

**Attachment G**  
**Questions and Answers Template**  
**RFP 22-71497**

Please submit your questions in the blue shaded areas by the date and time established in the RFP.

#	DOC NAME (RFP or Attachment)	PAGE # AND/OR SECTION #	RESPONDENTS QUESTION	STATE'S RESPONSE
1	RFP & Attachments		Throughout the entirety of the RFP and Attachments, are respondent, vendor and company interchangeable terms?	In most cases, the terms are likely interchangeable.
2	RFP	Section 2.5	In what section, would we include indirect costs associated with the fiscal agent? Is there a specified percentage for these costs?	The State has no specified percentage. The cost proposal has been revised to include these costs, if applicable to your response. Please use this revised cost proposal when preparing your proposal.
3	RFP	Section 2.5, Page 23 & 24	Is there an anticipated budget for the work?	The Department does not have an allocated budget for this work.
4	RFP & Attachment H	Section 2.3.7, Page 21 & Page 1	How many reference checks can be submitted? Is three a minimum? When are reference checks due? (February 14, 2022 is the date listed in this document.)	Respondents should submit at least three reference checks. The due date for references is June 1, 2022 at 3:00PM. The date listed on Attachment H was incorrect. The attachment has been revised and posted to the website.
5	Attachment F	Section 6, Page 1	Under Section 6: Contractor Responsibilities and Deliverables in the Response area, it states "this RFP related to STEM (including...)", is this accurate? Is STEM including Instruction Coaches,	This reference is an error. This scope is specific to IEP technical assistance.
6	Attachment K	Section 2, Page 2	In paragraph 2, the last line states "specific examples of team members are noted in the section titled Staff Qualifications". Are these examples or requirements?	The titles of the positions are not required to be the same, but the allocation of positions are required.
7	Attachment K	Section 2 & 9, Page 2 & 14	Please clarify the role of the Program Director, Program Manager and Project Manager. These terms seemed to be used interchangeably in some areas, and separately in others.	The Program Director/Manager oversees and is responsible for the execution for all aspects of this work. They are responsible for managing the team, sub-contractors, and any experts to ensure the work is carried out. The project manager manages the day-to-day operations of the work. They schedule meetings, manage agendas, coordinate communication to IDOE.
8	Attachment K	Section 2, Page 2-3 and Section 7, Page 13	What is the difference between subcontractors and expert collaborators?	Neither of these is required for the work but both are allowable if needed. A subcontractor is a general term for an organization that contributes to any portion of the scope described. An expert collaborator may be brought on for a limited time to provide expertise to a particular situation related to providing technical assistance for schools or corporations.
9	Attachment K	Section 3 & 5, Pages 3-5	What is the difference between a Project Plan, Schedule and Timeline?	The project plan is the overall view of the work which may include a narrative describing each component of the work. The schedule contains specific task lines and the timeline is the duration for each component.

10	Attachment K	Section 3, Page 3 & Section 5, Page 5	On page 3, it states that the project plan and schedule are due by December 15 for the initial contract; however, the dates on the Timeline on page 5 begin October 1 and November 1?	The summary of key milestones must be delivered upon kickoff on October 1. The more specific LEA level TA plans are due November 1. The negotiated and final project plan for all aspects of the work must be delivered by December 1.
11	Attachment K	Section 4, Page 3 & 4	Please provide clarification on bi-weekly meetings vs. weekly status reports? Do weekly status reports follow an internal meeting and then meet bi-weekly with the Department?	Weekly updates are written documents shared by Thursday of each week. Bi-weekly meetings are virtual meetings with an agenda provided by the vendor.
12	Attachment K	Section 5, Page 4 and Page 5	Clarify dates/timelines – Start date of October 1; End date September 30, 2024. However, the year End Summary is due June 30 each year.	The contract begins on October 1, 2022 and ends on September 30, 2024. Year end summary coincides with the end of a school year.
13	Attachment K	Section 5, Page 5	Is the anticipated timeline accurate, planning will take place in January for a the 2-day state-level conference that will take place in September?	IDOE intends to offer a conference in September beginning 2023. This timeline is adjusted from current practice.
14	Attachment K	Section 5, Page 5	What are the correct dates for the Development and Approval of Communication Plan? Currently, the anticipated start date is listed as November 1, 2022 with an anticipated completion date of October 31, 2022.	The correct completion date is November 30, 2022.
15	Attachment K	Section 6, Page 6	Can you provide a more in-depth description of the Early Childhood TA component?	The early childhood TA component is going to address the need for an increase in early childhood inclusion as defined in the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) joint position statement. While our efforts in years prior were focused on LRE K-12 (and have been successful), we have noticed the increased need for a focus on inclusive practices in early childhood programs. This work should entail content regarding evidence-based practices for inclusion and instruction in EC. The joint position statement is linked here: <a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf</a>
16	Attachment K	Section 6, Page 6; Section 6.1 & 6.3, Pages 8-11	What specific indicators are being referenced within the RFP? Open to any indicator? Other IRNs provide support in some areas – trying to determine the specific SOW (e.g., Indicator 5: LRE, all Indicators specific to RDA, etc.).	The early childhood TA component is going to address the need for an increase of inclusive practices used in early childhood. While our efforts in years prior were focused on LRE K-12 (and have been successful), we have noticed the increased need for a focus on inclusive practices in early childhood programs. This work should entail content regarding evidence-based practices for inclusion and instruction in EC.

17	Attachment K	Section 6.1 & 6.3; Page 10-11	Does data analysis need to be included? Where does it fit within the scope of work? Is it possible to add an employee specific to data to complete proposed reports?	Data analysis is not included in the current proposed scope of work.
18	Attachment K	Section 6.1, Page 8	If Universal support only encompasses 10% of work, where do we redirect individuals if additional support is requested/needed?	The IDOE, Office of Student Support and Accessibility (OSSA), will support additional requests for support.
19	Attachment K	Section 6.1, Page 8	Please clarify the number of training sessions (20 sessions in Indianapolis, 10 sessions north, 10 sessions south, and 10 sessions virtual) – is this over the span of the initial 2 years of the contract or per year?	The number of sessions is required per year.
20	Attachment K	Section 7, Page 13	Expert Collaborators – can we increase a number of people and reduce the number of hours?	The count should be used for costing purposes. Opinions regarding additional scope may be offered within the proposal for a future amendment, if desired.
21	Attachment K	Section 8, Page 13-14	It is noted that the Communications and Marketing work can be subcontracted out; however, it is assumed that doing this work in house is appropriate, if feasible. Is this assumption accurate?	Yes, the vendor responsible may be defined accordingly within the proposal.
22	Attachment K	Section 9, Page 14	The RFP states that staff will be trained to facilitate case conferences as needed; however, where do FIEP services fit within the TA model?	The IDOE wishes to understand an organization's ability to offer these services. However, it is not described as a required element of this scope.
23	Attachment K	Section 9, Page 14	Under the training specialist section, staff members must have extensive experience working with students in the K-12 setting within the last 10 years. Further explanation is needed in regard to working with students. Is working in districts, buildings and in classrooms sufficient?	Yes, a variety of experiences may contribute to this requirement.
24	Attachment K	Section 9, Page 14	When writing, are you limited to 6 training specialists?	The vendor may offer additional staff if needed to compliment this work.
25	Attachment K	Section 9, Page 14	Can other positions be written into the proposal? (e.g., Support Staff? Tech Coordinator? Media Specialist? Design Specialist?)	The vendor may offer additional staff if needed to compliment this work.
26			Is it preferred that minimal files be printed and items will only be shared electronically for all events/technical assistance with the exception of the state-level conference? For printing needs that are beyond the capabilities of the Center's printer (e.g., large scale items, bulk items, etc.), does the printing company need to be listed as a subcontractor? Historically, the fiscal agent requires a bidding process for each print production.	Yes, minimal printed files is preferred.
27			Is there or will there be any correlation between the work of this center and the electronic IEP system? If so, where does support for the system fit within the TA model?	There is no expectation that this work related to the electronic IEP system for providing TA. An awareness of the system and how it works is helpful, but support for the electronic system will be provided by the system's vendor.
28	RFP	Section 2	Is there a page limit to proposals? If so, what is the limit?	Yes. There is a 250 page limit to the technical proposal, including appendices and attachments. Section 2.1 of the RFP document has been revised to include this language and has been posted to the website.
29	RFP	Section 1.21, Page 13	As noted within the RFP, each MWBE firm may only serve as one classification; however, if a firm provides multiple services and has different UNSPSC Numbers, can the firm serve additional classifications for each service provided? A percentage of time dictating the services provided for each UNSPSC Number would be provided within the proposal.	No. A certified MBE/WBE firm may only count towards one classification regardless of the services it offers.

30	Attachment K	Section 6, Page 6-13	<p>In determining the contracted partner's level of effectiveness and for planning purposes: Does the state have an established level of success or target for the performance indicator "completion of universal activities provided to the field, across the state" or is the contracted partner to establish such levels?</p> <p>Does the state have an established level of success or target for the performance indicator "correction of findings of non-compliance per indicator" (e.g Year 1: 70% of identified schools; Year 2: 85% of identified schools) or is the contracted partner to establish such levels?</p> <p>Does the state have an established level of success or target for the performance indicator "adequate progress in student outcomes as defined by state-driven accountability" or is the contracted partner to establish such levels?</p>	<p>The state's established level of success related to all technical assistance activities includes 3 components, they are as follows: 1. completion, 2. content and delivery evaluation, and 3. effectiveness of support to LEAs (teacher efficacy, change in LEA data, etc.). Related to established levels of success for performance indicators, the contracted partner and the state will establish such levels based on most current available data. Regarding correction of findings, the established level of success will be indicator specific and will be determined based on collaboration between OSE, OSSA, and contracted partner.</p>
31	Attachment K	Section 6, Page 8-9	Other than through direct contact, how and where will technical assistance resources be made available to the field?	Indiana Learning Lab will house materials as well.
32	Attachment K	Section 6.5, Page 11	What is the process and timeline for identifying schools who are non-compliant and communicating such data to the contracted partner?	Any non-compliance should be communicated in the weekly status reports and in the bi-weekly meetings. Next steps can be determined during the bi-weekly meetings.
33			Professional learning opportunities for staff are not included with the RFP or Attachment K - is this something that can be added within the proposal?	Yes, this may be added to the proposal submitted.