

**Department of Materials Management  
Division of Procurement  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
45 W. Gude Drive, Suite 3100  
Rockville, Maryland 20850**

**November 15, 2022**

**NOTICE TO BIDDERS**

**The following are questions and responses regarding  
RFP No. 4970.1, English Language Arts Curricular and Instructional Materials  
for Elementary Schools**

**Question 1: Does the district plan on needing/ creating another RFP for 6-12 ELA instructional materials?**

**Answer:** No, we do not plan on creating another RFP for ELA 6–12 at this time.

**Question 2: Does the district plan to select more than [one] vendor?**

**Answer:** The district may select one or more vendors to meet all the requirements of the RFP.

**Question 3: Are you looking for one core solution for each grade level?**

**Answer:** Please see response to question 2.

**Question 4: Are you interested in programs that complement and expand your core ELA program?**

**Answer:** The RFP is intended to secure a core ELA program.

**Question 5: Will the district consider a program that addresses only Requirement 3.2, Additional Requirements for ELA Curriculum, Kindergarten Through Grade 2, with student-facing print resources and teacher-facing print and digital resources?**

**Answer:** Please see response to question 2.

**Question 6: Our K-5 ELA curriculum is a comprehensive print program, and no digital resources are required for successful implementation. Will the district consider a K-5 core ELA program that is a print-only solution?**

**Answer:** Digital access is a requirement of the RFP.

**Question 7:** RFP section 3.1, subsection 11 on page 4 states that Spanish teacher, student, and parent-facing materials are required. RFP Page 5 subsection b. lists student-facing Spanish materials as preferred, but not required. Will you please clarify whether Spanish teacher, student, and parent-facing resources are required?

**Answer:** Spanish student materials are required for the Immersion materials. Spanish parent-facing materials support the diversity of the MCPS community.

**Question 8:** Please clarify the requirement for a comprehensive, independent external evaluation. Is the requirement applicable to each component program a vendor submits for this RFP? (ii) If so, will component programs that address a subset of grades be disqualified from consideration if submitted without an accompanying independent external evaluation?

**Answer:** All components of a program should be included in the comprehensive, independent external evaluation.

**Question 9:** Do we need to do a separate submission for each of the four programs or is it sufficient to do one response to PreK for both programs and one response to K-5 for those two programs?

**Answer:** One response is appropriate, if desired.

**Question 10:** For Section 3.0 do we need to provide a written response to each requirement or can we just state that we comply with each requirement?

**Answer:** Yes, you need to provide a written response explaining how you would meet each requirement.

**Question 11:** Is the intent of this procurement to establish a preferred vendor list? Does MCPS intend to make a single or multiple award(s) per this procurement?

**Answer:** Please see response to question 2.

**Question 12:** Is there any direct connection between this solicitation and RFP (4962.1) issued for “Consulting and Professional Development Support in English Language Arts and Mathematics”?

**Answer:** No, the two RFPs are not directly connected.

**Question 13:** May we have a copy of (or link to) the curriculum to which this procurement aligns?

**Answer:** Curriculum proposals must align to the Maryland State Standards for English Language Arts.

**Question 14:** Does MCPS have a particular population(s) of students for which this solicitation is targeted, e.g., Intervention, ELL, Special Education, Tier 1, etc.?

**Answer:** All students will engage with the selected curriculum.

**Question 15: Please provide the estimated number of buildings, teachers, and students that we should reference for calculating costs.**

**Answer:** 136 elementary schools, 74,000 students, 5000 teachers

**Question 16: Accommodations: if the intended population of students is primary-grade children, please provide detail on the expected accommodations for blind or deaf children.**

**Answer:**

**Vision:** The material must be in electronic format (either PDF or Word) and downloadable so that it can be translated into braille. All pictures must also be provided in a tactile format. It should also be available in large print format for low vision students.

**Deaf/Hard of Hearing:** For any digital material or assessment that require a student to listen and respond, there needs to be an alternative for students who cannot effectively access the audio due to hearing status. Similarly, if there is an oral reading/fluency component, there needs to be an alternative for students whose speech is not intelligible or do not use spoken language (also relevant for speech/language and augmentative communication).

**Question 17: If the purpose of the implementation is to teach reading in English to primary-grade children, please clarify what MCPS expects regarding multiple languages.**

**Answer:** MCPS has several language programs that include instruction, including but not limited to language arts, in languages other than English. Vendors are invited to provide materials to meet the needs of these language programs in addition to the English Language Arts curriculum.

**Question 18: If submitting as a component, do we have to address all criteria?**

**Answer:** Please see answer to question 2.

**Question 19: If submitting a proposal only as a component, is 3.5.1 required?**

**Answer:** 3.5.1 is required for all digital or online components.

**Question 20: Our program serves as a complement to a core curriculum. Are there separate requirements for components of reading and writing" submissions? Would submission for the proposal require for us to fulfill the minimum requirements listed under section 3.1 "requirements" items 1-14 on pages 3 and 4 of the RFP. If so, do the remaining sections under "Requirements" apply?**

**Answer:** There are no separate requirements for reading and writing submissions. All applicable requirements apply.

**Question 21:** Can you please clarify the intent of this RFP. Is it to create a catalog of approved programs or are you seeking a single vendor to provide the services?

**Answer:** See response to question 2.

**Question 22:** Due to the upcoming Thanksgiving holiday, would it be possible to receive an extension so that the proposal would be due the following week?

**Answer:** Please see Erratum 1 to the subject RFP, which can be found on the MCPS Procurement website: [http://procurement.montgomeryschoolsmd.org/home/Bid\\_Record/2933](http://procurement.montgomeryschoolsmd.org/home/Bid_Record/2933)

**Question 23:** We offer online, comprehensive courses, no textbooks. Will a proposal for fully online courses with no textbooks satisfy the RFP?

**Answer:** No, both print and digital resources are required.

**Question 24:** Are you still planning to conduct the Pre-Proposal Conference on November 11, 2022? We're asking because it's a Federal Holiday (Veterans Day).

**Answer:** Please see Erratum 1 to the subject RFP, which can be found on the MCPS Procurement website: [http://procurement.montgomeryschoolsmd.org/home/Bid\\_Record/2933](http://procurement.montgomeryschoolsmd.org/home/Bid_Record/2933)

**Question 25:** Can you provide more details around the timeline for a decision?

**Answer:** Our target decision date is March 28, 2023

**Question 26:** The RFP notes training for teachers in spring of '23 to enable complete, PreK-5 implementation for fall '23; Can you elaborate on the timing of this initiative spring '23?

**Answer:** Training will begin following Board of Education approval March 28, 2023. The majority of teacher training will begin following the end of the school year in June.

**Question 27:** How many PreK students and teachers do you have?

**Answer:** 4800 students, 480 teachers

**Question 28:** Can you provide a breakdown of your ELL students by grade level and by native language?

**Answer:**

K: 3,226

1: 3,380

2: 3,455

3: 3,374

4: 3,034

5: 2,076

Top 5 languages: Spanish, Amharic, French, Chinese, Portuguese

**Question 29: Can you provide the number of Spanish speakers for one-way immersion program?**

**Answer:** There are 750 students in our One-Way Immersion Spanish programs, K-5.

**Question 30: Are you looking for one curriculum to encompass both French and Spanish for one-way immersion?**

**Answer:** No, what matters most is for an authentic method using authentic resources/texts.

**Question 31: For Spanish one-way immersion, is there an expectation/requirement that the English and Spanish programs match 1:1 for students and teachers (as it relates to the program's design, materials, digital experience, etc.).**

**Answer:** No there isn't. Standards need to be the same, however the methods and the resources used will very likely be different. We are not looking for a translated version of the English program. We are looking for authentic language acquisition method supported by authentic materials/texts.

**Question 32: Can you provide the estimated number of teachers per grade level?**

**Answer:** 480 PreK, 1,365 Kindergarten, 1,445 Grade 1, 1,441 Grade 2, 1,352 Grade 3, 1,428 Grade 4, 1372 Grade 5

**Question 33: Do our references need to be users of the specific ELA curriculum that we are submitting?**

**Answer:** Yes.

**Question 34: The RFP states there will be no presentation or demonstrations of the materials, only displayed for the evaluation team's review. Can you confirm that this means it is a closed review?**

**Answer:** Upon the evaluation team's request, selected vendors will have an opportunity to present their product. The vendor will be contacted by MCPS following the initial review of the submission.

**Question 35: Please see the discrepancy noted below and provide clarification:**

**Section 3.0, page 3 of RFP states the following:**

**"Each proposal is not required to contain only one unique product, which is defined as a distinct program or curricula of instructional materials, assessments, and teacher resources in a grade band or grade bands. Single responses that contain multiple products, programs, or options therein are**

accepted. Respondents who publish multiple products or programs should submit separate proposals for each product or program. Single distinct products that cross-over multiple grade bands can be submitted in a single proposal, but must be aligned with the grade bands above and be clearly labeled and organized as such.”

However, Section 8.1, page 14 states this:

“Complete responses must include:

One unique product, which is defined as a distinct program or curricula of instructional materials, assessments, and teacher resources in a grade band or grade bands. Single responses that contain multiple products, programs, or options therein will not be accepted. Respondents who publish multiple products or programs should submit separate proposals for each product or program. Single distinct products that cross-over multiple grade bands can be submitted in a single proposal, but must be aligned with the grade bands above described in Section 3.0.”

**Answer:** Respondents who publish multiple products or programs should submit separate proposals for each product or program.

**Question 36:** Section 3.1 a.) requests Lexile Framework measures for Reading/English with Lexile measures. Will other leveling systems be accepted?

**Answer:** No

**Question 37:** Can you clarify the requirement 3.1 n.) on page 5 and 3.5.1 9.) regarding assessments. Are you seeking digital assessments that students can take independently without teacher administration?

**Answer:** Digital assessments that can be computer scored.

**Question 38:** For requirement 3.4.5 h.) Anticipated misconceptions in learning in units of study – are you referring to misconceptions of content or misconceptions of skills?

**Answer:** Building knowledge

**Question 39:** Do you require a demo account to evaluate online courses accessible through licenses?

**Answer:** Yes.

**Question 40:** How many students do you estimate (by grade) will use online courses accessible through licenses?

**Answer:**

PreK 4,875, Kindergarten 10,669, Grade 1 11,429, Grade 2 11,254, Grade 3 11,587, Grade 4 11,780, Grade 5 11,710

**Question 41: How many teachers do you estimate will require training to use online courses accessible through licenses?**

**Answer:** See question 32

**Question 42: How many staff members do you estimate will require training to support use of online courses accessible through licenses?**

**Answer:** See question 32

**Question 43: Will MCPS honor the 3rd year of current PK curriculum?**

**Answer:** Yes

**Question 44: Will K-5 be purchased/implementation for all schools in SY23 or staggered implementation?**

**Answer:** All K-5 schools during the 2023-2024 school year.

**Follow-up Information (Per the Pre-Proposal Conference held on November 16, 2022):**

- Requests for materials will be made by December 23, 2022.
- All materials will need to be delivered by January 6, 2023. The location is still TBD.
- Below are links to additional data and curriculum resources:
  - [Benchmark Curriculum Resources](#)
  - [EOL Data Presentation to Board on Sept 22, 2022](#)

Caleb L. Young, Buyer II  
Division of Procurement

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Please indicate your receipt of this notice by signing below and returning with your proposal or under a separate cover.

Accepted By: \_\_\_\_\_  
(Name & Title)

Name of Company: \_\_\_\_\_