



## PURCHASING AND SUPPLY SERVICE

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### RFP PUR-26-008 ADDENDUM NO. 1

<b>ISSUED BY:</b>  <b>PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS</b>  <b>OFFICE OF PURCHASING AND SUPPLY</b>  <b>13300 OLD MARLBORO PIKE, ROOM 20</b> <b>UPPER MARLBORO, MARYLAND 20772-9983</b>	<b>Date of this Addendum:</b>  <b>August 5, 2025</b> <b>No. of Pages: 7</b>	<b>Proposal Submissions:</b>  <b>August 18, 2025</b> <b>11:00 AM, Eastern Standard Time</b>
	<b>RFP No.: PUR-26-008</b>	<b>RFP Issuance Date:</b> <b>July 18, 2025</b>
	<b>TITLE: PRE-QUALIFICATION FOR PROFESSIONAL DEVELOPMENT SERVICES IN SUPPORT OF OFFICE OF COMMUNITY SCHOOLS</b>	

### 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 July 18, 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:

- 1) The responses to the questions submitted by prospective offerors, originally scheduled to be posted on August 4, 2025, have been rescheduled to post August 5, 2025.
- 2) Addendum 1 contains responses to questions submitted by prospective offerors.

Are non-awarded vendors eligible to provide services to PGCPS?	PGCPS will not request or accept services from any vendor that is not under contract. Only vendors that are pre-qualified and have been awarded a contract through this solicitation will be eligible to provide services.
Will not responding to PUR-26-008: PRE-QUALIFICATION FOR PROFESSIONAL DEVELOPMENT SERVICES prevent us from selling PD services to the district at a later time?	Yes, RFP PUR-26-008 includes professional development services for prekindergarten teachers and staff as part of the eligible participant groups.



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	Vendors may propose programming that addresses the specific developmental and instructional needs of early childhood educators within Community Schools.
Approximately how many in-person professional development sessions does the district anticipate requesting per year?	This will be determined by each individual school.
The Scope of Work notes that vendors must provide ongoing professional learning to support instructional excellence in English/Language Arts and Mathematics. Our expertise is centered on student well-being, belonging, and social-emotional development. Would this focus be acceptable within the scope of the RFP, or are vendors expected to provide direct academic instructional support in ELA and Math?	If the vendor is utilized to support well-being, belonging and social emotional it must be preapproved by the Mental Health Coordinators and/ Office of School Health.
Will PGCPS accept a response from organizations that don't offer Professional Development in every category listed?	Yes, PGCPS will accept proposals from organizations that do not offer professional development services in every category listed in the RFP. Vendors may submit responses that align with their areas of expertise, and proposals will be evaluated based on the quality and relevance of the services proposed within those specific categories.
Is PGCPS looking for only one organization for this RFP or will there be multiple organizations awarded a contract?	This contract will consist of multiple awards to various vendors.
<b>Interdepartmental Requests &amp; Points of Contact (Part 1, Introduction &amp; Background, p. 2)</b> 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?	Your company/organization is responsible for coordinating contacts and overseeing all contract management.
<b>Contract Type Clarification (Part I, Section 8; Page 4)</b> 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?	No, this is not an Indefinite Delivery/Indefinite Quantity (IDIQ) contract. This Request for Proposals (RFP) is intended to identify vendors capable of meeting the requirements outlined in the Scope of Work. Awards will be made based on the criteria specified in the RFP, and not through individual work orders issued on an as-needed basis.
<b>Needs Assessment &amp; SWPP Alignment (Part III – Scope of Work, Section 3, p. 12)</b> Will the district provide access to existing needs assessments or Schoolwide Performance Plans (SWPPs), or is Virtuous Boss responsible for conducting these at each school site?	The vendor is responsible for planning, executing, and documenting all evaluations in accordance with the requirements outlined in the contract.
<b>Estimated Reach of Services (Part III – Scope of Work, Section 1. Introduction, p.10)</b> How many schools and staff members are expected to	Decisions regarding professional development will be made at the individual site level to best address the specific needs and priorities of each location.



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participate in professional development annually? Are there anticipated attendance figures per session or month?	
<b>Topic Prioritization Across Schools (Part III – Scope of Work, Section 1 Professional Development Program Design &amp; Implementation p. 10)</b> Are specific content areas prioritized by the district (e.g., SEL, trauma-informed care, culturally responsive teaching), or should Virtuous Boss plan to deliver training across all listed topics equally?	The Scope of Work will be tailored to the specific needs of each school. Services related to Social Emotional Learning (SEL), Trauma-Informed Care, and health-related support must receive prior approval from the Mental Health Coordinators and/or the Office of School Health before implementation.
<b>Family &amp; Community Engagement Program Expectations (Part III – Scope of Work, Section 5 Family and Community Engagement, p. 14)</b> What types of family and community engagement programming are envisioned (e.g., workshops, resource nights, partner events)? Will coordination be centralized or site-based?	This decision will be made at the individual site level, allowing each location to tailor the approach based on its unique needs and priorities.
<b>Preferred Technology Platforms for PD Delivery (Part III – Scope of Work, Section 2. Training Delivery &amp; Customization, p. 13)</b> Are there preferred or required technology platforms for synchronous virtual sessions, asynchronous learning, or tracking PD hours (e.g., Zoom, Canvas, Schoology)?	All technology, software, and related tools intended for use must be reviewed and receive formal approval from the Office of IT prior to deployment or utilization to ensure compliance with district standards, security protocols, and compatibility requirements.
<b>Evaluation Tools and Frameworks (Part III – Scope of Work, Section 3. Needs Assessment &amp; Program Evaluation, p. 13)</b> 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)?	No, there are no specific metrics, tools, or evaluation frameworks currently mandated by PGCPS for assessing the effectiveness of professional development. Vendors are encouraged to propose their own evidence-based evaluation methods, such as pre- and post-assessments, participant feedback surveys, or educator growth indicators, as part of their program design.
<b>Access to Data for Evaluation (Part III – Scope of Work, Section 4. Data Collection, Compliance, &amp; Reporting, p. 13)</b> Will the awarded vendor have access to anonymized student or staff data to measure the impact of PD on academic performance or educator outcomes?	Vendors will not be granted access to district data, records, or proprietary information. Any data necessary for service delivery must be independently sourced or obtained through approved district channels in compliance with applicable privacy and security policies.
<b>Reporting Structure and Frequency (Part III – Scope of Work, Section 4. Data Collection, Compliance, &amp; Reporting, p. 13)</b> 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)?	The Office of Community Schools requires vendors to use the designated data management system for reporting, with submissions due at a minimum monthly.
<b>Insurance Requirements (Appendix F; Pages 50-51)</b> Can you confirm whether automobile liability insurance is	Automobile liability insurance is a standard requirement under PGCPS contracts; however, it is



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required under this RFP, given that student transportation is not explicitly listed in the scope?	only applicable if the vendor's proposed services involve the use of vehicles. Since student transportation or vehicle use is not included in the scope of this RFP, automobile liability insurance is not required unless your proposal includes activities that involve operating a vehicle in connection with contract performance.
Would participating schools decide which vendor to work with or are we expected to work with all community schools in the district?	Schools are given the opportunity to select the vendor that best meets their specific needs and priorities.
<b>Section 4, Data Collection, Compliance &amp; Reporting</b> includes an on-file parent/guardian-provided FERPA consent form for each participant. Are students participating in this work? Can we work with educators only and not directly with students and parents?	Yes, vendors may work exclusively with PGCPS educators and are not required to engage directly with students or parents. However, if any work involving students is proposed, appropriate FERPA consent forms and compliance with all applicable privacy regulations will be mandatory.
Do we have to respond to every section of the Scope of Work?	While it is not mandatory to respond to every section, it is strongly encouraged that your proposal reflects the full Scope of Work in its entirety. Proposals that address all components tend to receive higher scores, as evaluators are better able to assess how well the proposal meets the project's overall requirements. Although PGCPS cannot require vendors to respond to the full scope, it is recommended that your proposal addresses every section to maximize your evaluation score.
How many campuses would receive services?	Prince George's County Public Schools (PGCPS) include 148 Community Schools. Each school could independently select a service provider that best aligns with its unique needs and goals. This approach empowers schools to tailor services to support their students and communities effectively, ensuring that the selected providers can deliver the most relevant and impactful support.
Is there an estimated budget?	No. Each school has various budgets allocated for this service.
Is it required to be partnered with MBE?	No, it is not required to be partnered with an MBE. However, it is encouraged, as PGCPS is committed to supporting and doing business with minority-owned businesses. Additionally, firms that participate in MBE participation will receive additional points during the evaluation process
What does using the PGCPS Community School Data Management System for effective reporting and performance monitoring entail?	Using the PGCPS Community School Data Management System for effective reporting and performance monitoring entails consistently entering,



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	<p>updating, and maintaining accurate records of all activities, services, partnerships, and outcomes related to the Community School strategy. This includes but is not limited to:</p> <p>Logging student and/or family services provided</p> <p>Tracking participation in programs and events</p> <p>Documenting partnerships and resources leveraged</p> <p>Recording outcomes aligned with the four pillars of Community Schools</p> <p>Monitoring progress toward goals outlined in the school's needs assessment and implementation plan</p> <p>This system supports transparency, accountability, and compliance with requirements such as Senate Bill 161. It also helps inform data-driven decision-making, highlights impact and ensures consistent reporting across all Community Schools in the district.</p>
<p><b>Page 10 states: To ensure accessibility and effectiveness, the provider must offer: Flexible Delivery Methods: Sessions should be offered in various formats, including in-person, virtual, blended, and self-paced learning.</b></p> <p>Can a program be strictly one format (e.g. online asynchronous graduate credit-level credits)? Or does it need to be flexible between different formats?</p>	<p>Yes, a program may be offered in a single format, such as online asynchronous graduate-level courses. However, flexibility in delivery formats is encouraged to accommodate the varying needs and preferences of individual school sites. Proposals that demonstrate adaptability in instructional methods may be viewed more favorably during the evaluation process.</p>
<p>Could you please identify the substantive differences between this RFP and the previous Community Schools RFP?</p>	<p>PGCPS will not identify or outline the substantive differences between the previous RFP that was canceled and the current requirements outlined in this solicitation. However, please note that this RFP has implemented a pre-qualification process as part of the procurement approach. We encourage all prospective offerors to carefully review RFP PUR-26-008 in its entirety and ensure their proposals are fully responsive to the current scope of work, pre-qualification requirements, and evaluation criteria established by the Office of Community Schools.</p>
<p>Is this a request to provide system-wide PL for all Community School sites or sub-sets of PGCPS Community Schools?</p>	<p>This request is for providing professional learning to specific subsets of PGCPS Community School sites, rather than system-wide implementation across all locations.</p>





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Will the vendor contract individualized professional learning for each school site?	Yes, professional learning services will be contracted on an individual school basis. Each Community School site has the autonomy to select the vendor and customize professional learning offerings based on its unique needs, priorities, and areas of focus. Vendors should be prepared to collaborate directly with each school to tailor services accordingly.
Can you please clarify the period of performance? In the RFP it states: "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") "	The contract is for three years, with two optional one-year renewal periods.
Can you please expand on section 5.1 Open Enrollment? Is the district planning to schedule additional open enrollment periods to solicit new/additional vendor proposals?	Yes. Under Section 5.1 – Open Enrollment, PGCPS reserves the right to open the solicitation at a future date to allow additional vendors to submit proposals for evaluation. This process is intended to ensure that a diverse and sufficient pool of qualified vendors is available to support the District's needs. The timing and duration of any future open enrollment periods will be determined solely at the discretion of PGCPS and will be communicated accordingly when initiated.
Is a detailed budget (cost proposal) required for this initial submission?	A detailed cost proposal is not required as part of the initial submission; however, vendors are encouraged to provide as much information as possible regarding the estimated cost of services. This may include general pricing structures, hourly or per-session rates, or other relevant cost details to help PGCPS assess the scope and feasibility of the proposed services. A formal cost proposal will be requested at a later stage from vendors who meet the pre-qualification requirements.
Can you please clarify what is required for this submission? One page 6 "Proposal Submission Layout" section includes "Volume IV – Cost Proposal" but is also described as "non-applicable" on p. 8. P. 6: PROPOSAL SUBMISSION LAYOUT GENERAL FORMAT- FIVE-PART SUBMISSION ● Volume I – Pre-Qualification Application ● Volume II – Technical Proposal ● Volume III – Minority Business Enterprise (MBE) ● Volume IV – Cost Proposal ● Volume V - Appendices	Vendors should submit all required documents as outlined in the RFP with the exception of the Cost Proposal. As stated in the RFP, the Cost Proposal (Volume IV) is not required at the time of initial submission. It will only be requested after a vendor has successfully met the pre-qualification requirements and the end user has requested a cost proposal. Therefore, at the time of the proposal submission deadline, vendors are expected to submit Volumes I, II, III, and V. Volume IV – Cost Proposal should be excluded until requested by PGCPS.
Is this an opportunity to create a pool of vendors, or does the district plan to award one vendor?	This is an opportunity to establish a pool of qualified vendors that can be considered for future contract awards, allowing the organization to streamline



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	procurement processes and ensure access to a range of capable service providers.
Would a platform for school-to-home communication/notifications fall under this RFP?	No

**END OF ADDENDUM NO. 1**