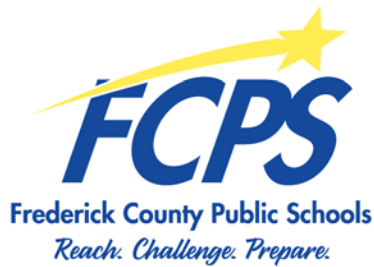


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December 8, 2017

ADDENDUM 1
RFP 18I2, Structured Literacy Intervention Resources and Staff Training

DUE DATE: December 21, 2017, at 2:00 P.M.

Please be advised of the following additions, clarifications, and answers to questions that we have received.

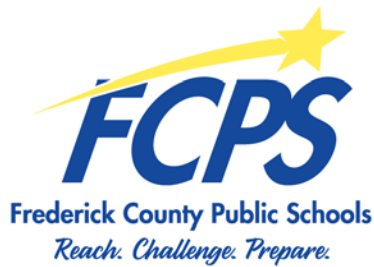
1. Would the review team accept, as a part of the submission, a sample of the Instructional Materials Tool Kit? Part I and Part II of the technical proposal can be supported if reviewers have access to all or part of the Instructional Materials Tool Kit.
 - Yes, instructional materials to review alongside the proposal would be helpful.
2. Part II of the technical proposal asks for details on the resources and training package for middle and high schools (add-on options). Where can we put the overview of the recommended training package for elementary schools and for Phase 1 and 2?
 - Part I of the technical proposal requires vendors to detail their program per the specifications in A, B, and C. This could be used for the overview of elementary. The add-on on Part II, sections C. and D., allows for an explanation of secondary if it is uniquely different. If the intervention is fundamentally the same for all levels, then just detailing them in Part I will suffice.
3. Is there an estimate in terms of the number of identified students, or students with characteristics of dyslexia and/or dysgraphia?
 - Reported incidence of the prevalence of these conditions varies widely in the research (5-20%). Further, FCPS is just beginning formal identification processes. While numbers are currently low (i.e. <50 students or <1% of our current population), we expect that number to increase over the next year as schools become more astute in identification processes.
4. What grade levels will be covered with these intervention services?
 - Grades P-12.
5. Does the district intend to award one program to one vendor or multiple programs to multiple vendors?
 - It depends on the submissions received and the appropriateness of each program for students at each grade/school level.
6. Is there a stated amount or range for the contract awards in Phases 1-3?
 - No.
7. Is the December 21, 2017 due date only for Technical Proposals Parts I-III? Do we submit the cost proposal at this time?
 - All materials, including the cost proposal, must be received in Purchasing no later than 2:00 P.M. on December 21, 2017, and packaged in accordance with the specific instructions for preparing/submitting the documents, as described on page 21, #6.



-
8. Regarding the Technical Proposal Checklists for Parts I and II, is this an internal checklist for the bidder or do you want us to complete the checklist, along with comments and submit this as part of our Technical Proposal Parts I and II?
 - The checklist aligns to the specifications in the required functionalities. The format chosen for submission of the information is up to the vendor; however, the review team will use the checklist to evaluate all proposals.
 9. Regarding the Resources and Training for Required Functionalities - Is this included with the Technical Proposals Parts I through III or is this part of the Cost Proposal?
 - It is included as part of the Technical Proposals per specific instructions for preparing/submitting the documents, as described on page 21, #6.
 10. Do we submit a project budget as part of the cost proposal?
 - Yes, a project budget would be part of the Technical Proposal, and should support the prices offered in the Cost Proposal.
 11. What formatting should be used for submission of the Technical Proposal?
 - Use the format that best supports highlighting your materials and training, while clearly incorporating the required content and pedagogy, or lack thereof, called for per the RFP. The format must follow the sequence and numbering of the Technical Proposals I, II, and III.
 12. In reference to page 9, section I, item 6e – the website provided is not valid. I do have access to a “Certificate of Status” provided by the State of Maryland at <https://egov.maryland.gov/businessexpress>. Is the “Certificate of Status” equivalent to the “Certificate of Registry”?
 - Not exactly, but either are acceptable.
 13. Is proof of Certificate of Registry required within the proposal and if so, where should it be included?
 - Yes. And this document should be submitted as part of Technical Proposal III, section # II. “Insurance, Financial and Legal Issues”.
 14. Is this RFP focused on only training special education teachers? Does this include training teachers at all three levels--elementary, middle and high school--or is it only for elementary staff?
 - The training will be for general and special educators, approximately two at each of our 67 schools (all three levels). The staff will be those who typically provide intervention services for students.
 15. On the Form of Proposal, page 31, Phase 1, how many schools are represented in the estimated 20 FCPS staff members?
 - In Phase 1, the final number of schools are not determined, but could be anywhere from 4-10.

In Phase 2, how many schools are represented in the estimated 130 FCPS staff members? If this proposal includes all three levels (elementary, middle, and high), can you specify how many educators from each are represented?

 - The remaining of all FCPS schools will be included in Phase 2. (For example, if seven schools participate in Phase 1, 60 schools will participate in Phase 2.) There are 41 elementary/charter schools, 13 middle schools, 10 high schools, and 3 other special schools. If two staff from each school are trained, after both phases, there will be 82 elementary/charter teachers, 26 middle teachers, 20 high teachers, 6 others, and a number of



Central staff members who service all levels.

16. On page 33, a REGISTERED MARYLAND CONTRACTOR NUMBER is requested. Is the REGISTERED MARYLAND CONTRACTOR NUMBER the same as our Vendor/EMM number (that we received from eMaryland Marketplace)?
- No. We require proof that an out-of-state vendor has registered to do business in the State of Maryland in order to pay taxes on income earned from doing business in the State. See response to # 12 and #13 above.
17. Provide the estimated number of students (i.e., those formally identified with Dyslexia and/or Dysgraphia) with whom the structured literacy intervention resources will be used under this project.
- The official number will not be pulled until just prior to the training. We will serve not only students who are formally identified, but also those with characteristics of Dyslexia/Dysgraphia. Currently, less than 1% of our population is formally identified. If we were to have 5% of our student population identified within the next year, that could be up to 2100 students.
18. If a bidder wishes to offer alternate pricing models for this work, please advise as to how this information should be presented on the Form of Proposal; i.e., should both options be included on one sheet or should two separate Forms of Proposal documents be submitted?
- Alternate pricing models are acceptable but should be submitted on separate Forms of Proposal.
19. Is FCPS looking specifically for a standard intervention package that is commercially sold or in a format that is readily reproduced (i.e. a packaged program)?
- It does not have to be commercially sold or a “packaged” program. As long as the vendor meets the specifications in the RFP, we will consider the training and materials proposed.

Sincerely,

Billie Laughland

Billie Laughland, Purchasing Agent
billie.laughland@fcps.org

BL/kl

cc: Jamie Aliveto, Director System Accountability and School Improvement
Jennifer Bingman, Supervisor of Research, Development & Accountability