Department of Materials Management
Procurement Unit
MONTGOMERY COUNTY PUBLIC SCHOOLS
45 W. Gude Drive, Suite 3100
Rockville, Maryland 20850

September 12, 2018

NOTICE TO OFFERORS

The following are questions and responses regarding
RFP 4478.1, English Language Arts and Mathematics Curricular and Instructional Materials,
Elementary and Middle School

NOTICE: If Administrative Offices for Montgomery County Public Schools are closed on Friday, September 14, 2018, the Pre-Proposal Conference at 1:00pm for RFP 4478.1 will be cancelled and re-scheduled. If re-scheduling is necessary, an addendum with a new date and time will be released. Administrative Office Closings will be posted on our website at: https://www.montgomeryschoolsmd.org/

Question 1: Can you please provide some clarification around what qualifies as *"one unique product?"* Can you define *"multiple products, programs and options?"* (p. 3)

Answer: **Each proposal should contain only one unique product, which is defined as a distinct program or curricula of instructional materials, assessments, and teacher resources in a grade band or grade bands.   A vendor should not submit a single proposal that includes two or more different curricular programs for the same grade level(s). Single distinct products that cross-over multiple grade bands can be submitted in a single proposal, but must be aligned with the grade bands above and be clearly labeled and organized as such.**

Question 2: Can you explain on p. 4, the 2nd requirement to *"include evidence-based and tiered interventions for students not meeting the learning standards or achieving below grade level, supplemental to the core curriculum?"* Do these interventions have to be embedded into the core? How so? Can you provide an example and non-example?

Answer: **Interventions can be embedded within current instructional materials, lesson by lesson, or supplementary to address standards. Interventions should be coherent, providing support from aligned, preceding standards as appropriate. Explicit direction for implementation of interventions, including the conditions for use, should be included.**

Question 3: Can you provide an example of a combination of resources would disqualify a submittal?

Answer: **Each proposal should contain only one unique product, which is defined as a distinct program or curricula of instructional materials, assessments, and teacher resources in a grade band or grade bands.   A vendor should not submit a single proposal that includes two or more different curricular programs for the same grade level(s); that could disqualify a vendor. Single distinct products that cross-over multiple grade bands can be submitted in a single proposal, but must be aligned with the grade bands above and be clearly labeled and organized as such.**

Question 4: Can brand new programs be submitted if they have not had the chance to be evaluated by an external source, such as EdReports?

Answer: **No. All products must have a comprehensive, independent, external evaluation. MCPS strongly prefers evaluations conducted by EdReports. MCPS reserves the right to consider other external independent evaluations comparable to EdReports, but such independent evaluations must be robust and comparable in scale, depth, and methodology.**

Question 5:   Regarding #10 from p. 9, *"Respondent shall provide MCPS with statistics regarding usage of online resources by MCPS and its authorized users according to the then current standards in the industry"* - Can you provide more clarity around this requirement? What would this look like?

Answer: ***This might look like reports on how many logins per month, the last time a user logged in, how many minutes a user was logged in, or pages viewed, as examples. This could include any standard usage report that the vendor might have or needs to develop, that clearly provides user data on utilization of the resources.***

Question 6:   Regarding #12 on p.10, *"Respondent shall have the ability to configure a nightly (or more frequent) transfer of student data including but not exclusive to online activity and online assessment data to MCPS' data management system (Unify) or any updated, upgraded, or alternative systems that MCPS adopts in its sole discretion"*- Can you provide more clarity around this requirement? For example, how might this be displayed? And what data sharing standards is MCPS using?

Answer: ***Through use of an API or ETL process, student data (rosters, IDs) can be loaded into the platform and also data (assessment scores, student responses) can be extracted from the platform and transferred to our data warehouse. This process should be able to be fully automated.***

Question 7:   Samples – how many sets do you anticipate needing to be set up, if selected to submit samples?

Answer: ***Vendors should only display one set of core teacher and student facing materials for each grade level of the product. Note: the written proposal should reference the materials displayed. See Question 29.***

Question 8:   Samples- can you provide the area size that vendors will have to set up samples so that we can plan accordingly?

Answer: ***Vendors materials will be displayed in a shared space. Each vendor will be assigned 2 standard 6 foot tables to display materials. If additional tables are needed, please send a request to Angela_S_McIntosh-Davis@mcpsmd.org.***

Question 9:   Who are the potential outside stakeholders who may join the review committee?

Answer: ***Potential outside stakeholders that may evaluate proposals alongside MCPS staff include MCPS union leaders and collegiate partners with context expertise. Additionally, a wider stakeholder group includes the above mentioned as well as students, parents, and parent group representatives will participate in the vendor presentations. All reviewers will be required to follow the MCPS ethics and conflict of interest policies.***

Question 10:   Regarding the requirement to submit our annual fiscal report (p. 16) - our annual report is nearly 300 pages long. In an effort to keep the binder size manageable, is it acceptable if we submit a link to the report, or must the entire report be included in each binder?

Answer: ***Vendors may include the full annual report in the electronic version only and a link to the annual report in the print binders.***

Question 11:   In reference to page 10, Requirement 3.8.1 - Can the district clarify what sort of changes it wishes to make to curricular and instructional materials for the purposes of "tailoring lessons"? Does this include editing the lesson content, the teacher guides, the scope and sequence and the student materials?

Answer: ***Tailoring lessons could include re-sequencing the scope and sequence to ensure that all students across the district, regardless of new or existing curricular product are being instructed with the same standard. Additional instructional guidance around supports for students needing enrichment or re-teaching may also be necessary.***

Question 12:   We have carefully designed our instructional materials to scaffold knowledge and meet the common core standards in a specific sequence. Does the district wish to edit the core sequence and the content used to meet the standards?

Answer: **While our goal is to use the product consistent with the vendor's design, some adjustments to the scope and sequence may be required during the first 1-2 years of implementation to ensure that all students in the district, regardless of new or existing curricular product are being instructed using the same standards. Additionally, teachers may need to tailor lessons to align with the system curriculum frameworks: Elementary Integrated Curriculum Framework http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/integrated/EIC-Framework.pdf; Secondary English Language Arts http://www.montgomeryschoolsmd.org/curriculum/english/index.aspx; Secondary Mathematics http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/math/homepage/CurriculumFramework-SecondaryMath-Tentative.pdf).**

Question 13:   Please define "tiered interventions" and "supplemental" in the context of requirement 3.7.4.?

Answer: **Tiered intervention refers to the level of support a student receives. Tier I refers to first instruction using the general curricular products, Tier II refers to the classroom teacher using the same curricular resource to target a specific area of need. Tiers III refers instruction requiring a supplemental, evidence based resource that is aligned to the general curricular product for the purpose of intensive intervention. The supplemental resource may or may not be the same product as the general curricular product.**

Question 14:   Please confirm that the "Solar PV 2014 RFP Schools List" tab in Attachment E Pricing does not pertain to this RFP.

Answer: **Confirmed, this would not pertain. Additionally, MCPS has checked and cannot locate the tab in Attachment E Pricing that is referenced.**

Question 15:   Please confirm that completing Attachment E Pricing will satisfy requirement 7.3.

Answer: **No, the completion of Attachment E – Pricing alone will not satisfy the requirement in 7.3.**
Section 7.3 of the RFP is hereby deleted and replaced with the following:

7.0 FORMAT OF RESPONSE

> *7.3 A pricing proposal, Attachment E, shall be submitted as a separate document and shall include an outline of content, timeline for implementation, training, professional development, etc.*

Question 16:   Does the district desire all student facing material to be available digitally?

Answer: **It is desirable to have all student facing material available digitally. It is not a mandatory requirement. It is expected that a suite of formative and summative assessments be available digitally for students.**

Question 17:   Do all the answers submitted to questions asked in the previous RFP still apply and if not, what has changed?

Answer: **No. The previous RFP was canceled in its entirety. This is a new RFP. All questions pertaining to RFP 4478.1 are in this document.**

Question 18:   Grade Bands – Should we submit a proposal that includes K to Grade 6 even though Grade 6 is only a partial band of Grades 6 – 8?

Answer: **If there is a product that includes K to Grade 6, then the proposal can include all of those grade levels. Per Page 3 of the RFP, "single distinct products that cross-over multiple grade bands can be submitted in a single proposal, but must be aligned with the grade bands above and be clearly labeled and organized as such". The product example needs to be organized to clearly show three distinct grade bands, even if does not have all grade levels for the 6-8 grade band.**

Question 19:   We are in the process of getting an independent, external evaluation. In light of this, will our submission still be considered?

Answer: *See Question 4. The independent, external evaluation should be available upon submission of the proposal.*

Question 20:   Section 3.6.1 d) This clause asks for videos and resources. Would it be acceptable if a resource does NOT include both videos and resources? In other words, are you looking for some videos and key pieces or, a corresponding complete suite for everything?

Answer: *Videos and resources are desirable, however, products that do NOT include a complete suite of both videos and resources will still be considered.*

Question 21:   Regarding Clauses 4.0, 5.0 and 16.0 and the Mid-Atlantic Purchasing Team Rider Clause, would you consider adapting the wording to allow publishers more freedom in dealing with the remaining US market beyond MCPS?

Answer: **The Mid-Atlantic Purchasing Team Rider Clause contains standard language that cannot be altered.**

Question 22:   In Clause 3.1 – Requirements – Section 8, are you looking for a separate bank of assessment tools or would an embedded assessment feature satisfy this requirement?

Answer: **We would like both a bank of assessment tools, as well as embedded assessments. Embedded formative assessments to inform teacher instruction are desirable. In addition, a bank of assessment tools that can be used at the district level to assess proficiency summatively and formatively with grade level standards and growth are also desired.**

Question 23:   The RFP states *"Consideration will be given to any previous performance with MCPS as to the quality and the acceptability of bidder's services."* In order to preserve the integrity of the process, how would you like us communicate our previous dealings with MCPS i.e. can we solicit references from MCPS personnel or restrict the submission to generalized information?

Answer: *Vendors are welcome to provide a summary of prior work with MCPS, but they should not contact MCPS staff to provide references. MCPS will undertake such internal review, if appropriate.*

Question 24:   On RFP page 7, requirement 3.7.2 (for both ELA and mathematics) specifies: Curricular and Instructional Materials provided (in general editable forms like Microsoft Word or Google docs) so that teachers may edit, adapt, or enrich them accordingly.Will the District consider using Adobe Writer as an acceptable format to edit unlocked PDFs?

Answer: *As long as it is generally editable and provides capacities comparable to Microsoft Word or Google docs, MCPS would be open to consider.*

Question 25:   Attachment E, "Pricing Proposal", of the RFP requests unit price per student.
On RFP page 12, Section 3.10, states: The table below depicts MCPS' tentative implementation plan for the curricula selected under this RFP, with the goal of full implementation for all diploma-bound MCPS students by the 2020-2021 school year.

a.) Please specify if the District prefers the respondent to include unit pricing per student or total pricing for each year based upon the number of schools implementing in the table within section 3.11.1.

b.) If unit pricing per student is required, please supply student counts by year and grade level.

Answer: ***Please provide per pupil pricing as indicated in Attachment E. The table below provides the average student counts across the district based on the implementation plan.***

Number of Students	# of Schools	Total Enrollment*	Avg/ School	Avg/ Grade	Avg/Grade/School
PreK	75**	4275	57		
# of K-5 Students	136	72,407	532	12,068	89
# of 6-8 Students	40	36,942	924	12,314	308
Total # of Students		**109,349**			

*Enrollment as of 8.31.18

**Includes schools with full and half day programs and Preschool Education Programs for students with disabilities.

	Year 1		Year 2		Year 3		Total	
	# of Schools	Avg. # of Students	# of Schools	Avg. # of Students	# of Schools	Avg. # of Students	# of Schools	Avg. # of Students
ELA								
PreK	19	1,100	38	2,138	18	1,037	75	4,275
Grades K-5	35	18,634	68	36,204	33	17,569	136	72,407
Grade 6	20	6,157	20	6,157	0	0	40	12,314
Grades 7-8	0	0	40	24,628	0	0	40	24,628
Math								
PreK	19	1,100	38	2,138	18	1,037	75	4,275
Grades K-5	35	18,634	68	36,204	33	17,569	136	72,407
Grade 6	20	6,157	20	6,157	0	0	40	12,314
Grades 7-8	0	0	40	24,628	0	0	40	24,628

Question 26:   On RFP page 15, Section 7.3 states: A pricing proposal shall be submitted as a separate document outlining content, timeline for implementation, training and professional development.

On RFP page 16 under Section 8.1 (bullet point 5) specifies: **Complete Response must include**: Pricing Proposal (use Microsoft Excel). Provide a completed pricing sheet provided in Attachment E for each curricula, or portion of curricula, that the Respondent proposes including (i) details regarding the components covered by the unit price per student; and (ii) pricing for the various types of curricular materials offered by the Respondent.

a.) Please specify whether the pricing proposal should be submitted as a separate document or included within the response to the technical proposal.

b.) If the pricing proposal is included within the technical proposal, should it be included within the 3.10 Pricing section?

Answer: ***a) Yes, the pricing proposal should be submitted as a separate document.***
                 b) Do not include within the technical proposal.

Question 27: On RFP page 7, Section 3.6.1. (b) (for mathematics) states: Curricular and Instruction Materials include accelerated curricular pathway for students demonstrating aptitude for advanced instruction.
a.) Please define "accelerated curricular pathway" as applicable to this requirement.
b.) Does this requirement refer to the MCPS mathematics pathways discussed on RFP page 1, Section 1.0 "Intent", which directs the respondent to the following website: http://www.montgomeryschoolsmd.com./curriculum/math/

Answer: *In MCPS, most students complete Algebra I by Grade 8. There should also be a sequence that allows for completion of Algebra I in 7th grade without skipping any mathematics content.*
b) Yes. However, the respondent may suggest other pathways for mathematics acceleration.

Question 28: On RFP page 16, Section 8.1 (bullet point 4) requests: Sample of online curriculum content, either through website access or digital downloads.
However, on page10, Section 3.9, the RFP requests: The Respondents shall submit sample materials, after the close of the RFP and only if contacted by MCPS following the initial review of the submission.
a.) Should we include digital samples with the submission?
b.) If so, how many sets of digital samples should we include for each grade?

Answer: *The samples materials referenced in Section 8.1 (bullet 4) are not the same as those referenced in Section 3.9. The materials referenced in Section 3.9 are the physical samples vendors will display for the evaluation team. See questions 7 and 8. The materials referenced in section 8.1 are the digital samples that should be included within each copy of the proposal as a link to a website or digital download. Please include any login credentials needed*

Question 29: On page 16, section 8.1 (bullet point 3) requests that respondent's provide a "Separate overview of the Respondent's products and services as well as a statement explaining its alignment with Maryland College and Career Ready Standards." On RFP page 10, section 3.9 requests that, "Respondents should provide a guide or overview with the materials that will assist evaluators in navigating sample materials and examining evidence relative to requirements of the RFP."
Please specify whether these two sections are referring to the same overview or if the respondent should submit a separate overview/guide with samples when requested?

Answer: *Yes, both sections are referring to the same overview document.*

Question 30: On page 15, section 8.0 specifies: All proposals must be presented using the same numbering sequence and order used in this RFP document or as otherwise specified by MCPS. Offerors may request via e-mail to Mrs. Angela McIntosh-Davis, team leader, MCPS Procurement Unit, at Angela_S_McIntosh-Davis@mcpsmd.org, a Microsoft Word version to help them in preparing the response.
Please specify whether respondents must use the RFP template, or if it is okay to use our own template with all of the RFP specifications transferred to it.

Answer: *You may request and use the RFP template for ease of responding. Using the template is not required, but the proposal must use the same numbering sequence for ease of comparison.*

Question 31: In section 3.0 Scope of Services, the RFP requests that: Each proposal should contain only one unique product, which is defined as a distinct program or curricula of instructional materials, assessments, and teacher resources in a grade band or grade bands. Single responses that contain multiple products, programs, or options therein will not be accepted. Respondents who publish multiple products or programs should submit separate proposals for each product or program.

Our digital assessment tool is an integral component of our blended learning solution for the curriculum we intend to propose. Our understanding of the definition for "one unique product" or distinct program is that the District does not want respondents to submit two completely separate core programs in one proposal. Please confirm that the District will accept submissions for a blended curriculum that integrates complementary products designed to work together as a unified core mathematics curriculum.

Answer: *Correct. MCPS will not accept single proposals that contain multiple programs, products, or options. In this example that would integrate complimentary products, such integration must be clear and cohesive. The proposal*

must clearly show the "unified" curriculum as a cohesive, comprehensive, and singular curricular program or sequence.

Question 32: In Section 3.13 the RFP requests that: Each respondent's training and professional development digital or online web-based materials for MCPS personnel must be section 508 compliant and meet accessibility guidelines for our teachers with disabilities. If our web-based online training is not fully 508 compliant, is it okay to provide the District with the accessibility options we do offer and a roadmap for future accessibility options?"

Answer: ***Yes, if the web-based training is not fully 508 compliant current accessibility options should be clearly described along with a roadmap for future accessibility options that includes a commitment and clear path towards compliance with an estimated time frame for completion.***

Question 33: Please define the outside stakeholders potentially involved in the evaluation of the proposal (11.1 on page 18-19).

Answer: ***Potential outside stakeholders that may evaluate proposals alongside MCPS staff include MCPS union leaders and collegiate partners with context expertise. Additionally, a wider stakeholder group includes the above mentioned as well as students, parents, and parent group representatives will participate in the vendor presentations. All reviewers will be required to follow the MCPS ethics and conflict of interest policies.***

Question 34: Please clarify the needs for professional development to include number of teachers, number of schools, and other persons to include in the training plan.

Answer: ***In year one, approximately 35 elementary schools will implement literacy and approximately 35 different elementary schools will implement mathematics. 20 middle schools will implement literacy and mathematics in year one. Soft professional learning through face to face and online will occur in the late winter/ early spring with the expectation that teachers will implement 2-3 weeks of lessons in the spring. During the summer, more intensive professional learning will occur for these schools with full implementation taking place in the fall of 2019. The audience will include classroom teachers, paraeducators, math content coaches, reading specialists, ESOL teachers, special education teachers, administrators, staff development teachers and resource teachers.***

       See Section 3.11, Timeline for Implementation, of the RFP, for tentative number of schools for implementation.

Question 35: Section 3.0 Scope of Services: In the area of mathematics, is MCPS interested in a particular instructional philosophy or approach, such as investigative, workshop, or other?

Answer: ***MCPS is not soliciting a particular educational design, however if an instructional philosophy or approach is utilized within your product it should be explained, aligned, and integrated throughout all teacher and student resources.***

Question 36: Section 3.0 Scope of Services: In the area of reading/ELA, is the District looking to use a balanced literacy approach, whole language approach, or a combination of the two?

Answer: ***Balanced Literacy***

Question 37: *Section 3.0 Scope of Services*: Is there currently an approved list for Montgomery County Public Schools' Prekindergarten program for both ELA and Math?

Answer: ***Montgomery County Public Schools utilizes the Maryland College and Career Ready Standards for Prekindergarten for Literacy and Mathematics and aligns to the Early Learning Standards; The MSDE approved list of supplemental curricula is available at:***
       https://earlychildhood.marylandpublicschools.org/child-care-providers/early-childhood-curriculum

Question 38:   Section 3.0 Scope of Services: Is the Prekindergarten curriculum for ELA required or preferred? MCPS is currently using Big Day for PreK in approximately 13 schools; do we need to submit Big Day for PreK in this RFP?

Answer: ***As per Section 3.2.2, MCPS prefers comprehensive curriculum for ELA that includes prekindergarten with an emphasis on research and evidence-based early literacy skills and practices.***

Question 39:   Section 3.0 Scope of Services: In addition to a Regular middle school pathway in Mathematics, we offer an Advanced pathway for students in Grades 6–8. Is MCPS looking for an Advanced and/or Accelerated middle school curriculum in addition to materials for a Regular middle school pathway?

Answer: ***See Question 27.***

Question 40:   Section 3.0 Scope of Services: Will the same or different Algebra 1 book be used in 8th grade and high school levels?

Answer: ***Most MCPS students complete Algebra I by Grade 8. For the students who repeat or complete Algebra I in Grade 9, a different curricular product is preferred.***

Question 41:   Section 3.0 Scope of Services: Does the district plan to purchase materials for Grade 9 Algebra 1 classes through this RFP?

Answer: ***Yes***

Question 42:   Section 3.0 Scope of Services, Item 3.1.13: Is the district looking for the respondent to identify which parts of the program can be used for the extended school year or summer programs in these situations or requesting additional, separate materials for use?

Answer: ***Yes, the district has an interest in identifying a program that includes programming for summer programs and extended year. Summer programming can be embedded in the program or can be separate materials that are closely aligned to programming for the 10-month school calendar. Programming for the summer should include a well-rounded curriculum, with an emphasis on critical thinking and science, as well as including ample supports for English Learners. Programming should be flexible enough to cover a 4-hour or 6-hour instructional day for four-six weeks.***

Question 43:   Section 3.9 Sample Materials Delivery Process: The RFP states respondents should provide a representative sample of the materials within each grade level. Please provide an example of these types of sample materials requested.

Answer: ***The representative sample should include materials from all of the grade levels that are being included in the submission. It should also include all of the core teacher and student-facing materials. A very limited number of support materials, such as manipulatives, could be included but are not required.***

Question 44:   Section 3.11 Timeline for Implementation and Key Staff: We understand the anticipated award date is in January 2019; will the implementation start in February 2019 or August 2019?

Answer: ***We anticipate making all materials available to the year 1 schools and online access to materials to all other schools in Spring 2019. However, implementation will follow the professional development schedule. See question 52.***

Question 45:   Section 3.13 Training and Professional Development: Is the District only interested in training and professional development that is specifically related to curriculum implementation?

Answer: **The district is interested in professional development specifically related to the philosophy and design of the curricular product, pedagogy, content and curriculum implementation.**

Question 46: Section 11.0 Evaluation Criteria: Approximately how many committee members will review the materials? Will the evaluation committee members be evaluating the programs by the grade bands per strand listed in the RFP? And will the committee members stay the same throughout the evaluation process; i.e. the initial call back for October 12, 2018 and the final January 2019 decisions?

Answer: **The number of evaluation committee members reviewing the materials has not been finalized, and will in part depend on the total number of proposals received. Currently, the teams are scheduled to include 5-6 team members, including both school-based and central office staff. The evaluation committee members will be evaluating programs by grade-band. While there will be evaluation committee members who are constant throughout the process, there will be additional stakeholders who will be participating in the vendor presentations. Additionally, there may be members added or removed for the final steps of the decision making process.**

Question 47: *Section 17.0 Inquiries*: In the RFP, it states the responses to questions will be posted on September 10, 2018. If the responses to questions are finished sooner, is it possible they will be posted earlier to assist us in preparing our response?

Answer: **Questions are being posted on September 12, 2018. An Addendum/Errata No. 1 was posted on September 7, 2018 indicating the date change.**

A presentation to the Board of Education on September 11, 2018 regarding our work to update the MCPS curriculum can be found here, including a video of the presentation, a memorandum to the Board of Education summarizing the presentation, and a presentation Power Point: https://www.boarddocs.com/mabe/mcpsmd/Board.nsf/goto?open&id=AX9JXQ4B1D9B. MCPS deems these materials to be incorporated as components of the RFP.

Question 48: Do you have a deadline for when you want Quantiles to be incorporated materials that are submitted?

Answer: **The preference is that the vendor will provide Quantile information at the time of implementation. If the vendor does not yet have Quantiles, an expected timeline and deliverable date for when content/curriculum and assessments must be provided in the response to the RFP.**

Question 49: Is there an expectation that Quantiles will be part of both the content/curriculum and the assessments?

Answer: **Yes**

Question 50: If the Math curriculum meets the needs of all learners, will you consider materials that do not include Quantile measurements?

Answer: **For the district to evaluate whether the curriculum meets the needs of all learners, the Quantile measure is essential to our assessment of growth in mathematics over time for all learners.**

Question 51: If the ELA curriculum meets the needs of all learners, will you consider materials that do not include Lexile measurements?

Answer: **For the district to evaluate whether the curriculum meets the needs of all learners, the Lexile measure is essential to our assessment of growth in reading over time for all learners.**

Question 52: Please clarify the timeline for implementation. 3.11.1 indicates full implementation is by 2020-2021 school year. Does this assume that year 1 implementation begins in 2018-2019, or should year 1 be 2019-2020? 3.13 "Training and Professional Development" indicates that selected materials can be used for training in the second semester of the 2018-2019 school year.

Answer: *Introduction of materials and initial professional learning for the Year 1 schools is expected to begin in the latter part of the 2018 - 2019 school year. Year 1 officially begins in 2019 - 2020. See Section 3.11, Timeline for Implementation, of the RFP for tentative number of schools.*

Question 53: Please define the outside stakeholders potentially involved in the evaluation of the proposal (11.1 on page 18-19).

Answer: *Potential outside stakeholders that may evaluate proposals alongside MCPS staff include MCPS union leaders and collegiate partners with context expertise. Additionally, a wider stakeholder group includes the above mentioned as well as students, parents, and parent group representatives will participate in the vendor presentations. All reviewers will be required to follow the MCPS ethics and conflict of interest policies.*

Question 54: Please clarify the needs for professional development to include number of teachers, number of schools, and other persons to include in the training plan.

Answer: *In year one, approximately 35 elementary schools will implement literacy and approximately 35 different elementary schools will implement mathematics. 20 middle schools will implement literacy and mathematics in year one. Soft professional learning through face to face and online will occur in the late winter/ early spring with the expectation that teachers will implement 2-3 weeks of lessons in the spring. During the summer, more intensive professional learning will occur for these schools with full implementation taking place in the fall of 2019. The audience will include classroom teachers, paraeducators, math content coaches, reading specialists, ESOL teachers, special education teachers, administrators, staff development teachers and resource teachers.*

See Section 3.11, Timeline for Implementation, of the RFP, for tentative number of schools for implementation.

Question 55: Section 3.11 on page 11 provides the estimated number of schools. Can you please provide the estimated number of teachers or classrooms (i.e. 10 schools K-5 [6 grade levels x 5 teachers per grade] = 300 teachers)?

Answer: *The below tables represent an ESTIMATED number of classrooms based on the average number of students and teachers across the district*

	Elementary Schools					
	ELA			Math		
Grades K-5	# of Schools	% of Schools	# of Classrooms	# of Schools	% of Schools	# of Classrooms
Year 1	35	26%	836	35	26%	836
Year 2	68	50%	1,625	68	50%	1,625
Year 3	33	24%	789	33	24%	789
Total	**136**	**100%**	**3,250**	**136**	**100%**	**3,250**

Middle Schools							
	ELA - Grade 6				Math - Grade 6		
Grade 6	# of Schools	% of Schools	# of Classrooms		# of Schools	% of Schools	# of Classrooms
Year 1	20	50%	210		20	50%	210
Year 2	20	50%	210		20	50%	210
Year 3	0				0		
Total	**40**	**100%**	**420**		**40**	**100%**	**420**

	ELA - Grades 7-8				ELA - Grades 7-8		
Grades 7-8	# of Schools	% of Schools	# of Classrooms		# of Schools	% of Schools	# of Classrooms
Year 1	0	0%	0		0	0%	0
Year 2	40	100%	840		40	100%	840
Year 3	0	0%	0		0	0%	0
Total	**40**	**100%**	**840**		**40**	**100%**	**840**

Question 56:   What is the difference between these 2 RFP's:
- Bid Notification - Bid # MDMPS31038296, 4456.1 English Language Arts and Mathematics (was this canceled??)
- Montgomery County Public Schools, MD RFP 4478.1 English Language Arts and Mathematics Curricular and Instructional Materials

Answer: *RFP #4456.1 also referred to as MDMPS31038296 English Language Arts and Mathematics was canceled. RFP #4478.1 is the new RFP. Please review the new RFP in its entirety.*

Angela McIntosh-Davis, CPPB, Team Leader
Procurement Unit

AMD

Please indicate your receipt of this notice my signing below and returning with your proposal or under a separate cover.

Accepted By: _____
                      (Name & Title)

Name of Company: _____