

**REQUEST FOR PROPOSAL
RFP #202001
LITERACY INTERVENTION
TOOLS**

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Overview

The State Board of Education, through the Office of the State Board of Education (OSBE), is soliciting proposals for literacy intervention tools for students in kindergarten through grade 3 from qualified providers in accordance with the terms, conditions, and specifications set out in this Request for Proposal (RFP). This RFP is intended to comply with the requirements in [Idaho Code, 33-1807](#), that:

- 3) (a) The state board of education shall select adaptive learning technology literacy intervention providers through a request for proposals process to provide adaptive learning technology literacy intervention tools for school districts and public charter schools to use as part of their literacy intervention programs for students in kindergarten through grade 3 that:
 - (i) Include an academic program focused on building age-appropriate literacy skills that, at a minimum, include phonological awareness, phonics, fluency, comprehension, and vocabulary;
 - (ii) Use an evidence-based early intervention model;
 - (iii) Include a parental engagement and involvement component that allows parents to participate in their student's use of the tool at school or at home; and
 - (iv) Address early reading and literacy intervention through the use of an interactive and adaptive computer software program.

The purpose of this RFP is to compile a list of approved providers of literacy intervention tools which meet the statutory requirements set forth above. Idaho school districts and public charter schools will be able to choose from this list for the acquisition of adaptive learning technology for literacy intervention programs for students in kindergarten through grade 3.

Scope of Work

Project Description

Kindergarten through third-grade literacy is a foundation to Idaho's statewide accountability efforts. Literacy is foundational to all learning and deserves increased attention in order to improve Idaho's entire K-12 education system. Students who cannot read by the third-grade are our most at-risk students, unlikely to catch up to their peers and less likely to graduate from high school. Nationally, an estimated 23 percent of students reading below grade level in third grade do not graduate from high school by the age of 19.

School districts, public charter schools, and school leaders across Idaho are working to achieve significant growth to proficiency on this important foundation for our students' future learning opportunities. Each school district and public charter school must establish an extended time literacy intervention program for students who score basic or below basic on the fall reading assessment or alternate reading screening assessment in kindergarten

through third-grade. Those programs may include learning technology literacy intervention tools that are adaptive to a student's personalized learning needs.

Objectives

The State Board of Education's objective with this RFP is to select and approve adaptive learning technology literacy intervention tool providers for students in kindergarten through grade 3, and to provide school districts and public charter schools with the list of approved providers. School districts and public charter schools may then contract directly with any one of the providers on the list for literacy intervention tools as part of their literacy intervention programs. The intended student outcomes will be improved phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency. The compiled list of approved providers will be made available for school districts and public charter schools for their use starting with the 2020-2021 school year.

Proposal Organization

Proposals must be organized with the following headings:

- Cover Page
- Table of Contents
- Introduction
- Provider Capabilities
- Key Staff
- Response to Requirements
- Implementation Plan
- Additional Questions
- Pricing
- References

Cover Page

Cover page must include RFP title, RFP number, provider name, contact information, and point of contact in the event there are questions about the proposal,

Table of Contents

Include a table of contents identifying each section, including page numbers of major sections.

Introduction

Provide an appropriate brief introduction as it pertains to your organization.

Provider Capabilities

Describe the vendor's experience and capabilities in providing similar tools to those required. Be specific and identify projects, dates, and results. Submit work samples which may include the following: non-proprietary presentations, reports, or any other documents which represent the vendor's quality/comprehensiveness.

Answer the following questions:

1. Has vendor been declared in default of any contract in the last 10 years?
2. Within the past three (3) years, has vendor filed for reorganization, protection from creditors, or dissolution under the bankruptcy statutes?
3. Discuss a recent implementation that the vendor has completed in another school district that went well and the top three reasons it went well.
4. Discuss an implementation that had problems. What were the top three issues that led to implementation problems and how were those problems addressed moving forward?

Key Staff

Provide resumes describing the educational and work experiences for each of the key staff who would be involved in the implementation at the school district or charter school.

Response to Requirements

Provide a point-by-point response to each specified requirement (focus on age-appropriate literacy skills, evidence-based, and parental engagement/involvement component) in the project description. Include research studies, whitepapers, external/ independent evaluations and customer case studies where possible and crosswalk alignment of the program with the Idaho Comprehensive Literacy Plan as an appendix. Include any technology or infrastructure requirements at the school level that would be needed for a successful implementation and fee and non-fee training available for educators using the platform and school or district staff.

Implementation Plan

Delineate an implementation plan—from contract execution through one full year for all related tasks and deliverables, with assigned personnel, expected outcomes, and estimated timelines for each activity. Include timeline for school and district level staff training and how the provider will work with the school and district to progress monitor the implementation for continuous improvement.

Describe customer service, to both school systems and individual users, and technical support—hours, staff qualifications, escalation process, and methods of contact.

Identify how educator and staff training will be integrated into the implementation of the program.

Pricing

Specify pricing information, including but not limited to:

- Per student pricing and/or school license pricing
- Implementation fees, if applicable
- Program update/upgrade fee, if applicable
- Program customization fee, if applicable
- Technical assistance fees outside of the per student pricing/licensing, if applicable
- School staff training fee, if applicable
- Renewal pricing structure

References

Providers must include in their response a list of no less than three (3) references, including points of contact (name, title, email, address, and telephone number) and appropriate information on the tools provided similar to those included in this RFP. Selected references may be contacted to determine the quality of work performed and personnel assigned to the project. The results of the references will be provided to the evaluation team and used in scoring the proposals.

Submission Instructions

Proposals shall be submitted via e-mail to Alison Henken at Alison.Henken@osbe.idaho.gov. Review windows will be established on a rolling basis when OSBE staff have received notification from at least one vendor that they intend to submit a response.

All electronic files must be in PDF format.

All submission materials must be submitted at the same time (in a single electronic submission). If multiple submissions are received, only the latest submission will be considered.

Submissions by new providers shall be reviewed on a quarterly basis for inclusion on the approved list. Respondents are highly encouraged to submit their electronic responses with plenty of time in advance of the submission deadline indicated to ensure a timely response. A proposal for the same product from the same provider will not be evaluated more than twice in any given fiscal year. OSBE will not be responsible for any lateness of receipt due to any circumstances out of OSBE's direct control, including but not limited to, improper planning by vendors to submit a response by the submission deadline, technical difficulties, Internet connectivity issues, etc.

Faxed or hard copy proposals submitted by mail or hand delivery will not be accepted. Proposals received after the proposal due date and time will NOT be considered until the next review cycle.

Point of Contact

The OSBE sole point of contact for questions regarding this RFP is listed below. Unless otherwise indicated, any communication regarding this RFP, including requests for clarification, must be directed via e-mail only to:

Alison Henken
K-12 Accountability & Special Projects Program Manager
Alison.Henken@osbe.idaho.gov
(208) 332-1579

Restrictions on Communications

From the issue date of this RFP until a provider is determined eligible or the RFP is cancelled, providers are prohibited from communications regarding this RFP with OSBE, evaluation committee members, or other associated individuals, except the point of contact.

Proposal Evaluations and Selections

The evaluations committee will conduct a comprehensive, fair, and impartial evaluation of all proposals received in response to this RFP. Each proposal received will be analyzed to determine overall responsiveness and completeness as defined in the scope of work and in the instructions on submitting a proposal. The review and evaluation of vendor responses will determine the providers most capable of delivering the best overall value tool to school districts and public charter schools.

Preliminary Evaluation

The proposals will first be reviewed to determine if the RFP requirements are met. Failure to meet mandatory requirements will result in the proposal being rejected. In the event all vendors do not meet one or more of the mandatory requirements, OSBE reserves the right to continue the evaluation of the proposals and to select the proposal(s) that most closely meets the requirements specified in this RFP or to extend the window for proposal submittal and evaluation period.

Proposal Scoring

Proposals will be reviewed by an evaluation committee and scored against the criteria stated below.

Proposal Evaluation Criteria

Each vendor's response will be reviewed for completeness and adherence to the submission requirements and evaluation criteria. Proposals will be ranked based on the evaluation criteria referenced in the table below. OSBE will be the sole judge of the quality of proposals and reserves the right, at its own discretion, to disqualify any vendor that submits a proposal that is incomplete, does not properly adhere to the solicitation requirements, and/or clearly does not meet the requirements of Idaho Code, 33-1616. A vendor's response that is disqualified will not be scored nor ranked. If the evaluation committee has reasonable grounds to believe that the provider is unable to provide the required tool to the satisfaction of OSBE, OSBE reserves the right to exclude the provider from the approved listed.

Proposals must identify:

1. How the program focuses on building age-appropriate literacy skills, including phonological awareness, phonics, fluency, comprehension and vocabulary and the grades or grade ranges that are served in each area;
2. How the parental engagement/involvement in accomplished and frequency of communication;
3. Reporting functionality and data that will be available at the classroom, school and district level for individualizing instruction and performance;
4. Data that will be available at to OSBE and the school district or charter school for evaluating the effectiveness of the program;
5. Additional material or tools, if any, that are available for providing targeted instruction;
6. Research used to develop program; and
7. Minimal and optimal technology requirements: outline technical specifications of the program, including but not limited to:
 - a. How the program is hosted
 - b. Minimum technical specifications required to effectively run the program
 - c. Optimal and available platform(s) and operating system(s)
 - d. Availability of remote or home based access
 - e. Other technical specifications

Criteria	Weighted Scoring
1. Provider capability and fiscal stability	15%
2. Focus on grade-appropriate literacy skills	25%
3. Evidence-based	25%
4. Parental engagement/involvement component (including parent communication)	20%
5. Implementation plan and reporting functions	10%
6. References	5%
Total	100%

Presentations and Demonstrations

Top scoring vendors based on the evaluation of the written proposal may be required to participate in presentations or demonstrations of their tool, if requested by OSBE. OSBE will make every reasonable attempt to schedule each presentation at a time and location that is agreeable to the vendor. Failure of a vendor to conduct a presentation or demonstration on the date scheduled may result in rejection of the vendor's proposal.

Approved Provider List Term

The approved provider list shall be effective on the date of publication through June 30 of each year. The approved provider list will be updated throughout the year as additional tools are approved.

Tools offered by approved providers must be evaluated each year to determine effectiveness of the tool by an independent external evaluator in order for the provider to remain an approved provider each year. The evaluation of the effectiveness of the tool will be based on a full academic year of implementation of tools implemented with fidelity and will include, at a minimum, growth toward proficiency measures. Tools that are determined to be ineffective after a full academic year of implementation shall be removed from the Approved Provider List. Approved providers who do not provide the data requested/reporting components necessary for completion of the evaluation of the effectiveness of the tool shall be removed from the Approved Provider List. This reporting may include student level data as applicable to the tool being evaluated.

This request for proposals will not be used for establishing contracts with the State of Idaho. Any contracts will be between the local education agency and the vendor. It is the responsibility of the local education agency to follow all applicable purchasing laws based on the services or tools they are contracting for.