



PROVIDING EXCEPTIONAL SERVICES
TO CHILDREN, FAMILIES, AND
COMMUNITIES ACROSS NEW MEXICO

2002 SUDDERTH DRIVE, RUIDOSO, NM 88345
(575) 257-2368 - WWW.REC9NM.ORG

Region 9 Education Cooperative
REQUEST FOR PROPOSAL 26016
Measures of Proficiency

Addendum #A
Questions & Answers

1. Scope of Item Review, Copyediting, and Finalization (Section B.3 & B.4)

a. Is the expectation that the vendor is responsible for final copyediting, formatting, and production of publication-ready assessment materials, or that the vendor provides training, protocols, and oversight for teacher groups to complete this work? **A deliverable of the contract will be that the vendor is responsible for finalizing the work of the teacher/educator committee. We envision the work being displayed as an appendix to the NM Instructional Scope so it would need to be entered into the templates that house the NMIS. In addition we may add the final measure of proficiency for each standard to the NMIS document in context with each standard. We have a couple of options to work on this.**

b. If the vendor is responsible for copyediting and final review, can NMPED provide an estimated volume of items/measures (e.g., number of items, tasks, or grade-level sets) expected to be reviewed? This will support accurate cost estimation. **While our assessment guides require all standards to be assessed, since the NMIS is to support teachers in providing high quality instruction, we may choose to focus on standards that nest and or have multiple indicators and appear frequently in our assessment dashboards. We cannot provide an exact number of items to be created at this time as that decision will be made based on the chosen offeror's proposal and discussed during the contract development period. For a range, it could be from all standards at a grade level (3rd-8th, math and language arts) to a smaller list that includes considerations for high impact standards.**

c. To what extent is the vendor expected to directly review and revise teacher-developed items for quality, versus establishing review processes, rubrics, and calibration protocols for educator-led review? **The scope of work would include both establishing the review process, rubrics, and calibration protocols, etc. for educator/teacher**

participants AND review and revision of teacher drafts that are developed by the participants as guided by the vendor and the participants. When the participants are concluded with their work, the final draft of each proficiency measure should be completed so that there are no surprises to the participants when we publish.

2. Quality Assurance Expectations

- a. Does NMPED expect the vendor to:
 - Conduct final quality assurance review of all items, including alignment, rigor, and bias/sensitivity, **Yes, there is an expectation that the vendor would account for all relevant quality assurance characteristics.**
or **and**
 - Develop and implement systems, tools, and training that enable teacher committees to conduct these reviews independently? **The vendor will implement the systems, tools, and training and coach teacher committees to work through the development of the measures of proficiency for each standard. There is expectation of oversight with PED who will be involved in this as well. That being said, our instructional scopes are teacher created, teacher reviewed, and teacher driven. Vendor deliverable includes guiding teachers/educators to write quality measures of proficiency in collaboration with PED oversight of the process throughout the award period.**
- b. Additionally, should the vendor plan for multiple iterative review cycles (e.g., draft → review → revision → final), and if so, is there an expected number of cycles? **Yes, as described above in question 1c.**

3. Platform and Technology Expectations (Section C: Training and Implementation Supports)

- a. For the requirement that the vendor provide an online platform and manage logistics for meetings and professional development:
 - Is this limited to meeting facilitation tools (e.g., Zoom, Teams, scheduling, collaboration tools), **This is in reference to meeting facilitation which could include collaboration tools to manage logistics.**
or
 - Does it also include providing a content authoring and/or item banking platform? **No**



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b. If a platform is required for content development or storage:

- Does NMPED or Region 9 already have a preferred or existing system that will be used? **NM PED expects to store all items (measures of proficiency) displayed within the NMIS. Any extra resources will be added to the NM PED Open Educational Resources site (OER).**
- Or is the vendor expected to propose and provide a platform solution? **No**

4. What is the budget for this RFP?

The budget for this RFP will not be announced at this time.

Stipends for teacher teams will be separate and are not the responsibility of the vendor.

5. Where would the training for these proficiency measures occur? Would it be centered in one place, or would the training be done in regions?

All sessions to complete the work to develop performance measures and to deliver the professional learning that participants will need to do so will occur virtually. We anticipate that there will be both synchronous and asynchronous assignments.

6. Is there an existing assessment design for determining proficiency, or is developing this part of the vendor's scope of work?

Teams will use the NM Instructional Scope and the NMMSSA Performance Level Descriptors for Mathematics and Language Arts. Those documents can be found on the assessment _> NMMSSA Resources

[\(https://web.ped.nm.gov/bureaus/assessment/mssa-resources/\)](https://web.ped.nm.gov/bureaus/assessment/mssa-resources/)

7. Are psychometric services required, such as analysis of student performance relative to proficiency levels or providing validity and reliability evidence? **No**

8. Is there a specific number of item writing workshops and professional development sessions vendors should plan for, or would you prefer unit-based pricing? **We are open to proposals. We do not have a set number outlined as we would like to collaborate with the awarded vendor to determine how the offeror's proposals meet the needs of the Agency.**

9. Will NMPED require support in identifying texts for English language arts? **No. NM PED recommends to districts that they utilize HQIM so there is not one single set of**



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instructional materials used across the state. The proficiency measures should be aligned directly to the standards as opposed to specific content.

10. What are the expected start and end dates for the contract term?

For the FY 25/26 contract, the start date is anticipated soon after the 15 days RFP protest period ends. The end date will be 6/19/2026.

11. Is there a proposed budget for this work? **Refer to #4**

12. Timelines and milestones (RFP page. 10): What is the contract performance date and when is the anticipated deliverable completion? Is it the project plan that must be completed in mid-June?
For the FY 25/26 contract, the start date is anticipated soon after the 15 days RFP protest period ends. The end date will be 6/19/2026. With successful completion of all deliverables written into the FY 25/26 contract, the contract may be extended on an annual basis for up to three (3) years in one-year increments for a total of four (4) years, contingent upon sufficient funding and satisfactory work performance provided by the selected vendor.

13. Teacher writing committees for proficiency measures (RFP page 5): Do we have to budget for and organize educator panel payment? Or, is this something NMPED will handle? Does NMPED manage recruitment and do they draw from an existing pool of educator panels?
Stipends for teacher teams are not the responsibility of the vendor. NM PED is working on recruitment of educators based on the previous contributors to the NMIS and will also share an application for participation to the state. This is expected to go out the Week of March 2nd.

14. Scope of Work (RFP page 4): Are we building off the existing NMIS to add performance measures (learning progressions) to identified anchor standards or replacing? If replacing, have anchor standards been identified? Are the existing ELA and Math NM-PLDs (from 2021) to be used, or are these being revised? **The current NMIS does not have performance measures. Please use this link and the bottom of that page to peruse the math and language arts NMIS:**

<https://web.ped.nm.gov/bureaus/curriculum-instruction/new-mexico-instructional-scope-nmis/>

Regarding “anchor standards” please see this document that is also posted on our NMIS webpage:

https://web.ped.nm.gov/wp-content/uploads/2025/01/NMPED_SupportDoc_InstructionalAcceleration-FINAL.pdf

See question 1 b regarding the number of standards that will be targeted at each grade level.

15. Does NMPED anticipate structuring this contract as a fixed price or cost reimbursement payment structure? **Cost reimbursement**

16. Is there a budget template? **Refer to #4**

17. Approximately how many proficiency measures does NMPED expect to be published for each subject, per year? **Negotiable after the vendor is chosen. We aim to have the grades 3-8 for both subjects completed but we are also flexible and understanding that the window and timeframe is short and may need to continue beyond the contract.**

18. Please clarify expectations about the types of production services needed to deliver publication-ready materials. **We would like the work to be embedded into the current instructional scope so it will need to be transferred onto those templates. The finished addendum, which will include all items will need to be copy ready as a deliverable.**

19. Should the cost proposal be included within the technical narrative, or should it be submitted as a separate document? **The Cost proposal will need to be submitted as one document with the Technical proposal.**

20. Are there any requirements or restrictions regarding the way the offer should prepare the budget? **No**

21. Is there a budget ceiling? **Refer to Question #4**

22. Should the cost proposal show the budget for one contract year only or all option years? **Offerors may submit a budget for all option years to demonstrate a recommended way to proceed with the number of items to be completed in phases but the evaluation will focus on the contract year since that budget is what is currently available.**

23. Must all deliverables listed in the scope of work be submitted by June 2026? **Negotiable dependent on the proposal.**



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24. In case all deliverables listed in the scope of work must be submitted by June 2026, can activities be proposed and budgeted for the rest of the 1-year contract? **The winning proposal will have a negotiation process to determine the FY25/26 deliverables, conducted by the REC before the work is contracted.**
25. Should activities and a related budget be proposed for the 3 option years? **This is at the discretion of prospective vendors as they determine clarity of their proposal. See question 22.**
26. Is the Public Education Department's 8% indirect cost (IDC) cap applicable to this RFP? **No, the 8% IDC does not apply to this RFP. The contract from this RFP, will not include the 8% IDC in the budget.**
27. What are the expectations regarding virtual vs in-person meetings? **See Question 5.**
28. Cost Proposal Section: For planning purposes, can you please provide a recommended budget range or maximum budget for this work? **Refer to Question #4**
29. Scope of Work - Key Deliverables - Training and Implementation Supports Section:
- Is there a preference for in-person or virtual professional learning? Is a hybrid model acceptable? **Unless specifically negotiated at the time of contract development it should be assumed all sessions with committees will be delivered virtually for the current fiscal year.**
 - Is there an estimated number of educators participating in the professional learning offered? **We have not set a number but will do recruiting through our communication and the REC.**
 - How many teachers are expected to participate in the working committees? Is there an ideal number of committees recommended? **We planned for 50 teachers (25 per subject).**
30. General Question: Are you currently working with any outside partner to provide these or similar services? If so, what vendor/organization(s) are you currently working with? **We are not working with any current partner on measures of proficiency.**