NEW MEXICO
PUBLIC EDUCATION DEPARTMENT

REQUEST FOR PROPOSAL (RFP)

House Bill 2
Statewide High Impact Tutoring for Reading and Math

QUESTIONS AND ANSWERS

RFP#
27-92400-00002

Official Questions and Answers Document
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I. GENERAL INFORMATION

This document includes questions and answers to inquiries received during the pre-proposal conference and by email. Repeated questions have been consolidated for organization and clarity. Questions that the PED is unable to answer are not included.

II. QUESTIONS AND ANSWERS

A. INTRODUCTION AND BACKGROUND INFORMATION

1. Program Priorities

Q: What are the program priorities, service gaps, challenges, or areas of emphasis identified by the agency?

A: Requirements for contracted scope of work awarded under this RFP can be found in *Section IV.A Detailed Scope of Work*. Also see *Section I.A Purpose of the Request for Proposal*, *Section I.B Background Information*, and *Section I.C Scope of Procurement*.

2. PED Tutoring Initiative Background

Q: What is this initiatives program history with the PED?

A: This HB2 High Impact Tutoring initiative originated in the New Mexico House Bill 2 for the first time in 2026. School year 2026-27 will be its first year of implementation. See *Section I.B Background Information* for more details.

3. Statewide Outcomes and Vendor Accountability

Q: Section I.A. states that "the long-term objective is to improve statewide student reading proficiency and math proficiency by five percent by school year 2028–2029." Is this what the Offeror/Vendor is held accountable for?

A: No, the awarded vendor(s) will be held accountable for the requirements and deliverables outlined in *Section IV.A Detailed Scope of Work*.

B. SCHOOL ASSIGNMENT

1. School Assignment Process

Q: Given that the procurement may result in multiple awards, how does PED intend to allocate students among awardees, for example, by region, content area, or grade band?

A: PED may assign by region, content area, or grade band dependent upon the Offeror's proposal and statewide need.

2. Offeror Preference for School Assignment

Q: Will participating schools be identified and assigned by PED, or may applicants propose their own schema for selecting participating schools and districts?

A: Both. PED intends to assign awarded vendor(s) to specific regions, school sites, grade bands, content areas, or student populations AND Offerors may outline preferences for school assignment in the mandatory specification section of their technical proposal.

3. Bureau of Indian Education (BIE) and Tribally Operated Schools

Q: Will tutoring be offered to BIE and/or tribally operated schools?

A: No, under this tutoring initiative, tutoring provided by the awarded vendor(s) will be offered to LEAs.

4. School Assignment Date

Q: If PED will assign schools, approximately when will final site assignments be communicated?

A: School Assignment is anticipated to take place during the Post-Award Orientation Session with PED (within fourteen days of award).

C. DETAILED SCOPE OF WORK

1. Tutoring Model Requirements

A. Virtual Tutoring

Q: Will NMPED award a fully virtual High Impact Tutoring program?

A: All tutoring must be provided by a live tutor according to the specifications in *Section IV.A.2 Staffing Requirements*. All proposals will be evaluated by the evaluation committee according to *Section V.B Evaluation Factors*.

B. School Site Location Staff

Q: Will the provider be required to tutor, or provide staff to support online tutoring, on the school site?

A: Yes, vendors awarded contracts will be expected to provide tutors or tutor proctors in-person at the school site.

C. Supplemental Model Approval Process

Q: May virtual tutoring be proposed as a planned supplemental model for rural/frontier sites with staffing shortages, or only as an emergency contingency after PED approval? If so, what is the process for that approval?

A: Offeror's may propose a planned supplemental model; however all proposals will be evaluated based on their ability to meet requirements in *Section IV.A Detailed Scope of Work* as well as all other criteria identified in the RFP.

D. **Tutoring Raitios**

Q: The RFP refers to "small group tutoring"; is 1:1 tutoring possible within this RFP, or does it have to be 2-4 students per tutor?

A: Yes, 1:1 tutoring is permissible; however, proposals will be evaluated based on the requirements listed in *Section IV.A Detailed Scope of Work*.

E. **Number of Tutors Needed**

Q: Are there an estimated number of tutors that the New Mexico Public Education Department (PED) anticipates will be needed to support statewide implementation of this initiative?

A: Although the initiative is statewide, awarded vendor(s) may be assigned to a specific region or list of LEAs. The number of tutors needed will be dependent on the number of students proposed to be served by the Offeror. This information is required to be provided by the Offeror in their Technical Proposal outlined in the Response to Specifications section and their Cost Proposal outlined in the Completed Cost Response Form.

F. **Limited Tutoring Subject and/or Grade Levels**

Q: Is a vendor eligible to apply if it provides high-impact tutoring exclusively in one subject and/or specific grade levels?

A: Yes, a vendor may submit a proposal based on their specific subject and grade level services.

G. **Tutoring Program Length Per Student**

Q: The RFP says tutoring may be for 18 to 27 weeks. Will PED or the vendor decide how long sessions will be?

A: The vendor(s) are to coordinate with each individual school site and schedule tutoring sessions to meet the requirements of the contract and needs of the school.

H. **Curriculum Alignment with Participating Schools**

Q: What is meant by "Ensure alignment to each participating school's adopted instructional materials, scope and sequence, and pacing of standards." Must our scope and sequence be unique to each school?

A: Yes, once the awarded vendor(s) begin coordinating contact with the PED-approved potential school sites, the vendors must ensure that curriculum is

aligned with classroom instruction and may need to provide more than one curriculum to meet the needs of multiple school sites.

I. **PED-Approved Curriculum**

Q: Must tutoring curriculum and instructional materials be fully selected at the time of proposal submission, or may awarded applicants finalize curriculum selections in partnership with participating schools and PED after award?

A: Awarded Offeror's may finalize curriculum selections in partnership with participating school sites and PED after award. Final PED approval for curriculum will take place in accordance with the timeline in *Section IV.A.7 Implementation Timeline and Deliverables*.

2. Staffing Requirements

A. **Tutoring Languages**

Q: The RFP states that "Tutoring must be available in languages other than English, as needed to support multilingual learners, including sufficient staffing or translation supports to ensure meaningful access." Please clarify what language(s) are needed in what capacity? Will PED prioritize specific languages, districts, or student populations?

A: The Offeror may respond to the language requirement by describing their capacity for providing tutoring in as many languages possible. Proposals will be scored for mandatory specifications in accordance with *Section V.B.3 B.3 Mandatory Specifications (375 Points)*.

B. **Background checks**

Q: What is the process and timeline for tutors obtaining approved background checks and will existing clearances be accepted?

A: All tutors, in-person and virtual, provided by the awarded vendor(s) must complete and pass a current fingerprint federal background check prior to working with students. For in-person tutors and tutor proctors, any additional requirements stipulated by LEAs must also be met. A background check clearance report must be made available to PED upon 5 days of request.

3. District and Site Level Coordination Requirements

A. **Service Alignment with Site Needs**

Q: What is the current local workforce, education, behavioral health, housing, or community needs relevant to successful service delivery? Are there any specific operational considerations, community dynamics, or local conditions that respondents should consider when designing staffing models, service strategies, and implementation plans?

A: Statewide, New Mexio has a diverse range of local workforce, education, behavioral health, housing, and community needs dependent upon the specific region, size, and LEA-specific needs. Once contracted, vendors will coordinate with each site to schedule services that meet the needs of the LEA.

4. Data and Reporting Requirements

A. Approved Assessment Tools

Q: What assessment tools will PED approve for baseline, progress monitoring, and outcome measurement? May vendors use their own research-based tools, district benchmark tools, or PED-required tools?

A: Once a specific region or list of LEAs is provided to the awarded vendor(s), the vendor(s) must recruit and coordinate with LEAs to schedule and plan for student tutoring including identification of LEA approved assessment tools.

B. Biweekly Progress Monitoring

Q: For biweekly progress monitoring, does PED expect a formal assessment every two weeks or may vendors use curriculum-embedded checks, exit tickets, skill mastery data, or other formative measures?

A: Yes, the vendor(s) may propose the use of curriculum-embedded checks, exit tickets, skill mastery, or other formative measures for progress monitoring.

5. Data System Requirements

A. Integration with State or District Data Systems

Q: The RFP states PED reserves the right to require integration with state or district data systems. Can you identify which systems integration may be required, the expected method (e.g., CSV, API, manual upload), and whether data format specifications will be provided before or after contract execution?

A: The PED will require that vendor(s) provide data in CSV format. Discussion on possible integration with state or district data systems will occur after contract execution.

B. Export Formats and Data Feilds

Q: What specific data fields and export formats will PED require, including SSID, subject tutored, attendance, dosage, assessment results, tutor assignment, school, grade, subgroup, and progress-monitoring data?

A: Any data requested by PED in addition to what is listed in *Section IV.A.4 Data and Reporting Requirements* and *Section IV.A.5 Data System Requirements*, will be discussed during the contract period after contract execution.

C. **PED Preferred Data Platform**

Q: Does PED have a preferred platform or dashboard tool for the data access and reporting described in Section IV.A.5.E?

A: No, the PED does not have a preferred data platform. Proposals will be scored by the evaluation committee in accordance with *Section V Evaluation*.

D. **Data Sharing Agreement**

Q: Will PED provide a standard data-sharing agreement, FERPA guidance, and required suppression or aggregation rules for reporting to PED, districts, schools, teachers, and families?

A: PED will provide a data sharing agreement with vendors to receive data needed from PED. The vendor is responsible for negotiating a data sharing agreement with each LEA.

E. **PED-Provided Data System**

Q: Can PED provide additional information regarding the PED-provided data-tracking and monitoring system, including expected user roles, functionality, integration capabilities, and timeline for access?

A: The PED-provided data tracking system will only be offered to the LEAs and RECs who are awarded under the Request for Application (RFA) that is intended to award LEAs and RECs direct funding to provide local tutoring programs. The PED-provided data tracking system is not intended for the vendors anticipated to be awarded contract(s) under this RFP. For details regarding the requirements for the data system to be provided by venders awarded under this RFP, see *Section IV.A.5 Data System Requirements*.

6. Overall Performance Requirements

A. **80% Average Student Attendance Requirement**

Q: For the 80% average student attendance requirement, will attendance be calculated by student, site, contractor, subject, month, or full contract period? How will excused absences, school closures, testing days, and schedule disruptions be handled?

A: Overall student program attendance will be calculated by the percent of tutoring sessions students attended compared to the number of sessions the students were offered. Special circumstances may be considered on a case by case basis.

B. **Highly Competitive Proposals**

Q: Are there any evaluator priorities or factors that distinguish highly competitive proposals?

A: Highly competitive proposals refer to proposals who meet mandatory and desirable requirements outlined in this RFP.

C. **Program Performance**

Q: Are there specific student growth targets, proficiency targets, or outcome benchmarks that PED will use to evaluate program performance beyond attendance, dosage, and implementation fidelity?

A: Specific growth targets and other possible outcome benchmarks will be discussed between the awarded vendor(s) and LEAs during coordination prior to tutoring session scheduling.

7. Implementation Timeline and Deliverables

A. **Tutoring Report Deliverables Clarification**

Q: Can NMPED expand on what would be required as related to: "Report of each tutor, tutor qualifications, and verified passed background checks..." in Section IV.A.7. Implementation Timeline and Deliverables?

A: The awarded vendor(s) are required to submit a list of tutors, each tutor's qualifications, and proof of passing fingerprint federal background checks to complete this deliverable.

B. **PED-Approved Potential LEAs List**

Q: How far before the September 30 staffing, training, outreach, and rostering deliverables are due will PED provide the final list of potential participating schools and district contacts?

A: PED will provide a list of PED-approved potential LEAs by the first meeting after contract execution (within fourteen days of contract execution). Vendors will be responsible for recruiting participants and enrolling students in partnership with LEAs.

D. CONDITIONS GOVERNING PROCUREMENT

1. Pre-Proposal Conference Recording

Q: Was the pre-proposal conference held on June 25th recorded? If so, where can we find the recording?

A: No, the pre-proposal conference held on June 25th was not recorded.

2. Submission of Proposal Deadline Extension Inquiry

Q: Is there any possibility of an extension beyond the July 17 deadline for organizational reference questionnaires to be submitted?

A: No, all proposals and organizational reference questionnaires must be submitted by July 17, 2026, at 5:00 PM MDT. No late submissions can be accepted.

3. Subcontractors/Consent

Q: Can for-profit organizations apply in tandem (e.g. one organization is virtual-only, second organization provides in-person services, applying as a single proposal)?

A: No, proposals cannot be submitted in tandem, but proposals may be submitted with multiple entities identified as subcontractors. See Section *II.C.4 Subcontractors/Consent* for more information.

E. PROPOSAL CONTENT AND ORGANIZATION

1. Oral Presentation

Q: Please clarify what, if anything, vendors are expected to include in their written Technical Proposal submission in response to the Oral Presentation line item, or is no written response required at the submission stage?

A: No written response is required for the Oral Presentation section in the Offerors proposal. If oral presentations are requested by the evaluation committee, this section will be scored in accordance with *Section V.B.8 C.4 Oral Presentation (100 Points)* in the RFP.

2. Response to Contract Terms and Conditions

Q: Please clarify what an Offeror is expected to include in section Response to Contract Terms and Conditions.

A: The Offeror must respond with acceptance of the draft contract in APPENDIX C in accordance to *Section II.C.15 Contract Terms and Conditions*. This response must be organized within the proposal according to *Section III.C. Proposal Content and Organization*. Any proposed adjustments to the draft contract in APPENDIX C must be included in the Offeror's proposal in *Offeror's Additional Terms and Conditions* (if applicable).

3. New Mexico/Native American Resident Preference

Q: Could you please confirm whether submitting a valid New Mexico/Native American Resident Preference Certificate is required for eligibility, or if it is intended only to provide additional evaluation points or preference consideration during the review process?

A: The Offeror will receive preference points to this section only if they are a New Mexico/Native American Resident or if They are a New Mexico/Native American Veteran Resident AND they submit a valid New Mexico Department of Taxation &

Revenue certificate in accordance with Section II.C.33 New Mexico/Native American Residential Preferences. Offeror's who do not have this certificate may simply state "n/a" for this section and will receive no points for this section.

4. **Proposal Formatting**

   Q: Does PED have any required proposal formatting rules, including page limits, font size, font type, spacing, margins, page orientation, file format, section length limits, or limits on appendices/supporting materials?

   A: There is no additional proposal formatting required other than what is stated in this RFP in *Section III Response Format and Organization*.

5. **Financial Stability**

   Q: In the Financial Stability section, "Offeror must demonstrate financial stability", is there a certain threshold that the Offeror must demonstrate?

   A: The Offeror must demonstrate financial stability to support the cost amount presented in their Cost Proposal.

6. **Financial Statement Privacy**

   Q: Can the financial statements be submitted by a separate direct link so they are not included in the main technical response, due to confidentiality purposes?

   A: A redacted version of the Offeror's Technical Proposal is requested with submission to protect privacy. Please refer to *Section III.B.2 Technical Proposal* for instructions on providing one unredacted and one redacted version.

F. ORGANIZATIONAL REFERENCES

1. **Organizational References for Subcontractors**

   Q: May the three required organizational references be for proposed subcontractors or teaming partners, or must some or all references be for the prime Offeror?

   A: Yes, Organizational References may be for subcontracts listed in Offeror's proposal. All Organization References who submit are encouraged to complete all fields in the organizational reference questionnaire in APPENXIX F.

2. **Organizational References from PED Staff**

   Q: Section IV.B.2 requires three "external" references from similar projects or programs. If an Offeror has performed prior similar work under a separate PED contract, would a PED employee qualify as an organizational reference?

   A: No, Organizational References must be from entities outside of State personnel.

3. More Than Three Organizational References

Q: If an Offeror sends the Appendix F questionnaire to more than three references and more than three references are received by the deadline, will all submitted references be considered in the evaluation?

A: All organizational reference questionnaires received will be reviewed by the Evaluation Committee for a total of the section's total possible points.

G. COST RESPONSE

1. Cost Response Itemization

Q: Should the Cost Response Form include separate line items for start-up, recruitment, travel, training, technology, assessment, reporting, and ongoing tutoring delivery, or should all costs be rolled into the total cost per student?

A: The Offeror is required to complete the Cost Response Form in APPENXIX D in accordance with the services offered in their proposal.

2. Number of Students

Q: In the cost proposal there is a line for "Total Number of Students", this is used to create the cost per student ratio. Is "Total Number of Students" set at 2,500 or can the Offeror list a number higher or lower than 2,500?

A: The Offeror's proposal may be for more than or less than 2,500 students. The number of students the Offeror proposes to serve will be used to calculate Cost Per Student in accordance with *Section V.B.9 C.5 Cost (200 Points)*.

3. Cost Per Student

Q: Does PED expect offerors to propose a single statewide cost per student, or may pricing vary by region, rural/frontier service model, grade band, subject, or in-person staffing requirements?

A: PED expects Offerors to propose a single overall cost per student based on services being offered and the number of students the Offeror intends to serve.

4. Pricing Logistics

Q: For in-person tutoring, will participating schools provide physical space, adult supervision/proctoring, devices if needed, internet access, and scheduling support, or should vendors price and staff for those supports?

A: Services provided to different regions may vary depending on coordination and varying needs of different sites during the contract period. The vendor(s) are expected to provide full service to LEAs based on the needs of individual school sites.

5. Travel Related Costs

Q: Given the requirement for in-person tutoring across rural, frontier, and tribal communities, should travel-related costs be incorporated into tutor compensation and benefits categories, or does PED have an alternative mechanism for supporting travel expenses? Additionally, when preparing the cost proposal, are there any standard assumptions Offerors should use to estimate travel expenses?

A: Yes, Offeror's may include any travel costs in proposal that are relevant to the proposal.

H. FUNDING LOGISTICS

1. Total RFP Award Amount

Q: What is the anticipated funding available under this procurement or expected award amounts?

A: The total fund amount allocated for the HB2 High Impact Tutoring initiative is $5.1 million. About half of this fund is intended to support the contract(s) awarded under this RFP.

2. Foreign Tax ID

Q: Is a New Mexico Business Tax ID required for submission, or may foreign providers use their equivalent foreign business identification number instead?

A: When contracting with the State of New Mexico, an 11-digit New Mexico Business Tax Identification Number (BTIN) is required. A foreign tax identification number is not sufficient. For entities that do not have a New Mexico BTIN, they will need to obtain one through the New Mexico Taxation and Revenue Department prior to contract execution.

3. Assigned School Sites

Q: Do vendors need to be awarded through this RFP to work with awarded districts through the RFA?

A: The RFP and the RFA for the HB2 High Impact Tutoring initiative are both funded by the total $5.1 million for school year 2026-27. Currently, LEAs and RECs who receive grant awards under the RFA are required to use funds to hire staff needed to support local programming.