groups of students can be supported per day by each tutor.

56. Does APS require the vendor to maintain a physical office or local presence in New Mexico, or is a remote headquarters with locally deployed staff acceptable?

Answer: A physical presence in NM is not required.

57. What is the anticipated funding source for this contract (e.g., Title I, ESSER remaining funds, state HB2 High Impact Tutoring allocation, general fund)?

Answer: School allocated funds will be a combination of Title I and operational funds.

Will funding availability affect the scope or timeline of services?

Answer: Unknown

58. With regards to #10 in the SOW, what data standards does the district use?

Answer: De-identified, FERPA-compliant datasets compatible with the APS data warehouse; secure dashboard access for campus leaders.

59. Is the district open to a vendor supporting high-dosage tutoring for specific grade bands in one subject area (e.g. 6th-12th grade math)?

Answer: Yes

60. Based on this information for tutor criteria, NM-licensed, teachers, degreed professionals, or paraprofessionals with ≥ 60 college credits and demonstrable content expertise. Are tutors required to be current paraprofessionals in a school who are enrolled in college?

Answer: No

Are tutors who are current college students and not paraprofessionals eligible for the role?

Answer: Yes

Are there any exceptions to the licensure requirement if tutors take a math assessment during the application phase and currently hold an associate's or bachelor's degree in any field?

Answer: Yes. If pedagogical knowledge is demonstrated through an assessment as suggested this will serve as an alternative pathway to meet the criteria for tutors.

61. Based on the information for capacity, Vendor must demonstrate the ability to serve a minimum of 1,000 students district-wide within six (6) weeks of contract award. Is 1,000 students the max number of students for the full tutoring program?

Answer: No

If selected will vendors have a subset of the 1,000 students?

Answer: Yes

When will scheduling and other logistics take place to ensure the correct number of tutors are hired for the tutoring periods?

Answer:

a. Within the first month of the new school year 26-27

i. District will work with vendor/s to create a menu of models to choose from

- ii. **School sites will determine which model meets their needs & select one for the year**
- iii. **Vendor, district, and school site will collaborate to determine individual site schedules.**

62. For scheduling, will the schools partner with the vendor to create schedules or is it the vendors responsibility to state when tutors are available and the schools schedule students?

Answer: Vendor will collaborate with school sites to create tutoring schedules.

What is the communication with the district and schools regarding scheduling tutoring sessions during the school day for the minimum number of minutes each week?

Answer: The district will clearly communicate guidelines for rolling out HDT using the approved vendor programs. There will be a point contact at each site they will help with coordination and a district point of contact to facilitate as needed and monitoring overall implementation.

63. If students are moving out of the high-dosage tutoring program in 12-14 week cycles based on performance, will tutoring schedules remain consistent for the academic school year while tutoring groups (or assigned students) may change? Ex: Tutoring happens Mon, Weds, Fri from 10-1 during the school day for the full academic year and students may move in and out for the program every 12-14 weeks.

Answer: School sites will determine the frequency of tutoring programs (semester/trimester/quarter). Students will move out of a program at the end of a cycle based on data and progress monitoring results. Tutoring schedules could remain consistent (Ex: M/W/F 10-1) from cycle to cycle but the students and skills being targeted will most likely change.

64. Does the district provide BOY, MOY and EOY assessments or is the vendor required to administer their own assessment such as STAR for each 12-14 week cycle?

Answer: We will provide the BOY, MOY and EOY data

65. What assessment gains are expected during the monthly progress reports?

Answer: Expectation of positive improvement from BOY to MOY and MOY to EOY in targeted areas (literacy, math) for participating students in the HDT programs.

Star assessment data, mastery of exit ticket standards, other examples?

Answer: Gains in BOY and MOY data using short cycle assessments administered by the district.

66. What specific APS-adopted core/intervention programs and lesson frames must the vendor mirror?

Answer: See below for a list of adopted core curriculum.

Are these uniform district-wide, or do they vary by individual school site?

Answer: There may be a variance by school site of how frequently adopted materials are used.

i. K-5 ELA Layer 1 Core: Savvas MyView/MiVision

1. Phonics & Phonemic Awareness: Foundations, UFLI, West Virginia Phonics, Heggerty

ii. K-5 Math Layer 1 Core: iReady Math

iii. 6-8 ELA Layer 1 Core: Amplify ELA

iv. 6-8 Math Layer 1 Core: Illustrative Math

v. 9-12 ELA Layer 1 Core: Odell

vi. 9-10 Math Layer 1 Core: Revel Math

Other supplemental materials may be used by vendors if they meet the state's definition of HQIM: High Quality Instructional Materials are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry, complex problem solving, and curiosity. HQIM provide a variety of relevant assessments to support and guide teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM also represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives to support students in making meaning of each content area.

67. The RFP states vendors must demonstrate capacity to serve at least 1,000 students within six weeks of contract award. Can the district provide an estimated number of participating schools and students anticipated for Year 1?

Answer: No. 24 schools in APS are required to implement HDT within their sites based on the APS School Performance Framework. We have a target goal of reaching 1,000 students in Year 1.

68. Does APS anticipate launching the program at all participating schools simultaneously, or will implementation be phased by school or grade level?

Answer: Simultaneously

69. Will the district identify priority grade levels or student populations (e.g., K–2 literacy, middle school math, etc.) for initial program implementation?

Answer: Based on site need

70. The RFP references alignment with New Mexico adopted standards and APS scope and sequence documents. Will APS provide access to these scope and sequence documents to the selected vendor?

Answer: Yes, APS will provide access to scope & sequence documents to selected vendor/s when appropriate.

71. Is the district expecting vendors to adapt their tutoring curriculum to mirror the district pacing guide exactly, or is alignment with grade-level standards sufficient?

Answer: Grade level standards are sufficient

72. The RFP references culturally and linguistically responsive instruction and bilingual materials. Can the district clarify whether this requirement applies to instructional content, family communication materials, or both?

Answer: APS requests that instructional content and family communication materials be offered in multiple languages to best support our diverse community. Preference would be given to a vendor that has the option for experienced Spanish speaking tutors that could offer effective instruction in a bilingual setting.

73. Are vendors expected to integrate with district platforms such as iReady or Amira Tutor, or are these tools referenced only as assessment data sources?

Answer: The district will maintain accurate use and reporting of district platforms like iReady and Amira. Vendors are expected to use the data from these sources to guide tutor planning and program design.

74. The RFP references New Mexico background checks and fingerprinting. Can APS confirm the approved vendor process (e.g., IdentoGO) and whether this must be completed prior to tutors interacting with students?

Answer: Program tutors will be considered contract employees. The background check for this position will include:

- i. Prior employment verification, professional reference checks, education confirmation, a criminal background check, and/or driving record history.**
- ii. Prospective employees must disclose misdemeanors for the past five years, and felonies for the past 10 years.**
- iii. Three background check findings preclude employment at APS unconditionally: child abuse or neglect, drug trafficking, or criminal sexual penetration.**

75. The RFP allows tutoring on an “APS-approved virtual platform.” Please describe the approval process and explicit criteria APS uses to approve virtual delivery (security/privacy, synchronous features, breakout rooms, recording, authentication/SSO, accessibility).

Answer: Vendor and district would collaboratively submit a form to the Application Review Committee. The committee would then meet to review the specifications of the platform, privacy and data sharing/storage policies, server hosting location, and legal jurisdiction. If approved, the platform would be granted access to APS systems/network.

Category	Requirement Description
Hosting & Residency	High-availability cloud platform with data and network redundancy. All data must reside within the United States.
Infrastructure	A technical diagram of the vendor’s cloud infrastructure is required to demonstrate security and scalability.

Authentication	Support for Single Sign-On (SSO) via Google Workspace or Microsoft Azure.
Rostering	For student-facing platforms, the system must support automated rostering (e.g., Clever, ClassLink, or OneRoster).
Device Support	Full functionality on desktop and mobile (iOS, Android, Windows, and Chromebooks).
Data Privacy	Strict compliance with FERPA, COPPA, CIPA, TCPA, and ADA standards.
Data Ownership	APS retains 100% ownership of all data. Data may not be used to train AI models or for any third-party purposes.
Security Audit	Evidence of a completed annual SOC 2 Type II audit, ISO 27001 , or equivalent certification.
Governance	No 3rd party access without APS written consent. APS will define parameters for archive, retention, and deletion.

RFP 26-046AS

EXHIBIT A

Price Proposal Form

Submit form with proposal

DO NOT ALTER

	In-Person Tutoring	Virtual Tutoring
Hourly Rate		

Signature: _____

Name of Person Signing (typed or printed): _____

Title: _____

Name of Company: _____

Date: _____