



RFP for Consulting Services for Developing an Alliance College-Ready Graduate Profile

RFP Questions & Answers

Last updated 6/11/2018

- 1. Are the Deliverables listed on page 3 expected at the end of one year, or can this be a multi-year scope?**

This can be a multi-year project, but we do hope to complete bullets 1-6 fully within year 1, and at least the majority of bullet 7. We expect bullets 8-9 to be completed in subsequent years.

- 2. To what degree are schools already engaged in PBL, work-based learning experiences, and performance assessment?**

This varies across schools. Most Alliance schools do not engage heavily in PBL or work-based learning.

- 3. The RFP reads, "...At the end of this engagement, the Alliance College-Ready Graduate Profile should be embedded deeply in the organization..." What does this mean more specifically? Does that mean it is being implemented at every school?**

Yes, at the end of this multi-year initiative we would like the Alliance College-Ready Graduate Profile to be embedded in teaching and learning at all of our 28 schools, including use of related assessments and strategies for helping students reach proficiency in the profile competencies.

- 4. In the "Suite of assessment tools" - can that include Defense? As of right now, the defense is not explicitly named in this RFP. Is that a possible option?**

Yes, the proposal recommendation could include [Defense](#), but keep in mind that Alliance schools currently do not use this type of approach.

- 5. Who will be doing the work on the Alliance Side? Design teams from an initial cohort of pilot schools?**

Yes, we plan to develop a Steering Committee comprised of home office and school leaders to guide the work, as well as representatives from across Alliance schools to participate in the design process. We know that in order to be successful, we will need to conduct extensive stakeholder engagement for each step of the process (including Alliance leadership, Home Office staff, school leaders, school staff, teachers, students, and parents).

- 6. How much access will we have to these design teams? How often will we be able to meet with them, and in what duration (full day vs 1/2 day, etc.)**



We will ensure the consulting team has access to design teams as needed. We hope that the proposal will include estimated amount of time and related activities as part of Attachment 4 Scope of Work.

7. Has Alliance fully adopted curriculum that is aligned to The Common Core and does it participate in the Smarter Balanced Assessment. If not what are the limits?

Yes, Alliance schools have fully adopted Common Core aligned curriculum and participate in the SBAC.

8. How does Alliance currently define the requirements necessary to receive a high school diploma?

Alliance high school graduation requirements are in alignment with the University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admission requirements (see table below). Our high school program and course schedule is designed to enable all students to meet graduation requirements, “A-G” minimum undergraduate admission requirements, and the CDE’s College/Career Indicator within four years.

UC and CSU A-G Requirements	
(a) History-Social Science	1 year of U.S. History 1 year of World History
(b) English Language Arts	4 years of college preparatory English
(c) Mathematics	3 years of college preparatory Mathematics (Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-Calculus, Calculus or Statistics).
(d) Laboratory Science	2 years of Laboratory Science in two of the three of the following: biology, physics or chemistry
(e) Language other than English	2 years of the same language other than English
(f) Visual and Performing Arts	1 year chosen from dance, music, theater or the visual arts
(g) College Preparatory Elective	1 year of additional academic electives (e.g., third year of science or foreign language, fourth year of math, social science, advanced visual or performing arts)

Alliance Graduation Requirements:



- Total Unit/Credit requirements for graduation: 230.
 - o In total, a student will take 160 A-G approved credits.
 - o Course requirements for graduation: Pass ALL required courses with a grade of C or higher (basic proficiency).
- Passage of the UC and CSU A-G requirements as noted above.
- In addition to the required A-G history/social science course sequence, all students must complete 1 semester course in American Government & Civics, and 1 semester course in Economics. Alliance high schools have determined that these courses must also be A-G approved.
- Starting with the class of 2012, UC's undergraduate admissions requirements mandate students complete 11 out of 15 A-G courses by the end of the 11th grade.

9. Is the Alliance Board and Leadership open to going beyond this definition if stakeholders articulate this as necessary to fulfill a "graduate profile".

Yes.

10. Can you provide an academic calendar of the school year for 2018-2019?

[Link to Calendar](#)

11. Can you provide an administrative organizational chart so that we can see where the various layers of academic support and accountability sit in the system?

Alliance does not have a publicly available org chart, but we do anticipate that the following Home Office teams, which report directly to the CEO, will be involved with this project: College Success Team, Academic Team, Schools Team (including Instructional Superintendents, Parent Engagement, and Compliance & Governance), and Advancement Team (including Communications and Advocacy).

12. Can you further define the limits of the contract deliverable #9 "rollout of profile and related assessment tools across alliance schools"? There are various approaches that may increase the likely success of adoption across the school system and can range from many months to many years. If you could provide some guidance as to the limits of this particular deliverable that would be helpful.

As described in the answer to question 1, we expect this to be a multi-year project, but we do hope to complete within the first year the deliverables described in bullets 1-6, and at least the majority of bullet 7 (see RFP Section 3. Scope of Work). Bullets 8 and 9 (identification of student experiences, rollout of profile and related assessment tools) would likely occur in subsequent years. We hope that the consulting teams submitting proposals will advise us regarding this expectation and its reasonableness, and if desired, provide alternative approaches/ideas with rationale.

13. What is the ideal timeline for the project?



We would like to start the project in July 2018, with the goal of completing most of the design work by January 2019. This would allow the team to shift into planning for implementation work to take place during the 2019-20 school year.

14. What is the start date upon which the selected consultant organization will be expected to launch the project?

We hope to start the project in July 2018 but can be flexible into August if needed. The first day of instruction for Alliance schools is August 8, so we would like to be ready to hit the ground running with focus groups, etc. Home office staff work all year long, so we could do some planning and preparation in July.

15. Would you be able to provide any details on the rough baseline budget available for this project?

The budget range is approximately 30-75K. Please do remember that the output is a grade by grade profile, measurement/metrics to assess proficiency at each grade level, a suite of assessment tools, and strategies for implementation. We also expect significant stakeholder engagement across Alliance's 28 schools, 900 school staff members, administrators, and parents and students. We envision that stakeholder engagement will include both surveys and focus groups.

16. What is the general desire of your staff to be involved? Roughly how many staff hours would be available from Alliance to allocate toward this work stream?

We plan to have an Alliance project manager available approximately 2 days a week to provide guidance, review materials, and help coordinate with school sites. We also envision a steering committee made up of multiple stakeholders to participate a few hours a month to provide feedback and guidance. Lastly, we would like high levels of stakeholder engagement across the organization, which means many focus groups of parents, teachers, students, and administrators across Alliance's 28 schools. We also can utilize an existing teacher advisory group to help push out surveys and gather feedback.