

STATE OF ALASKA

Department of Education and Early Development
Division of Finance and Support Services



RFP 200000084

Comprehensive Literacy State Development Grant Project Evaluation Services

Amendment 03

May 22, 2020

Amendment Three is being issued to summarize questions received during the Pre-Proposal Conference and to respond to questions received.

Important Note to Offerors: Only the RFP terms and conditions referenced in this amendment are being changed. All other terms and conditions of the RFP remain the same. **The offeror must acknowledge receipt of A03 on page 3 of Submittal Form A – Offeror Information in the Addenda Acknowledgement section.**

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Questions submitted by potential offerors and answers from the state:

Question 1: Page 8 of 31 - The State distributed the funds according to grade spans:

- 10% for birth to age 5,
- 40% for grades K-5, and
- 40% for grades 6-12.

Question: Is it 15% for birth to age 5, as in CFR and DEED application?

Response 1: This is correct, 15% of the grant is for children from birth to 5.

Question 2: Page 8 of 31 - (a) STATEWIDE IMPLEMENTATION GOALS FROM THE CLSD GRANT APPLICATION

Implement a comprehensive Literacy Plan.

Question: Is the comprehensive Literacy Plan a stand-alone document, or is it the work plan created and implemented through this grant?

Response 2: The work plan is created and implemented through the grant at this time.

Question 3: Page 8 of 31 - (b) GOALS FOR SCHOOLS:

The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.

Questions: What are these subgroups? How are they defined?

Response 3: This category would include the subgroups defined in ESEA as amended by ESSA: economically disadvantaged, students from each major racial and ethnic group, children with disabilities, and English learners.

Question 4: Page 8 of 31 - (b) GOALS FOR SCHOOLS:

Identify 3-4 goals addressed within the Literacy Plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In terms of Evaluation Measurement indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Questions: Are these district/school plans available? Did schools identify in these plans the measurement indicators / and the data they will collect to evaluate progress?

Response 4: Each program designed their plan in their grant application. The plans included measurement indicators and the date they plan to collect to evaluate progress.

Question 5: Page 10 of 31 - What percentage of AK-CLSD subgrantees and their students are high need?

Questions: How are high need school and high need students defined? Is this assessment based? income based?

Response 5: High need schools were defined by schools based on low income and low achievement/growth. The System for School Success, Alaska's accountability system, and percentage of low income students were evaluated.

Question 6: 6. Page 10 of 31 - To what extent did subgrantee program staff members receive sufficient, high-quality, research-based support from the State to implement comprehensive literacy programs?

Questions: How is this defined? Are there federal or state standards, or is this up to the contractor to determine? Does DEED track or collect data about the supports provided to subgrantee program staff members?

Response 6: For the first year of the grant, grantees were required to attend two convenings regarding the program and received support from DEED. The support was intended to be more robust as the grant application indicated. With the new program manager on board, more intensive support will be available in years two-five.

Question 7: Page 10 of 31 - Contractor must collect and analyze extant student achievement data.

Question: There is no 2020 PEAKS Assessment (annual) - what does this mean for evaluation?

Response 7: The absence of 2020 PEAKS data and the subsequent school building closures will be challenging for the evaluation of the program. Alternate sources of data for individual programs will need to be determined. The evaluator will work with DEED to determine how the evaluation process will move forward.

Question 8: Page 10 of 31 - Contractor must provide results overall and by disadvantaged subpopulations.

Questions: How are these disadvantaged subpopulations defined? Are disadvantaged subpopulations the same as high need?

Response 8: This category would include the subgroups defined in ESEA as amended by ESSA: economically disadvantaged, students from each major racial and ethnic group, children with disabilities, and English learners.

Question 9: Page 10 of 31 - Contractor must conduct annual telephone interviews with State staff members to ascertain the scope of project services provided to subgrantees and how the State monitored implementation.

Questions: How many staff members are there? What are their roles? Is project services provided the same as sufficient, high-quality research-based support?

Response 9: The team at DEED that will be involved in the initial planning of the scope of project services will be the CLSD program manager, Tammy Van Wyhe (Division Director), Deb Riddle (Division Operations Manager), and Brittnay Bailey (ELA Content Specialist). DEED staff will be responsible for monitoring how programs are implementing their programs (quarterly calls, technical assistance, professional development). The vendor will work with DEED staff to develop the best route data collection and evaluation program design.

Question 10: Page 11 of 31 - Strategy 2

Questions: Clarify the evaluation duties for strategy 2. Is this to lead CQI, monitor that the CQI exists/happens?

Response 10: The second strategy will be conducted and monitored by DEED staff. Data collected from this strategy will be used by the evaluator to help provide information regarding the success of the program.

Question 11: Page 11 of 31 - The second strategy utilizes existing data from the state summative assessment and literacy screeners determined by the State once the project is launched.

Question: Have the literacy screeners been selected yet?

Response 11: At this time, the screener has not been determined.

Question 12: Page 11 of 31 - Subgrantees will create a comprehensive needs assessment based on state and local data. This comprehensive needs assessment will drive the goals and outcomes for their district/school plans. These plans will utilize the continuous improvement cycle to determine the interventions and assessments (formative, interim) to measure progress.

Questions: Have the needs assessments been completed? Are these, and the district/school plans available?

Response 12: The needs assessments were included in the grant applications as well as noted in the grant application. Applications are available.

Question 13: Page 11 of 31 - Strategy 3

Questions: What are the expected evaluation duties in support of Strategy 3? Providing information for the advisory committee?

Response 13: The reports created by the evaluator will be used by the advisory committee. The reviewer may be asked to present their findings.

Question 14: Page 11 of 31 - The third strategy involves the creation of a state literacy Advisory Committee with members appointed by the Commissioner of Education.

Question: Has this Advisory Committee been created yet? If so, who is on the committee?

Response 14: An advisory committee has been assembled and approved by the commissioner.

Question 15: Page 11 of 31 - The length of the contract will be from the date of award, approximately July 1, 2020 for approximately four years until completion, approximately June 30, 2025.

Question: Is the contract term four or five years?

Response 15: The contract will be for FY21-FY24, four years.

Question 16: Page 12 of 31 -

(b) EVALUATION DESIGN AND CREATION OF DATA COLLECTION INSTRUMENTS.

Due by August 1, 2020

(c) GRANTEE TRAINING IN EVALUATION AND/OR DATA COLLECTION.

Due July-September 2020

(d) DATA COLLECTION, ANALYSIS, AND REPORTING OF PROGRAM IMPLEMENTATION.

Due date will be determined during Kickoff Meeting

(e) DATA COLLECTION, ANALYSIS, AND REPORTING OF PROGRAM OUTCOMES.

Due date will be determined during Kickoff Meeting

(f) DISSEMINATION OF PROGRAM RESULTS AND LESSONS

Due date will be determined during Kickoff Meeting

(g) PREPARATION OF AN ANNUAL REPORT OF GRANTEE PROGRESS TOWARD ACHIEVING GOALS.

Due annually, starting in September 1, 2021

Questions: Deliverable due date: Only 1 month is given from start of contract for (b) Evaluation and design and the creation of data collection instruments - is this deadline negotiable? Is the annual report the only report for deliverables and (d) and (e)? What sort of dissemination of program results and lessons is expected? Is this part of Strategy 2?

Response 16: These deadlines may be negotiable. Due to the unique circumstances provided by the COVID-19 pandemic, DEED may provide flexibility.

Question 17: About Strategy 3 - does the contractor have any responsibilities to report information to the advisory committee or any other responsibilities?

Response 17: Any analysis or information you have created may be shared with the advisory committee. A vendor may be asked to talk with the advisory committee about findings.

Question 18: How many entities received funding?

Response 18: 16 districts received funding – from birth to grade 12.

Question 19: Is the grant period for five years after this year? Or is the first year already done and there are just four years remaining?

Response 19: The first grant year State Fiscal Year 20 (June 1, 2019 through June 30, 2020) was a planning year for the Department. This contract will be an initial one-year contract with 3 additional one-year renewal options.

Question 20: How many schools are included in the 16 subgrantees?

Response 20: There were 23 districts who submitted applications and three early childhood entities. Districts will decide how many individual schools they will serve, many decided to work on grade spans.

Question 21: How many applications were received and not approved?

Response 21: Of the 26 applications, 16 were awarded grants.

Question 22: Is the evaluator responsible for GPAR reporting?

Response 22: This report is not required for this grant.

Question 23: How many DEED staff are supporting CLSD?

Response 23: Program Manager will start June 1, Literacy Specialist, and two Division Directors. Primary point of contact for the contractor will be the Program Manager.

Question 23: Are the funded proposals available to look at?

Response 23: A summary document, CLSD District Networking Packet, describing the proposal documents has been provided.

Question 23: Were all the received applications funded?

Response 23: No.

Question 24: Regarding State Proficiency – is the State looking at mandatory state assessments that all districts would be participating in at all required levels for grades since testing cycles have been interrupted because of COVID?

Response 24: Considering COVID-19 pandemic, adjustments will need to be made. Evaluator will assist the State to come up with solutions to testing issues due to the pandemic of COVID-19. No State of Alaska students were assessed for Math or ELA.

Question 25: How to you complete the qualifications anonymously?

Response 25: Minimum Experience Requirements Certifications must be provided in addition to your response. Minimum Experience Requirements Certifications should not be an anonymous document.

Question 26: How about B – Experience and Qualifications?

Response 26: Do not include company names, offeror name, company letterhead, personnel names, project names, subconsultant names, manufacturer or supplier names, or product names. The State’s goal is to reduce bias. For example, you may use “Evaluator 1” and “Evaluator 2” in lieu of specific names.

Changes to the RFP:

Change 1: SEC. 2.01 BACKGROUND INFORMATION paragraph one and bullet points 1, 2, and 3 are hereby amended and replaced in full to read:

“The Comprehensive Literacy State Development Grant was awarded to Alaska in October 2019 to promote literacy instruction for children from birth to grade twelve. The expectation of United States Department of Education (USDOE) is that 95% of the \$20.6 million five-year grant be distributed to districts and early education providers to promote comprehensive literacy strategies, professional development, and family/community engagement. A competitive grant process was used to identify 16 districts for funding. The State distributed the funds according to grade spans:

- ~~10~~ 15% for birth to age 5,
- 40% for grades K-5, and
- 40% for grades 6-12.”

Change 2: SEC. 3.13 CONTRACT PERSONNEL is hereby amended and replaced in full to read:

“Any change of the project team members ~~or subcontractors~~ named in the proposal must be approved, in advance and in writing, by the project director or procurement officer. Changes that are not approved by the state may be grounds for the state to terminate the contract.”

Change 3: SEC. 4.02 SPECIAL FORMATTING REQUIREMENTS Submittal Form Table is hereby replaced in full and amended as follows:

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Submittal Form	Anonymous Document	Maximum Page Limits
Submittal Form A – Offeror Information and Certifications		
Submittal Form B – Experience and Qualifications	YES	5
Submittal Form C – Understanding of the Project	YES	5
Submittal Form D – Methodology Used for the Project	YES	5
Submittal Form E – Management Plan for the Project	YES	5
Submittal Form F – Subcontractors		
Submittal Form G – Cost Proposal		

“

Change 4: SEC. 4.08 SUBCONTRACTORS (SUBMITTAL FORM F) is hereby removed in full.

~~“If using subcontractors, the offeror must complete and submit this Submittal Form.”~~

Change 5: Attachment 1 Cost Proposal is hereby replaced in full as attached hereto.

Attachment 1 Cost Proposal is hereby replaced in full as attached to the Online Public Notices website, hyperlinked [here: http://notice.alaska.gov/198160](http://notice.alaska.gov/198160)

Change 6: Attachment 2 Submittal Forms is hereby replaced in full as attached hereto.

Attachment 2 Submittal Forms is hereby replaced in full as attached to the Online Public Notices website, hyperlinked [here: http://notice.alaska.gov/198160](http://notice.alaska.gov/198160)

Change 7: Attachment 7 CLSD Networking Packet is provided.

Attachment 7 CLSD Networking Packet is provided and attached to the Online Public Notices website, hyperlinked [here: http://notice.alaska.gov/198160](http://notice.alaska.gov/198160)
