



Request for Information

NDE REQUEST FOR INFORMATION NDERFI2104_1

Request for Information NDERFI2104_1
Professional Learning to Support Acceleration of Equitable Student Learning

Table of Contents

Statement of Need:	2
Organizational Context:	2
Information Requested:	3
Experience and Credibility:	6
Financial Considerations:	6
Financial Quotation (optional):	6
Special Considerations:	6
RFI Timeline:	7
Submission Method:	7
Disclaimer:	7

Request for Information NDERFI2104_1

Professional Learning to Support Acceleration of Equitable Student Learning

Statement of Need:

The COVID-19 pandemic has created many challenges for Nebraska school districts/school systems. Even so, the opportunity exists to refocus and accelerate student learning, particularly for historically underserved student groups. More than ever, coherent learning experiences in which content builds logically and consistently are necessary, and learning experiences that build on students' assets—their identity, cultural and language background, interests, and aspirations—will make the learning relevant and engaging. These efforts require an intentional strategy.

The Nebraska Department of Education (NDE) is issuing this Request for Information (RFI) to identify potential partners to provide statewide support aligned to [Nebraska's Framework for School Renewal and Acceleration](#) in the 2021-22, 2022-23, and 2023-2024 school years. The framework includes four core actions:

1. Anchor core instruction to high-quality instructional materials and content and move forward with appropriate supports and interventions.
2. Leverage and collect specific data to determine the level of support needed by all students, and in particular students who have been historically marginalized.
3. Assess and attend to whole child needs (e.g. mental health, nutritional needs, etc.) while integrating and aligning to academic acceleration.
4. Utilize community engagement and partnerships as strategies for maximizing every available resource.

This is an RFI only and does not constitute a commitment, implied or otherwise, that the NDE will take procurement action on this request. This RFI is being used to gather information for the NDE to make decisions and does not reimburse the cost incurred in furnishing this information. The NDE will use the results of this RFI to determine interest that may lead to the selection of specific vendors or the issuance of a Request for Proposals (RFP) in order to provide the services described in this request. Respondents are encouraged to provide information for any or all of the requested components listed in the Information Requested section below.

Organizational Context:

The mission of the Nebraska Department of Education (NDE) is to support the preparation of all Nebraskans for learning, earning, and living. As part of this mission, the NDE has been providing support to schools through a multi-tiered system approach. Nebraska's students are racially, ethnically, and linguistically diverse as evidenced by the figures below:

Public School:

- 1106 schools
- 244 districts

Request for Information NDERFI2104_1 Professional Learning to Support Acceleration of Equitable Student Learning

- 17 Educational Service Units (intermediary agencies)
- 23,856 teachers

Grade Band	Number of Students (2020-21)
<i>Grades K-5</i>	160,769
<i>Grades 6-8</i>	71,220
<i>Grades 9-12</i>	97,301
Total Students:	329,290

Demographic Characteristic	Percent of Students
Economically Disadvantaged	46
Students of Color	33
Students with Disabilities	15
English Learners	7

Non-Public Schools

- 214 schools
- 2738 teachers

Grade Band	Number of Students (2020-21)
<i>Grades K-5</i>	15,987
<i>Grades 6-8</i>	7,473
<i>Grades 9-12</i>	8,856
Total Students:	32,316

Demographic Characteristic	Percent of Students
Economic Disadvantaged	16
Students of Color	20
Students with Disabilities	n/a
English Learners	n/a

Information Requested:

The NDE welcomes responses from a range of entities, including, but not limited to not-for-profits, start-up organizations, and institutions of higher education. In **no more than five (5) pages**, respondents must submit responses describing how they will meet one or all of the specific requirements of this RFI and the deliverables included within. Respondents must structure their response according to the numbers outlined below to facilitate the State's review of the responses and include background details including:

- Legal form of the respondent's business organization
- Organization name
- Organization address
- Organization contact person, contact email, and phone number

Nebraska's Framework for School Renewal and Acceleration outlines six key components and four core actions to which the following key questions are aligned. Once again, **respondents must submit responses to the RFI describing how they will meet any or all of the specific questions of this RFI and the deliverables included within.**

Request for Information NDERFI2104_1

Professional Learning to Support Acceleration of Equitable Student Learning

1. What are the instructional materials and/or content available through your organization? Include the following information:
 - a. Name of Instructional Materials, Copyright Year
 - b. Publisher
 - c. Content Area (e.g. literacy, mathematics, CTE, SEL, etc.)
 - d. Grade Levels or Grade Bands (e.g. PK-2, 3-5, 6-8, 9-12)
 - e. Evidence of Quality (e.g., If the instructional materials have been reviewed by EdReports, provide a direct link to the EdReports review, etc.)
 - f. Features to support remote learning
 - g. Features to support summer learning and learning acceleration as a result of the COVID-19 pandemic
 - h. Are the materials configured to work with Canvas?
 - i. Approximate Cost per Student OR Approximate Cost per School Building
2. How would your organization design a one, two, or three year professional learning sequence to support Nebraska's Framework for Renewal and Acceleration? Specifically,
 - a. What would the arc of learning look like, including:
 - i. How would your organization determine the needs of Nebraska school districts/school systems relative to framework and core actions?
 - ii. How would your organization assist schools in leveraging [Nebraska's Essential Content for 2020-2021](#) to examine the scope and sequence of learning and to adjust learning while meeting students with on-grade level materials?
 - iii. How would your organization organize professional learning that first targets literacy and mathematics but also includes science and social studies?
 - iv. How would your professional learning leverage available data to create plans for acceleration and renewal and build participant data literacy?
 - v. How will the professional learning provide participants with knowledge and skills for supporting Students with Disabilities (SWDs) and English Learners (ELs)?
 - vi. How will Social and Emotional Learning (SEL) be integrated throughout professional learning?

Request for Information NDERFI2104_1

Professional Learning to Support Acceleration of Equitable Student Learning

- b. How would your organization ensure the professional learning sequence reflects a tiered system of support across various timeframes? Specifically, what supports would be available to all districts/systems, available to targeted districts/systems, and available as site-based coaching and support? Consider the following table as a graphical representation.

	Supports/Resources Available to All Schools	Targeted and Focused Supports/Resources (Which set of schools?)	Individualized Site-Based Coaching and Support (on-site, job-embedded support)
Short-term (Available in the next six months)			
Mid-Term (6-12 months)			
Long-Term (12-24 months)			

- c. What would the format of the professional learning include (e.g. in-person, remote, asynchronous, synchronous, etc.)?
- d. What is the target audience of the professional learning (e.g., teachers, teacher leaders, ESU staff developers, school leaders, Vocational Rehabilitation counselors, etc.).
- e. How would your organization leverage networks of schools, communities of practice, or professional learning communities in this work? How would your organization use implementation science or cycles of learning and improvement to create collaboration and communities of practice?
3. What are the high-quality instructional materials (HQIMs) for which your organization can provide curriculum-specific professional learning? (Note: In this instance, “quality” is assessed using EdReports, in which case the instructional materials must meet expectations for EdReports’ first gateway, and partially meet or meet expectations for its second gateway at the majority of grade levels for which the instructional materials exist.)
4. How would your organization ensure the professional learning sequence embeds practices of culturally relevant teaching and learning, including how the experiences help educators center students’ culture, identities, and contexts and support the disruption of

Request for Information NDERFI2104_1

Professional Learning to Support Acceleration of Equitable Student Learning

power dynamics that privilege dominant groups?

5. How would your organization design and implement learning opportunities for facilities and schools serving systems-involved youth? (e.g. [Youth Rehabilitation & Treatment Centers](#), [Rule 18 Interim Programs](#), etc.)
6. How would your organization develop professional learning opportunities for schools requiring additional support to improve? Examples include schools designated for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and priority schools.

Experience and Credibility (required):

Please provide relevant examples, in which you generated additional value for your customers in any way. Upon request, the expectation is to provide up to three customer references.

Financial Considerations (required):

No formal price quote is requested as part of this RFI. However, we are requesting information that will allow the NDE to understand the pricing approach of your organization.

Financial Quotation (optional):

If submitting a concept and/or proposal where the desired outcome is consideration for contracting, please provide detailed budget details in the form of a quote.

Special Considerations (optional):

Please provide insights to potential dependencies, risks, security measures and anything else to be considered.

Request for Information NDERFI2104_1 Professional Learning to Support Acceleration of Equitable Student Learning

RFI Timeline:

Activity	Date
Release of RFI	April 28, 2021
Due date for submissions	May 24, 2021 (by 3 pm CDT)
Notification of clarifying questions, contract negotiations, and/or validation of responses.	On or after June 1, 2021

Submission Method:

Providers will submit their response to the NDE in a single PDF document to the nde.procurement@nebraska.gov email address with "RFI Submission NDERFI2104_1" in the Subject line.

Responses received after the due date/time will not be accepted unless requested by the NDE.

All questions related to this RFI should be directed to nde.procurement@nebraska.gov with "RFI Inquiry NDERFI2104_1" in the subject line.

Disclaimer:

The NDE will not publicly disclose proprietary information obtained as a result of this RFI. To the full extent that it is protected by law and regulations, information identified by a respondent as Proprietary or Confidential will be kept confidential. Otherwise, information submitted is considered a public record.