

**NOLA Public School  
Procurement Department  
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Paul A. Lucius, Executive Director of Procurement**

**March 31, 2026**

**Addendum No. 1**

**REQUEST FOR PROPOSAL NO. 26-0093**

**STEM PROGRAM PROVIDER SERVICES**

This Addendum and Clarification item forms a part of the RFP Documents and modifies the original RFP Documents issued March 12, 2026. Acknowledge receipt of this Addendum on the Addendum Form of the Request for Proposal. Failure to do so may subject proposal to disqualification.

**This Addendum consists of 1 Page(s).**

**CLARIFICATION:**

1. **Question :** Does the RFP intend to award a single vendor or multiple vendors to satisfy the Scope of Services?

**Answer :** The RFP is intended to be awarded to a single vendor capable of providing services across all four listed sites. NOLA Public Schools intends to award this contract to one vendor to fulfill the complete scope of services

2. **Question :** Is it acceptable to bid for Fall/Spring In-Class Sessions and Spring Mini-STEM Fest if we are unsure whether we can provide services on the timeline required for Summer?

**Answer:.** The intention is to engage a single vendor to provide comprehensive support services across all participating schools in need. If your organization is awarded the contract, you will be required to collaborate directly with each school to develop and finalize a clear, detailed schedule of services. This schedule should reflect the specific needs and requests of each individual school and ensure timely, coordinated delivery of services throughout the contract period.

3. **Question :** Would curriculum aligned to LSS more at the middle school level be acceptable for Travis Hill NOLA?

**Answer:** The students currently served at Travis Hill are all at the high school level; therefore, the curriculum should be designed to reflect high school–appropriate content and rigor. While Travis Hill is equipped to accommodate middle school students, there are no middle school students enrolled on the campus at this time.

4. **Question** : What is the desired timeframe for delivering the Summer STEM sessions?

**Answer:** Most summer sessions will commence at the conclusion of the 2025–2026 academic year, with programming scheduled to begin in early June 2026.

5. **Question** : How will the fifteen (15) one-hour Fall/Spring sessions per school be scheduled? For example, could they occur in quarterly rotations throughout the school year, or could we visit 2 schools in 15-week sessions? How flexible is this schedule or what does this schedule look like?

**Answer** : The scheduling of services will be determined by each individual school. Please be mindful of school-specific factors, including testing schedules, holidays, and other on-campus activities throughout the academic year. If your organization has the capacity to effectively support multiple schools on the same calendar day without compromising the quality of services, please do so. All questions or concerns regarding scheduling must be directed to the respective school and may only be addressed upon contract award to your organization.

6. **Question** : Does the Spring Mini-STEM Fest take place on 1 day at 1 location for all 4 sites? Could they occur on separate days per school?

**Answer** : The scheduling of services will be determined by each individual school. If your organization has the capacity to effectively support multiple schools on the same calendar day without compromising the quality of services, please do so. All questions or concerns regarding scheduling must be directed to the respective school and may only be addressed upon contract award to your organization.

7. **Question** : What are the anticipated date(s) of the Spring Mini-STEM Fest?

**Answer** : January 2027, the scheduling of services will be determined by each individual school. Please be mindful of school-specific factors, including testing schedules, holidays, and other on-campus activities throughout the academic year.

8. **Question** : Is there a min/max instructor to student ratio for the Scope of Services?

**Answer** : Class size will be determined based on the capacity of each classroom, with a preferred student-to-instructor ratio of 15:1. The teacher of record will be present to support classroom management only and will not be responsible for delivering instruction.

9. **Question** : If awarded and contracted, what does the District envision for expanding this partnership to other LEA schools?

**Answer:**. If awarded this contract, your organization will provide services to the LEA schools currently supported by our network

1. The Leah Chase School
2. Mary McLeod Bethune Charter School
3. Benjamin Franklin Charter Schools (Elementary & Middle)
4. Travis Hill NOLA

10. **Question** : May the District share which vendors it has utilized in the past for these services?

**Answer:** StemNola.

11. **Question** : Can you define in more detail each of the A-G criteria in 6.0?

**Answer: Clarification of Evaluation Criteria (Section 6.0, A–G)**

The evaluation criteria are designed to assess a vendor’s ability to fully deliver the scope of work with quality, consistency, and measurable impact. Below are additional details for each criterion:

**A. Organizational Capacity & Infrastructure (20 points)**

This criterion evaluates your organization’s ability to successfully operate across multiple school sites simultaneously.

Reviewers will look for:

- A clear and scalable staffing structure
- Demonstrated experience managing multi-site implementation
- Defined staffing ratios and supervision systems
- Contingency plans to prevent service disruption
- Operational readiness to serve a juvenile justice setting (Travis Hill)
- Overall organizational stability and infrastructure

**B. Program Design & Louisiana Standards Alignment (15 points)**

This criterion evaluates the quality, rigor, and alignment of your STEM programming.

Reviewers will look for:

- Explicit alignment to Louisiana State Standards
- A clear instructional framework or STEM model
- Standards crosswalks tied to sessions/activities
- Developmentally appropriate design across grade levels
- Evidence that sessions reinforce grade-level instructional priorities

**C. Implementation Model & Staffing Approach (15 points)**

This criterion evaluates how clearly and effectively your program will be executed

Reviewers will look for:

A true vendor-led delivery model (no reliance on school staff)  
Defined staffing structure and roles  
Strong onboarding and training systems  
Supervision and quality assurance processes  
A realistic and detailed implementation plan (including 30-60-90-day plan and calendar)  
Clear communication systems with schools and the district

**D. Robust Data System & Measurable Outcomes (15 points)**

This criterion evaluates your ability to provide meaningful, quantitative evidence of impact.

Reviewers will look for:

Standards-aligned performance metrics  
Student outcome tracking (not just participation)  
Pre/post or skill-based measurement where applicable  
Attendance and participation tracking  
Clear reporting cadence (mid-cycle and end-of-cycle)  
Sample reports or dashboards that are usable by school and district leadership

Note: Qualitative data alone is not sufficient.

**E. Equity, Differentiation & Special Population Support (15 points)**

This criterion evaluates your ability to meet the needs of diverse learners.

Reviewers will look for:

A clear differentiation plan  
Strategies to support:  
English Learners  
Students with Disabilities  
Students with behavioral needs  
Below-grade-level learners  
Advanced learners  
Trauma-informed practices, particularly for Travis Hill  
Flexibility to adapt to site-specific needs and enrollment variability

**F. Cost of Services (10 points)**

This criterion evaluates the overall cost proposal.

Consideration includes:  
Cost reasonableness relative to the scope of work  
Clarity and transparency of pricing

Any cost efficiencies or value-added components

This section is scored by the Procurement Department. The lowest cost receives the highest score. Please refer to cost section of RFP to review formula.

### **G. Disadvantaged Business Enterprise (DBE) Participation (15 points)**

This criterion evaluates alignment with the DBE goal of 35%.

Consideration includes:

Vendor's DBE status or partnerships

Commitment to meeting or exceeding participation goals

This section is also scored by the Procurement Department.

12. **Question** : Can you please define c. Sample Work that we may be able to provide in the Appendices?

**Answer:** "Sample Work" refers to the required sample deliverables outlined in the RFP under the Required Sample Deliverables Summary section. These materials are intended to provide concrete evidence of your organization's capability and should reflect actual or representative work.

Vendors should include the following in the Appendices:

Sample Standards Crosswalk Demonstrates alignment between your STEM activities and Louisiana State Standards.

Sample Lesson Description Illustrates what a typical session looks like, including structure, objectives, and student engagement.

Sample Dashboard or Impact Report Shows how you track and report student outcomes and program effectiveness.

30-60-90 Day Implementation Plan Outlines how services will be launched and stabilized across sites.

30-60-90 Sample Multi-Site Implementation Calendar Demonstrates your ability to coordinate across multiple schools.

30-60-90 Sample Differentiation Plan Shows how instruction is adapted for diverse learners.

**End of Addendum No.1**