

ADDENDUM NO. 1

JUL 19 2019

TO: ALL PROSPECTIVE OFFERORS

REFERENCE: RFP#2000002826

FOR: Middle School Language Arts Basal Resources (2020 Adoption)

CLOSING DATE/TIME: August 5, 2019 @ 2 p.m.

RFP CLARIFICATIONS:

The following are responses to questions received via e-mail and at the Pre-proposal Conference held on July 9, 2019.

Q1. Can the district provide clarity around the requirement to include diagnostic assessment in reading?

A1. The diagnostic should provide the option for testing phonics/decoding, fluency, vocabulary and comprehension as well as next steps for instruction in those domains.

Q2. What is meant by reading domains as used in the criteria for providing diagnostic assessment?

A2. The main domains of reading phonics/decoding, fluency, vocabulary and comprehension.

Q3. What are the expectations for the type and extent of phonics/decoding instruction in middle school? Is this meant mainly for the ELL population?

A3. No, it can/should be appropriate for any student with a demonstrated gap in phonics/decoding and not limited to those with an IEP/504 or the ELL population.

Q4. What are the expectations for parent/guardian reports in multiple languages?

A4. The FCPS expectation is that reports will be translated into home languages listed below.

Q5. What translations are required? Which languages?

A5. - Amharic
- Arabic
- Chinese
- Farsi
- Korean
- Spanish
- Urdu
- Vietnamese

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Q6. What type of response (if any) is required/expected to the Course list, Action Literacy POS, and Grade 6, 7, 8 Reading POS sections in attachment A?

A6. Elective courses were included but there is no requirement to address those in the response to the RFP.

Q7. Clarification: Does the district prefer one (1) USB drive with the Technical Proposal and one (1) separate USB drive with the Cost Proposal, or does the district require both of the two (2) USB drives to have both the Technical and Cost Proposals saved (as separate files)?

A7. Two (2) USB drives to have both the Technical and Cost Proposals saved (as separate files) is preferred.

Q8. Should all vendor proposals satisfy the Requirements for Intervention Materials? If so, should the solution that meets these requirements be included as a cost option?

A8. Vendors can choose to respond to Basal Resources or Intervention Materials or both. No preference will be given to vendors who respond to both.

Q9. Is the District considering meeting the Requirements for Intervention Materials with a solution that is separate from the core English Language program (and potentially could be purchased from a separate vendor)? Or are these requirements meant to be applied to the core program?

A9. This RFP could have multiple contracts with different vendors.

Q10. Regarding page 5, #7. Consultation Services; please describe the type of "consultation" FCPS is requesting from vendors during the stated times for this RFP.

A10. Questions arise as people use the products. We could need support on a technical or functional aspect of the product or a content question. These questions would need to be answered by a person with knowledge of the product.

Q11. Can you please provide the student numbers per course/grade?

A11. - Grade 7 - 13,880
- Grade 8 - 13,727
- Reading - 702
- Reading 8 - 594
- Action Literacy 7 - 353
- Action Literacy 8 - 376
- Read 180 - 1,069
- Responsive Writing - 121

Q12. Can you please provide the teacher numbers per course/grade?

A12. - Grade 7- 232
- Grade 8- 225

Q13. What type of consultation will be needed, as referenced in section 7.1 on page 5 of the RFP?

A13. Requests for clarification on any part of a proposal usually will be conducted via email or telephone conference call.

Q14. Are all assessments required?

A14. This depends on whether the proposal relates to basal materials or intervention materials. All vendors do not have to meet all requirements if they choose to offer a solution for one part of the RFP; offerors may propose basal resources only, intervention only, or a combination of basal and intervention. Within those groupings, the requirements specified in the RFP are non-negotiable. Offerors may address different types of formative, summative, or other types of assessments as a broad umbrella. A diagnostic assessment for the intervention materials is a technical requirement.

Q15. How many samples are required?

A15. One sample is required.

Q16. Will teacher resources be required?

A16. Yes.

Q17. What physical materials must be included with the proposal?

A17. - For basal materials, it is sufficient to send the titles as a list, along with some samples that have critical materials to support the proposal; a list with summary and review sources will be sufficient.
- For intervention materials, physical materials needed may be different from basal materials needed because the intervention materials will include a classroom library with 150+ titles. In this case, please send only the list or a list with a sample.

Q18. Will there be any presentations requested?

A18. Yes, presentations will be requested during the textbook committee review, but only for those that move forward to Textbook committee. The Textbook committee will reach out to schedule presentations.

Q19. Do we need to include both one- and seven-year costs?

A19. Yes, the price proposal must be clean and clear for comparison between vendors; price summary must include both one-year and seven-year costs.

Q20. On line #10 on page 44 of the RFP, please clarify the blank space.

A20. Since that space references a commercial product, we did not feel comfortable linking to that product. Read 180 is a blending learning course that focuses on reading comprehension with minimal decoding support.

Q21. Follow up on prior question...Are you seeing any type of program for that course on line 10?

A21. FCPS can consider other products. This line refers to a blended learning environment; it is a freestanding class.

Q22. Does FCPS have a Learning Management System (LMS)? If yes, which one?

A22. Yes, currently it is Blackboard, but this will be changing to Schoology in the next 1-2 years.

Q23. Do you have a current assessment program? Do you use outside assessment programs?

A23. Yes, FCPS has a program and creates our own in-house benchmark assessments. These are not commercially available.

Q24. Intervention materials – Are you looking for a separate proposal? Or combined?

A24. FCPS will consider separate or combined proposals. Intervention materials may be included with basal resources, but they also be proposed separately. Offerors may choose to offer solutions for basal resources or only on intervention materials. Basal resources usually include Tier 1 and Tier 2 support; intervention materials usually include Tier 3 support that fills foundational gaps.

Q25. Does FCPS want a (physical) textbook?

A25. FCPS wants flexibility to deal with a very diverse student population. Our students are sometimes transient, some come in mid-year, some leave after a month, as well as many different scenarios.

Q26. Within print resources, are there requirements for materials that accompany the resources?

A26. In this area, FCPS currently uses concept-based curriculum/units that are teacher- and specialist-created; currently these include text sets that have novels, poetry, nonfiction, etc. Also, middle schools are doing more with literature circles/book clubs.

Q27. Follow up on prior question...Where can I locate those concepts?

A27. These are non-commercial, in-house, and under development, but are enduring concepts that can cut across curriculum areas/disciplines. Concept examples: conflict, perspective, change, empathy, etc. These are all 'big' ideas which enable student participation/discussion without prerequisites.

Q28. What are the expectations of assessment data? Will assessment data be housed offline? Is there a desire to have students take an assessment within the platform proposed? If they don't, will assessment data be ported into another platform?

A28. No. Assessments within the proposed solution are required. If, however, assessment data are available from offerors, FCPS prefers to receive that data in a comma separated value (CSV) file format via export. Also, FCPS strongly prefers automated daily exports, once again, if available. Currently, FCPS uses this type of assessment data within an in-house application.

Q29. What is the current provider from 2000?

A29. Holt Rinehart Winston *Elements of Writing*; Holt Rinehart Winston *Elements of Literature*; Prentice Hall *Literature: Timeless Voices, Timeless Themes*

Q30. Is FCPS looking exclusively for a core textbook to be part of this solution?

A30. We are looking for a creative solution because the diversity of our students has increased; the solution should meet the needs of our varied school types and student populations, whether that is a middle school, a secondary school, an honors course, team-taught special education classes, ESOL classes, AAP centers, etc.

Q31. Please provide enrollment numbers for 6-8th.

A31. 29,994

Q32. On the 2 USB drives referenced in the RFP, should both drives have separate files, one for the proposal and one for the costs?

A32. Yes, please provide the proposal file and the cost file on each USB drive.

Q33. Our company publishes supplemental print materials for the intervention of struggling learners. While we don't offer a "basal program for Language Arts," we do feel that our books could be beneficial for the students in your Read 180 / Action Literacy courses. After reviewing the bid documents, we find that there are a lot of requirements in this RFP that we cannot meet, i.e. online components, eBooks, technology pieces, etc. Is there a "supplemental materials" piece of this bid that we might be able to submit under, specifically for resources that are dedicated to ELL students?

A33. This RFP is through language arts and not ESOL. We are looking for solutions for a variety of students to include English learners. Materials are scored based on their merits in individual technical requirements.

Q34. The Course List includes Reading for Grades 6, 7, & 8. In response to this RFP, would Fairfax County entertain technology-based programs - that provide supplemental, teacher-led, paper-based resources - as basal instructional materials for these courses?

If yes, does the requirement to prepare and submit a NIMAS fileset to the NIMAC only apply to the paper-based resources?

A34. We are looking for solutions for a variety of students. Materials are scored based on their merits in individual technical requirements.

No, it applies to all resources.

All other terms and conditions remain unchanged.



Laila Sultan
Coordinator

THIS ADDENDUM IS ACKNOWLEDGED AND IS CONSIDERED A PART OF THE SUBJECT REQUEST FOR PROPOSAL:

Name of Firm

(Signature)

(Date)

RETURN A SIGNED ORIGINAL AND COPIES AS REQUESTED IN THE SOLICITATION.

Addendum No. 1
RFP# 2000002826
Page 6 of 6

Note: SIGNATURE ON THIS ADDENDUM DOES NOT SUBSTITUTE FOR YOUR SIGNATURE ON THE ORIGINAL PROPOSAL DOCUMENT. THE ORIGINAL PROPOSAL DOCUMENT MUST BE SIGNED.