

**NEW IEP Training and PM RFP Questions WITH Responses -- 3-17-2020**

Question	Response
1. How does the SERC see the training provided as a result of this RFP different from what training the CSDE plans to conduct under their RFP for the system?	This training is focused on developing effective IEPs using the new IEP format. This is not technical training on how to use the new CT-SEDS data system.
2. Has the SERC secured any type of arrangement with CSDE to allow for SERC/Trainer access to the system to develop the trainings, etc? If not, how will SERC gain access to the system to conduct trainings.	SERC in collaboration with CSDE will be overseeing and managing this contract with the vendor developing and implementing the training for educators on quality IEPs. We will coordinate with the CT-SEDS team leads to obtain screen shots that are relevant to the training on quality IEPs.
3. How is this initiative being funded by SERC?	<b>Funding source is from the CSDE using state and IDEA federal funds.</b>
4. On page 8, Deliverables 3-f through 3-j, there is reference to tasks. The tasks mention the term “webinar” instead of “online-module” yet there isn’t any mention of webinars in the remainder of the document. For these tasks, do you mean online modules (as listed in deliverables 3a-3e)? Please note that we define “webinars” as virtual live events held synchronously using platforms such as GotoWebinar, Adobe Connect, WebEx, Zoom, etc. We define “modules” as web-based interactive self-paced training which is asynchronous (that is, not live).	Expectation for on-line modules that are web-based, interactive, self-paced training. The modules are not live events.  However, the vendor may need to use webinars or virtual live events for the design and revision process as well as meetings with school districts when piloting/implementing training.
5. On page 6 under Proposed Training Deliverables, there is no specific timeline for each deliverable. Is there an expectation that the proposal submitted includes a suggested timetable for each deliverable?	The timetable is based on the deliverables being ready for small scale testing in the pilot year 2021-2022 and implementation statewide in 2022-2023 through 2024-2025.
6. On page 6, under Contract Timeline, the scope of work indicates the contract will be from Spring of 2020 to June 2025; however, the timeline on the deliverables ends 2024. Is that assuming that the evaluation activities will be ongoing in the 2024-2025 school year?	Yes, statewide implementation will commence in 2022-2023 and evaluation activities will continue through 2024-2025.
7. On page 9, under Required Format, the proposal states that no attachments other than those requested or required can be included. Can we include attachments directly related to the RFP response (e.g. resumes, timelines, work samples)?	Within the 12 page response, respondents may provide a summary of the information and provide a link to a more detail document with resumes, timelines, budget, etc.
8. On page 9, under Required Format, there is reference to a 12 page limit; does the budget count toward the 12-page limit?	See prior question.

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9. Is there a budget associated with this initiative? If yes, what is the range of the budget for this work? Annually?	No specific budget has been outlined but will be negotiated with the <i>selected</i> vendor and renegotiated on an as need basis, year to year.
10. What type of contract is the State envisioning? Would this be considered a Fixed Price?	See prior question #9.
11. What additional details are you willing to provide, if any, beyond what is stated in bid documents concerning how you will identify the winning bid?	No other details.
12. Was this bid posted to the nationwide free bid notification website at <a href="http://www.mygovwatch.com">www.mygovwatch.com</a>	No.
13. Other than your own website, where was this bid posted?	The RFP was posted to the State of Connecticut site for prospective contractors: <a href="https://biznet.ct.gov/SCP_Search/BidDetail.aspx?CID=52629">https://biznet.ct.gov/SCP_Search/BidDetail.aspx?CID=52629</a>
14. Could you clarify if the scope of services includes delivering the training to schools? Or does the scope of work only include managing the training development process?	Scope is focused on project management, training design, training of trainers, coordination of implementation, and program evaluation.  Scope of work does not include delivery of training to schools, rather the coordination/facilitation of training of trainers (TOT) sessions. These trainers will be implementing the training to school districts.
15. Could you clarify if the scope of services includes delivering the training to schools? Or does the scope of work only include managing the training development process?	See prior question #14.
16. ... given the evolving situation with COVID-19, and our need to respond both internally to ensure the health, well-being and safety of our staff, as well as support our clients, we would like to request an extension to the proposal deadline. Please let us know if you could consider this.	No, we are not extending the timeline as proposals are required electronically.
17. Do you anticipate extending the bid due date?	See prior question #16.

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Bid section	Page #	Question	Response
General – Collaboration with identified SEDS vendor	Page 5 (# 4)	Will the IEP format be hard copy or online portal?	On-line
Timeline and Tentative Deliverables – “Technical Assistance”	Page 6	Does “technical assistance” include assistance for usage (e.g., how to find information, how to complete the form)	NO, it is about writing quality IEPs. The CT-SEDS vendor is responsible for providing training to school district staff on use of and completion of IEP form within that platform.  The professional development vendor bidding on this RFP will need to coordinate with the CT-SEDS vendor to obtain current screen shots to be used in designing training around writing quality IEPs.
Timeline and Tentative Deliverables – “Technical Assistance”	Page 6	Does “technical assistance” include application and content contained in IEP (what information should go in said area, development and guidance materials for compliance and quality)	NO, see prior question.
Overview and Purpose	Page 5 (#4)	The RFP mentions “Collaboration with identified SEDS vendor to align training on the use of data system.” Is the SEDS development vendor providing training on that system? Or will respondents be expected to design and develop training for both SEDS and IEP Form?	The professional development vendor will not provide training on the technical features of the SEDS data system but will need to know the contents for screen shots to be referenced in in-person sessions as well as on-line interactive modules around developing quality IEPs.
General	N/A	Is there an existing learning management system available to deploy and track online courseware? If not, should the response include recommendations and costs for a learning management system?	Proposal should include recommendations and costs for a learning management system.
Overview and Purpose	Page (#3)	Will there be any learner assessments required as part of the training? If so, can you describe the specific reasons you want to assess learners?	There should be “checks for understanding” throughout the interactive on-line modules.

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General	N/A	What role will SERC and CSDE team members wish to play in the design, development or delivery of the training?	SERC and CSDE will be represented on the design team and will review and approve all training and delivery structures.
Section 2i - Deliverables	Page 7	A task is listed to “observe a sample of pilot in-person training sessions”. Can you clarify if this is SERC/CSDE observing one of the sessions the vendor has designed, or if this is the vendor team observing a session that is already designed and in use?	The vendor will attend and observe the in-person sessions during the pilot year to determine/evaluate efficacy of design and materials.
Section 2.j, 2.l, 2.m	Page 7	Each of these items begin with the words "Assist in..." Can you clarify the scope of the assistance needed for each of these tasks?	Assistance will mean: <ul style="list-style-type: none"> <li>• Leading and advising the design team along with CSDE and SERC in the development of the TOT,</li> <li>• Delivery of TOT, and</li> <li>• Design of the training implementation plan and compilation/review/summary of participant feedback.</li> </ul>
Section 2. m.	Page 7	What assistance is required for implementation other than compiling participant feedback?	See question and answer above.
Section 2.j.	Page 7	Will the vendor be responsible for creating all TOT materials? If not, what tasks should we include?	Vendor will work with design team to develop the TOT materials but will be responsible for delivering final products.
Section 2. l.	Page 7	Are there 30 trainers to be trained, or 2 each from 30 districts (60 in all)?	30 High-needs districts, 2 trainers each for an approximate total of 60 in-district trainers.
Section 2. n.	Page 7	How many people do you estimate will need to be interviewed?	That will be up to the vendor to design an appropriate evaluation plan around collecting feedback on quality of training. But at the very least, it should be a representative sample of people from districts of different size, demographics, etc.
Section 3	Page 7	The description "interactive on-line modules" can be any of several things. Can you tell us which of the following formats are preferred?	See question #4 above on page 1.

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		<ul style="list-style-type: none"> <li>• Online e-learning course, which is narrated and includes programmed interactivity</li> <li>• Web conference, delivered live by a trainer, which allows discussion and Q&amp;A</li> <li>• Web conference, delivered live but recorded so that discussion is captured</li> <li>• A blend of the above (if this is your preference, how many of the courses do you expect to be delivered live?)</li> </ul>	
Section 3	Page 7	How many pilot deliveries do you wish to conduct for each course?	The CSDE will be identifying approximately 5 school districts with which to pilot professional development activities. So there should be at least one session of the live/in-person sessions in each pilot district and delivery of each of the on-line modules accessed by each pilot district cohort.
Scope of Proposed Work - Timeline	Page 6	Have "Priority Districts" been identified?	See alliance district list at: <a href="https://portal.ct.gov/-/media/SDE/Alliance-Districts/List_of_Alliance_Districts.pdf?la=en">https://portal.ct.gov/-/media/SDE/Alliance-Districts/List_of_Alliance_Districts.pdf?la=en</a>
Scope of Proposed Work - Timeline	Page 6	What criteria is used to identify "Priority Districts"?	See "Overview" of Alliance Districts identification criteria pursuant to C.G.S. Section 10-262u at <a href="https://portal.ct.gov/SDE/Alliance-Districts/Alliance-Districts">https://portal.ct.gov/SDE/Alliance-Districts/Alliance-Districts</a>
General – re: IEP Vendor	N/A	Who will make up the design team, does this include IEP vendor?	The design team will be comprised of the Vendor and about 15 people representing the following organizations: <ul style="list-style-type: none"> <li>• CSDE</li> <li>• SERC</li> <li>• Regional Educational Service Centers (RESCs)</li> <li>• School district directors of special education</li> </ul>

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			<ul style="list-style-type: none"> <li>School district assistant superintendents for curriculum and instruction</li> </ul>
General – re: IEP Vendor	N/A	Will vendor provide any training on usability of tool/platform?	No. The vendor will be using screenshots from the CT-SEDS in the training around quality IEPs.
General – re: IEP Vendor	N/A	Will platform support additional student plans, evaluation process, Tier monitoring, Intervention documentation, Medical 504 plans, Gifted/Talented Education plans?	The CT-SEDS platform is focused on IEPs, and services plans, repository for evaluation reports and related documents. The CT-SEDS vendor has been asked to include optional modules for use of the platform for tiered intervention data, 504 plans, and gifted and talented plans.
General – re: IEP Vendor	N/A	Does platform only encompass IEPs?	See prior question and answer.
General – re: IEP Vendor	N/A	Will IEP vendor have “help desk” for any issues with forms or online platform?	NO, that responsibility will fall to the CT-SEDS vendor.
General – re: IEP Vendor	N/A	Will CSDE Bureau of Special Education or SERC/RECS be forming a “help desk” team?	NO.
Section 8 – Deliverables 4. a.	Page 8	Will new state processes for progress monitoring and IEP indicator compliance be drafted in collaboration with state staff?	YES, CSDE, SERC and RESCs will be involved with vendor on developing a technical assistance plan.
Deliverables 4 & 5	Page 8	Will monitoring plan of quality IEPs be included in district compliance, timelines, evaluation?	Monitoring progress of quality IEPs will be formative and advisory through technical assistance support with district staff.