**PURCHASING AND SUPPLY SERVICE**

De'Nerika Johnson, MBA, CPPO, NIGP-CPP
Director of Purchasing and Supply Services
13300 Old Marlboro Pike | Upper Marlboro, MD 20772 | 301-952 6560

**POST ADDENDUM: RFP PUR-25-063 ADDENDUM NO. 5**

| ISSUED BY:<br><br>PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS<br>OFFICE OF PURCHASING AND SUPPLY<br>13300 OLD MARLBORO PIKE, ROOM 20<br>UPPER MARLBORO, MARYLAND 20772-9983 | **Date of this Addendum:**<br><br>**April 30, 2025**<br>**No. of Pages: 16** | **Proposal Submissions:**<br><br>**May 6, 2025,**<br>**11:00 AM, Eastern Standard Time** |
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| | **RFP No.: PUR-25-063** | **RFP Issuance Date:**<br>**March 28, 2025** |
| | **TITLE: OCS Professional Development** | |

**TO ALL PROSPECTIVE OFFERORS AND OTHER RECIPIENTS OF SOLICITATION DOCUMENTS**

**This Addendum is hereby made a part of the Contract Document that will be the basis of the Contract. This Addendum is issued to change the original Solicitation Documents issued March 28, 2025. Prospective Offerors are required to attach this Addendum to your Contract Documents. Receipt of this Addendum must be acknowledged in the Proposal Document (see Appendix A). Failure to do so may subject the Offerors disqualification.**

**THE FOLLOWING RFP PROVISIONS ARE HEREBY CHANGED AS FOLLOWS:**

**COST PROPOSAL WORKSHEET:**

The Cost Proposal Worksheet has been uploaded to eMMA and PGCPS website for your review and download. Please ensure that you do not convert the worksheet to a PDF. It must be submitted in its original Excel format as part of your proposal submission.

**OFFERORS' QUESTIONS AND RESPONSES:**

| | At this time, we defer to the Science Department for confirmation on whether ProjectSTEM remains an adapted curriculum for high school students in grades 9–12. Please contact the Science Department directly for the most accurate and up-to-date information. |
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| Is ProjectSTEM still an adapted Curriculum for High School students grades 9-12? | |

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| Has PGCPS adapted a formal policy for A.I. instruction? | AI Board Policy please reference the Board of Education Policy 0123 |
| Where is the best place to learn more about the SWPP - School Wide Performance Plan? | To view School Performance Plans, visit the PGCPS website and enter 'School Performance Plan' in the search bar. Individual schools have their plans posted for public access |
| Where can we learn more about the plan and policies PGCPS must adhere to for their students? | To learn more about the plans and policies that Prince George's County Public Schools (PGCPS) must follow for their students, visit the PGCPS website and explore key documents and resources. Additionally, the Maryland Blueprint for Education outlines statewide priorities and requirements that guide PGCPS in areas such as student achievement, equity, and funding. You can find more information about the Blueprint for Maryland's Future on the Maryland State Department of Education (MSDE) website." |
| How many teachers and school staff will receive the PD services (e.g., District Wide rollout)? | The number of teachers and school staff who will participate in the professional development services will be determined in collaboration with the school-based leadership team. This will ensure alignment with each school's specific needs and goals as part of a district-wide rollout |
| What are the skill sets of the teachers (e.g., Science and Math degrees or general)? | The specific skill sets and academic backgrounds of the teachers—such as degrees in Science, Mathematics, or general education—will be confirmed in collaboration with the school-based leadership team. However, the majority of teachers hold degrees in their respective fields. |
| If your company consists mostly of Minorities, are you automatically part of MBE? If not, do you need to acquire MBE status to be considered an MBE to meet the proposal requirements? | No, having a majority of minority employees does not automatically qualify a company as a certified Minority Business Enterprise (MBE). To be recognized as an MBE for the purposes of meeting participation requirements or receiving evaluation points, a company must obtain official MBE certification through the State of Maryland. Please note that Prince George's County Public Schools (PGCPS) does not provide assistance with the MBE certification process. Vendors are |

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|  | responsible for obtaining certification directly from the Maryland Department of Transportation (MDOT) Office of Minority Business Enterprise. |
| Does the vendor need to provide PD in English/Language Arts and Mathematics as part of your overall solution? | Professional development (PD) in English/Language Arts and Mathematics may be included as part of the overall solution; however, specific PD needs will be determined in collaboration between the awarded vendor and each school. This ensures the training is tailored to support each school's priorities and performance goals. |
| Are there other educational curriculum requirements that need to be addressed: e.g., STEM? | Curriculum focus areas such as Math, English/Language Arts (RELA), and STEM may be required; however, specific educational curriculum requirements will be determined based on each school's identified needs and priorities. The awarded vendor will work closely with school leadership to align professional development content with these focus areas |
| Will you provide a list of ALL the Q&A responses to each vendor that provided questions? | Yes, all questions submitted by vendors and the corresponding responses will be compiled and published in an official addendum, which will be made available to all prospective offerors. |
| Is the TERM 3 years or 5 years? | For clarification regarding the Period of Performance and contract renewal terms, please refer to Addendum 2. This addendum outlines the applicable timelines and renewal provisions associated with the contract. |
| Are parents included in the PD Services requirements? | Yes, parents are included as part of the target audience for the professional development services. The awarded vendor may be required to design and deliver sessions that support parent and family engagement, in alignment with the goals of the Community Schools initiative and each school's specific needs |
| Is there a template in the Appendix that captures the Cost Proposal numbers? | No, there is no template included in the Appendix specifically for capturing cost proposal figures. Vendors should refer to the pricing instructions outlined in the solicitation and any forthcoming |

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| | addenda for guidance on submitting cost proposals. A Cost Proposal Excel spreadsheet has been uploaded to both eMMA and the PGCPS website for your reference. Please use this spreadsheet to complete and submit your cost proposal. |
| What is the max award size for the contract? | There is no predetermined maximum award amount for this contract. Funding allocations will be based on the individual professional development budgets of each participating school, and the scope of services requested |
| What is the minimum number of schools and teachers to be served in order for the contract to be considered competitive? | There is no minimum number of schools or teachers required to be served for the contract to be considered competitive. Proposed services will be evaluated based on their alignment with the scope of work, responsiveness to identified needs, and overall value to the district. |
| Is this RFP for a single award or multiple awards? Or is it a zero-award contract for placement on an approved vendor list? | The number of awards resulting from this RFP will be determined at the discretion of the end user based on the needs of the district. PGCPS reserves the right to issue a single award, multiple awards, or no award at all, depending on the proposals received and the best interests of the school system. |
| Should pricing be a rate sheet or one total firm fixed price? | Vendors are expected to submit a detailed rate sheet rather than a single firm fixed price. The rate sheet should clearly outline pricing by service type, hourly or daily rates, and any other applicable cost components, in accordance with the instructions provided in the solicitation and forthcoming addenda. |
| Is the MBE a goal or a requirement? | The Minority Business Enterprise (MBE) participation goal for this solicitation is set at 15%. |
| Should the vendor address the scope of work in 3.1.1 on page 14 requesting professional development for "English/Language Arts and Mathematics" or the scope of services on page 5 requesting "a range of professional development sessions, including but not | Vendors should address both sections of the scope, as outlined in the solicitation. The reference to English/Language Arts and Mathematics in Section 3.1.1 on page 14 highlights specific academic focus areas, while the broader scope of services described on page 5 outlines the full range |

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| limited to: Curriculum workshops, Student engagement strategies, Social-emotional learning, Trauma-informed care, Parent and family engagement, Other relevant instructional and support topics"? | of professional development topics expected. Proposals should demonstrate the vendor's ability to deliver comprehensive, high-quality professional development that is responsive to the diverse instructional and support needs identified by schools, including but not limited to curriculum workshops, student engagement, social-emotional learning, trauma-informed care, and family engagement |
| Page 18 requires "Offeror's Technical Response to Part III Scope of Work must be addressed in accordance with the numbering and order in which evaluation criteria is presented in Section 11.0." However, there is no Section 11.0 with evaluation criteria. Can you please clarify? | For detailed information on how technical proposals will be evaluated, please refer to page 21, Section 3: Evaluation Criteria. This section outlines the evaluation factors, scoring methodology, and overall criteria that will be used to assess the responsiveness and quality of each proposal |
| Will the district clarify the original and option term. Page 6 states the term is "for a period of five (3) years ("Initial Term"). In its sole discretion, The Board shall have the unilateral right to renew that Contract for five (2) one-year successive (each a "Renewal Term")." | Please refer to Addendum 2 for clarification regarding the Period of Performance and the terms related to contract renewal. This addendum provides specific details outlining the duration and renewal conditions applicable to the contract |
| Will the district accept bids for professional development for fewer than all of the topics named? | Yes, the district will consider proposals that address fewer than all of the professional development topics listed in the solicitation. However, vendors are encouraged to clearly identify which topics they are proposing to cover and demonstrate how their offerings align with the needs of Community Schools and the objectives outlined in the RFP |
| How many schools does District anticipate participating in the assessment? | For School Year 2026, there will be 148 designated Community Schools within the district. Each of these schools will have the option to utilize the professional development services provided under this contract, based on their individual needs and priorities |
| How many teachers? school leaders? and district leaders? does the district anticipate | For School Year 2026, a total of 148 Community Schools will have the option to access the |

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| participating in professional development? How frequently? | professional development services provided under this contract. The awarded vendor will collaborate directly with each school to assess and address their specific professional development needs. |
| We were unable to attend the pre-proposal session. Is there a recording available? | There is no recording available from the Pre-Proposal Conference Meeting |
| How will educators (e.g. teachers, administrators, other staff) select into the PD sessions? | Details regarding how educators—including teachers, administrators, and other staff—will select into professional development sessions will be outlined in the forthcoming Budget Guidance document. This guidance will provide direction on participation processes and allocation of resources. |
| Will there be predetermined limits to participation in each month's PD offerings, either minimums or maximums? | Participation limits for each month's professional development offerings—whether minimum or maximum—will be determined at the discretion of each individual school, based on their specific needs and available resources. |
| Is there a threshold of expectations on the number of virtual and in-person sessions offered each year? | Participation limits for each month's professional development offerings—whether minimum or maximum—will be determined at the discretion of each individual school, based on their specific needs and available resources. |
| What is the period of performance for this work? Bullet point 6 (Period of Performance) on page 6 of the RFP states the contract will "continue for a period of five (3) years ("Initial Term")" with the option to renew for five (2) one-year successive (each a "Renewal Term")…." However, bullet point 7 (Option to Extend Service) on the same page states that the total extension of performance will not be more than 12 months. Furthermore, bullet point 10 (Term of Agreement) on page 25 of the RFP states the initial term is anticipated to be three (3) years with two (1) one-year option periods. | Please refer to Addendum 2 for detailed clarification regarding the Period of Performance and the terms governing contract renewal. This addendum outlines the applicable timelines and renewal provisions associated with the solicitation. |

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| Is there an Excel file bidders need to complete for the Cost Proposal? If yes, will PGCPS please provide this Excel file? | Yes, an Excel file is required for the Cost Proposal. This file will be provided and posted as part of the upcoming addendum for bidder completion. |
| What key performance indicators (KPIs) or metrics should we align our training outcomes with, especially in support of each school's Schoolwide Performance Plan (SWPP)?<br>Purpose: Ensures your services are data-driven and measurable. | Key performance indicators (KPIs) and metrics should be aligned with each school's specific goals as outlined in their Schoolwide Performance Plan (SWPP). These indicators will be identified and finalized in collaboration with individual schools to ensure that the professional development services are data-driven, measurable, and responsive to each school's unique needs and priorities. |
| Will individual schools be able to customize training topics, or will there be a district-wide blueprint with room for localized adaptations?<br>Purpose: Understands the scope for flexibility and personalization. | "Yes, individual schools will have the ability to customize training topics based on their unique needs and priorities. While the district may provide overarching guidelines or focus areas, schools will retain flexibility to tailor professional development offerings in alignment with their Schoolwide Performance Plans (SWPP) and instructional goals. |
| What professional development areas are most urgent across the district—such as math instruction, SEL, trauma-informed care, or family engagement?<br>Purpose: Prioritizes high-need areas to address first. | The most urgent professional development priorities across the district currently include mathematics instruction, coaching and feedback for school leaders, and effective strategies for supporting students with disabilities. These focus areas reflect district-wide needs aimed at improving instructional quality, leadership effectiveness, and inclusive education practices. |
| How does PGCPS envision ensuring that equity is reflected not just in training content but in daily instructional practice? | PGCPS is committed to embedding equity into both training content and daily instructional practice. In addition, we align curriculum resources, instructional frameworks, and evaluation tools to ensure that equity is not a stand-alone concept, but a consistent expectation across all schools. School leaders, teachers, and staff are supported through coaching, data-driven reflection, and collaborative planning to ensure that equitable practices are implemented, monitored, and continuously improved at the classroom level. |

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| What internal capacity already exists in schools for sustaining PD and coaching, and where do you see the most need for vendor support?<br>Purpose: Identifies gaps in support and long-term planning. | Many of our schools already have strong internal capacity through Instructional Lead Teachers, department chairs, professional learning communities (PLCs), and school-based coaches who support ongoing professional development and instructional improvement. These structures allow for peer-to-peer learning, collaborative planning, and continuous coaching cycles aligned with school goals. |
| How should the selected provider support accountability and follow-through after PD sessions to ensure meaningful implementation?<br>Purpose: Signals your intent to embed measurable change, not just deliver sessions. | A selected provider should support accountability and follow-through by offering structured, ongoing support after professional development sessions. This could include but not limited to the following: Clear implementation plans tied to specific, measurable goals<br><br>Job-embedded coaching and mentoring to reinforce new practices in real-time<br><br>Follow-up sessions for reflection, troubleshooting, and skill refinement<br><br>Progress monitoring tools such as walkthrough checklists, feedback forms, or self-assessments<br><br>Collaboration with school and district leadership to integrate new practices into regular instructional expectations and performance evaluations |
| How would you like us to partner with school leaders and Community School Coordinators (CSCs) to ensure professional development is integrated into daily instructional rhythms?<br>Purpose: Clarifies collaboration expectations and support structures. | We would like you to partner with school leaders and Community School Coordinators by aligning professional development with each school's instructional priorities and daily routines. This means but not limited to the following:<br><br>Co-planning with school leadership teams to embed professional development into existing structures like staff meetings, PLCs, and collaborative planning times |

| | Providing tools and strategies that educators can immediately apply during instruction |
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| | Offering ongoing coaching and modeling to support implementation during the school day |
| | Maintaining open communication with school leaders and Coordinators to adapt and refine support based on real-time needs and feedback |
| | By staying closely connected to the rhythm of the school community, professional learning will feel relevant, manageable, and sustainable. |
| What are the preferred delivery formats for PD (in-person, virtual, blended, self-paced), and are there platform requirements we should plan for?<br>Purpose: Ensures logistical alignment and compatibility. | The preferred delivery format for professional development—whether in-person, virtual, blended, or self-paced—will be determined by each individual school based on their specific needs and logistical considerations. Vendors should be prepared to accommodate the format preferences identified by each school. |
| What is the cadence for reporting and data submissions (e.g., attendance, FERPA compliance, feedback surveys), and are there required systems or templates?<br>Purpose: Ensures compliance with privacy and reporting mandates. | The cadence for reporting and data submissions, including attendance tracking, FERPA compliance, and feedback surveys, is currently being developed through collaboration between the Office of Community Schools and the Office of Technology. Specific reporting requirements, systems, and templates will be provided once finalized to ensure compliance with privacy standards and district protocols. |
| Will vendors receive access to CSCs or in-building staff to support data entry, family engagement tracking, or training coordination?<br>Purpose: Clarifies access to school-based resources. | Access to Community School Coordinators (CSCs) or other in-building staff to support data entry, family engagement tracking, or training coordination will be determined by each individual school based on their available resources and operational needs |
| Does the contract allow vendors to recommend or utilize supplemental curricula, tools, or software to enhance demonstration of teaching strategies? | Yes, the contract permits vendors to recommend or utilize supplemental curricula, instructional tools, or software to enhance the demonstration of teaching strategies. However, any software or |

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| Purpose: Secures clarity on innovation permissions. | digital tools proposed must receive prior approval from the Office of Technology Services before implementation. |
| Are we permitted to independently survey educators and families to better understand their frustrations, feedback, and community-specific challenges?<br>Purpose: Positions you to deliver more targeted and responsive programming. | Any independent surveying of educators and families to gather feedback, understand challenges, or inform programming must be outlined in the vendor's Scope of Work and is subject to prior review and approval by PGCPS |
| What barriers has PGCPS experienced in the past with professional development vendors that you hope to avoid in this engagement?<br>Purpose: Anticipates concerns and builds trust. | This is the first time the Office of Community Schools has created an opportunity for vendors to provide professional development services. As a result, there is no prior vendor history to reference for identifying barriers or challenges at this time. |
| Are there any MBE or local vendor partnerships you recommend or prefer vendors to consider when meeting participation goals?<br>Purpose: Demonstrates commitment to equitable contracting. | As stated in the solicitation, vendors seeking assistance in identifying potential Minority Business Enterprise (MBE) partners to meet the established MBE participation goal may contact the PGCPS MBE Office. The MBE Office can provide support and resources to facilitate partnerships with certified MBE vendors |
| Will there be opportunities for the vendor to propose and pilot innovations such as AI-driven supports, multilingual resources, or educator micro-credentials?<br>*Purpose: Reinforces your value as a forward-thinking partner.* | Opportunities for vendors to propose and pilot innovative solutions—such as AI-driven supports, multilingual resources, or educator micro-credentials—may be considered if they are explicitly outlined in the Scope of Work. Additionally, any technology-based solutions must receive prior approval from the Office of Technology Services before implementation. |
| As part of the financial proposal response, the Offeror must complete the Financial Pricing<br><br>Worksheet included with the RFP and provide pricing for each proposed service option in the<br><br>appropriate worksheet. Offerors shall enter their pricing on the Attachment A. | The Cost Proposal Excel Worksheet will be made available in the upcoming Addendum and will be uploaded to both the eMMA and PGCPS websites. |

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| **Interdepartmental Requests & Points of Contact (Part 1, Introduction & Background, p. 5)** Since services may be requested by departments outside of Community Schools, will there be a centralized point of contact for coordination, or will Virtuous Boss manage multiple scopes separately? | Vendor partnerships are intended to supplement internal efforts by providing specialized expertise. While requests may originate from departments beyond the Office of Community Schools, coordination will be managed through a centralized point of contact to ensure consistency, alignment with program goals, and efficient communication. |
| ***Contract Type Clarification (Part I, Section 8; Page 6)*** Is this contract considered an Indefinite Delivery/Indefinite Quantity (IDIQ) agreement, whereby individual work orders or awards will be based on the needs of specific schools? | Yes, this contract will function similarly to an Indefinite Delivery/Indefinite Quantity (IDIQ) agreement. Individual schools will have the option to utilize the awarded vendor(s) based on their specific needs, and services will be requested and coordinated accordingly throughout the contract period |
| The number of schools and staff members participating in professional development services will vary based on each school's individual needs and priorities. Anticipated attendance figures per session or month will be determined at the school level and may fluctuate throughout the year | The number of schools and staff members participating in professional development services will vary based on each school's specific needs and priorities. Anticipated attendance figures per session or month will be determined at the individual school level and may fluctuate throughout the year. Schools will be encouraged to communicate their participation plans and projected attendance with the awarded vendor to support effective planning and service delivery. |
| **Estimated Reach of Services (Part III – Scope of Work, Section 1. Introduction, p. 12)** How many schools and staff members are expected to participate in the professional development annually? Are there anticipated attendance figures per session or month? | The number of schools and staff members participating in professional development services will be based on each school's specific needs and priorities. Attendance figures for each session or month will be determined at the individual school level and may vary throughout the year. |
| **Topic Prioritization Across Schools (Part III – Scope of Work, Section 1 Professional Development Program Design & Implementation p. 14)** Are specific content areas prioritized by the district (e.g., SEL, trauma-informed care, culturally responsive teaching), or should | Priority areas include Mathematics instruction, Coaching and Feedback for school leaders, and support for Students with Disabilities. Additional professional development topics will be determined based on the specific needs of each individual school. |

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| Virtuous Boss plan to deliver training across all listed topics equally? | |
| **Family & Community Engagement Program Expectations (Part III – Scope of Work, Section 5 Family and Community Engagement, p. 16)** What types of family and community engagement programming are envisioned (e.g., workshops, resource nights, partner events)? Will coordination be centralized or site-based? | The types of family and community engagement programming may include workshops, resource nights, partner-led events, and other activities tailored to school community needs. While coordination may vary, it is generally site-based. Access to support personnel, including Community School Coordinators (CSCs), will be determined by each school based on its operational needs and available resources. CSCs are school-based staff members who may assist in coordinating engagement activities, as deemed appropriate by school leadership. |
| **Preferred Technology Platforms for PD Delivery (Part III – Scope of Work, Section 2. Training Delivery & Customization, p. 15)** Are there preferred or required technology platforms for synchronous virtual sessions, asynchronous learning, or tracking PD hours (e.g., Zoom, Canvas, Schoology)? | The use of Zoom or any other software platform for professional development services must receive prior approval from the PGCPS Office of Technology. Vendors are required to obtain authorization to ensure that all platforms comply with district security, accessibility, and technology standards. |
| **Evaluation Tools and Frameworks (Part III – Scope of Work, Section 3. Needs Assessment & Program Evaluation, p. 15)** Are there specific metrics, tools, or frameworks that PGCPS uses to evaluate the effectiveness of professional development (e.g., pre/post surveys, educator growth metrics)? | At a minimum, the expectations for data collection and compliance are outlined under the 'Key Responsibilities' section on page 15 of the solicitation. Vendors are expected to adhere to these requirements to ensure accurate reporting, compliance with applicable regulations, and alignment with district standards. |
| **Access to Data for Evaluation (Part III – Scope of Work, Section 4. Data Collection, Compliance, & Reporting, p. 15)** Will the awarded vendor have access to anonymized student or staff data to measure the impact of PD on academic performance or educator outcomes? | This will be determined by the designated Data Management System, which will govern the processes, formats, and protocols for data collection, reporting, and management. Specific guidance and requirements will be provided to vendors to ensure consistency and compliance with district standards. |
| **Reporting Structure and Frequency (Part III – Scope of Work, Section 4. Data Collection,** | The minimum expectations for data collection and compliance are outlined in the 'Key |

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| **Compliance, & Reporting, p. 15)** What are the expectations for reporting on program effectiveness—e.g., frequency (monthly/quarterly), format (narrative, dashboard, data tables), and audience (school-level vs. district-wide)? | Responsibilities: Data Collection and Compliance' section on page 15 of the solicitation. Vendors are required to adhere to these standards, which include accurate tracking, timely reporting, and compliance with all applicable district, state, and federal regulations. Additional guidance may be provided to ensure full alignment with PGCPS data management and compliance requirements |
| **Budget Parameters or Historical Awards (Part IV, Section Evaluation Factors, p. 21)** Is there a target budget range or ceiling for this award? Are there previous contracts for similar PD services that may serve as pricing benchmarks? | Each school has its own budget allocation for professional development services, which may vary based on individual school needs and priorities. At this time, there is no centralized funding allocation for professional development from the Office of Community Schools |
| **Insurance Requirements (Appendix F; Pages 52-53)** Can you confirm whether automobile liability insurance is required under this RFP, given that student transportation is not explicitly listed in the scope? | This RFP does not include the provision of transportation services for students or families. Vendors are not responsible for arranging or providing transportation as part of the scope of work outlined in this solicitation |
| Is this a Master Agreement or a bid for a specific contract? | This is a bid for a specific contract with a defined scope as indicated in the RFP. |
| RE: Training must be available to all PGCPS teachers and school staff. How many staff does that represent? How many should we plan to accommodate during an in-person learning day? | There are 148 designated Community Schools, each with an average of 30 or more teachers, not including additional school staff members. Exact participation numbers, including the number of teachers and other staff to be served, will be determined through discussions with each school's principal and leadership team based on their specific professional development needs |
| Could you please provide information regarding the proposed budget for this initiative? Understanding the dollar amount and range allocated for this project would help us tailor our proposal effectively. | The Office of Community Schools will not directly fund the professional development services under this contract. Each awarded vendor will be responsible for engaging with individual Community Schools to secure their participation. Schools will independently determine and discuss their available funding allocations for professional development services with the awarded vendor. |

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De'Nerika Johnson, MBA, CPPO, NIGP-CPP
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| Could you share a sample SWWP (School Wide Performance Plan)? If not, could you share a bit more about how deep they typically are-- if they have goals and tactics, or down to action planning? Will the winning contractor be supporting the action planning? | Each school develops its own Schoolwide Performance Plan (SWPP) based on a comprehensive review of school-specific data. As part of this process, schools create S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Time-bound) goals to establish clear measures of impact and to document evidence of the effectiveness of their selected strategies. It is recommended that the awarded contractor collaborate closely with the school principal and leadership team to ensure that all professional development services provided align with and support the goals and strategies outlined in the school's SWPP. |
| What is the role of Community School Coordinators in participating in the development of the Schoolwide Performance Plan targets | The Community School Coordinator is considered an integral member of the school leadership team and is expected to actively participate in the planning, implementation, and evaluation of professional development activities. Their involvement helps ensure alignment between the school's priorities, the Schoolwide Performance Plan (SWPP), and the broader goals of the Community Schools initiative. |
| What coordinated professional development have community schools received in the past related to the six core pillars? | While coordinated professional development related to the six core pillars has varied across Community Schools, this RFP is designed to support schools individually. As such, professional development services may differ from one school to another, based on each school's specific needs, priorities, and goals. Vendors should be prepared to customize their offerings to align with the unique requirements identified by each participating school. |
| Is a fixed scope of work required? In addition to areas like literacy, can professional development include Culturally Responsive Practices/Social Emotional Learning, School Climate and Culture? | A fixed scope of work is not required. While areas like literacy remain a priority, professional development may also include topics such as Culturally Responsive Practices, Social Emotional Learning (SEL), and School Climate and Culture. |

| | The focus of services will be driven by the specific needs and priorities identified by each individual school. Vendors are expected to tailor their offerings to align with and support the goals outlined in each school's Schoolwide Performance Plan (SWPP). |
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| What is the expected budget? | "Each school has its own designated budget allocation for professional development services, which may vary based on the school's individual needs, priorities, and available funding. Funding decisions and allocations are managed at the school level to best support their specific instructional and operational goals |
| Can you clarify the audience for the professional learning, in terms of whether they will be for adults, families, etc? | The primary audiences for the professional learning services include both school faculty and staff, as well as families. Professional development sessions will be designed to support the instructional and leadership needs of educators and school-based personnel, while also offering opportunities to engage and empower families in alignment with each school's goals and the Community Schools initiative. |
| Are you looking for vendors to add to a pre-approved vendor list for work that is not yet determined, or are you looking for vendors for specific work to be delivered? | The purpose of this RFP is to pre-qualify vendors for a pool of approved providers who can deliver professional development services based on the specific needs of individual schools. While some work may be identified at the time of award, additional services will be determined and requested by schools throughout the contract period based on their evolving priorities and funding availability. |
| We have partnered with PGCPS in the past and wanted to confirm if our organization was registered as a supplier. Can you all confirm if a registration record exists? If so, can you point us to where we can update our registration login information to ensure all of our information is correct and current? | To verify whether your organization is currently registered as a supplier with Prince George's County Public Schools (PGCPS), please visit the PGCPS iSupplier portal. Through the portal, you can check your registration status, update your supplier profile, and ensure all contact and business information is current. If your organization is not yet registered, you may |

**PURCHASING AND SUPPLY SERVICE**

De'Nerika Johnson, MBA, CPPO, NIGP-CPP
Director of Purchasing and Supply Services
13300 Old Marlboro Pike | Upper Marlboro, MD 20772 | 301-952 6560

| If a registration does not exist, we will happily complete this before our submission. | complete the registration process through the same platform prior to submitting your proposal. |
|---|---|
| | PGCPS iSupplier Portal: https://pgcps.org/isupplier |

**END OF ADDENDUM NO. 5**