

RFP Number: SA-03A

Curriculum Modules and Statewide Professional Development for
New York State English Language Arts & Literacy and Mathematics

RFP Reissued: 12/9/11

Questions & Answers

- 1) Regarding item 3.2 Financial Criteria for Evaluation Bids, bullet 4 page 78
For the P-2 ELA and P-2 Math curriculum subsections, the same calculations will be computed but only 90% of the cost score will be provided for curriculum development with the remaining 10% provided for the cost of the printing pilot.
- a. Please clarify: Does this mean that 10% of the total bid amount is estimated for the printing pilot? Maximum? In the same way that 29% of the total bid amount is to be the subcontract total for the MWBE subcontractors?

No, NYSED is not placing a restriction on the cost of the printing pilot relative to the total cost of the bid.

- 2) Regarding Item 1.5.28 page 46: the 18,750 copies of the P-2 curriculum “pilot program” requested:
- a. Could you define “pilot program” – is this the project *en toto*? Or the single exemplars per grade level?
- b. Would this be ‘hard’ copies of the entire curriculum, including all materials (source, reading, etc), or would citations/links to source and reading materials be acceptable. The length without the materials is already 1,000s of pages.
- c. Would these copies be due proportionately as the deliverables are due? Or in their entirety at the time of the final deliverables?
- d. What kind of format, binding, etc. is expected?
- e. Considering the enormous size of each copy, what transportation is expected, and to where?

A. Printed copies would be for what curriculum the competitive area the proposal encompasses (math or literacy, P-2).

B. This would include hard copies of the curriculum and all source materials.

C. The printed curriculum materials would be due proportionately, as the deliverables are due.

D. The format will be left to the discretion of the bidder.

E. These copies are to be shipped to no more than 100 pilot schools.

- 3) Regarding Creative Commons licensing – will these be required along with the deliverables, or in entirety at the conclusion? Can you give us or direct us to any guidance other than the previous Q & A regarding the proprietary content permission process?

The Creative Commons licenses will be drafted and executed when all of the deliverables have been received. For additional information about Creative Commons licenses, please go to <http://creativecommons.org/>.

- 4) Is it possible to let us know who the audience is for the pilot project? In the interest of saving resources, both natural and fiscal, please let us know if it would be permissible to send the 18,750 copies of the pilot program on thumb drives to this audience as opposed to hard copies. Thank you.

Hard copies are required. It is not yet possible to name the recipients of the piloted printed materials.

- 5) Is the expectation of NYS that text excerpts will be provided free of charge to NYS teachers under a fair use agreement?

No. The vendor must include text excerpts in the deliverables, and secure all necessary copyright licenses for use of such excerpts used in the curricula/modules, which is broad enough to encompass all of the rights and projected uses that NYSED has outlined in the RFP. However, if the particular curriculum/module requires use and reference to an entire book or work, such as a novel or biography, that cannot reasonably be excerpted for purposes of the curriculum/module, then school districts will be required to obtain those books or works. Given fiscal constraints, vendors are encouraged to minimize the need for districts to obtain such additional materials, and vendors must ensure that the curricula/modules can still be used and provide a meaningful curriculum without use of the portion requiring purchase of outside materials.

- 6) Is there an expectation that longer texts (i.e. full novels, biographies, etc.) will be purchased by the districts?

If a teacher or district chooses to use a module created around a longer text they do not already own sufficient copies of, the expectation would be that the district would purchase the longer texts included in those modules. Districts will not have to purchase textbooks if they choose to adopt the modules. NYSED is hopeful that some modules

will be developed around materials already commonly used in many schools in the state.

7) Is the vendor required to seek copyright permissions on behalf of NYS?

Yes, see page 45, section 1.5.24 under requirements.

8) Why does the delivery schedule allow less time per module at the start of the process (which normally takes more time because of the need to resolve problems in developing the first materials), and more time for later modules, when additional time is normally not needed in development projects of this sort? Is there a possibility for the delivery schedule to be revised so that there is more time for the first module, and correspondingly less time for later modules (especially the last, which currently is scheduled for delivery 6 months after modules 4 and 5)?

The delivery deadline of 1/6th of the ELA modules and 25% of the Math Modules due 7/15 has been set so that the required professional development on the modules can take place during the Network Teams Institute scheduled for August. The selected contractors will be able to fully develop the ideas submitted in the winning proposals in a timely manner to meet the initial July deadline, while concurrently developing the additional required modules.

9) The RFP calls for materials to be delivered online. Does this refer to online distribution of materials to LEDs and teachers, or to online delivery of instruction to students?

The RFP requires materials be distributed (posted) online for educators to utilize at no charge. The RFP does not require the online delivery of instruction to students.

10) Is it expected that sample materials will follow the format of the NY Exemplary Units? Or, in the interest of satisfying the RFP's call for innovative materials, is it permissible to deviate from the format of the NY Exemplary Units? To this end, is it permissible to submit multiple options for sample materials?

The expected requirements of the modules are listed in the RFP. Exemplary Units are meant to serve as starting points and examples to get educators to align their instructional practices and materials to the NYS P-12 Common Core Learning Standards in ELA and Literacy, and Mathematics. It would be permissible to submit multiple options in sample materials.

11) Will materials designed for self-directed online delivery to individual students be deemed adequate, assuming they satisfy other review criteria?

The intent of this RFP is to build curriculum/curriculum modules for use by teachers in the classroom. This RFP is not intended to provide materials designed for “self directed online delivery to individual students.”

12) Appendix G to the RFP, Answer to Question #51 states that the issue of a share-alike provision in the Creative Commons License (CCL) is under further review” What is the outcome of that review? Will the licensing under the CCL be attribution non-commercial with a share-alike provision or just attribution, non-commercial?

That decision has not yet been made. We welcome any comments from vendors about their preferences for having or not having a share-alike requirement, and the perceived advantages or disadvantages of either choice.

13) First, are there any page limits on any section of the proposal?

There are no page limits.

14) In addition, is there a desired format for curriculum mapping or lesson plans that that NYSED is looking for? For instance, curriculum mapping can look very different depending on the theoretical model (e.g. Heidi Jacobs).

There is no preferred or desired format. Please submit your ideas in the proposal.

15) Does NYS expect the vendor to print the 6-8 modules, or just to provide them in electronic format to post on EngageNY?

For grades 6-8, NYS expects online curricular modules in format for printing and posting on Engage NY as specified in the RFP.

16) How much of the allotted PD delivery time (e.g., 5 days in summer 2012) will be for grades 6-8?

As clarification, the vendor shall be responsible for forty hours of professional development over the course of five days in their competitive sub-section with training for approximately 50 to 100 individuals, with a total cohort not to exceed 500 individuals.

17) Is the expectation of NYS that access to all texts will be provided free of charge to NYS teachers under a fair use agreement?

See answer to No. 5.

18) It is our assumption that we are providing electronic PDFs as deliverables. Please confirm that the deliverable format is electronic PDF and that no print copies are required for curriculum modules.

The only required printed material is for the printing pilot project within the P-2 ELA/Math curriculum subsections.

(28)	P-2 ELA/Math Printing Pilot Applicants shall provide printed curricula for a pilot program to be administered by the State Education Department. Applicants shall budget for the production of 18,750 copies of both P-2 ELA and P-2 Math curriculum.
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19) Please confirm that it is the vendor’s responsibility to provide non-exclusive permissions in perpetuity for all non-OER material that will be delivered in electronic PDF.

Yes. The vendor must obtain or provide permissions to use all content of the curricula/modules produced under this contract, for the uses and to the extents outlined in the RFP. See also answer to No. 5.

20) Please confirm that the vendor is required to seek copyright permissions on behalf of NYS.

Yes, see page 45, section 1.5.24 under requirements.

21) 2.5.1D of the technical narrative states that the professional development plan must specify how PD materials contribute to teacher effectiveness. Please provide a link to NYS’s definition of teacher effectiveness.

Please see NYSED approved rubrics that will be used to determine teacher effectiveness, located here: <http://engageny.org/resource/state-approved-teacher-and-principal-practice-rubrics/?au=teachers>

22) Please clarify how much time is allotted to each grade span during the specified PD onsite and online. Please clarify the number of educators who will participate in each of the specified PD activities for each of the grade spans. Is there an expectation that PD will be repeated multiple times or delivered one time for a particular grade span?

Please see answer to question 16. PD will be expected on the frequency listed in Section 1.6.1.

23) Are there required numbers of teachers who participate in field testing of professional development materials?

Field testing groups should be a number that will be representative of as many voices as possible from the field to ensure high quality products. A diversity of regions, contexts, grade levels, and backgrounds should be included. It is estimated that there would be between 25 to 50 individuals per competitive sub-section.

24) Are each of the PD sessions assumed to be daylong? Will a day need to address all grade levels in a band, or is it assumed that discrete PD for grade level modules be provided as part of the PD?

Please see answer to question 16.

25) How much of the 5 day summer PD sessions will be allotted to each grade span and competitive priority (Math/ELA)? For example, during the 5 day summer PD, will the vendor be responsible for 5 days of material related to the Modules for the grade span and subject area? Or will each vendor have just one day's worth of content that will be repeated 5 times? Should optional sessions be provided or should we assume that all 500 network team members will attend all sessions?

Please see answer to question 16.

26) Is it expected that PD topics will repeat or is it expected that each session/webinar be discrete? That is, do the 41 days of PD represent 41 topics? Or can a set of topics be repeated to provide access to the PD by more people? That is, when we do four days of in person PD in the fall, are these 4 separate topics? Are shorter sessions expected that are repeated within a day? Or are the daylong sessions repeated?

The PD should be developed in accordance with section 2.5.1 (D) in the RFP.

27) Is it assumed that we would provide enough PD providers to lead enough sessions to work with groups of 50 or so up to 500 people? Will these participants be in one geographic area or spread throughout the state? Are the number of teacher leaders the same as the 500 listed for the network leaders? Does the fact that the network leaders are not mentioned in subsequent PD mean that they will not be a part of these sessions?

Each competitive section will likely have between 50-100 people in each of the in person and webinar sessions throughout the year. The in person sessions will all be in one location, Albany. All webinars will have people calling in from around the state. Network team members will not be required to attend curriculum sessions, since the curriculum will not be state mandated. Please also see answer to question 16.

28) The ELA and Literacy curriculum and Math curriculum modules all refer to P-2 modules. Can an agency bid to deliver just the preschool modules as a standalone?

No. P-2 is one grade band and the competitive subsection must include materials for all grades in the grade band.

29) Can the ELA and Literacy and Math curriculum be combined into one integrated, module for Preschool?

No, as stated on page 4 Submission Information, all proposals must be submitted separately.

30) Does NYSED wish to see sample documents that show alignment with NY CCLS or the Common Core State Standards?

NYSED is requesting materials be aligned to the NYS P-12 Common Core Learning Standards for ELA & Literacy, and the NYS P-12 Common Core Learning Standards for Mathematics (CCLS). These standards, designed by NYS educators with public input and approved by our Board of Regents, include all of the Common Core State Standards plus an additional 15% of material.

31) The answer to Question #64 seems to suggest that a module and sample materials need to be submitted for *each grade* within a Competitive Subsection, regardless of the content area. But, in fact, 2.5.3 (H) says one per grade range. Please confirm that only one module/set of sample materials per grade *range* needs to be submitted for math.

Yes, 2.5.3 (H) specifies the math expectation is for sample materials per grade range.

Regarding requirement 2.5.3:

2.5.3 (F) refers to ELA grades 3-12 and requires one per each grade:

FOR ELA & Literacy 3-HS:

An outline of a complete module of instruction covering a quarter of a school year (along with specific texts) for each grade on which they bid. (For example, if a bidder bids on grade band 3-5, the outline of three modules would need to be submitted.) This outline would include a high-level scope and sequence for concepts and texts taught to demonstrate alignment with the Publishers' Criteria.

2.5.3 (H) refers to Math P-12, and clearly states "grade range"-Math has a different expectation, which is copied below:

For 2.5.3 (H) MATH:

For each grade range:

a) An outline of a complete module of instruction covering a first priority cluster area with second and third priority clusters layered in (see PARCC Frameworks for priority clusters).

b) A sample of materials that would be included in a module, with practical applications and use of modeling, to include at least one lesson plan/classroom activity and at least one problem set.

32) Does the RFP require that the minority and woman owned businesses be different entities?

Yes. It is NYSED's preference that the vendor strive to meet the goals of 17% minority owned business and 12% women owned business, however proposals that satisfy the total M/WBE requirement with an alternative percentage distribution will be considered, provided the bidder provides a justification for the alternative distribution. If assistance is needed in meeting the goals, you may contact NYSED's MWBE person to provide you with a list of NYS certified M/WBE firms.

33) The RFP is silent on how NYSED would like lead applicants to introduce and speak about a consortium partner (as distinct from a subcontractor). Does the partner need, for example, to separately fill out the required assurances for the RFP, including the State of New York Vendor Responsibility Questionnaire? If so, how should they indicate their status at the top of this form, considering the only options are 'prime contractor' and 'sub-contractor'? Any other guidance about how to clarify the partnership would be appreciated.

Each consortium partner must fill out the required assurances and the State of New York Vendor Responsibility Questionnaire if their contribution to the project is \$100,000 or more. The partner can check "subcontractor" on the form, because the totality of the application will make it clear that the partner is submitting as a consortium partner, not a true subcontractor. The lead applicant will check the status "prime contractor."

A consortium partner, unlike a subcontractor, is considered to be an applicant and responsible for all of the services and use of funds indicated in the application, but for fiscal and administrative convenience a single partnership application is submitted in the name of the lead applicant. The responsibilities and contributions of each consortium partner should be outlined in a memorandum of agreement executed by all the partners, including their allocation of the overall budget and how their contributions fit into the overall project timeline. By executing this memorandum, the consortium partners are agreeing to be jointly responsible with the lead applicant for completion of the project and satisfaction of all the requirements of the RFP and resulting contract.

34) Does NYSED have a required outline or template from which to create the lesson plans or will NYSED have a template (like the LEO) that the organizations will be required to submit the lesson plans in the form of?

There is no set lesson plan template.

35) Must the curriculum module examples to be submitted include specific differentiation strategies to address the needs of ELLs, SWDs, accelerated learners and students achieving and performing below grade level or is it enough to include in the wording that such specialists will be engaged in the creation of the curriculum and professional development modules?

As stated in 2.5.1(B) Specified Scaffolding and Expertise, submission samples must include specific differentiation for all groups including ELLS, SWDs, and students achieving and performing above and below grade level.

36) Logistically does NYSED have the space to accommodate training of groups of 50 (or as little as 25), in their Albany location?

Yes.

37) Is it the responsibility of the vendor to engage, and include in the RFP, specific schools, NYS teachers and educators that will provide feedback on the development of the curriculum modules or can we just include in the response that we will engage with schools, teachers, etc. recommended by NYSED? How about the field testing?

Please see answer to question 23. It is the responsibility of the vendor to articulate a plan for engagement of field testing groups. Specific schools, teachers and educators are not required for the submission as specified in the RFP element 2.5.2(F) Coordination with NYSED and other Vendors.

38) It is not noted in the RFP the % of teachers or # of teachers that will be part of the field testing for professional development. Does NYSED have a minimum number of teachers they will ask to be a part of the field testing? This will affect the budget.

Please see answer to question 23.

39) It is not noted in the RFP the % of teachers or # of teachers and NTs, district administrators, etc. that are required to engage in the feedback of the curriculum modules and lesson plans (prior to their use in PD). Does NYSED have a minimum number of teachers, NTs, district administrators, etc. that they will ask to be a part of the feedback? This will affect the budget.

Please see answer to question 23.

40) Can the vendor recommend a tool that will engage teachers in the ongoing development of lessons past year 2 end of the term?

Yes, as long as the tool is a cost neutral option.

41) Although the RFP clearly states that the deliverables be available in PDF format, will the vendor be penalized for suggesting tools that encourage the ongoing development of lesson plans? How about if the tool is open to the public and the licensing agreement allows public commenting?

As long as vendors meet the PDF requirements, there would be no penalties for such suggestions. Those types of tools are acceptable.

42) Section 1.2, Mandatory Contract Requirements, #2: Can NYSED please clarify the type of Creative Commons License? Will this be the license in question be a NonCommercial license as defined by Creative Commons?

The license will be a noncommercial-attribution license. It has not yet been decided, however, whether the license will include a share-alike requirement. See answer to No. 12.

43) Section 2.5.3(D) ELA & Literacy 3-HS: Can NYSED please indicate the type of analysis that is required and how this will be evaluated? Does NYSED desire an evaluation of how the Gettysburg Address exemplar connects with the skills called for by the Common Core State Standards?

NYSED desires an evaluation of common content pedagogical practices and the extent to which the Gettysburg meets the expectations outlined in the Common Core State Standards for ELA & Literacy.

44) Page 48: The RFP states the audience of educators adds up to about 500 people. Are there restrictions regarding how we can group the 500 people (by size, grade, module)?

The training sessions will be grouped by Competitive Sub-section of approximately 50 to 100 individuals with a cohort not to exceed 500 individuals. Further division of the Sub-section will be at the discretion of the vendor in order to support the most targeted and effective delivery.

45) Page 52: Based on the sample calendar it appears that the summer training includes more people than the school-year training. How many people are in the summer intensive trainings and how many are in the school year trainings?

NYSED expects 500 participants across all Competitive Sub-sections in the summer and during the school year although the actual number of people in the training sessions will vary as NYS differentiates the trainings throughout the implementation period.

46) Pages 48, 49, and the sample PD calendar on page 52 show 17 days of PD per academic year. The chart on page 51 (1.6.2, req. #1) says "creation of a comprehensive

scope and sequence for a minimum of 20 days" pd per academic year. Is the chart wrong, or is it referring to something different?

The requirement is for 20 days of PD per academic year. The table that appears was simply a sample calendar.

47) Chart on page 52 (1.6.2, req.#): What does "field testing" refer to in this case? Does the testing happen before the summer 2012 kick-off, is the first year considered a field test, or do we decide when PD field testing happens?

Field testing should happen as the materials are developed so that materials that are being shared with educators across the state have been used with students. In the unlikely event that the production period and deadline does not include an opportunity for the field testing of any of the materials, the vendor should ensure a substantial feedback cycle so that NYS educators can react to and give feedback on modules. And those modules would be subject to field testing in the next production cycle.

48) Question 68 on page 149 is a good question that was not really answered: Who is responsible for making sure the review of the curriculum and PD happens, the state or the vendor?

This is what the questioner refers to:

1. As part of the review process, will NYS provide a venue for teachers to review and give feedback on the curriculum modules or will it be incumbent on the vendor to provide such a platform?

It will be incumbent upon the vendor.

49) How much detail does NYSED want to see in the proposal on the Module Outlines? Should they show day by day what students will do? What is the maximum number of pages you would want for one module outline?

The level of detail is up to the vendor, as there are no maximum or minimum page number requirements. The sample materials in the appendices include a general outline of how many days would be spent on a lesson/unit, but constitute "a conceptual diagram for illustrative purposes only" and vendors are invited to submit their own designs that are most effective.

50) In the actual curriculum product to be produced for grades 3-12, are you looking for complete lesson plans? If so, what is the difference between what you are asking for in P-2 and 3-12?

Both ELA & Literacy and Mathematics curriculum modules for grades 3-12 require complete lesson plans. The P-2 expectation is for complete curriculum in each area, and

also includes lesson plans. The only difference is that the product for P-2 may not be modular.