STATE OF TENNESSEE
DEPARTMENT OF EDUCATION

REQUEST FOR PROPOSALS # 33101-23197FAS2
AMENDMENT # 3
FOR EARLY LITERACY NETWORK 2.0

DATE: April 26, 2024

RFP # 33101-23197FAS2 IS AMENDED AS FOLLOWS:

1. **This RFP Schedule of Events updates and confirms scheduled RFP dates.** ==Any event, time, or date containing revised or new text is highlighted.==

EVENT	TIME (Central Time Zone)	DATE
1. RFP Issued		February 15, 2024
2. Disability Accommodation Request Deadline	2:00 p.m.	February 20, 2024
3. Pre-response Conference	10:00 a.m.	February 22, 2024
4. Notice of Intent to Respond Deadline	2:00 p.m.	February 23, 2024
5. Written "Questions & Comments" Deadline		March 8, 2024
6. Amendment #1 - Schedule Change		April 1, 2024
7. Amendment #2 – Schedule Change		April 19, 2024
8. State Response to Written "Questions & Comments"		April 26, 2024
9. Response Deadline	2:00 p.m.	May 10, 2024
10. State Completion of Technical Response Evaluations		May 24, 2024
11. State Opening & Scoring of Cost Proposals	8:00a.m.	June 10, 2024
12. Negotiations (Optional)		June 12-14, 2024
13. State Notice of Intent to Award Released and RFP Files Opened for Public Inspection	2:00 p.m.	June 17, 2024
14. End of Open File Period		June 25, 2024
15. State sends contract to Contractor for signature		June 26, 2024
16. Contractor Signature Deadline	2:00 p.m.	June 28, 2024

2. State responses to questions and comments in the table below amend and clarify this RFP.

Any restatement of RFP text in the Question/Comment column shall <u>NOT</u> be construed as a change in the actual wording of the RFP document.

RFP SECTION	PAGE #	QUESTION / COMMENT	STATE RESPONSE
General		1. Are there specific focuses our work to highlight expertise - are there specific areas that are the highest need/priority for your literacy instruction support?	Specific focuses on Foundational Skills instruction include the following, but could adjust slightly throughout the year based on district need- • A vision for strong foundational skills instruction, including a sounds-first approach and best practices. • Instructional Coherence • Using access points and scaffolds to reach all learners using HQIM • Unit and Lesson Preparation cycles • Using the IPG for lesson prep, feedback, and a shared understanding for quality Foundational skills instruction. • Bridging knowledge and foundational skills instruction and creating a plan for preparation. • Identifying and addressing student learning gaps • Student work analysis
General		2. How will the districts for each CORE Region be selected, or are there already designated districts for the Early Literacy Network Learning Walks?	Districts will be selected by the State through various ways including district interest, districts already working closely with CORE consultants, and data to target districts that need more support. Specific districts have not been identified yet but will be identified by mid-late summer in preparation of fall learning walks.
Contract Section A.12.	Page 46	3. How many Learning Walks are required annually? Is the requirement at least 80 Learning Walks per window, totaling 240+ per year? (Reference A.12, Page 8) Is a Learning Walk counted as one per site? Are we to stay at one site per day or move to multiple sites with the same group?	Three (3) Learning Walk sessions will be held each year (Fall, Winter, Spring) in each of the eight (8) regions with the expectation of visiting at least 10-20 classrooms each session. These classrooms could be in different districts within the CORE region and might include different groups of educators. These Learning Walks could span a day or two (2) days depending on the number of classrooms included.
General		4. Which professional development (PD) resources and curriculum are currently being utilized? Are these employed statewide?	Districts use a State Board of Education - approved curriculum for knowledge building and foundational skills instruction from this list: Summary of Publishers on ELA Adoption List (tn.gov). Districts sometimes also supplement with other high-quality materials, like the TN Foundational Skills Curriculum Supplement.
General		5. Which Reading/ELA Curriculum is currently being used at the districts?	Curriculum implemented in each district varies; however, the instructional materials must be State Board of Education approved (Summary of Publishers on ELA Adoption

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			List (tn.gov)) or the district must obtain a waiver for other materials. A district's high quality instructional materials and detailed plans for foundational skills instruction can be found on their Foundational Literacy Skills Plan (FLSP) submitted to the State per the Tennessee Literacy Success Act. The list of FLSPs can be found here.
Contract Section A.15.c	Page 49	6. Regarding Management Meetings, could we clarify whether the weekly management meetings between the Contractor and State need to be virtual or in-person? (See section C, Page 11)	All weekly management meetings will be held virtually, unless in-person is needed. Notification for any in-person meetings will be scheduled in advance.
General		7. What should we do if we have not yet identified all of the staff members who will be part of this project team? How can we include this information in our proposal?	Respondents should fully answer all RFP questions and identify specific staff members, along with their qualifications, in the proposal to the extent possible. Per the RFP questions, including B.13., the State needs to be able to evaluate and score the Respondents' proposed team to ensure that qualified staff will be providing the services. The Respondents must include information that will enable the State to verify this.
RFP Section C.5		8. Can you provide more information about TDOE technology? (See section C.5.: Provide documentation that Asynchronous learning modules and student subgroup resources will be ADA compliant and that Asynchronous learning modules will be interactive using TDOE technology in collaboration with TDOE staff.) insights you are trying to achieve with a new survey?	Documentation might include previous ADA compliant materials or content created by the contractor that allows for accessibility for all participants. TeachALL: State's Ready LXP Learning Platform For digital courses, State utilizes TeachALL, a Ready LXP Learning Platform. This is a highly customizable platform in which we can provide a variety of interactive elements to make content accessible and engaging. Please see the points below for information on what is offered within TeachALL: • Certificates & Badges: We can attach certificates to courses within TeachALL so educators can earn professional development hours for the courses they take. Certificates can be issued to the State either by having users manually upload certificates or utilizing Canvas Badgr. In every course, we provide information to users about that system. • H5P Interactives: We have access to the H5P library and utilize it often when uploading interactive videos, embedding PDFs, adding formative questions, utilizing hotspots on images, dialogue cards, etc. H5P

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			interactives provide customization for ADA compliance, offering alternative text for images, and transferring over closed captioning from YouTube videos. • Assessment: TeachALL provides a highly customizable quiz feature. Quizzes can be set up as multiple choice, true/false, and matching. We can customize a passing rate, retake opportunities, and question feedback. If you would like to build in long answers or document submissions, we can discuss TeachALL's Coaching function with you upon request. • ADA Compliance: TeachALL provides the capability for all content to be ADA compliant. For example, we can add alternative text to images, ensure videos are properly captioned, etc. • Avoiding SCORM (Sharable Content Object Reference Model): Our goal is to create all content natively within TeachALL. We prefer avoiding the use of SCORM packages within TeachALL. Most SCORM packages are created with the use of programs like Articulate 360 and Adobe Captivate. When those zipped files are delivered to us, we cannot edit content within the SCORM. This can cause issues if videos or links are not working, or if content is not ADA compliant. Avoiding SCORM packages is best for both us and the external users. *SCORM, which stands for Sharable Content Object Reference Model, is a set of technical standards for eLearning software products. SCORM tells programmers how to write their code so that it can "play well" with other eLearning software. It is the de facto industry standard for eLearning interoperability. Specifically, SCORM governs how online learning content and Learning Management Systems (LMSs) communicate with each other. SCORM does not speak to instructional design or any other pedagogical concern — it is purely a technical standard. The Contractor will be expected to collaborate with State staff to develop asynchronous content that will be easily converted to the State's platform and interactive and engaging for users. Surveys will be administered after each Regional Convening and Virtual Learning Sessions. The Contractor will be required to submit participation data and survey results to the state. Use of survey data will inform

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			and/or adjust future planning for Regional Convenings and Virtual Learning Sessions.
Contract Section D.32.d. Technology Professional Liability (Errors & Omissions)/Cyber Liability Insurance	Page 65	9. Can the insurance requirements of $10,000,000 Technology Professional Liability (Errors & Omissions)/Cyber Liability Insurance and $1,000,000 Crime Insurance requirements be negotiated, or are those mandatory amounts?	The State requests that Respondents accept the insurance terms as written. Per RFP 5.2.3, the State reserves the right to award a contract on the basis of initial responses received, therefore, each response shall contain the Respondent's best terms and conditions from a technical and cost standpoint. The State reserves the right to conduct clarifications or negotiations with one or more Respondents.
Contract Section A.6.d. Asynchronous Learning Modules	Page 43	10. For scope item A.6.d., what platform does the State use? Will the contractor's staff be trained and expected to input content into the platform?	The State's platform is Ready XLP or Drupal, depending on the nature of the content. The Contractor will not be expected to input the content into the platform; however, they will be expected to create and deliver content that is compatible for inputting into the platform. This will be achieved by close collaboration with the digital learning team prior and during content creation. The Contractor will submit information to the State via a Word Document form provided by the State .
RFP Attachment 6.3 Cost Proposal & Scoring Guide	Page 31	11. For RFP Attachment 6.3, Cost Proposal & Scoring Guide, for clarification purposes, may respondents remove the term "AMOUNT" to make room for inputting our proposed price or shall we input our price to the left of the dollar sign?	The term "Amount" should be removed and the proposed priced should be input in that space.
General		12. Can you please share a link to the Tennessee Foundational Skills Curriculum Supplement (TFSCS)?	Tennessee Foundational Skills Curriculum Supplement
General		13. What is the TDOE technology the Asynchronous modules must use/be compatible with?	Asynchronous Modules will be developed in TeachALL, the State's Ready LXP Learning Platform For digital courses, State utilizes TeachALL, a Ready LXP Learning Platform. This is a highly customizable platform in which we can provide a variety of interactive elements to make content accessible and engaging. Please see the points below for information on what is offered within TeachALL: • Certificates & Badges: We can attach certificates to courses within TeachALL so educators can earn professional development hours for the courses they take. Certificates can be issued to the State either by

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			having users manually upload certificates or utilizing Canvas Badgr. In every course, we provide information to users about that system. • H5P Interactives: We have access to the H5P library and utilize it often when uploading interactive videos, embedding PDFs, adding formative questions, utilizing hotspots on images, dialogue cards, etc. H5P interactives provide customization for ADA compliance, offering alternative text for images, and transferring over closed captioning from YouTube videos. • Assessment: TeachALL provides a highly customizable quiz feature. Quizzes can be set up as multiple choice, true/false, and matching. We can customize a passing rate, retake opportunities, and question feedback. If you would like to build in long answers or document submissions, we can discuss TeachALL's Coaching function with you upon request. • ADA Compliance: TeachALL provides the capability for all content to be ADA compliant. For example, we can add alternative text to images, ensure videos are properly captioned, etc. • Avoiding SCORM (Sharable Content Object Reference Model): Our goal is to create all content natively within TeachALL. We prefer avoiding the use of SCORM packages within TeachALL. Most SCORM packages are created with the use of programs like Articulate 360 and Adobe Captivate. When those zipped files are delivered to us, we cannot edit content within the SCORM. This can cause issues if videos or links are not working, or if content is not ADA compliant. Avoiding SCORM packages is best for both us and the external users. • The contractor will submit the content in a word document that contains the content layout and all content that will be built in TeachALL by the state's digital learning team.
General		14. Is the Early Literacy Network 2.0 intended for educators who participated in the previous iteration of the State's Early Literacy Network and are ready to go deeper? Or is it intended for those who	The Early Literacy Network 2.0 will include educators that have previously been involved in the network as well as educators and leaders who are new to the network. However, most educators in the state have completed Early Reading Training course 1 for licensure, so there is a common understanding of foundational

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		were not involved in the previous Early Literacy Network and need similar content to what was previously provided? Or a combination of both?	skills instruction across the state regardless of past participation. Previous ELN convenings and Communities of Practice were open to all districts, so other districts could attend past convenings regardless of their network status.
General		15. Who are the State's primary audience(s) for the asynchronous learning modules? Teachers, school and district leaders, or both?	Asynchronous learning modules will be geared toward all educators (teachers and leaders)- depending on the focus and content and will need to have the flexibility to address either audiences independently or collectively
General		16. Has the State identified any specific areas that are the highest need/priority for literacy instruction support?	Specific focuses on Foundational Skills instruction include the following, but could adjust slightly throughout the year based on district need- • A vision for strong foundational skills instruction and best practices. • Instructional Coherence • Using access points and scaffolds to reach all learners using HQIM • Unit and Lesson Preparation • Using the IPG for lesson prep, feedback, and a shared understanding for quality Foundational skills instruction • Bridging knowledge and foundational skills instruction and creating a plan for preparation • Identifying and addressing learning gaps • Student work analysis
RFP Attachment 6.2. Section C	Page 29	17. The RFP outline for technical responses (particularly section C of the technical response) does not appear to request information about Regional Convenings. Where in the Technical Response, if at all, should respondents include proposed details regarding content and facilitation of Regional Convenings?	Regional Convening content is developed by the Contractor based on the State's determined topics. Section C.6. of the RFP is asking for detailed plans for materials development and review and for the selection and oversight of facilitators for virtual synchronous and in-person learning sessions. This section referring to in-person is referring to the Regional Convenings. After adjustment, C.2. refers to the scope and structure for Regional Convenings.
RFP Attachment 6.2. Section C	Page 29	18. Section C of the Technical Response requests narratives describing proposed structure and content for virtual learning sessions (C.1) and regional Community of Practice sessions (C.2). However, elsewhere in the RFP, "virtual learning sessions" and "Community of Practice sessions" appear to be referenced	Virtual Learning Sessions and Communities of Practice are the same, The references are interchangeable to signify that they are held synchronously.

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		interchangeably. Can the State please clarify the difference, if any, between the virtual learning and Community of Practice sessions and if they should be addressed separately in the Technical Response and/or Cost Proposal?	
General		19. What costs, if any, will the State cover for in-person Regional Convenings? For example, will the State provide meeting space, refreshments (if desired), or general meeting supplies?	The State will provide a free venue with presentation equipment to hold regional convenings. The Contractor will be responsible for any supplies needed for content delivery, at no additional cost to the State.
RFP Attachment 6.3 Cost Proposal & Scoring Guide	Page 31	20. The Cost Proposal (RFP Attachment 6.3) does not include a cost item for the alignment of existing resources for student subgroup supports. Can the State please clarify if that cost item should be added or if the cost of aligning resources should be included as part of the remaining cost items?	The alignment of resources should be included in all aspects of work including; content for Regional Convenings, Virtual Learning Sessions, Asynchronous Learning Modules, and feedback or suggestions during Learning Walk debriefs/feedback. The cost of this component is embedded in each cost item described in the Cost Proposal.
Contract Section A.17.	Page 51	21. Will the State accept the following or similar modification to Section A.17 of the Pro Forma Contract? All work products developed or produced by the Contractor under this Contract shall constitute "works made for hire" or have similar status under relevant intellectual property law. The State shall have full, final, and perpetual ownership rights to all work products or other content and materials customized by the Contractor for the State under this Contract. The Contractor shall use best efforts to ensure that the State has perpetual, royalty-free licensing rights to any off-the-shelf content and training materials to which the Contractor, or any third party, has preexisting intellectual property ownership rights. At no cost to the State, the Contractor shall obtain and provide any necessary intellectual property	No, the State requests that the awardee accept Section A.17. as written.

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		licenses or permissions to use materials provided or used under this Contract in perpetuity. Unless indicated otherwise, the following statement should be provided on all products: Permission is granted to the public to access and use this for non-commercial educational purposes, with attribution to © Tennessee Department of Education.	
Contract Section A.20. Data Ownership and Usage	Page 53	22. Will the State accept the following or similar addition to Section A.20 of the Pro Forma Contract? The State grants the Contractor a worldwide, non-exclusive, perpetual, irrevocable, royalty-free license, with the right to grant sublicenses, to use, modify, reproduce, display, transmit, distribute, publicly perform, and create derivative works of Data in de-identified and/or aggregated form. The State agrees that the Contractor may use any de-identified Data and metrics regarding the State's business that are provided to the Contractor by the State, or which are otherwise collected by the Contractor during the course of providing the Services. The Contractor may identify the State as the source from which the Data originated if it complies with the other terms in this Agreement. The State agrees that the Contractor may use de-identified and/or aggregated Data for its business purposes, including, without limitation, for purposes of publication, research, evaluation, and presentation by the Contractor.	No, the State requests that Respondents accept the Data Ownership and Usage terms as written.
Contract Section E.7.		23. Will the State accept the following or similar addition to Section E.7 of the Pro Forma Contract?	No, the State requests that the awardee accept the terms and conditions as written with no additional terms.

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Prohibited Advertising or Marketing		Subject to the terms of this Agreement, the State and the Contractor agree that either party may use descriptions of the Services performed by the Contractor in promotional materials, including bid applications and client lists, and that the Contractor may explicitly identify the State as a client of the Contractor.	

3. **Delete RFP # 33101-23197FAS2, in its entirety, and replace it with RFP # 33101-23197FAS2, Release # 2, attached to this amendment.** Revisions of the original RFP document are emphasized within the new release. <mark>Any sentence or paragraph containing revised or new text is highlighted.</mark>

4. **RFP Amendment Effective Date.** The revisions set forth herein shall be effective upon release. All other terms and conditions of this RFP not expressly amended herein shall remain in full force and effect.