THE SCHOOL DISTRICT OF PHILADELPHIA

EDUCATION CENTER

OFFICE OF PROCUREMENT SERVICES

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**ADDENDUM #1**

**PROPOSAL NUMBER:** NG10450

**PROPOSAL NAME:** English Language Arts Based Instructional Coaching and Professional Development, K-12

**PROPOSAL OPENING DATE:**  April 09, 2024@11:00am

**TO ALL POTENTIAL RESPONDERS:**

You are receiving this addendum because you recently downloaded a copy of NG10450 English Language Arts Based Instructional Coaching and Professional Development, K-12” from the School District of Philadelphia’s ERP Supplier Portal.

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| **Vendor** | **Question** | **Answer** |
| Keys to Literacy | Please confirm the length of this project will be SY24-25. | Confirmed. |
| Keys to Literacy | Hyperlinks to district professional development days, calendar, etc. in the proposal documents are not working. Will the district provide access to dates for planning? | The calendar is visible on the district’s [website](https://www.philasd.org/calendar/#1675253918736-686a6997-ec5c). |
| Keys to Literacy | Please define “coach” and “facilitator” - do both of those terms refer to the respondent’s team?  a. E.g., Section 3 part D - “Provide professional learning to the coaches and be willing to customize it to address the needs of the District. The vendor must be willing to have District staff facilitate professional learning to the coaches as needed.” Does this mean that the district will train the vendor’s coaches?  b. E.g., Section 7 part G - a, ii, “Scripted facilitator notes to support large-scale implementation.” | Coach is someone who provides 1:1 or group coaching to SDP staff that is centered around visits to classrooms. Facilitator is someone who is leading a workshop/PD sessions to a group of participants. In the scope of work, both terms refer to the respondent’s team.  This means that there may be some instances where our district staff may want to provide training to the vendor’s coaches to ensure alignment with district practices.  In this instance we are referring to the facilitator notes that the respondent’s facilitator is utilizing. |
| Keys to Literacy | In order to effectively align our cost proposal to the district’s budget, is the district willing to share the estimated projected allocation for each Part of the RFP with the vendors? | We are not in a position to share this at this time. We are qualifying a group of vendors and then will match vendors to each part of the RFQ to meet the needs of the district. |
| Keys to Literacy | Opportunity A, pages 11-12  1. (a) How many total days/hours is the SOR training meant to be for teachers?  a. (b) What topics must be included in the SOR training for K-8?  b. What topics must be included in the SOR training for K-2?  c. What topics must be included in the SOR training for 3-5?  d. What topics must be included in the SOR training for 6-8? Is it sufficient to focus on general adolescent literacy instruction (e.g., comprehension, vocabulary) that may be embedded in all content area classes?  (a) How many total days/hours is the SOR training for the leadership group?  (b) What topics must be included in the SOR training for leadership? MTSS for effective literacy instruction?  (d) What is the total number of hours/days? What is the expectation of what is included in the trainings?  (d) Is there an option for asynchronous online course work for any portion of the training? | For questions 1a - 1d: this is what we are looking for the vendor to recommend based on their experience and expertise in this area.  For questions a, b, d: We are looking for the vendor to make a recommendation about what time is needed for leader development based on their recommended scope and sequence of content for SOR. The training should include hands-on practice with all components of Scarborough's rope and should ensure that leaders are able to support their staff with evidence-based practices.  We are open to both asynchronous and synchronous options. |
| Keys to Literacy | Opportunities B and H  1. Please define “coach” and “facilitator” - do both of those terms refer to the respondent’s team? E.g., Section 3 part D - “Provide professional learning to the coaches and be willing to customize it to address the needs of the District. The vendor must be willing to have District staff facilitate professional learning to the coaches as needed.” Does this mean that the district will train the vendor’s coaches?  2. Coaches will follow the school district’s calendar - Is the expectation that up to 100 coaches will be at PSD schools full-time for the academic year? If not, how many weeks or days are the coaches expected to be on-site? | Coach is someone who provides 1:1 or group coaching to SDP staff that is centered around visits to classrooms. Facilitator is someone who is leading a workshop to a group of participants. In the scope of work, both terms refer to the respondent’s team.  We are asking for vendors to provide a sliding scale for coach allocations so that we can see what fits within our budget. We are looking for vendors to propose a coaching model (including frequency and duration of interactions) that has proved to be effective in their work with other organizations. 100 coaches is the maximum that we would need to leverage. |
| Keys to Literacy | Option G  1. (a) How many total days/hours is the training meant to be for teachers?  2. (b) How many total days/hours is the training meant to be for leadership?  Is there an option for asynchronous online course work for any portion of the training?  4. What is the expectation of the virtual collaboration hours? Are these separate from the training content hours/days? | For questions 1a - 1b: this is what we are looking for the vendor to recommend based on their experience and expertise in this area.  Yes, but for classroom teachers, we’d like to limit this given that there isn’t much time outside of the contractual work day for this to happen.  Virtual collaboration hours are referenced in the scope of work as interactions with the partner assigned to the district by the vendor. This might include feedback on slide decks, debriefing sessions, looking at data, planning an upcoming session together, etc. |
| CLI | For example, if we apply for opportunities A and B, is there an expectation that we will do both? Is it possible to be awarded one or the other verses all pieces we apply for? | We are qualifying a group of vendors and then will match vendors to each part of the RFQ to meet the needs of the district. |
| CLI | Are the 50 coaches expected to support all facets of the awarded project or will there be a mix-and-match approach depending on which aspects we may be awarded? | We are qualifying a group of vendors and then will match vendors to each part of the RFQ to meet the needs of the district. |
| CLI | What sections of the solicitation are included in the 10-page limit? |  |
| CLI | Is the expectation one coach per school? | No. |
| NWEA | Opportunity A: Scope of Services, requirement 1 / p. 11  1. In-person professional development for teachers and school leaders on pre-identified professional development days.  **Can the District provide the dates or date ranges for the pre-identified days** | The calendar is visible on the district’s [website](https://www.philasd.org/calendar/#1675253918736-686a6997-ec5c). This shows the teacher professional development days. The principal and AP professional development days have not yet been determined. It will range from August 2024 - May 2025. |
| NWEA | Opportunity A: Scope of Services, requirement 1 / p. 11  1. In-person professional development for teachers and school leaders on pre-identified professional development days.  **How many pre-identified days does the District anticipate requiring?** | The calendar is visible on the district’s [website](https://www.philasd.org/calendar/#1675253918736-686a6997-ec5c). This shows the teacher professional development days. The principal and AP professional development days have not yet been determined. It will range from August 2024 - May 2025. As a point of reference, leaders engage in professional learning at a maximum frequency of monthly throughout the school year. |
| NWEA | Opportunity A: Scope of Services, requirement 1 / p. 11  1. In-person professional development for teachers and school leaders on pre-identified professional development days.  **Are pre-identified days mandatory for District teachers, or are they opt-in?** | Professional development days outlined in the academic calendar are built into the contractual work day for teachers and they are expected to be in attendance. |
| NWEA | Opportunity B: Scope of Services  Scope of Services  **Are coaching days mandatory for District teachers, or are they opt-in?** | Coaching of district teachers would be optional. |
| NWEA | Opportunity B: Scope of Services  Scope of Services  **How many coaching days does the District anticipate requiring?** | This is a function of the plan that the vendor proposes based on their experience and evidence of what is impactful given their work with other districts. |
| NWEA | Opportunity B: Scope of Services, requirement 4.d / pg. 13  4.d. Provide professional learning to the coaches and be willing to customize it to address the needs of the District. The vendor must be willing to have District staff facilitate professional learning to the coaches as needed.  **How much district-provided training do they anticipate vendor coaches to participate in?** | We don’t know this answer without meeting the coaches, understanding their experience, and seeing the proposed plan of work. |
| NWEA | Opportunity B: Scope of Services, requirement 4.d / pg. 13  4.d. Provide professional learning to the coaches and be willing to customize it to address the needs of the District. The vendor must be willing to have District staff facilitate professional learning to the coaches as needed.  **Can vendor staff participate in these professional learning sessions virtually, or is onsite training required?** | We can be flexible with the modality of this training. |
| NWEA | Appendix E: Business Diversity in the Procurement  of Materials and Contracted Services / pg. 36  **If a vendor does not meet the MWBE requirements of 10-15% participation, will the vendor’s proposal be disqualified?** | Yes |
| NWEA | Appendix P: School District of Philadelphia  Technology Specifications / pg. 94  **Should vendors provide responses to the requirements listed in Appendix P in their proposals?** | If your solution has any online component please review Appendix P. |
| EL Education | How does the scope of services fit in the proposal? Does this fit in the "Plan of Work" section? | The responses to the scope of services section will be assessed through various components of the rubric: plan of work, capacity, experience, and budget. |
| EL Education | If submitting for two opportunities do we submit the whole package twice or can these be combined? | It can be combined. Please just indicate on the cover sheet which opportunities and make sure that cover sheet is attached to the front of the package. |
| EL Education | Could you provide us more information on the dedicated FTE for coach supervisors and the dedicated FTE? Would the price of this FTE be included in price or more is it important to describe the dedicated FTE? Is there interest in this price being included in the overall scope? | Please describe what functions the FTE would be responsible for and indicate what the cost would be for them fulfilling these responsibilities. For example, if the responsibilities can be covered by a part-time role, the price should reflect that. |
| EL Education | Is this section referring to the number of coaches needed from the organization or the number that Philadelphia has that need to be serviced?  a. Implementation Coaches: 25 coaches, 50 coaches, 75 coaches, 100 coaches [estimate should reflect 10 months]  b. Implementation Coach Supervisors: 1 supervisor for every 10 coaches, 1 supervisor for every 15 coaches, 1 supervisor for every 20 coaches [estimate should reflect 10 months. | This is referring to the range of the number of coaches we are interested in the vendor providing. |
| EL Education | Where we might access the district's current coaching model? | [Teacher coaching handbook](https://docs.google.com/document/d/1sZNck0O5_MQw-dywo_mLpjsO_FiMrxOVTq6ZF8jsPFE/edit?usp=sharing) |
| EL Education | Where we might access the focus areas for literacy? | The focus area for literacy is the continued implementation of evidence based practices founded on the body of knowledge known as the science of reading. All of our work in literacy is grounded in the science of reading *and* culturally and linguistically inclusive instruction. The specific focus for teacher coaching and professional development will be determined once schools and vendors have been identified. For context, the ELA instructional guide is linked [here](https://docs.google.com/document/d/11vU9OSQb7AuI46McQx6QNI_FXsbmZsDC9IqKMPjk5_A/edit?usp=sharing). |
| EL Education | Does our non-profit status impact the scoring of our MWBE participation plan? | YES, You have to register as a non profit with our small business development office. |
| EL Education | Appendix P: Appears to relate to district technology solution purchases. Since we are not submitting a proposal for a technology solution, as a part of our response, do we need to respond to any portion of Appendix P? | If your solution has any online component please review Appendix P. |
| ANet | With respect to the MWBE participation goal, are vendors allowed to meet the entire 10-15% goal with indirect spend? | YES, please specify the certified MWBE on your participation plan form Part II. |
| ANet | Do you have a system wide definition of “structured literacy” that you are currently using with schools/school leaders? | Our structured literacy approach emphasizes direct, explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., bottom strands of the rope) and higher-level literacy skills (e.g., top strands of the rope). Additionally, in a structured literacy classroom the texts that are chosen are complex, inclusive, culturally relevant *and* these texts are specifically sequenced in order to contribute to shared knowledge building in the literacy block. Writing is an important component of the structured literacy approach and is taught through direct, explicit instruction embedded within (and connected to) the topic, content and skills under study in the literacy block. |
| ANet | Given Options G-H of the RFP focus on PD and coaching around instructional practices, do you have an assessment strategy in place that identifies older, striving readers and their instructional needs? Or would supporting an assessment strategy be part of the PD and coaching? | We currently utilize the STAR testing as our benchmark assessment. Additional work identifying instructional needs for striving students will be part of the scope of work discussion we have with vendors once they have been identified. |
| ANet | How many PD days (both teacher and leader) are you anticipating per strand? | We would work with the vendors selected to determine this based upon our identified needs and the proposed scope of work based on what has a demonstrated impact in the organizations where you have done similar work. |

ALL OTHER TERMS AND CONDITIONS REMAIN UNCHANGED.

Thank you,

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Throne Cropper

Executive Director, Office of Procurement Services

Please sign, date and return this Addendum with your response, as it now becomes a part of the Proposal.

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AUTHORIZED SIGNATURE

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