FLORIDA DEPARTMENT OF EDUCATION

BUREAU OF CONTRACTS, GRANTS AND PROCUREMENT MANAGEMENT SERVICES

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Addendum #1

BID NO.: ITN 2012-13

BUILDING LEA-LEVEL CAPACITY FOR TURNAROUND IN RURAL LEA's-REBID

SEPTEMBER 1, 2011

This addendum is being issued to provide the Answers to Questions submitted timely by vendors during the Question and Answers period.

Please be advised all questions are <u>keyed as submitted.</u>

Public Consulting Group (PCG)

Q1. Public Consulting Group (PCG) would like to submit the following questions related to ITN 2012-13: BUILDING LOCAL EDUCATION AGENCY (LEA)-LEVEL CAPACITY FOR TURNAROUND IN RURAL LEAs-REBID: 1. In section 7.0 SCOPE OF SERVICES, does the entire section quoted below refer specifically to the training for board members and superintendents? Are the "modules", "curriculum", and "tenets" referred to in this section specific to the training for board members and superintendents? If no, which deliverables do they refer to? "Specific training for board members and superintendents will include scenarios that stimulate board issues, participation in small group discussions, and training on the context and history of education policy through a series of workshops. The modules will be organized around four themes: governance, politics, whole-system change, and theories of action for change. The core of the curriculum will be case studies on governance and reform. The tenets of the University of Virginia (UVA) School Turnaround Curriculum shall also be incorporated into these training modules. The tenets that must be incorporated are:

• Understanding the school turnaround context

• Developing and communicating a vision that includes the need for urgent change

• Establishing a culture of high expectations

• Building effective coalitions and implementing shared decision-making.

• Using data to drive decisions and to monitor/measure the need for mid-course corrections

• Identifying innovative opportunities and developing strategic plans

• Teaching state/district/school administrators to think like leaders, not simply managers"

A1. Section 7.0 refers to the leadership modules to be developed for **all** participants that would include superintendents, school board members, LEA senior staff and principals. Superintendents and school board members may participate in all training modules, but, in addition, they will have additional specific training that must include scenarios that simulate board issues, participation in small group discussions, and training on the context and history of education policy through a series of workshops (Deliverable 7).

The modules, curriculum and tenets referred to in this section are required to be developed for all candidates and are to be addressed in Deliverables 1,3,4,5, and 6. In addition, Deliverable 7 must be developed for superintendents and school board members.

Participation in this training is optional for participants, but superintendents may require that certain staff participate.

Q2. In section 7.1 DELIVERABLES, please clarify the specific audience to be addressed (school administration, district administration, superintendent, school board) in each of deliverables 1, 3, 4, 5, and 6.

A2. The specific audience for these deliverables is all participants (i.e., superintendents, school board members, LEA senior staff and principals).

Q3. In section 7.1 DELIVERABLES, which "workshops" are referred to in deliverable 2 "skill sets to be acquired in the workshops and the evaluation process"? Do these skill sets refer to workshops required in specific deliverables? If so, which deliverables?

A3. In this context, the term "workshops" is synonymous with "trainings" and the skill sets to be acquired would need to be addressed in deliverables 1, 3,4,5,6 and 7.

Q4. In section 7.1 DELIVERABLES, deliverables 1-7 require content be delivered within two months of the award of the contract. Must the content for both years 1 and 2 be delivered at this time or can year 2 content be delivered in the summer of 2012 based on an assessment of needs during year 1 implementation?

A4. The submission of content for both years is required.

Catapult Learning

Q5. Can the FL DOE provide a list of the "persistently low" schools in the school districts identified in the ITN? If not, how can that information be located?

A5. The list is available on the Bureau of School Improvement's website at http://flbsi.org/DA/index.htm (The link to this file is at the very bottom of this site.)

All Florida Business Services, Inc.

Q6. Can you tell me the budget amount on this?

A6. The annual budget will be based on the awarded Contractor's Best and Final Offer (BAFO) pricing.

Tekboard

Q7. As per the ITN, we are submitting the following questions: Why the Rebid?

A7. The Department re-bid in order to clarify the ITN and to ensure the best value to the state.

Q8. What constitutes Administrative Questions?

A8. An administrative question is any question a person may have regarding the overall solicitation process.

Q9. Must all team members have the required experience in turning around low-performing schools or is it appropriate if only one or two members have the required experience?

A9. All team members are not required to have experience in turning around low-performing schools; however, the experience of both individual team members and the overall team will be considered throughout the procurement process.

Q10. Must the team member(s) with the low performing experience be at the level of a principal or would an assistant principal or consultant suffice?

A10. See the answer to question 9.

Q11. Would a lead teacher or an academy coordinator be appropriate to meet the purpose of this ITN re: track record?

A11. Within the context of this ITN, demonstrating a "track record of success" refers to the provider's program, not to an individual team member. Also, see the answer to question 9.

Q12. Does the track record of success for professional development that improves turn around leadership skills extend to not-for-profits, corporations or other types of organizations or is it solely for schools?

A12. The track record of success applies to entities that have been successful in turning around low-performing schools.

Q13. If we have to use UVA School Turnaround Curriculum, do we have to enter into a contractual relationship with them?

A13. No.

Q14. Will UVA monitor the success of this project?

A14. No.

Potential proposers have 72 hours from posting of addenda to protest the requirements of each addendum. Failure to file a protest within the time prescribed in Section 120.57(3), or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.

YOUR REPLY WILL NOT BE COMPLETE WITHOUT THIS DOCUMENT SIGNED AND INCLUDED!

Vendor Name – written: _____

Authorized Signature: _____

Mailing Address: _____

City, State & Zip Code: _____

Telephone: _____ Facsimile: _____ E-Mail Address: _____