



Commonwealth of Pennsylvania

Date: **October 1, 2008**
Subject: **Pennsylvania Department of Education – Graduation Competency Assessments**
Solicitation Number: **6100006516 - PDE-08-02-GCA**
Opening Date/Time: **Thursday, October 16, 2008, 11:00 A.M.**
Addendum Number: **#4**

To All Suppliers:

The Commonwealth of Pennsylvania defines a solicitation “Addendum” as an addition to or amendment of the original terms, conditions, specifications, or instructions of a procurement solicitation (e.g., Invitation for Bids or Request for Proposals).

List any and all changes:

1. Cost Submittal Worksheet:

Potential Offerors are to utilize the attached Cost Submittal Worksheet (Rev. 10-01-08) with the Cost Submittal Response both electronically and via paper.

2. Pre-Proposal Documents:

- a.) Offeror Questions & Official Commonwealth Responses
- b.) Sign-In Sheet & Business Cards
- c.) Power-Point Presentation

For electronic solicitation responses via the SRM portal:

- Attach this Addendum to your solicitation response. Failure to do so may result in disqualification.
- To attach the Addendum, download the Addendum and save to your computer. Move to ‘My Notes’, use the “Browse” button to find the document you just saved and press “Add” to upload the document.
- Review the Attributes section of your solicitation response to ensure you have responded, as required, to any questions relevant to solicitation addenda issued subsequent to the initial advertisement of the solicitation opportunity.

For solicitations where a “hard copy” (vs. electronic) response is requested:

- Attach this Addendum to your solicitation response. Failure to do so may result in disqualification.
- If you have already submitted a response to the original solicitation, you may either submit a new response, or return this Addendum with a statement that your original response remains firm, by the due date to the following



Commonwealth of Pennsylvania

address:

Syline M. Shingara
Department of General Services
Forum Place, 6th Floor, Bid Room
555 Walnut Street
Harrisburg, PA 17101-1914

Except as clarified and amended by this Addendum, the terms, conditions, specifications, and instructions of the solicitation and any previous solicitation addenda, remain as originally written.

Very truly yours,

Name: *Syline M. Shingara*
Title: Commodity Specialist
Phone: (717) 346-3833
Email: sshingara@state.pa.us

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| Number: | RFP Reference: | Subject: | Offeror Questions: | Commonwealth Response: |
|---------|--------------------------------|---------------------|--|---|
| | | | | |
| 1 | Part I.10.011.b Page 4 | Terms & Conditions | We would like to request an extension to the due date of this proposal. Would the state consider a new due date of October 30 th , 2008? | No, extension will not be considered. |
| 2 | Part I.II.012.1B Page 4 | CD-ROM Format | Page 4, section 1.11: "Per the requirement of submitting a CD-ROM in Microsoft Office-compatible format." Will .pdf files be considered acceptable? | Yes, but not for the Cost Submittal. |
| 3 | Part V.42.036.1 Page 35, 36 | Missing Information | Pages 35-36 of Standard Contract Terms and Conditions, section V.42 Contact-036.1 Background Checks (Feb 2008). There seem to be missing subpoints a, and b; begins with c followed by d. Can you please confirm this is correct? | Yes, our Document Builder document did not print the required contractual language, that is why this specific information was added to the Statement of Work (SOW), Page 32. |
| 4 | Part IV-IV.C.4 Page 5 | Field Testing | Page 5 of Work Statement, number 4, "The Offeror must provide a plan for initial field testing." Will there be only one field test per subject for the life of the contract or will field testing occur annually for each subject (as it is readied for operational use and then in subsequent years)? | After initial field testing there will be annual embedded field testing in the May cycle. Field testing in summer and fall will also be permitted should Offerors determine it to be beneficial to the program. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|---|-----------------------------|--------------------|--|---|
| 5 | Part IV.VII.J.11 Page 19 | TAC Meetings | Ref. RFP Page 19, Section J11, Technical Advisory Committee Meetings. "...The Offeror will compensate TAC members for the one extended day for each meeting at an honorarium rate of \$1500 per day." How many members serve on the statewide TAC? | The Statewide TAC has six (6) members. |
| 6 | Part IV-IV.C.4 Page 5 | Graduating Seniors | Ref. RFP Page 6, Section C14, GCA Scoring Plan. "...the Offeror will ensure the reporting of results for graduating seniors no less than ten calendar days prior to graduation." Please provide a reference where we can find the graduation day or days for the state or districts. | PDE will supply graduation dates in the spring for the following school year. |

OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS

| | | | | |
|-----------|---------------------------------|-------------|---|---|
| <p>7A</p> | <p>Cost Submittal Worksheet</p> | <p>Cost</p> | <p>a.) Ref: Costing Spreadsheets. These questions seek clarification on proper completion of the costing spreadsheets. b.) Sections A1 to A11. Costs are requested based on fiscal years. Item development is, to some extent, a function of the types of items developed. Should vendors assume one of the optional item mixtures for the assessments (50/50, 65/35, or 80/20) for cost evaluation purposes, or will PDE provide the evaluation basis? c.) Section A12. Should vendors assume one of the optional item mixtures for initial field testing scoring costing purposes? d.) Section A13. Different types of items have different layout needs and thus different document sizes for both test books and/or answer documents. Should vendors assume one of the optional item mixtures for costing purposes? e.) Sections B1, B1a, B1b. Test Construction, Printing, Packaging, Shipping and Storage. Should vendors assume one of the optional item mixtures to determine document size and weight?</p> | <p>Response to a: None required. Response to b: Repeat A1 to A11 three times. Response to c: Repeat A12 three times. Response to d & e: For comparison purposes, use 65/35. However, PDE will decide prior to negotiations with the selected supplier and may seek alternative costs.</p> |
|-----------|---------------------------------|-------------|---|---|

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|------------------------------|--------------------------------------|--|---|
| 7B | Cost Submittal Worksheet | Cost | f.) Sections B1, B1a, B1b. The spreadsheet provides counts for both the three subjects to be administered in May of 2010 (Algebra 1, Algebra 2 and Geometry) and for the four subjects first administered in December of 2010 (Biology, English Composition, U.S. History and World History), to be costed in Fiscal Year 09, which ends in June of 2010. Should the latter counts be moved to the following fiscal year? Similarly, should the counts for the three subjects first administered in December 2011 be moved to first appear in FY 2011? | Response to f: For bidding purposes, put the costs as originally specified. PDE notes the timeframe may be subject to adjustment during negotiation with the selected Offeror. |
| 8 | Part I.11.012.1.B. Page 4 | Offeror Submittal Response Documents | Per Addendum #2 and providing the cost proposal in paper format as well as electronic via the State website, how many hard copies of the cost proposal does the DOE require? | "DGS requires only one (1) paper copy of the Offeror's Cost Submittal response, which is to be submitted along with ten (10) paper copies of the Offeror's Technical response. The original Cost Submittal response is to be submitted via the PA Supplier Portal." |
| 9 | General | Password Protected Documents | Can the DOE please provide a password to unprotect the price workbook. We would like to review the formulas. | No. |
| 10 | Part V.022.1 Page 29 | Force Majeure | To clarify Force Majeure, paragraph 29 of the Standard Terms and Conditions, may the Contractor presume that it will not be held liable if its performance or deliverables are delayed as the result of actions which are the negligence or fault of another party outside of its control? | Yes, provided the criteria contained in the provision and the notification requirements are met. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|------------------------------|-------------------------|--|---|
| 11 | Page 4 | Statement of Work (SOW) | With regard to key personnel we presume the state understands and agrees that key personnel are not prevented from accepting promotions or other positions in furtherance of their career development-Is this correct? | Yes. |
| 12 | Page 7 | Statement of Work (SOW) | Does the Commonwealth intend for the security auditor referenced on in the requirements RFP Work Statement section IV(C)(20)(B) to conduct an audit of all stages of assessment development, administration, scanning, scoring, and reporting, or does the Commonwealth intend for such audit to be limited to the IT elements of the system? What is the precise scope of the security audit? | All stages of assessment development, administration, scanning, scoring, and reporting will be audited. |
| 13 | Part IV-IV.C.20.b Page 7 | Audit | What Standards does the Commonwealth intend for the security auditor referenced on in the requirements of the RFP Work Statement section IV(C)(20)(B) to utilize for the security audit? | Industry standards such as those developed by NCME, AERA, and APA |
| 14 | Part IV-1.E.d.e.f. Page 3 | Model Curriculum | It seems like some of the requirements under Model Curriculum relate to the assessments but not necessarily the curriculum (e.g., <i>d, e, f</i>). Is this the case? If so, which of these areas apply to the curriculum? | <i>d, e, and f</i> do apply to the model curriculum. |
| 15 | Part IV-1.E.1 Page 2 | Model Curriculum | What form is this feedback on curricular materials from Pennsylvania's teachers, administrators and higher education faculty expected to take? What specifically is meant by "regular and systematic"? | Bidder should propose a format for soliciting input from a broad sample of representative stakeholders (such as a survey, focus group etc). |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|---|--------------------------|---|---|
| 16 | Part IV-VI, VII, VIII, IX Page 9,10,11,24,26,28 | Resources & Materials | Is there a set list of expected curricular resources and materials that must be followed or are these resources our discretion? | <p>Yes, the bidder must utilize the PA standards and PA curriculum frameworks to develop the resources and materials. These frameworks are currently posted on www.pde.state.pa.us/sas.</p> <p>These frameworks currently specify the following components:</p> <ul style="list-style-type: none"> • big ideas- cross grade level concepts • concepts -grade specific statements of what students should know • competencies- grade specific statements of what students should do <p>By December, 2008, PDE will have frameworks totally complete with essential questions, vocabulary, and exemplars.</p> |
|----|---|--------------------------|---|---|

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|---|--------------------------|---|---|
| 17 | Part IV-4.C.4 Page 5 Part IV-VII-C.4 Page 13 | GCA Requirements | C.4 on page 5. The Offeror must provide a plan for initial field testing. Especially C. Assessment Construction, #4, page 13. At least three parallel forms will be available each school year, with one form used for each administration window, except that the form used in May 2010 will be repeated once in May 2011. How will the Department assist with the FT sampling plan if the test is voluntary? What n count should bidders use for the standalone FTing? Can there be more than one standalone FT per course? Will the Dept expect embedded FTing only during the May administration each year? How many breach forms should the bidders cost for the life of the contract? | Offerors should plan for initial field testing and specify minimum n-counts in their technical response. PDE will work with the selected Offeror in recruiting participants. Two (2) breach forms per year will be required and they may be recycled. Refer to Question #4, also. |
| 18 | Part V,12,009.1d Page 23 | Copyright Permissions | Based on the RFP, Appendix A, and Standard Contract Terms & Conditions (v.12 Ownership rights), please confirm that PDE accepts the use of commissioned passages and stimuli such as reading passages. This is in order to avoid copyright permissions for long-term use and release, as well as provide for flexibility in changes desired by PDE or committees. | Commissioned works and materials that are in the public domain e.g. 18th and 19th century foundational works of American literature; foundational U.S. documents for their historical and literary significance are preferred. The use of copyrighted works should not be totally excluded from consideration. And, when included, they would be excluded from the ownership requirement. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--|----------------------------------|--|--|
| 19 | Part IV-1,D.a Page 2 | Diagnostic Assessment Tool | RFP, page 2 - Diagnostic Assessments, references grades 6-12 and discusses pre-requisite skills while specifying content traditionally taught at the High School level. Please confirm that the focus is preparedness for the GCA content standards and not evaluating performance against grade 6-8 standards. | The items should measure Reading, Math, Science and Social Studies content along a learning progression starting with content at approximately the 6th grade level progressing toward the modules assessed on the GCAs. PDE seeks coherence and alignment of the major components of this RFP. |
| 20 | Part IV-VII, B.1 Page 11 | Item Development | RFP, page 11, Part IV-VII, B.1, discussion of English Composition test design appears to only allow for points to be generated from 80% open-ended and 20% selected- response. Is this the only option or was the intent to allow for the one or more of other three options (50/50%, 35/65%, 20/80%) cited for other content areas? | For English Composition, 80/20 is the only option. |
| 21 | Appendix A Terms & Conditions Pages 3,4 | TAC Members | Appendix A, section D - Item Development, pages 3-4, discussion of committees. Please confirm that only Bias/Sensitivity/Fairness (pre-field-test) and Technical Advisory Committee members receive honorariums. | Confirmed. |
| 22 | Appendix A.G Page 5 | Ancillary Materials | Appendix A, section G - Ancillary materials, page 5, discussion of item and scoring samples. Please confirm that 1 item per assessment anchor is sufficient. | Confirmed. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--|-------------------------|---|---|
| 23 | Part IV-VII, B.7 Page 13 Part IV-IX.B.3 Page 26 | Incentives | RFP, Part IV-VII – Tasks for GCAs, section B.7 – Item Development, page 13, incentives for committee member participation. Please provide examples of prior successful approaches towards incentives. | PDE has not offered incentives in the past. We are looking for suggestions that would result in a higher participant rate on our committees. |
| 24 | Part IV-VII.C.4 Page 13 | Assessment Construction | RFP, Part IV-VII – Tasks for GCAs, section C.4 – Assessment Construction, May 2010 form repeated in May 2011. Please clarify if this is a reprint of an intact form and therefore there are no new field test slots for 2011. | C.4 should read...," At least three (3) parallel forms will be available each school year, with one (1) form used for each administration window, except that the form used in May 2010 will be repeated once in during 2010-2011." This form will probably be used in the Summer of 2011, thus Field slots are not required but feel free to propose them if it will be necessary and beneficial to the program. |
| 25 | Cost Submittal Worksheet | Cost | Ref: Appendix A TAB GCA- PAPER ...The instructions state "Shipping and postal costs where costed separately will be invoiced at the actual rate at cost, as a pass through and not included in the evaluation". Further instructions on the same sheet ask vendors to include shipping costs in A.12 & A.13, B.1 and B.2, C.1, C.2C.3, C.4....Please clarify if we need to estimate and include the shipping costs in our price proposal in A.12 & A.13, B.1 and B.2, C.1, C.2C.3, C.4 or should the vendor not include the shipping in the price proposal. | The reference in the spreadsheet instructions that indicates shipping and postal costs will be invoiced separately is removed. Include shipping and postal costs in your spreadsheet cost submission instead. |
| 26 | Cost Submittal Worksheet | Shipping Costs | Please clarify that shipping and postal costs refer to transportation of materials to the State and return shipments to the vendor. | Yes. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--------------------------|------------------------|---|---|
| 27 | Cost Submittal Worksheet | GCA - Paper | Ref: Appendix A TAB GCA- PAPER ...is called Appendix H....Are the cost sheets Appendix A (as mentioned on the Instructions sheet or Appendix H on the GCA-Paper Tab) | Refer to Addendum 4. |
| 28 | Cost Submittal Worksheet | Fall Test Cycle | Ref: Appendix A cost sheets...Can the State please provide an unprotected version of the costs sheets or provide the password to unprotect... since formula columns are wrong on the Tab Summer- Fall Test Cycle Paper. (section Q, R and S) and we are not able to expand the column width for a paper print . | "The Commonwealth will not provide a password to unprotect the Cost spreadsheets. Refer to Addendum 4." |
| 29 | Cost Submittal Worksheet | GCA Paper | Ref: Appendix A TAB GCA- PAPER ...cell L3 is not reading the total of section A. | Changes have been made, please see revised Cost Submittal Worksheet via Addendum 4. |
| 30 | Cost Submittal Worksheet | Z10 | Ref: Appendix A TAB GCA- PAPERCell Z10 has a zero(zero) ...Can the vendor assume this is a typo and ignore the 0. | The zero has been removed. |
| 31 | Cost Submittal Worksheet | Fiscal Year | Ref: Appendix A GCA - PAPER ...FY 14 is 7/1/2010 to 6/30/2015...Can the vendor assume there is a typo and FY 14 is 7/1/2014 to 6/30/2015? | The date has been corrected. |
| 32 | Cost Submittal Worksheet | Scanning Scoring Paper | Ref Appendix A TAB Scanning Scoring Paper A. Item Development (A.1 TO A.12) which item mix (50/50, 65/35, 80/20) what should the Vendors base item development costs on? | Refer to Question 25. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--------------------------|------------------------|---|---|
| 33 | Cost Submittal Worksheet | Cost | Ref: Appendix A cost sheets (B.1, B.1.a, B.1.b,) require we bid at three GCA levels up to 50%, 75% and 100% of enrollment. Can the State provide a minimum expectation of student enrollment for each of the volume levels, up to 50%, 51-75% 76- 100%? Can the vendor renegotiate the price provided if the minimum student volume is not met? | The bid maximum number is being used for comparison purposes. PDE cannot estimate a minimum expectation. However, PDE is open to price negotiations with the selected Offeror subsequent to test administration if actual participation rates significantly deviate from the maximum used in Offeror selection. |
| 34 | Cost Submittal Worksheet | Option Items | Ref: Appendix A cost sheets Section B (B.1, B.1.a, B.1.b), Different types of items have different layout needs and need different document sizes for both test books and/or answer documents. Can the vendors assume one of the optional item mixtures(50/50, 65/35, 80/20) for costing purposes or can the State provide the item mix that our costs should reflect? | Refer to Question 7B. |
| 35 | Cost Submittal Worksheet | Scanning Scoring Paper | Ref: Appendix A cost sheets, section N, O and P...Should the vendor assume 100% of the population for scoring and scanning Multiple choice and Constructed Response Items? If not, then please provide the volume assumptions for each volume split of up to 50%, 51-75% and 76-100% under each scenario 50/50 split, 65/35 split and 80/20 split. We believe the scoring costs will vary for each volume level and for each scoring split. | Bid the maximum number for comparison purposes. PDE remains open to potential negotiations with the selected Offeror, based on actual participant rates. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--------------------------|--------------------------------|---|--|
| 36 | Cost Submittal Worksheet | Summer Fall Test Cycle - Paper | Ref: Appendix A cost sheets, section Q, R and S ...should the vendor assume the retest population is the same for all the three scenarios (B.1.a, B.1.b and B.1 c) and for each item mix (50/50, 65/35, 80/20). Can the State provide a minimum retest volume and can the vendor renegotiate the price if the minimum volume level is not met? | Yes. Assume 25% of the original numbers will apply to the combined summer and fall retest. |
| 37 | General | Budget | Does the State have the budget for the GCA, Model Curriculum and Diagnostic Tool? If yes, please provide a budget by year for each of the three components. | Yes, the state has a multi-year funding plan and there are funds in the enacted 2008-09 budget. |
| 38 | Cost Submittal Worksheet | Cost | For line items in the cost sheet that will not be evaluated, can the vendor leave a blank in the line item? | No. |
| 39 | Cost Submittal Worksheet | Evaluation Summary Tab | The formula on the Evaluation summary tab are reading the total of all the scenarios including those sub-totals not included for evaluation purposes , for example, on the GCA- paper tab the sub-total of B.1.a and B.1.b are not evaluated as per the note on the tab but are added into the formula on the Evaluation summary tab (cell b4). | Only AB33, AB72 and AB83 are included in AC32, which adds to AC112 in the summary. The summary formula is correct. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|-----------------------------|---------------------|---|--|
| 40 | Part IV-IV-C.2 Page 5 | On-Line vs Paper | <p>Can the Commonwealth provide any estimates of the breakdown between online and paper/pencil administrations? RFP Ref IV.C.2 Requirements for the GCA The Offeror may be required to provide assessment materials to meet the needs of: (a) a maximum of 725 LEAs (b) approximately 820 high school buildings (c) and possibly 1,200 middle grade schools</p> <p>Offeror should prepare its Proposal with three</p> | Paper: Use 76% for bidding purposes. PDE remains open to potential negotiation with the selected Offeror, based on actual participant rates. Online: Assume 20,000 students per test. |
| 41 | Part IV-IV,C.20.a Page 7 | GCA Requirements | <p>Can the Commonwealth clarify that NO data is to be sent to it or any other governmental or non-governmental agency? RFP Ref IV.C.20(a) Requirements for the GCA. The Offeror must assure that no reports, data files, or any transmittal media containing students' names (except for the secured reports sent to the students' school districts) will, at any time, be provided to the Commonwealth or any other governmental or non-governmental agency.</p> | To clarify, the reason for this requirement is to insure that the selected Offeror does not disclose individual student achievement scores to PDE or any other state agency in any way that the scores can be linked to a named student. |
| 42 | Part IV-VII.J.11 Page 19 | TAC Honorarium | <p>How many TAC members does the Commonwealth anticipate? RFP Ref VII.J.11 Tasks for GCAs - Analysis of Assessment Data. Attend all TAC meetings; will compensate TAC members for the one additional day for each meeting at honorarium of \$1500/day. TAC meetings take place 3X year.</p> | Refer to Question #5. |
| 43 | General | Offeror Response | Could bidders just submit proposals for one component? | No. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|-------------------------|-----------------------------------|--|--|
| 44 | General | GCA Requirements | Are the GCAs a requirement of Pennsylvania high school students? If so, what stakes are associated with these assessments? If not, are decisions relative to GCA administration and use to be made at the local level? | Regulations that address graduation requirements including GCAs are in process. However, until those regulations are finalized, whether to administer the GCA's and the import of their results are decisions left to local school districts." |
| 45 | Part IV-IX Page 26 - 28 | Model Curriculum | Please provide further explanation about the modular requirements for the GCAs. Is it the Offeror's responsibility to define the 3 modules for each of the tests? Might it be possible that a particular course and the associated test lend themselves more readily to a different number of modules? If so, would there be different expectations for the number of modules? | The number of modules may vary by content area. It will be determined based on the model curriculum. |
| 46 | Unit IV-XI.f Page 31 | Graduation Competency Assessments | Whose responsibility will it be to track student performance on the individual test modules across all of the tests and to subsequently determine re-testing requirements? | Refer to Question 101 |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|---|------------------|---|---|
| 47 | Part IV-IVC Page 5 Part IV-V.3.b Page 9 | Testing Sites | Please clarify the number of testing sites. Page 5 indicates a total of 1665 testing sites. Page 9 indicates 2791 testing sites | The numbers on page 5 apply to the GCAs and on page 9 to the Diagnostic Assessment Tool. There are 725 Local Education Agencies (which are school districts, Comprehensive Technical Centers/AVTSs, or charter schools) in Pennsylvania. For the GCAs there are 820 sites that serve students in grades 9-12. In addition, there are 1,200 sites that serve students in grades 7-8. In some of these sites students take Algebra 1 and will be eligible to participate in the GCA program. The Diagnostic Assessment Tool should be available to all sites serving students in grades 6-12. |
| 48 | Part IV-IV,C.14.a Page 6 Part IV-VII.m. Page 21 | Graduation Dates | How should the vendor define "10 calendar days prior to graduation"? Are graduation dates posted/communicated across the state? If not, how should the Offeror best address a circumstance in which the state's high schools have different graduation dates? | Pennsylvania's school districts do not all graduate on the same date, although most graduation dates fall within an approximate 2 week period at the beginning of June. The school districts provide their calendars to PDE and PDE will notify the selected vendor in spring of the graduation date of each school district for the following year. Ten calendar days means just that and each Offeror should propose a plan that will accommodate variable graduation dates. |
| 49 | Part IV-VII.G, I, Page 16, 18 Part IV-VIII.B, G Part 22, 23 Part IV- XI,D Page 31 | PDE Approval | Please confirm that PDE will not be required to review and approve results prior to score release. | PDE will approve all files prior to release. The timeline for review will be determined during contract negotiation. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--|----------------------------------|---|---|
| 50 | Part IV-IV-D.7 Page 8 Appendix D | PA Secure ID | How will the vendor receive accurate PAsecureID for GCA students? | Refer to Question 101 |
| 51 | Part IV-V.A.2 | Diagnostic Assessment Tool | The RFP indicates that the diagnostic assessment tools should provide real time means to determine student strengths.... The requirement of real time suggests that the assessments be instructionally sensitive. To be instructionally sensitive would require knowing when particular content is being taught in a particular course. Is this the case? If so, how is the Offeror to make this determination? Is it the intention of the model curriculum to provide such guidance? | Refer to Question 19 |
| 52 | Part IV-V.A.f. | Diagnostic Assessment Tool | Are all high schools in Pennsylvania capable of administering online tests? This impacts the number of different tests and extent to which school resources would allow for the scheduling of numerous tests. | No, PDE will work with the vendor to determine online usage once the technical characteristics and requirements for the online system are known. Offerors should describe these requirements and identify cost for development of the system. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|------------|-------------------------------|---|--|
| 53 | Part IV-VI | Model Curriculum Requirements | Please define what is meant by model curriculum and identify the component parts. Subsequently, please identify the responsibilities of the Offeror with respect to the component parts. | The Offeror, in collaboration with PA educators, will develop resource and materials that describe K-12 learning progressions aligned with Pennsylvania's curriculum frameworks in Reading/Writing/Speaking/Listening, Math, Social Studies and Science. These resources will include a K-12 scope and sequence, and exemplar units and lesson plans. The intent is that these resources will describe the expectations for student achievement as they relate to Pennsylvania's standards and will ensure all students are prepared to pass the graduation competency assessments when they reach high school or middle school (if applicable). |
| 54 | Part IV-VI | Model Curriculum Requirements | Does the Department envision that the curricular materials and resources actually be developed by Pennsylvania educators or that they be developed by the Offeror and reviewed by Pennsylvania educators? | Refer to Question 53 |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--|-------------------|--|--|
| 55 | Part IV-V-C Page 10 Part VI-VII.I.10 Page 17 Part IV-IXA Page 26 | Teams of Teachers | Please provide additional information regarding working collaboratively with teams of teachers.... Is the offer to include costs for meetings? If so, please provide the following specifications: 1. Number of meetings 2. Number of participants per meeting 3. Number of days per meeting 4. Number of meeting rooms Please explain the Offeror's responsibilities for recruiting. | For bidding purposes, anticipate 2 face to face meetings monthly for 12 months, for each of the four content areas with 15 participants per meeting. Travel, lodging and meals should be budgeted. No stipends required and PDE will provide meeting space. In addition the Offeror should provide virtual meetings and collaboration areas for ongoing curriculum work. Content area teams are already established therefore no recruiting is required. |
| 56 | Part IV-VI.G Page 11 | Audit | Must the independent curricular auditor be named in the proposal, or, is it possible to name the auditor subsequent to the award of contract? | It can be specified after the contract award subject to PDE approval. However the cost must be specified now. |
| 57 | Part IV-IV.H.1 Page 11 | Training | Please provide additional information regarding the requirement for "full training" for the model curriculum. | Summer 2009, the vendor will conduct train the trainer week long intensive professional development for approximately 150 educators from PDE's state system of technical assistance-the intermediate units and the PaTTAN's. Bidder should budget for lodging, food, presenters and resources and materials. PDE will provide meeting space. |
| 58 | Part OV-VII, B.6 | Page 12 | Does "items may be repeated but not in two consecutive years" apply to all items (operational, equating set, and FT)? Does this mean that a FT item tested in year 1 cannot be operational in year 2? Also, does this mean that an operational item in year 2 cannot be an equating item in year 3? | This applies to operational items except those that may be used for equating purposes. Offerors should fully describe their proposed plan. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|---|----------------------------------|---|---|
| 59 | IV-VII.B.7, B.8 Page 12,13 IV-IX.B.3 Page 26 | IV-VII.B.7 IV-IX.B | <p>Please provide meeting specifications for all meetings for the GCA and Model Curriculum components, including item reviews, item w/data review, curricular reviews, and bias review:</p> <ol style="list-style-type: none"> 1. Number of meetings 2. Number of participants per meeting 3. Number of days per meeting 4. Number of meeting rooms. <p>i. For the purposes of pricing, please provide additional guidelines regarding meeting participants incentives per person per day?</p> <p>ii. Is there a stipend for Bias, Fairness, and Sensitivity panelists?</p> | For Model Curriculum, see Question 57. For GCA's, supplier needs to identify the number of meetings and number of educators needed to review the item pool necessary to develop the assessments. Yes, there is a stipend for bias, fairness and sensitivity panelists (\$250.00/day). |
| 60 | Part IV-VII.C.4 Page 13 | Assessment Construction | Does the May 2010 form have to be repeated in May 2011? Or can we use a new form? | Refer to Question 24. |
| 61 | Part IV-VII.D.4 | Visually Impaired Students | Please provide PDE's preference for accommodated forms for visually impaired students. Does PDE want Offerors to bid large-print, Braille, and audio versions? If so, please provide estimated student counts per format. | PDE currently offers large-print and Braille versions for the statewide assessments (PSSA). Approximately 1/10th of 1% use a large print form. Total number of Braille forms would probably be less than 25 books per content area. |
| 62 | Part IV-VII.E.4 | Parent & Family Website | Please provide additional information regarding the GCA Parent and Family Website. Please confirm that Offerors should include costs for the development of this website. What will the website include? | Yes, Offerors should include costs for this development. The website should provide information about the GCAs including structure, format, content, sample items, scoring guidelines, PLDs (when available), relevant state policies and regulations, etc. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|-----------------------------|--------------------------------------|--|---|
| 63 | Part IV-VII.F.2 Page 15 | Demographics | Will all demographics required to meet the needs of PDE be provided by PIMS? | Yes |
| 64 | Part IV-VII.F.3 Page 15 | Pre-Code | If PIMS is providing the precode information for the GCA, will they provide the student's eligibility by subject? | No, refer to Question 101. |
| 65 | Part IV-VII.J.7 Page 15 | Ad hoc Analyses | Please quantify the additional ad hoc analyses needed to support validity and reliability studies. | Plan for two studies after the first operational administration of the GCAs. PDE seeks Offerors suggestions for examining various evidence of validity and reliability. |
| 66 | Part IV-VII-2.b. Page 12 | GCA's | How the Offeror will provide results from all other assessment administrations." Is this only from the GCA? Or are other assessments included? If others are included, how many, when are results available, how many vendors are involved? | Just GCA's. |
| 67 | Part IV-VII.I.10 Page 18 | Scanning / Imaging and Scoring | Is the required 10% audit the only instance in which a student response is to be double-scored? If the intention of the second read is to be an "audit," is there need for an adjudication procedure to be applied in those instances in which there is disagreement between the auditor's score and the original score? Also, given the potential nature of these tests, might there be a requirement to do more in the way of a second read for the constructed responses? | For bidding purposes plan two reads for the composition test with adjudication for non adjacent scores; and all others c/rs will be read once with a 10% audit. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|----------------------------------|-------------------------|---|---|
| 68 | Part IV-VII.B & C Page 12, 13 | Items/Forms | Section B Item Development 6 items may be repeated but not in two consecutive years. Section C. Assessment Construction4. the form used in May 2010 will be repeated in May 2011. Is the contradiction intentional? | Refer to Question 24. |
| 69 | Part IV-VII.J.9 Page 15 | Module Retake | Please provide additional information regarding the notion of students retaking a subject area by module: 1. How many modules will there be per GCA subject? 2. How many opportunities will a student have to retake a module? | The number of modules may vary by content area. It will be determined based on the model curriculum. Unlimited retakes are permitted. |
| 70 | Part IV-VII.J.11 | TAC Meetings | Should Offerors include one day of TAC meeting logistic expenses, (e.g., meeting room, meals). | Yes, including one night of lodging. |
| 71 | Part IV-VIII, B.2 | Assessment Construction | How often will districts be administering the diagnostic assessments (e.g., twice a year, four times a year)? Also, will all districts be administering the same number of assessments over the year at the same time, or, will the number and timing decisions be left to the discretion of the local districts? | Diagnostics assessments should be developed as modules. Assume a maximum of 3 administrations per year, each with unique items. |
| 72 | Part IV-VIII, F.2 | Demographics | Same questions for demographics as above in section IV.VII. | Refer to Question 101. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|---|---------------------------------|---|---|
| 73 | Part IV-VIII, J | Diagnostic Assessment Reporting | What is the window for the reporting of the Diagnostic Assessment results? | Results should be immediate. Summary data should be available three times per year (class, school, district, state) in pdf format. Cost Submittal spreadsheets must be in Excel format. |
| 74 | Part IV-VIII,J.b | Longitudinal Profile | Will there be restrictions for access of a student's longitudinal data? Will ownership of the student data be with the testing (educating unit) or the district/school of residence? | Yes, access will be restricted to the school/district of residence which will own the data. |
| 75 | Part IV-VIII,J.c | Class Report | Will student registrations need to include class level information for reporting? How will class be defined? Is this updated each year? | Offerors should propose a plan in which teachers can "claim" students for this purpose. |
| 76 | Part IV-V-C Page 10 Part VI-VIII.10 Page 17 Part IV-IXA Page 26 | Teams of Teachers | The RFP suggests that it will be a significant effort to produce all of the materials and resources for the model curriculum. Because it needs to be operational by September 2009, there will be need to field test the materials during the 2008-09 school year. Given these 2 circumstances, how much time should the Offeror reasonably expect teachers to be released from their classes to participate in the various meetings needed to craft the materials and resources? | Refer to Question 55. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--|-------------------|---|--|
| 77 | Part IV-IX,A & B.5 | Lesson Plans | The RFP indicates that the Offeror will compile new and existing resources to bring to the Pennsylvania educator committees. Is it expected that the committees will work with resources provided to them as opposed to developing original materials and resources? For example, will the vendor be expected to provide existing lesson plans on long division, which will be reworked by the committee per the requirements of the RFP, as opposed to the committee actually creating original lesson plans on long division? | Utilizing a backward design model, the vendor will manage and work collaboratively with educator committees to develop all curricular resources and materials. The expectation is that the Offeror will describe how this work will be organized as described in Part IV-IX-page 26 titled Tasks of the Model Curriculum |
| 78 | Part IV-V-C Page 10 Part VI-VII.I.10 Page 17 Part IV-IXA & B Page 26 | Teams of Teachers | What are the Department's expectations with respect to the number of committee members that would be involved in each of the content areas? What would the desired percentage breakdown be for each of the groups (i.e., teachers, administrators, higher education faculty) that are to be represented on the committees? | Refer to Question 55. |
| 79 | Part IV-IXB.3 Page 26 | Meetings | Will the Offeror be responsible for substitute teacher costs on those occasions when committee meetings fall on school days? | No. |
| 80 | Part IV-IX, B.3 & 5 Page 26 | Lesson Plans | The RFP indicates that the Offeror will develop lessons. Is there an expectation that a full complement of lessons to support each of the units within each of the content areas are to be developed, or, is the Offeror responsible for developing some sample lessons for each of the units? | For bidding purposes, the vendor should develop the number of units as specified in the RFP and should develop learning progressions for the entire unit with three exemplary lessons aligned to different points along the progression. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|------------------|--------------------|--|--|
| 81 | Part IV-IX,B.5.8 | Field Test | The RFP indicates the Offeror shall field test the curriculum. Curricula have a particular sequence to them. It is quite likely that the contract will begin a number of months after the beginning of the 2008-09 school year and that the work of creating materials to be field tested will require yet additional time. This would preclude the possibility of field testing pertinent curricula at the appropriate time in the school year for those curricula that are required by September 2009 (unless block scheduling arrangements allow such). Is there an expectation that the Offeror will be required to field test all of the curricular materials and resources, or, only those that match up with and are consistent with where the schools are with respect to their existing curricular programs? If the latter, might the Offeror propose a review (not a field test) by field-based teachers and other pertinent educators of the curricular | Consider the 2008-2009 school year as field test year using the feedback activities/strategies described in Question 15. |
| 82 | Part IV-XI,C.1.c | Drift | Does this "drift" refer to internal consistency with a year? Or does it refer to consistency of different groups of scorers across years? | Both. |
| 83 | Part IV-X1,B.1 | Committee Meetings | Page 30 indicates two annual face-to-face meetings. Page 4 indicates quarterly planning meetings. Please clarify | For bidding purposes assume two (2) face-to-face meetings per year. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--------------------------|--|--|---|
| 84 | Appendix A Appendix B | DOK | <p>1. Appendix A: Pennsylvania's Graduation Competency Assessments D. Item Development 4. All items are to be written to issue Webb's Depth of Knowledge levels 2 and 3</p> <p>2. Appendix B: Pennsylvania's Diagnostic Assessment Tool D. Item Development</p> <p>3. All items are to be written according to Webb's Depth of Knowledge 1, 2, and 3</p> <p>Is the difference between DOK intentional?</p> | Yes, a wider range of DOK is intended for the diagnostic assessments. |
| 85 | Appendix A | B.2 Assessment Content (standards and competencies) | Please confirm that it is not the responsibility of the Offeror to develop the curriculum frameworks. If confirmed, are there any responsibilities for the Offeror with respect to the curriculum frameworks themselves (e.g., review, augment)? | The Concepts, competencies, and big ideas will be developed by PDE. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|------------|---|---|--|
| 86 | Appendix A | B.2 Assessment Content (standards and competencies) | Please confirm that all required curriculum frameworks will be ready and available at the onset of this program. | These frameworks currently specify big ideas which are cross grade level concepts, competencies which are grade specific statements of what students should know and competencies grade specific statements of what students should do. By December, 2008, PDE will have frameworks totally complete with essential questions, vocabulary, and exemplars. These curriculum frameworks will drive all units and lesson plans. |
| 87 | Appendix A | B.2 Assessment Content (standards and competencies) | Please confirm that it is the responsibility of the Offeror to develop the anchors for the specific assessments as well as the associated curriculum materials and resources (e.g., unit lessons, identification of resources) and that these are to be developed through work with committees of Pennsylvania educators. | The Offeror will work collaboratively with PDE, educator committees to develop anchors utilizing the competencies specified in the curriculum frameworks. |
| 88 | Appendix A | General | Will there be Spanish versions of the GCA? If so, for what subjects? | For bidding purposes, assume no Spanish forms. PDE reserves the right to negotiate this point with the selected Offeror, based on future needs. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--------------------------|------------------------------------|---|---|
| 89 | Appendix A | General | What are the anticipated counts for students taking the GCA online vs. paper and pencil? | Paper: Use 76% for bidding purposes. PDE remains open to potential negotiation with the selected Offeror, based on actual participant rates. Online: Assume 20,000 students per test. |
| 90 | Appendix A | General | Are the Fall and Summer administrations only for retests? Or can new students take all three modules during the Fall and Summer administrations? | All are possible. |
| 91 | Appendix A.C.3 Page 2 | Timeline for GCA Development | Is the Department suggesting that the 25% of the students who will be tested in the in the Fall and Summer represents an aggregate percentage across the 2 testing episodes, or, suggesting 25% for each of the administrations? | Aggregate across the two (2) testing episodes. |
| 92 | Appendix B | Assessment Specifications | Whose responsibility is it to construct the diagnostic assessments, the Offeror, the client, or both? If it is the Offeror, will the state provide a curriculum map or an equivalent type of schema so the Offeror will know when specific content is being taught during the school year? Also, how should content variations from district to district best be handled with respect to sequencing diagnostic assessments? | The Offeror is responsible. It will be based on the progression of content identified in the model curriculum. Refer to Question 19. |

OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS

| | | | | |
|----|------------|---------------|---|---------------------------------------|
| 93 | Appendix B | Content Level | At what content level should a module be structured? (e.g., anchor level within a grade level, descriptor within anchor level within a grade level) | Anchor within Grade 6-8/Content 9-12. |
|----|------------|---------------|---|---------------------------------------|

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|----|--------------------------|---------------------|---|---|
| 94 | Appendix A | Prerequisite Skills | To be diagnostic for prerequisite skills should the tool be designed as a computer adaptive test and “drill down” to evaluate at what skill level the student is functioning with respect to a specific anchor/descriptor? (e.g., a 10 th grade student functioning at a mathematically primitive level may need to be exposed to items reaching back to the 7 th grade level before successful performance is obtained). | A CAT model is acceptable to PDE but not required. |
| 95 | Appendix A Appendix D | A-3, D-1 | Does PDE conceive of the multiple assessments of the diagnostic tool to be flexible as to the modules needed for a given student during a year and when a module is administered? (i.e., a module administered when appropriate for a given student rather than at a fixed time for all students) | Yes. |
| 96 | Appendix A.D.1 | Item Development | For multiple administrations of a given module to a student would it be expected that each administration would consist of different items than a prior administration? (e.g., perhaps 3 months earlier) | Yes. |
| 97 | Appendix A | Item Development | Approximately how many diagnostic assessments are to be administered each year? Will this be the same number for all impacted courses? | For bidding purposes, plan on three modules with three administrations per module per year. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|-----|--------------|------------------|--|--|
| 98 | Appendix A.D | Item Development | Will it be the case that at the point at which a diagnostic assessment administration is to take place, that all of the diagnostic tests will be administered? Who controls which assessment is to be administered and when? | Decided by schools and districts. |
| 99 | General | Addendum #2 | When does PDE anticipate awarding this contract? Amendment 2 indicates that the bids will be opened on November 13, 2008. | January 2009. Refer to Addendum #2. |
| 100 | General | Budget | What is the projected budget for this project? | The Commonwealth has a multi-year funding plan and there are funds enacted in the 2008-09 budget. |
| 101 | Part I-1 | PA Secure ID | Who and how will students eligible for the GCA be identified? How will the modules for each subject be identified for the student has not passed? | Eligible students will be identified by districts. PDE seeks vendors to propose a web-based solution for tracking (using the PA Secure ID) and reporting student status with respect to GCA's including modules. In the future PDE will explore a PIMS solution. |

**OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS**

| | | | | |
|-----|---|-----------------------------------|---|---|
| 102 | Cost Submittal Worksheet | Cost | Virtually all GCA tabs are impacted by the different pricing requested in the RFP (i.e., ratio of OE to MC, student counts, reporting dates.) The current cost sheets do not support some of the actual scenarios that could be priced. For example, which schedule should Offerors use when populating the scanning and scoring cells? Which ratio should be used? | Paper: Use 76% for bidding purposes. PDE remains open to potential negotiation with the selected Offeror, based on actual participant rates. Online: Assume 20,000 students per test. |
| 103 | Part I-I | Graduation Competency Assessments | Can the State clarify the number of students expected to take the GCAs? This is for costing purposes (If less than 50%). | No. |
| 104 | Part IV-4.C.4 Page 5 Part IV-VII-C.4 Page 13 | GCA Requirements | What are the RFP requirements around breach forms? | Two (2) breach forms are required. Refer to Question #17. |
| 105 | Addendum 3 | Mandatory Pre-Proposal Conference | Is attendance at this bidder's conference still a mandatory requirement? | Yes. |

OFFICIAL RESPONSES
TO
OFFEROR QUESTIONS

| | | | | |
|-----|----------------------------------|--------------------------|---|---|
| 106 | Part V-II-002.1d Page 11 & 12 | Experience | The slide on experience requires a "minimum of five (5) years in" three (3) areas. Is five (5) year minimum required in each area? | Five (5) years in each area or five (5) years experience met through use of a subcontractor in each area a subcontractor is used. |
| 107 | Part V-II-3-003.1.a Page 12 | Disadvantage Business | Ms. Nuppnau mentioned 20% of the evaluation points for Disadvantaged Businesses. We missed the evaluation points in the RFP. Would you please point out where they are? | Potential points for each evaluation category are not given in the RFP. However, each category, as the RFP state, is listed in order of importance. |



**PENNSYLVANIA DEPARTMENT OF EDUCATION
GRADUATION COMPETENCY ASSESSMENTS
SIGN-IN SHEET**

| | NAME | COMPANY | COMPANY ADDRESS | E-MAIL ADDRESS | TELEPHONE NUMBER | BUSINESS CARD YES OR NO |
|----|-------------------|---------------|--|--------------------------------------|------------------|-------------------------|
| 1 | JIM H. WHITE | ACT, INC. | PO Box 160, Iowa City, Iowa ⁵²²⁴³ | JIM.WHITE@ACT.ORG | 319-321-9747 | YES. |
| 2 | Barry Levine | AIR | 1000 Thomas Jefferson St NW | blevine@air.org wash DC 20007 | 202-463-5011 | Yes |
| 3 | Laurie Lombard | PEARSON | 2501 W. Dodge St. Iowa City, IA | Laurie.Lombard@Pearson.com | 585-862-6560 | Yes |
| 4 | Cathy Anderson | PDE | | | | |
| 5 | MARUCA BREWERT | CBT | 1156 S ATTHERTON STATE COLLEGE PA 16801 | CBT12_COLLINS @CBT.com | 814 238-6481 | NO |
| 6 | ANGELA Kirby-Wehr | PDE | 333 Market St Harrisburg Pa | AKirby-wehr@ state.pa.us | 717- 772-0030 | NO |
| 7 | Rich Maraschnick | PDE | " " | rmaraschn@state.pa.us | 717- 763-2688 | NO |
| 8 | Shawanda Sand | DRC | 13490 Bass Lake Rd Maple Grove MN 55347 | ssand@ datavecognitioncorp.com | 763-268- 2114 | |
| 9 | Patsy McDermott | DRC | 13490 Bass Lake Rd Maple Grove MN 55347 | pmcdmott@ datavecognitioncorp.com | 763-268- 2149 | |
| 10 | Brian Petrakis | College Board | 122 S. Swan St. Albany, NY 12204 | bpetrakis@collegeboard.org | 518-472-1515 | |
| 11 | Brian Foster | College Board | " " | bfofster@collegeboard.org | 518-472-1515 | |
| 12 | Karen Shma | LECS | L+ I Bldg | | 783-9095 | - |
| 13 | Sh. [unclear] | PDE | | | | |
| 14 | DAN RICORD | PEARSON | 800 E 96th St. 3RD FL LANSING, MI, 48240 | DANIEL.RICORD@ PEARSON.COM | 970-426- 2398 | - |



Shaundra Sand
Senior Director, State Assessment Programs
Education Division

800-826-2368
Direct: 763-268-2114
Cell: 612-501-5105
Fax: 763-268-3007
ssand@datarecognitioncorp.com

13490 Bass Lake Road
Maple Grove, MN 55311



Jim H. White
Assistant Vice President
and Regional Manager
East Region

ACT, Inc.
Georgia Office 404/231-1952
New York Office 518/869-7378
Florida Office 850/878-2729
jim.white@act.org

PEARSON

Laurie A Lombard
Vice President
State Assessments
Educational Measurement

1720 Kirk Road South
Rochester, NY 14612
Telephone 585 723 4668
Cell 585 802 6560

laurie.lombard@pearson.com
www.PearsonSchool.com

TEACH & LEARN ASSESS & INFORM DEVELOP & LEAD

AMERICAN INSTITUTES FOR RESEARCH



BARRY LEVINE
Managing Research Scientist

1000 THOMAS JEFFERSON STREET, NW
WASHINGTON, DC 20007-3835
TEL 202 342 5011 | FAX 202 342 5030
WEBSITE WWW.AIR.ORG
EMAIL BLEVINE@AIR.ORG



Jim H. White
Assistant Vice President
and Regional Manager
East Region

ACT, Inc.
Georgia Office 404/231-1952
New York Office 518/869-7378
Florida Office 850/878-2729
jim.white@act.org



dgs | bureau of procurement

PDE-08-02-GCA

GRADUATION COMPETENCY ASSESSMENTS



Department of General Services

smart buying ●●●

Agenda:

- Introduction
- B.M.W.B.O. Representative
- New RFP Procurement Process
- New Initiative
- Non-Official Responses to Offeror Questions
- Discussion

Department Representatives:

1. Department of General Services (DGS)

- Janice Braxton, Associate Commodity Manager
- Syline Shingara, Commodity Specialist

2. Pennsylvania Department of Education (PDE)

- Richard Maraschiello, Ph.D., Special Assistant to the Secretary
- Shula Nedley, Ph.D., Director
Bureau of Assessment and Accountability

1. Bureau Of Minority & Women Business Opportunities (B.M.W.B.O.)

- Ms. Gayle Nuppnau, Procurement Liaison



Bureau of Minority and Women Business Opportunities

B.M.W.B.O.

611 North Office Building

Harrisburg, PA 17125

Contact: Gayle Nuppnau, Procurement Liaison

Telephone: (717) 346-8105

E-Mail: gnuppnau@state.pa.us

Web address:

http://www.portal.state.pa.us/portal/server.pt?open=512&objID=1358&mode=2&in_hi_userid=2&cached=true

NEW PROCUREMENT PROCESS



1. eMarketplace Website

<http://www.emarketplace.state.pa.us/>

View capabilities

2. PA Supplier Portal

<https://www.pasupplierportal.state.pa.us/irj/portal/anonymous/>

SRM Vendor Number

User Name & Password

Create Electronic Bid



Supplier Registration:

Central Vendor Master Unit (C.V.M.U.)

S.R.M. Vendor Number: Contract Award – Electronic Bidding

Telephone Number: (717) 214-2868

Toll Free Number: (866) 775-2868

Fax Number: (717) 214-0140

W-9 Form: Supplier Portal



eALERTS - Registration

Electronic Notification of Current Procurement Solicitations

(User ID and Password)

Web address:

<http://www.dgsweb.state.pa.us/EAlerts/Default.aspx>

1. Request for Proposals (RFP)
2. Invitation for Bid (IFB)
3. Request for Information (RFI)
4. Invitation to Qualify (ITQ)



RFP Cost Submittal – Electronic

PA Supplier Portal

<https://www.pasupplierportal.state.pa.us/irj/portal/anonymous/>

SAP Vendor Number

User Name & Password

Electronic
Cost
Submittal
Response

Solicitation
Number:
6100006516
"dummy line item"

Attribute
Questions
(28)

Cost
Submittal
Worksheets

RFP Submittals - Paper

3 Separate/Sealed /Submittals:



Changes

- Technical Submittal (10 Copies)
- Disadvantage Business Submittal (2 Copies)
- Cost Submittal – Spreadsheet (Via Paper & Electronic Submission)

Technical Submittal

1. Signed Cover Sheet
2. Domestic Workforce Utilization Form
3. Financials

Disadvantage Business Submittal

Cost Submittal
Cost Worksheets
Attribute Questions

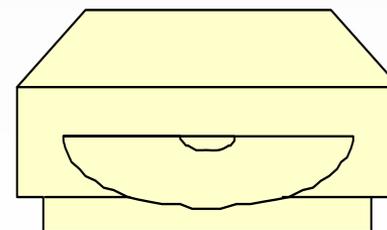


Other Offeror Submittal Response

One (1) Complete & exact copy

(Microsoft Office or Excel Format)

1. Technical Submittal Response
2. Disadvantage Business Submittal
3. Cost Submittal



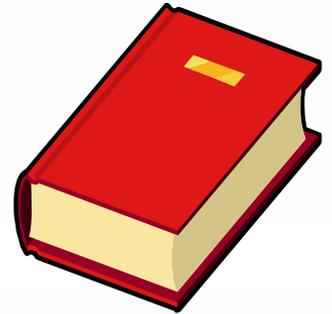
CD-ROM



Flash drive

New Initiative

- Bring uniform graduation requirements to all public school students
- Revisions to the State Board of Education's, Chapter 4 Requirements
- Consist of three (3) components:
 - Development of Graduation Competency Assessments
 - Creation of the Diagnostic Assessment Tool
 - Establishment of a Model Curriculum





Goal:

**Track students
through the first
graduating class**

Class of 2014

4 Categories

Math
Science
History
English





Type of Contract:

Time & Materials Based Contract

Contract Term:

➤ Notice to Proceed thru June 30, 2015 with no renewal

Six (6) Year Contract



Experience:

1. **Contractor:** Minimum of five (5) years experience in the development of graduation competency assessments, the development of diagnostic tools, development of model curriculum materials and resources.

2. **Personnel:**
 - **Program Manager**
 - **Content Area Leaders**
 - **Content Specialists**
 - **Editors**
 - **Information Technology Manager**
 - **Key skilled team members**



Proposal Evaluation:

- Technical Response
 1. Work Plan
 2. Offeror Qualifications
 3. Personnel Qualifications
 4. Financial Capability

- Cost Response via Cost Worksheets

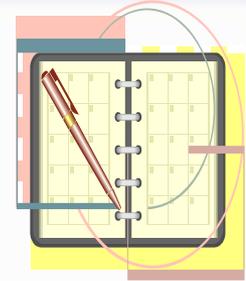
- Disadvantage Business Response



Proposal Process:

1. **TECHNICAL REVIEW (October - November)**
2. **CLARIFICATIONS (November)**
3. **NEGOTIATIONS (November - December)**
4. **AGENCY APPROVALS (December)**
5. **CONTRACT AWARD (January 2009)**

Important Dates:



Sept. 30, 2008

Questions and official response to Supplier questions will be posted to the eMarketplace website

On-Going ...

Monitor eMarketplace Website for updates

October 16, 2008

Deadline to submit Proposals

11:00 A.M.

Both Electronically & via Paper to:

Send to:

**Syline M. Shingara
Department of General Services
Forum Place, 6th Floor, Bid Room
555 Walnut Street
Harrisburg, PA 17101-1914**



Please submit any additional Supplier questions, in writing, at this time.....

20 Minute Recess.....





QUESTIONS ?