



**Department of Administration / Division of Purchases  
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Web Site: [www.purchasing.ri.gov](http://www.purchasing.ri.gov)**

**4 Oct 11**

**Addendum #1**

**RFP #7449064**

Title: (ARRA) Data Use Professional Development Services

**Submission Deadline: 20 October 2011 @ 11:00 AM (Eastern)**

- Vendor submitted questions are posted, and answered, in this addendum.
- Interested parties may submit questions, via email, until October 6<sup>th</sup>. All questions must be received, by the Division of Purchases, no later than 12:00 Noon (Eastern)
- Interested parties are reminded to peruse this website, on a regular basis, for the latest information regarding this procurement initiative.

A handwritten signature in black ink, appearing to read 'Jerome D. Moynihan'.

Jerome D. Moynihan, C.P.M., CPPO  
Assistant Director for Special Projects  
Dept. of Administration / Division of Purchases

**RFP #7449064 for Data Use Professional Development Services**

*Q. Who is RIDE's IMS vendor partner?*

A. The contract has not been awarded yet.

*Q. Does your IMS vendor have vendor training available that the selected vendor will be permitted to take post award to ensure optimal collaboration?*

A. RIDE will ensure that the Data Use PD vendor knows and understands how to use the IMS in order to appropriately inform the professional development series that the vendor will provide.

*Q. Once a vendor is awarded, when will we have accessibility and at what level will the selected vendor have access to the IMS vendor and IMS system?*

A. The vendor selected for the Data Use Professional Development will have access to the IMS vendor during the development phase of both the IMS and the Data Use PD projects. It is anticipated that both vendors will work in tandem with RIDE. RIDE will work with the Data Use vendor to ensure access to the IMS as it is developed and implemented. It is scheduled to be fully functional August 2012.

*Q. How are teachers trained on IMS?*

A. Educators will receive training on the IMS, but the exact scope of that training has yet to be determined in the IMS scope of work.

*Q. Will teachers already have received their IMS training and Formative assessment training prior to the start of the Data Use professional development?*

A. Formative assessment training modules are scheduled to roll out in the fall of 2012. Educators in districts receiving data use professional development in the 2012-2013 school year will receive their formative assessment trainings simultaneously with the data use trainings. Educators in districts receiving data use PD in the 2013-2014 school year will have already completed the year-long formative assessment training series in the 2012-2013 school year.

It has yet to be determined when and how teachers/educators will receive their training on the IMS.

*Q. Regardless of what assessments a LEA is using, are all LEAs currently entering their assessment data into IMS now?*

A. The use of the IMS is optional, although it is anticipated that all LEAs will use the IMS. Currently, the amount and accessibility of assessment data varies among the LEAs.

*Q. Who enters student assessment data into IMS/how is student data entered into IMS?*

A. How the data will be entered into the IMS will vary. Teachers may enter student data directly into the IMS or if data is currently available in another system the data may be uploaded through a process facilitated by the vendor. Assessment results from any computer-based tests, however, can be automatically uploaded into the IMS (i.e., the computer-based interim assessments, also in development for a fall 2012 launch). Finally, some data may be fed to the IMS from RIDE's data warehouse. All of this will be finalized with the IMS vendor.

*Q. Do we have the ability to receive Longitudinal Data Systems training or more in-depth information on how these systems work individually and as a comprehensive system (Figure 2 of RFP specification)?*

A. RIDE will be able to provide the vendor with more in-depth information as to how the Longitudinal Data Systems work individually and in conjunction with the IMS.

*Q. Who is the vendor providing the online formative assessment training modules available through IMS?*

A. The vendor for the formative assessment training modules is TechComm.

*Q. Do we have the ability to go through the online formative assessment module training so we know what teachers have been taught and that we have the same common language?*

A. Yes. The vendor will have access to the formative assessment modules so that the vendor (1) understands what training the teachers have received and (2) establishes a common language. Additionally, RIDE can offer several other resources that help to provide the vendor with an understanding of that common vocabulary and knowledge.

*Q. Does RIDE supply the venue for the 3-day institute or should this be included in our costs?*

A. RIDE does not have the in-house capacity to accommodate the 3-day institute on-site and it should be included in the vendor's costs.

*Q. Does RIDE supply the venue for the off-site professional development workshop days or should this be included in our costs?*

A. RIDE does not have the in-house capacity to accommodate the workshop days on-site and it should be included in the vendor's costs.

*Q. Does RIDE supply the venue for the 1-day reflection venue or should this be included in our costs?*

A. RIDE does not have the in-house capacity to accommodate the final PD session on-site and it should be included in the vendor's costs.

*Q. We understand that the total cost of the contract is not to exceed \$2,187,857.*

A. This is correct.

*Q. Are there any fiscal year or yearly allocation maximums?*

A. There are no fiscal year or yearly allocation maximums.

*Q. If our proposed implementation schedule involves heavy frontloading of PD instead of the equitable distribution across three years, is the amount of funding allocated by year flexible?*

A. The amount of funding allocated by year is flexible. RIDE anticipates that different proposals for building and implementing a successful professional development series will require flexible spending.

*Q. Please confirm if there are 35 or 36 district administrators/representatives that will be trained under this RFP?*

A. There are 36 district administrators/representatives that will receive data use training under this RFP to help build capacity at a district level for this work.

*Q. Is the terminology "district representatives" on page 14 the same people as "district administrators" on page 15?*

A. Yes.

*Q. What is RIDE's expectation for the 35 administrators' involvement with the 312 teams (i.e., are they expected to attend all, none, or some sessions that are specifically for the school leadership teams)? Specifically:*

A. It is expected that the district administrators will attend all off-site workshops (including the initial 3-day data use institute, any continuous off-site trainings, and the final reflection session). The district administrator should attend some on-site school sessions to gain an understanding of this work at the ground level, but it is not expected that they will attend every on-site, school-based training, especially the larger districts.

*Q. What level of involvement in each of the PD opportunities is expected of the 35 administrators?*

A. The administrators are expected to have a similar understanding of (1) data use content knowledge and (2) establishing data use practices, procedures, and culture at the school level. To this end, administrators are expected to participate in the same trainings as the school leadership teams.

If the vendor feels that it is appropriate to provide professional development tailored specifically to district level educators, it may include this component in its proposal.

*Q. Is each district administrator expected to attend the three-day institute?*

A. Yes.

*Q. Is each district administrator expected to attend each off-site professional development workshop for the schools in his/her district?*

A. No.

*Q. Is each district administrator expected to attend the on-site, job-embedded coaching and support days within the schools in his/her district?*

A. The district administrator will be expected to attend some of the on-site school sessions to gain an understanding of this work at the ground level, but it is not expected that they will attend every on-site, school-based training, especially the larger districts.

*Q. Is each district administrator expected to be present for the one day of reflecting, creating action plans, etc. that his/her schools participate in?*

A. Yes.

*Q. Does RIDE envision any differentiated PD workshops or onsite coaching for district administrators?*

A. If the vendor feels that it is appropriate to provide professional development tailored specifically to district level educators, it may include this component in its proposal.

*Q. May we plan for the three-day institute to happen during the summer months instead of the September-November 2012 timeframe?*

A. A summer session for the three-day institute is a possibility. One consideration is that the IMS will not have launched in time for a summer 2012 institute. (However, by summer of 2013, the IMS will be fully functioning and implemented.)

*Q. May we plan for all 35 district administrators and all 312 school leadership team members (i.e., 1248) to attend a single 3-day institute scheduled during the summer months, such as July/August 2012?*

A. RIDE does not have access to a venue that is capable of holding that number of people in one room. Please keep in mind that RIDE's original proposal specified that only *half* of the school leadership teams (approximately 600-700 individuals) would receive their training in the 2012-2013 school year. It is possible that the institute be held over the course of 3 days at the same venue by leading several simultaneous sessions in different rooms.

*Q. Is it anticipated that there will be one interim assessment during the September to November window so we that we can schedule the first off-site workshop around that time period?*

A. Yes, at this time one assessment will be slated to be given during the September to November time period.

*Q. In other words, may we conduct the first off-site professional development workshop day between September and November 2012?*

A. Yes, it is possible to hold the first off-site professional development workshop day between September and November 2012 if appropriate for the vendor's anticipated scope of work.

*Q. When will a final schedule of interim assessments be made available for the 2012 school year?*

A. There will not be a final schedule of interim assessments. After the vendor has developed and launched the interim assessments and the test building engine, LEAs have the discretion to decide when to create and issue the assessments. There will be a set of interim assessments that will be designed to fit within testing windows throughout the year.

*Q. What sections (meaning the identified Section 1 - 9 shown on pg 21-22) are part of the technical proposal (e.g., every section except the Cost Proposal, Only the Detailed Project plan, etc.)?*

A. The technical proposal is every section except the Cost Proposal, Section 7.

*Q. The RFP requests one (1) original, four (4) copies, and one (1) CD version. In light of that, is the "public copy" described on the Bidders Certification Form one of the four (4) copies requested, or would the "public copy" be an additional, fifth (5th) copy?*

A. Vendors should submit five (5) hard copies and one (1) CD version.

RFP #7449064

*1. Is the Instructional Management System described in the RFP already developed? If so, or if partially so, is it available for review by applicants?*

A. The vendor for the IMS has not been identified yet. Once we have a vendor for the IMS, we will work with the Data PD vendor to ensure they have the necessary information and access to develop the professional development.

*2. Needs Assessment. This section of the RFP describes categories of data and references some specific assessments. Is the intent to prescribe certain data elements and assessments and to teach LEAs how to interpret and use data from those to improve instruction? OR Will LEAs have latitude in*

*selecting/designing their own data elements and assessments? In the first case, the training would be very specific; in the second case, the training would be more general.*

- A. The LEAs will have latitude to administer a variety of assessments so the training should be more general.

*3. Develop Training. Will an outline of the training modules be sufficient or should applicants provide greater detail? Is the RFP looking primarily for the "content and structure" of the training or the "process" for, in collaboration with RIDE and the IMS vendor, developing the training modules?*

- A. The vendor should outline the suggested content of the training modules and describe the process for collaborating with RIDE and the IMS for ensuring consistency across projects.

*4. Page 15 of the RFP describes a 10 day model for training. Is 10 days (in various formats – in person, on line, etc) the expected length of training?*

- A. That is the suggested model; however RIDE is open to other options which will provide quality professional development on using data to all of the leadership teams in a manner that will ensure a high probability of successful implementation.

*5. What is the relationship of this RFP to the new teacher evaluation system?*

- A. There is no direct relationship between this RFP and the new teacher evaluation system. However, using data effectively will support quality instruction and support the development of student learning objectives.

**END**