



STATE OF TENNESSEE  
DEPARTMENT OF EDUCATION

**REQUEST FOR PROPOSALS #33101-25100FAR0  
AMENDMENT #01  
FOR TUTORING SUSTAINABILITY MODELS & BEST  
PRACTICES**

**DATE: March 23, 2026**

**RFP #33101-25100FAR0 IS AMENDED AS FOLLOWS:**

1. This RFP Schedule of Events updates and confirms scheduled RFP dates. Any event, time, or date containing revised or new text is highlighted.

EVENT	TIME (Central Time Zone)	DATE
1. RFP Issued		February 27, 2026
2. Disability Accommodation Request Deadline	2:00 p.m.	March 4, 2026
3. Pre-response Conference	10:30 a.m.	March 5, 2026
4. Notice of Intent to Respond Deadline	2:00 p.m.	March 6, 2026
5. Written "Questions & Comments" Deadline	2:00 p.m.	March 12, 2026
6. State Response to Written "Questions & Comments"		March 23, 2026
7. Response Deadline	2:00 p.m.	April 17, 2026
8. State Completion of Technical Response Evaluations		May 1, 2026
9. State Opening & Scoring of Cost Proposals	8:00 a.m.	May 4, 2026
10. Negotiations (Optional)		May 5 – 6, 2026
11. State Notice of Intent to Award Released <u>and</u> RFP Files Opened for Public Inspection	2:00 p.m.	May 8, 2026
12. End of Protest Period		May 15, 2026
13. State sends contract to Contractor for signature		May 18, 2026
14. Contractor Signature Deadline	2:00 p.m.	May 20, 2026

## 2. State responses to questions and comments in the table below amend and clarify this RFP.

Any restatement of RFP text in the Question/Comment column shall NOT be construed as a change in the actual wording of the RFQ document.

RFP SECTION	PAGE #	QUESTION / COMMENT	STATE RESPONSE
RFP Attachment 6.6. Pro Forma Contract Section A.2.i.  Tutoring Sustainability District Advisory Council	PDF page 37	1. The RFP references a "State-selected Tutoring Sustainability District (TSD) Advisory Council" of approximately twelve LEA leaders selected through a competitive process. Has the TSD Advisory Council already been selected, or will selection occur after contract award? Additionally, can the State provide any guidance on the types of LEA roles or titles represented on the Council (e.g., curriculum directors, instructional coaches, superintendents), as this would inform how the Contractor structures facilitation approaches and meeting content?	The TSD Advisory Council will be selected prior to the Contract award. The TSD Advisory Council will consist of LEA leaders who are directly responsible for overseeing tutoring within their LEAs. Members will represent a diverse range of small, medium, and large LEAs across the State and will be selected based on demonstrated success in implementing effective tutoring practices, as evidenced by strong student outcomes and data supporting high-quality tutoring implementation.
RFP Attachment 6.6. Pro Forma Contract Section A.4.b.  Stakeholder Working Group Meetings	PDF page 37	2. Related to Question 1, can the State clarify the composition of the Stakeholder group referenced in Section A.4.b.? Specifically, does the Stakeholder group consist of individuals from outside the TSD Advisory Council, and can the State describe what "diverse areas of expertise related to tutoring, learning acceleration, and instructional coherence" might look like in practice (e.g., higher education partners, nonprofit tutoring providers, assessment experts)?	The TSD Advisory Council will be composed of LEA leaders who are directly responsible for overseeing tutoring within their LEAs, have a demonstrated record of successful tutoring implementation within their LEAs, and actively incorporate the TN ALL Corps tutoring model in their schools. Meanwhile, the referenced stakeholder group will include cross-functional TDOE teams that support various student groups from within the State, as well as external partners such as Educator Preparation Providers (EPPs), community partners, and members of the Tennessee Literacy Council.
RFP Attachment 6.6. Pro Forma Contract Section A.4.a.1  TSD Advisory Council Working Group Meetings	PDF page 37	3. The Pro Forma Contract specifies six (6) TSD Advisory Council working group meetings, six (6) Stakeholder working group meetings, and a minimum of two (2) virtual training sessions. If the State determines during the Contract Term that additional meetings or training sessions beyond these minimums would benefit program outcomes, would the Contractor be compensated for those additional sessions at the per-unit rates established in the contract, or would such additions require a formal contract amendment? Additionally, is the Contractor permitted to propose a greater number of sessions than the stated minimums in its technical response?	If additional training sessions/meetings are warranted, a contract amendment will be executed to authorize and outline the expanded scope of work.  The Respondent's technical response and cost proposal must align with the services outlined in the Pro Forma Contract, so a respondent should not propose a greater number of sessions than the stated minimums in its technical response and/or cost proposal.

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<p>RFP Attachment 6.6. Pro Forma Contract Section A.5.</p> <p>Best Practices Guidance &amp; Library of Resources</p>	<p>PDF page 37</p>	<p>4. The scope references the development of best practices guidance, a library of Implementation Resources, and training to support LEAs in implementing the TN ALL Corps tutoring model. Research consistently identifies consistent dosage delivery — ensuring students receive the intended frequency and duration of tutoring sessions — as a primary driver of tutoring program effectiveness. Does the State envision the scope of this contract including any support for LEAs in collecting, monitoring, or analyzing tutoring implementation data (e.g., session attendance, dosage compliance, student-level engagement data)? If so, are technology platforms or data infrastructure tools that support implementation monitoring considered within scope, and would the Contractor be expected or permitted to propose such tools as part of their approach?</p>	<p>Strategies for analyzing student data will be a critical component of the guidance provided to LEAs. The Contractor shall discuss data collection and use with the TSD Advisory Council to understand current LEA practices and identify what is working effectively. The Contractor shall also incorporate relevant State and national research to develop high-quality, evidence-based guidance on the use of student data for effective tutoring preparation. Any data tools, platforms, or programs proposed for inclusion in this guidance shall receive full approval from the State before being incorporated or recommended for LEA use.</p>
<p>RFP Attachment 6.6. Pro Forma Contract Section A.5.c.</p> <p>Best Practices Guidance &amp; Library of Resources</p>	<p>PDF page 38</p>	<p>5. Section A.5.c. references development of instructional videos as part of the Library of Implementation Resources, and Section A.6.f. requires recording and editing of training sessions. Can the State provide any guidance on the expected number, approximate length, or format of instructional videos anticipated under Section A.5.c., as distinct from the training session recordings under Section A.6.f.? Additionally, will the State provide existing video style or branding guidelines prior to contract award, or will those be shared only after the contract is executed?</p>	<p>All videos referenced in Pro Forma Contract Sections A.5.c. and A.6.f. shall be fully compliant with Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d) and provided in a format that is compatible with and can be uploaded to the State's Best for All Learning Hub. The number of videos and the length of each video shall be contingent upon the content and information being provided via videos. The State will provide detailed video style and branding guidelines once the contract is fully executed.</p>
<p>RFP Attachment 6.6. Pro Forma Contract Sections A.5.f. and A.6.h.</p> <p>A.5.f.: Best Practices Guidance &amp; Library of Resources</p> <p>A.6.h.: Develop &amp; Facilitate Training on Guidance</p>	<p>PDF page 38</p>	<p>6. Sections A.5.f. and A.6.h. require all materials to comply with Section 508 of the Rehabilitation Act. Can the State clarify whether the Contractor is responsible for conducting its own Section 508 compliance testing and remediation, or whether the State has a preferred testing process or tool that the Contractor would be expected to use? Additionally, does the Section 508 requirement apply to recorded video content (e.g., closed captioning, audio description), and if so, are there</p>	<p>The State will provide the Contractor with detailed guidance on Section 508 compliance expectations following the contract award. The Contractor shall be responsible for ensuring that all content, regardless of the format, meets accessibility requirements based on the information and standards provided by the State.</p>

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		specific captioning accuracy standards the State expects?	
RFP Section 1.1. Statement of Procurement Purpose	PDF Page 2	7. The statement of procurement states that the entity will provide training to LEA leaders. Can the state provide additional information as to the LEA roles that will be included in this training? Will those roles be only principals and assistant principals or are there any other roles that the State views as relevant for this type of training?	The training audience will include designated LEA staff, primarily those involved in tutoring and/or intervention. LEA leaders, individual school leaders, intervention teachers, tutors, teacher leaders, and instructional coaches may also participate in the trainings.
General		8. How many LEAs or participants does the Department anticipate engaging through the training and capacity-building activities during the contract period?	The State typically has approximately two hundred (200) participants engage in its virtual sessions, and a similar level of participation is anticipated for these virtual sessions.
General		9. What metrics or outcomes will the Department use to evaluate the success of the training and capacity-building activities?	Pro Forma Contract Section A.6.g. requires the Contractor to design and administer a survey to collect participant feedback, analyze the responses, and provide a written summary of the results to the State within three (3) business days following each training. In addition, the State will evaluate tutoring systems within participating LEAs, as well as review student data, monitor the implementation of the training content and materials, and assess subsequent student improvement.
General		10. Does the Department anticipate that the contractor will provide ongoing technical assistance or coaching to LEAs after initial training sessions?	No additional services are expected after the contract service date ends. The State does not anticipate the need for ongoing technical assistance or coaching to LEAs after training sessions.
General		11. Approximately how many training sessions or learning modules does the Department anticipate during the contract period?	<p>The Contractor shall develop a tutoring best practices guidance document and a comprehensive library of implementation resources, including instructional videos and supporting documents and resources. The volume and scope of instructional videos and resources will be informed by input from the TSD Advisory Council however, the library of resources should be robust and provide LEAs with a wide range of tools to support effective tutoring. Resources should address multiple implementation models and be adaptable to LEAs of varying sizes, structures, and demographic needs.</p> <p>Further, the Contractor shall use the library of implementation resources to coordinate, develop, and facilitate at least two (2) virtual training sessions, each ninety (90) minutes in length, for LEAs across the State.</p>

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General		12. Should training resources be designed primarily for tutors, district leaders, or both?	The training sessions shall be tailored to meet the needs of various stakeholder groups, including LEA leaders, school leaders, and educators who support or deliver tutoring. Because the training sessions will include guidance on implementing the library of resources to be designed by the Contractor, those resources shall also be tailored to various stakeholder groups, including LEA leaders, school leaders, and educators who support or deliver tutoring.
General		13. Does the Department anticipate that training content will focus primarily on TN ALL Corps implementation fidelity, or should it also address broader high-impact tutoring practices?	The training content shall align with and support the TN ALL Corps tutoring model while also incorporating additional research-based information on best practices for tutoring. Content shall address effective strategies for meeting the needs of students with unfinished learning and those who would benefit from a learning-acceleration approach, ensuring LEAs are equipped with practical, high-quality methods to strengthen student outcomes.

3. **RFQ Amendment Effective Date.** The revisions set forth herein shall be effective upon release. All other terms and conditions of this RFQ not expressly amended herein shall remain in full force and effect.