

**CLEMENTON BOARD OF EDUCATION  
CLEMENTON, NEW JERSEY**

**REQUEST FOR PROPOSALS**

Notice is hereby given that pursuant to the provisions of N.J.S.A. 19:44A-20, otherwise known as New Jersey Pay to Play, and Chapter 271 of the laws of the State of New Jersey, the Clementon Board of Education located at 4 Audubon Avenue, Clementon, NJ 08021 is seeking Requests for Proposals (RFPs) for professional service as listed below to be provided to the Board of Education for the 2023-2024 school year, for the period January 1, 2024 through July 31, 2024.

Requests for Proposals documents are available on the school district website at:  
[WWW.Clemsd.org](http://WWW.Clemsd.org)

The Professional Service: Vendors for Tutoring

Requests for Proposals must be submitted electronically to the following electronic mail address: [berenatob@clemsd.org](mailto:berenatob@clemsd.org) no later than December 12, 2023 by 4:00 p.m. Only electronic submittals will be accepted for consideration by the Board of Education.

Copies of electronic submittals will be made available to the public upon request. All requirements for proposals are listed in the RFP documents available on the district website.

The Board reserves the right to reject any or all proposals and waive any informality in process.

**November 2023**

**Vendors for Tutoring Request for Proposal**

**Scope of Work**

The Clementon School District is interested in organizations that provide tutoring services which include the following considerations:

- Render tutoring services during an Embedded School Day - 9 am - 3 pm; 3 days a week though the 2023-2024 school year
- Render tutoring services at scale in alignment with the principles of high impact tutoring (see Quality of Standards, below);
- Provide a minimum of two (2) to three (3) sessions per week for each student, with recommended maximum ratio of three (3) students to one (1) tutor;
- Provide tutoring for up to 30 students in grades 3 and 4
- Prioritize grades three (3) and four (4) but allow for LEAs to express additional needs;

- Demonstrate immediate capacity to serve more than (insert projected tutoring enrollment numbers) students.
- Conduct criminal background history clearance consistent with N.J.S.A.18A:6-7.1 and N.J.A.C. 6A:9B-4.2 for all tutors;
- Ensure tutors receive training and leverage high-quality instructional materials for tutoring;
- Align tutor training to research-backed best practices, the New Jersey Student Learning Standards (NJSLS) within the specific content area, and grade level(s) of support; and
- Ensure a sufficient number of tutors are immediately available and those tutors meet eligibility requirements prior to service.

### **Qualifications**

To be eligible, an organization must, at a minimum, provide the following:

- A. A previous project plan of a similar scale and concept that demonstrates experience in delivering tutoring programs for large numbers of students (insert projected tutoring enrollment numbers). In addition, the project plan should confirm:
  1. proof of leadership and organizational skills, as well as strong project management and scheduling skills;
  2. experience with conducting and/or leading tutoring sessions in English language arts and math; and
  3. extensive working knowledge of assessment literacy and the ability to design instructional interventions in response to student data.
- B. Provide resumes/CVs and describe qualifications and experience of key leadership staff who will be involved in this project. In addition, attest that all tutoring staff:
  1. Are appropriately qualified and have been thoroughly vetted by the organization;
  2. Have obtained criminal background history clearance consistent with N.J.S.A.18A:6-7.1 and N.J.A.C. 6A:9B-4.2;
  3. Have completed 60 semester-hour credits from a nationally accredited college or university of all tutors. Please note that vendors who employ individuals with advanced coursework in education, mathematics or English language arts will be shown preference; and
  4. Hold experience tutoring in Mathematics or English language arts with the targeted grade levels, at a minimum, grades three (3) and four (4).

### **Additional Requirements for Organizations**

- A. Vendors may be required to attend additional trainings pertaining, but not limited to, New Jersey Student Learning Standards in English Language Arts and Mathematics.
- B. Vendors shall be available and hold the technical capacity to lead and conduct tutoring sessions either in-person or virtually, during the regular business day and possibly before and/or after typical school hours.
- C. Vendors shall ensure that supervision practices of students during tutoring sessions are aligned with state and local policies.
- D. Vendors shall attest that their tutors have valid driver's licenses, proof of reliable transportation, proof of automobile insurance and proof must be immediately available for inspection if requested by the LEA.

## Quality of Standards

Several recent studies have evaluated high-impact practices that have been leveraged to remediate unfinished learning resulting from the pandemic. In 2020, EdResearch for Recovery developed a series of evidence briefs written by leading educational experts to inform pandemic recovery strategies, which included a brief on specific, peer-reviewed research-based practices that characterize principles of high-dosage tutoring. In 2021, the National Bureau of Economic Research released a working paper and meta-analysis of almost 100 recent studies of tutoring in literacy and mathematics. Together, these study findings (among many others), suggest that high-quality tutoring programs consistently produced large improvements in learning outcomes for students, with measurable gains greater than other academic interventions. Most notably, these studies synthesize and propose several common criteria that can be used by LEAs as they evaluate vendors to consider for tutoring support for students.

Key findings include the following:

- **Staffing:** Programs led by appropriately qualified teachers or paraprofessionals with pedagogical content knowledge are generally more effective than those that used nonprofessional/volunteer or parent tutors. However, it is important to note adequate training and ongoing support are essential for all tutoring programs to be effective, irrespective of the background of the tutor.
- **Curriculum:** Programs based on high-quality instructional materials (inclusive of formative assessments) tightly aligned with the adopted curriculum reinforces and supports classroom instruction. Tutors and teachers can have more focused conversations if tutoring and classroom curricula and assessments are tightly aligned.
- **Data:** Programs that use diagnostic assessments to tailor instruction for individual students (or small groups) are most effective. Regular use of data and ongoing assessments throughout the program lead to a more precise intervention and stronger outcomes.
- **Frequency:** Programs that are delivered in high dosage (three or more sessions per week) or intensive, week-long sessions yield the best outcomes. Lower frequency/dosage and less intense interventions do not yield the same positive effects on student growth.
- **Schedule:** Programs conducted during the school day tend to result in greater learning gains than those held after school or during the summer. Targeted support received closer to the time of aligned instruction is most beneficial for students.
- **Size:** Programs are most effective when serving only a few students at a time. While a one to one ratio is optimal, tutors may be able to effectively serve up to three or four students at once. Beyond four students, instruction becomes less personalized and requires higher tutor skill to maintain efficacy.
- **Consistency:** Programs that ensure students have a consistent tutor over time allow for positive tutor-student relationships to develop and will lead to tutors being most responsive to specific needs of the student. In addition, informed matching of tutors to students can help tutors adopt specific strategies that best serve students from diverse backgrounds and students with specific learning needs.

## Model Evaluation Criteria (5:34-4.2)

(a) The following, as appropriate to individual circumstances, shall be used as criteria for evaluating requests for proposals (RFPs) under the competitive contracting process described in N.J.S.A. 40A:11-4.1

et seq. and 18A:18A-4.1 et seq. These criteria are not intended to be limiting or all-inclusive, and they may be adapted or supplemented in order to meet a contracting unit's individual needs as competitive contracting may dictate. No criteria shall unfairly or illegally discriminate or exclude otherwise capable vendors.

1. Technical criteria:

i. Proposed methodology:

- (1) Does the vendor's proposal demonstrate a clear understanding of the scope of work and related objectives?
- (2) Is the vendor's proposal complete and responsive to the specific RFP requirements?
- (3) Has the past performance of the vendor's proposed methodology been documented?
- (4) Does the vendor's proposal use innovative technology and techniques?

ii. Are sound environmental practices such as recycling, energy efficiency, and waste reduction used?

2. Management criteria:

i. Project management:

- (1) How well does the proposed scheduling timeline meet the contracting unit's needs?
- (2) Is there a project management plan?

ii. History and experience in performing the work:

- (1) Does the vendor document a record of reliability of timely delivery and on-time and on-budget implementation?
- (2) Does the vendor demonstrate a track record of service as evidenced by on-time, on-budget, and contract compliance performance?
- (3) Does the vendor document industry or program experience?
- (4) Does the vendor have a record of moral integrity?

iii. Availability of personnel, facilities, equipment and other resources:

- (1) To what extent does the vendor rely on in-house resources vs. contracted resources?
- (2) Are the availability of in-house and contract resources documented?

iv. Qualification and experience of personnel:

- (1) Documentation of experience in performing similar work by employees and when appropriate, sub-contractors?
- (2) Does the vendor make use of business capabilities or initiatives that involve women, the disadvantaged, small and/or minority owned business establishments?
- (3) Does the vendor demonstrate cultural sensitivity in hiring and training staff?

3. Cost criteria:

i. Cost of goods to be provided or services to be performed:

- (1) Relative cost: How does the cost compare to other similarly scored proposals?
- (2) Full explanation: Is the price and its component charges, fees, etc. adequately explained or documented?

ii. Assurances of performance:

- (1) If required, are suitable bonds, warranties, or guarantees provided?

(2) Does the proposal include quality control and assurance programs?

iii. Vendor's financial stability and strength:

(1) Does the vendor have sufficient financial resources to meet its obligations?

**Appendix A: Sample Proposal Elements**

The Proposal may include:

- I. Background questions
  - a. Briefly describe your organization, in no more than 2-5 sentences.
  - b. Are you applying as a consortium of multiple organizations working together? If yes, the questions below should be filled out for all organizations in the consortium.
  - c. List organization’s website.
  - d. Describe organization type (non-profit, for-profit, etc.)
  - e. How long the organization has been tutoring students?
  - f. How many students has the organization tutored in a typical year?
  - g. How many tutors does the organization currently employ?
  - h. How will the organization expand to support the tutoring of 1,000 to 10,000 or more students?
  - i. How will the organization recruit and train its new and existing tutoring to support the New Jersey High Impact Tutoring program?
  - j. Where in New Jersey does the organization currently operate?
  - k. Will the tutoring be virtual, in-person, or both? In-person tutoring is preferred, but virtual vendors may apply as well.
  
- II. Capability, Capacity, and Qualifications of the Vendor
  - a. Please describe evidence of your organization’s prior successes in tutor recruitment, training, and/or instructional materials for tutoring.
  - b. Explain how the organization has provided programs that meet the high-impact tutoring criteria described in Appendix A.
  - c. Describe any program evaluations that demonstrate a positive impact on student achievement. Concrete, specific, and quantitative metrics are strongly preferred over qualitative descriptions. Independent research studies demonstrating effectiveness are particularly valuable.
  - d. Include 1-2 supporting artifacts that demonstrate your organization’s ability to effectively provide tutoring services to LEAs. You must include evidence of success for all the services for which you are applying.
  - e. List all other state or local education agencies that you have partnered with in the past five years to provide similar services in a table similar to the one below. If any of those state or local education agencies terminated their contracts with your organization early, please explain.

LEA or SEA name	Years of contract	Services offered (recruitment, training, and/or instructional materials)	Brief Description	Terminated early? Yes/No (If yes, please explain)

- f. List a minimum of three (3) relevant client references, including client names, addresses, contact names with emails and phone numbers, dates of service, and type(s) of service(s) provided.

- g. Provide a statement of the approximate number of students and number of schools your organization can responsibly support, and how they would be served by your proposed team. Include the locations (specific New Jersey counties) that are able to be served by your organization.
- h. If working as a consortium of organizations, provide evidence of prior collaboration or existing MOUs between consortium entities.

III. Work Plan

- a. Describe your team’s proposed approach for carrying out the objectives and requirements of tutoring services outlined above as clearly, specifically, and completely as possible.
- b. Describe the program design, project activities, materials, and other products, services, and reports to be generated during the program(s) and relate them to the stated purposes.
- c. Please fill out a table similar to the one below, indicating the grade spans and subjects for which tutoring services will be offered:

Content	Grades	Offering tutor recruitment?	Offering tutor training?	Offering instructional materials?

- d. Briefly describe how your tutoring will be accessible to multilingual learners (English language learners) and students with disabilities.
- e. Explain in detail the plans to ensure the appropriate oversight of the tutoring experiences offered, either virtually or in-person, during the school day and/or before/after school, or on weekends. Policies differ across delivery methods, so supervision policies must explicitly address the different scenarios (i.e., if tutoring occurs during the school day or on school grounds, a certified teacher is needed, or parent supervision must be ensured if the session is conducted either remotely or in person at a location other than the school, etc.).

IV. Approach/Methodology

- a. Describe how your organization decided upon the work plan outlined above. Explain how your organization’s approach to tutoring services is aligned to research-backed national best practices.
- b. Provide a statement of how many cohorts of schools and students your organization can responsibly support, and how they would be served by your proposed team.
- c. Describe any approaches to recruit tutors with particularly useful skillsets, such as fluency in languages other than English or experience serving students with disabilities. Note: Responding organizations with the ability to supply a higher number of tutors will be given preference over organizations supplying a smaller number of tutors.
- d. Identify the tutor types that would be recruited and provided to LEAs: college students, teacher candidates; current or retired teachers; paraprofessionals; community member; and others (list).

- e. Describe your organization's training schedule for tutors, including total hours of training, content areas covered, method of delivery (synchronous vs. asynchronous; virtual vs. in-person training), and alignment to the principles of high-impact tutoring.
- f. Explain how your organization will serve the region or service areas identified in your application.
- g. Describe how your tutoring curriculum is NJSLs-based, high-quality, and how the proposed delivery approach is aligned with research-based instructional strategies for the given content area. Describe how data is used to make real-time shifts in individual supports.
- h. If applicable, identify if a curriculum-integrated online platform will be used to deliver services. If so, please describe it, its functionality, and how it supports student learning.

V. Cost Proposal

- a. Develop an overall budget. Include any breakouts by number of students served, hours of service, or cohort models that may be useful for LEAs to understand (e.g. costs per student for instruction of 3 x 45-minute periods per week for 10 weeks, etc.)
- b. Identify specific fixed and variable costs:
  - i. Hourly rate per instructor;
  - ii. Materials costs;
  - iii. Tutor management and support costs;
  - iv. LEA relationship management costs;
  - v. Reporting and analytic costs; and
  - vi. Operations costs, materials costs, etc.
- c. If there are price discounts for different usage levels (i.e. due to economies of scale), please describe them.