

REQUEST FOR PROPOSALS

ADDENDUM # 1

ISSUED: 09/10/13

**RFP NUMBER: CSP905514
INDEX NUMBER: EDU041**

The State of Ohio, through the Department of Administrative Services, Office of Procurement Services, for the Ohio Department of Education is requesting proposals for: Dyslexia Pilot Project Evaluation

Attached are page(s) 3, 6 and 13 to this Request for Proposal (RFP). Remove the corresponding page(s) from the existing RFP and replace with the attached.

Reason for Addendum. This addendum is issued to add a project budget and to increase the number of schools participating in the evaluation from five to six schools.

PROPOSAL DUE DATE:	September 23, 2013
OPENING LOCATION:	Department of Administrative Services General Services Bid Desk 4200 Surface Road Columbus, Ohio 43228-1395

1.0 EXECUTIVE SUMMARY

1.1 INTRODUCTION

This is a Request for Competitive Sealed Proposals (RFP) under Section 125.071 of the Ohio Revised Code (ORC) and Section 123:5-1-08 of the Ohio Administrative Code (OAC). The Department of Administrative Services (DAS), Office of Procurement Services, on behalf of the Ohio Department of Education (the Agency), is soliciting competitive sealed proposals (Proposals) for Dyslexia Pilot Project Evaluation. If a suitable offer is made in response to this RFP, the state of Ohio (State), through DAS, may enter into a contract (the Contract) to have the selected Offeror (the Contractor) perform all or part of the Project (the Work). This RFP provides details on what is required to submit a Proposal for the Work, how the State will evaluate the Proposals, and what will be required of the Contractor in performing the Work.

This RFP also gives the estimated dates on page one, for the various events in the submission process. While these dates are subject to change, prospective Offerors must be prepared to meet them as they currently stand.

1.2 CONTRACT PERIOD

Once awarded, the term of the Contract will be from the award date through October 31, 2015. The State may solely renew all or part of this Contract at the discretion of DAS for a period of one month and subject to the satisfactory performance of the Contractor and the needs of the Agency. Any other renewals will be by mutual agreement between the Contractor and DAS for any number of times and for any period of time. The cumulative time of all mutual renewals may not exceed one (1) year and are subject to and contingent upon the discretionary decision of the Ohio General Assembly to appropriate funds for this Contract in each new biennium.

1.3 BACKGROUND

House Bill 96 signed by Governor Kasich in December 2012 requires the Superintendent of Public Instruction to establish a pilot project involving school districts to provide early screening and intervention services for children with risk factors for dyslexia. The pilot project must operate for three full school years, beginning with the 2012-2013 school year. The specified goal of the pilot project is to evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading failure including those students exhibiting risk factors associated with dyslexia and to evaluate whether those programs can reduce future special education costs.

*The State Superintendent selected eight school districts to participate in the pilot project for 2012-13 on a voluntary basis. For the 2013-14 school year there will be six (6) school districts participating. At least one of the districts is located in an urban setting, one in a suburban setting, and one in a rural setting. To be considered for the pilot project, school district's proposal met the following:

- (1) Identify a method of screening children for low phonemic awareness and other risk factors for dyslexia,
- (2) Provide for the enrollment of children identified as having risk factors in a reading program staffed by teachers trained in evidence-based reading instruction and multisensory structured language instruction, and
- (3) Include a methodology for evaluating the reading program's effects on the children's identified risk factors.

The selected school districts may establish a partnership with a regional library or library system for purposes of the pilot project.

Each school district participating in the pilot project must screen children who are six years old or younger to identify children at risk for reading failure, including those students exhibiting risk factors associated with dyslexia, and provide those students with reading intervention services. After providing the early intervention services, the district must administer assessments, approved by the State Superintendent, to determine whether the intervention services have improved students' reading skills.

When the district identifies a child as being at risk for reading failure, including a child exhibiting risk factors associated with dyslexia, the school district must notify the child's parent(s) of that fact and that the child is eligible for reading intervention services through the pilot project. The district must require the parent(s) to indicate in writing that the parent(s) voluntarily and knowingly consent to the child's participation in the pilot project. Moreover, the district must provide the parent(s) information about dyslexia. Finally, each participating district is required to report annually to the State Superintendent about the operation and results of the pilot project to facilitate the Superintendent's evaluation of it.

The bill requires the State Superintendent to evaluate the pilot project and report its results to the General Assembly by December 31, 2014. The report also must contain legislative recommendations whether to continue, expand, or make changes to the pilot project.

For purposes of the H.B. 96 Dyslexia Pilot Project, dyslexia is defined as "a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language."

*Indicates change in the number of schools for evaluation.

1. The Contractor shall appoint a specific individual to be the Project Evaluator and serve as the primary liaison with the ODE designated contact. This person shall be identified by the Contractor to coordinate the study and meet at least monthly to review progress, expenditures and deliverables with the identified project contact from ODE. Observe and document the pilot project's implementation and the fidelity of early screening and reading assistance programs for children at risk for reading failure, including those students exhibiting risk factors associated with dyslexia. All data collected and used as part of this project is considered to be owned by the Ohio Department of Education, and thus, the Project Evaluator will abide by state and federal policies and procedures regarding student privacy, data collection, and data reporting.
 - a. Responsibilities of the Project Evaluator during Screening Process:
 - i. Monitor the completion of the screening process three times per school year per designated grade levels at each of the eight selected school districts;
 - ii. Collect documentation of instruments used;
 - iii. Review the screening results and discuss with district personnel decisions made for the selection of students for intervention;
 - iv. Provide a written report summarizing the process for each district; monitor screening results of the mid-year and spring screening for the selection of students for intervention; note how screening data was used to determine students who may need Tier 2 interventions; and how these data were used to determine the student's specific reading deficits in order to match the intervention with the student's specific needs
 - b. Responsibilities of the Project Evaluator during Intervention Process:
 - i. Obtain copies/templates of all notifications sent to parents regarding: 1) District participation in the DPP; 2) Screening results and the selection of their child to participate in the DPP and Tier 2 intervention(s); 3) Progress Monitoring reports, including the frequency; 4) how parent(s) are informed of satisfactory progress and their child's return to Tier 1; or 5) Need for further evaluation or Tier 3 intervention.
 - ii. Obtain documentation and details of teacher training. Interview teachers who have been trained: to implement the core evidence based reading instruction; to implement evidence-based reading instruction, multisensory structured language instruction and training for any specific reading intervention programs being implemented at each Tier; to document evidence of how all staff were informed and trained about the goals and aims of this project; to include the training provided for intervention specialists to implement evidence based reading instruction, including multisensory structured language instruction that addresses the specific needs of students identified with reading disabilities
2. *The Contractor shall appoint a specific individual to be the Project Coordinator to serve as the primary liaison coordinating the communication and the reporting of data between the six (6) selected school districts and the Project Evaluator and provide monthly updates related to progress on pilot goals by the school districts and the Project Manager. The Project Coordinator shall consult with the ODE designated contact to review progress as necessary and to assure mutual understanding of the Work to be performed and the satisfactory completion thereof.
2. The Contractor shall furnish its own support staff as necessary for the satisfactory performance of the Work described above. Unless otherwise specified in the contract, ODE will not provide any staff, services, or material to the Contractor for the purpose of assisting the Contractor in the performance of the Contract.
3. Address and evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading failure including those students exhibiting risk factors associated with dyslexia and to evaluate whether those programs can reduce future special education costs providing data to support the findings.
4. Evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading failure including those students exhibiting risk factors associated with dyslexia and to evaluate whether those programs can reduce future special education costs through interaction with volunteer districts.
5. Provide guidance and recommendations to ODE regarding effectiveness of early screening and reading intervention programs.

*Indicates change in the number of schools for evaluation.

Dyslexia Pilot Project Evaluation
 CSP905514
 UNSPSC CATEGORY CODE: 60100000, 86000000, 93100000
 *BUDGET: \$125,000

OFFEROR: _____

Description	Cost
*Address how early screening can impact the identification of children at risk for reading failure including those students exhibiting risk factors associated with dyslexia. 1. Monitor the completion of the screening process three times per school year per designated grade levels at each of the six (6) selected school districts and 2. Collect documentation of instruments used.	\$
Address the effects early intervention and the progress made by students identified through screening. 1. Review screening results of the mid-year and spring screening for the selection of students for intervention; note how screening data was used to determine students who may need Tier 2 interventions; and how these data were used to determine the student's specific reading deficits in order to match the intervention with the student's specific needs. 2. Complete and submit a written report for years 2 & 3 that summarizes the screening and intervention process for each pilot district;	\$
Evaluate the effectiveness of screening tools and interventions selected by the school district. Provide data for screening and early intervention results and recommendations for the most reliable instrument(s). 1. Obtain copies/templates of all notifications sent to parents regarding: 1) District participation in the DPP; 2) Screening results and the selection of their child to participate in the DPP and Tier 2 intervention(s); 3) Progress Monitoring reports, including the frequency; 4) how parent(s) are informed of satisfactory progress and their child's return to Tier 1; or 5) Need for further evaluation or Tier 3 intervention. 2. Review the screening results and discuss with district personnel decisions made for the selection of students for intervention.	\$
Preparation and presentation of a formal face-to-face written final report in electronic and reproducible format. (Provided by July 1, 2014 for the second year and July 1, 2015 for the third year of the contract. 1. Provide data to demonstrate which cohort(s) made significant gains in student progress for identified students over three years. 2. Provide guidance to ODE about how early identification of students at risk for reading failure including those students exhibiting risk factors associated with dyslexia can be incorporated into a three tier instructional model.	\$
Total fixed cost	\$

All costs must be in U.S. Dollars.

All Offerors who seek to be considered for a contract award must submit the above information in the format specified. The Original Cost Summary must be included in a separate, sealed envelope/package labeled on the exterior as "Cost Proposal" with the RFP Number and due date.

*Indicates change in the number of schools for evaluation and add a budget amount.