



RFP 3527-6 ADDENDUM #1

Description: Online Tutoring Services
RFP #: 3527-6 Addendum #1- Questions & Answers
Date: April 11, 2023

The following clarifications, changes, additions or deletions for this project shall be made to the above-mentioned RFP; all other conditions shall remain unchanged. The Addendum supersedes current conditions shown in the RFP document. This Addendum forms a part of the Contract Documents and modifies them as follows:

QUESTIONS and ANSWERS

No further questions will be answered.

Below are responses to the questions that were received regarding this RFP. If your question(s) was not specifically answered it may be because it was not pertinent to your ability to respond to the RFP; did not address what was requested in the RFP; was similar to a question previously asked; was information that only the successful proposer will need and will be provided when they start working on the project; and/or the answer is already contained in the RFP package or available on our website.

Please note the questions are in black, with the response following in blue. When possible wording for each question was kept in the same format as received but may have been edited to provide clarity. Questions may be placed in a different order and renumbered. Responses to questions received are as follows:

Q1. Based on enrollment per campus, is there an estimate of what percentage of students need tutoring?

A1. We do not have a way to know what percentage of our students need tutoring at any given time or annually. Currently, we offer both college and third-party-provided tutoring to our students. Some students seek these services out, but the majority do not. Colleges have varying set limits on how much third-party tutoring is available and the extent to/manner in which they promote this service (of those with limits, the average is 7.9 hours per semester, per student). From Fall 2021 - Fall 2022, cumulative usage across the 10 colleges varied from 0-2,800 hours or an average of 820 hours.

Q2. In section 4.2.1 tutoring subject areas are listed, what are the subject areas in highest demand for tutoring?

- A2. This list represents our highest demand and need areas. Of these accounting/finance, anatomy and physiology, biology, chemistry, composition/writing, Excel, Java, mathematics (all those listed), physics, Python, Spanish, and statistics are in the highest demand.
- Q3. In reference to section 4.2.6.14, is this referring to hardware, software, or equipment outside of what the "Disability Resource Center" on campus would provide or in addition to?
- A3. Services should conform to Section 508 Standards and adhere to Web Content Accessibility Guidelines developed by the Web Accessibility Initiative. We would like to know how your service operates to ensure the most integrated setting for students with visual, auditory, and mobility impairments. There is no expectation that the service should provide adaptive hardware, software, or equipment to meet an accommodation.
- Q4. In section 5.1.7, will our tutors or assigned MCCCDC contact have access to course syllabi or content to reference to ensure they are not assisting with specific quiz, test or homework questions?
- A4. We are interested in how your service has operated with other institutions so we can determine what access we may need to provide or adaptations to request, e.g., tutors asking students for copies of syllabi and/or faculty providing assignment details through referrals, to ensure the appropriate level of tutoring support.
- Q5. In reference to section 5.2.6, what is the amount of time a student is limited to for access to tutoring services? Is this per subject or overall?
- A5. Currently, the amount of time a student is limited to for access of tutoring services vary by college and are overall, i.e. they are not limited by subject. The service solution will need to allow for flexibility for each of the 10 college sites to set different access limits for students enrolled at their institution.
- Q6. In reference to 5.3.10, will we have access to MCCCDC systems to verify enrollment or should other means be planned for?
- A6. Access to verify enrollment can be provided through integration with the Canvas LMS and a proprietary LMS, RioLearn. Additionally, some of our colleges may prefer or additional request to provide access to the services outside of the LMS utilizing our own authentication systems.
- Q7. In reference to 9.11, what is defined as equipment, supplies and materials for tutoring purposes under this contract?
- A7. This is in reference to anything that you, as the Contractor, would need to execute your services as required by the RFP.
- Q8. Who is your current provider?
- A8. Brainfuse

Q9. Approximately how many hours of online tutoring from your current provider are your students using annually?

A9. 8,500 hours

Q10. What hourly rate are you charged by your current provider?

A10. \$23.50 per hour for the first 7000 hours of use per fiscal year. \$23.00 per hour for any hours above that number, which will remain in effect for the remainder of the fiscal year.

Q11. Are campus tutors currently providing online tutoring within your provider's platform alongside your provider?

A11. Some of our colleges have explored this option with our current provider but have not yet implemented the practice of embedding our tutors in the provider platform.

Q12. Would colleges be willing to put their tutors online?

If yes, would colleges be willing to let students from other colleges within MCCCDC access each other's tutors online?

If yes to both, would either be a scorable consideration in this RFP or only a potential value-add?

A12. All of our colleges offer online tutoring either through the provider platform or using web Conferencing solutions.

Although not our current practice, potentially other colleges may be willing to let students from other colleges within MCCCDC to access each other's tutors but the system we are looking for should allow for colleges to restrict access to their tutors to students specifically enrolled at their institution.

The ability to add tutors into the provider platform and restrict access would be scorable. Allowing access to college-specific tutors across MCCCDC would be a value added and not scorable.

Q13. What are three things you like about your current provider?

A13. We prefer not to share specific information about our current provider as this process is designed to allow each vendor to speak to how they can meet the work and requirements through the questionnaire. These questions are designed to elicit responses that reflect what we are looking for in reviewing tutoring services.

Q14. What are three things you would change about your current provider if you could?

A14. We prefer not to share specific information about our current provider as this process is designed to allow each vendor to speak to how they can meet the work and requirements through the questionnaire. These questions are designed to elicit responses that reflect what we are looking for in reviewing tutoring services.

- Q15. How does your current provider provide access to session archives? (How can you see what happened in a session?)
- A15. We prefer not to share specific information about our current provider as this process is designed to allow each vendor to speak to how they can meet the work and requirements through the questionnaire. These questions are designed to elicit responses that reflect what we are looking for in reviewing tutoring services.
- Q16. If you intend to purchase hours upfront, how many unused hours would you expect to rollover for usage in the next year?
- A16. Our current contract does not require bulk pre-purchase of tutoring hours. If bulk pre-purchase is part of your proposal MCCCDCD would expect 100% rollover each year.
- Q17. May we include videos in our proposal to illustrate student experience or assistive technology, for example?
- A17. No outside weblinks should be used/embedded to demonstrate items in your proposal. All material should be detailed in the submitted documents.
- Q18. In pricing details, if a vendor uses AI/chatbots to start a session by interacting with the student, the billable time should only begin once a live tutor takes over, correct?
- A18. Correct. Billable time should only reflect time spent by human professional tutors.
- Q19. Would you like to have a certificate of insurance submitted with our proposal?
- A19. You recommended to submit a certificate of insurance but it is not required. You will be required to do so should your company be awarded the contract.
- Q20. For brevity's sake, may we link to our HECVAT and associated data policy documents to address relevant security questions?
- A20. No, links to other documents or websites containing required information is not allowed.
- Q21. Likewise, may we link to our Accessibility Policy and VPAT online rather than insert into the proposal since we only have 40 pages on which to respond?
- A21. No, links to other documents or websites containing required information is not allowed. If needed, you may submit reference material in the supplemental documents information but you should still answer the required section with a sufficient, written response. Do not simply state "See Supplemental Information for details" or something to that effect.
- Q22. Regarding requirement, 4.1.7 Must submit your company's most recent SOC 2, Type 2 security audit report.

Our platform is hosted on AWS, which is SOC 2 compliant. Knowing that, can the need to submit a SOC 2, Type 2 security audit report be waived?

A22. A copy of your company's SOC 2, Type 2 report is required.

Q23. Is the Community College System looking for access to tutoring for all 200,000 students?

A23. We are looking for access to tutoring for all students who meet the eligibility criteria (enrolled at the institution) and desire to receive those services at our colleges.

Q24. Regarding Scope of Work section, 3.2 - Provide access to a platform, as requested by MCCCCD, for faculty, students, and staff to access tutoring services and related reporting and administrative functions as appropriate.

How would the faculty and staff use the tutoring service? Do they need access for their own learning or to use when supporting students?

A24. Faculty and learning support staff would need access to support students. Faculty should be able to assign/refer students to tutoring and learning support staff should have access to administer the platform to monitor and track usage. Additionally, some of our colleges would like to integrate college-based tutors into the platform.

Q25. Regarding requirement 4.2.3.1 For synchronous tutoring.

Can you clarify your definition of synchronous tutoring? Is the expectation that they can schedule a tutor at the time they're reviewing the schedule (immediately) or for a time within the next few hours or few days?

A25. The expectation is students should have access to live help and pre-scheduled help.

Q26. Can you verify the average annual tutoring hour usage?

A26. Refer to answer provided to Q9.

Q27. How many MCCCCD institutional tutors will be hosted on the platform for scheduling?

A27. We currently have approximately 350 learning center tutors across our 10 colleges. Note that not all of our colleges will necessarily opt to use the provider to host tutors.

Q28. Can you provide details on the product road map and the scope of information you are looking for?

A28. We are seeking information on/communication of the provider's strategic plan and the steps underway and planned to achieve the goals/outcomes for the service and platform.

Q29. What full time enrollment is used to calculate tutoring hours service needed for the 10 campuses?

A29. Students are considered full-time if they are taking 12 or more credit hours. Most of our students are part-time and we do not restrict their access to tutoring services based on their enrollment status.

Q30. How many students do you expect to use tutoring hours a year?

A30. Refer to answer provided to Q1.

Q31. How many vendor tutoring hours per year are currently being used?

A31. Refer to answer provided to Q9.

Q32. How do you manage on campus tutoring?

A32. This varies by college but generally the common elements of our management are maintaining a roster of tutors, professional and peers, and providing a daily schedule for virtual and in-person services. Service is subject to tutor availability and the discipline.

Q33. Do students have the same experience for students/tutors scheduling, data as virtual scheduling?

A33. With the exception of the colleges using our current provider platform to integrate tutoring, scheduling for campus tutoring goes through different scheduling tools.