

## Request for Quotation Question and Answers: Instructional Frameworks and Activity Designer

1. I assume that the absence of 5<sup>th</sup> grade in the grade bands listed on p. 5 of the RFQ is an error, and that the upper elementary band is actually 3-5, not 3-4?

Yes, the absence of 5<sup>th</sup> grade in the grade bands is an error. The revised grade bands for elementary school are K-2; 3-5; middle school 6-8; high school 9-12.

2. Final form: What are the requirements for the format(s) of final deliverables (especially deliverables that would be used by students)?

*For example, I assume that worksheets would be fully designed into appealing, downloadable pdfs. But what about something like a digital learning module? This would need to be compatible with the server on which it would be hosted, so are you just expecting content, or is the expectation that the final deliverable under the contract would be fully operational on the host server (which I assume is a NJ State server)?*

There are no specific requirements for the format(s) of final deliverables and the format could vary by grade band. Cloud-based learning modules are acceptable and may be preferable. However, the bidder should expect to provide a rationale for the choice of format and expect to produce content that is engaging for each grade band. Please note that not all New Jersey school's have robust technological capacity; the final product(s) should not use proprietary tools. NJSL's IT team will provide any necessary specifications to the selected bidder, and be available throughout the contract to provide expertise and guidance.

3. I'm unclear about the relationship between the seven standards threads on pp. 1-2 and the four elements of information literacy listed on p. 5. Is the RFQ envisioning that single activities for each grade band in each of the four elements would address all facets of the seven standards threads?

In January 2023, New Jersey's Governor signed into law a bill requiring that information literacy standards be developed that align to the seven items listed on page 1-2. The actual standards are currently under development. Because there is not a firm date for release of the standards, we have identified the four elements of information literacy that encompass all content areas as a meaningful activity. New Jersey's approach to the information literacy standards is one that layers information



literacy over content areas. Given the project timing and budget we have determined that it is not feasible to develop modules for each content area in each grade band.

4. When the RFQ says “one activity,” what exactly does that mean? Is it limited to an activity that could be completed in a single class period or day? Could it be a project with multiple steps completed over several class meetings / days? Could it be a method or specific teaching practice that could be embedded into the regular instruction provided by any teacher or librarian?

The project uses the term “activity” to allow the bidder to identify the most appropriate way to deliver the instruction to students in the grade band identified and may vary. The decision that the bidder makes should be grounded in an understanding of the most appropriate delivery mechanisms for students in the identified grade band. It could be a project with multiple steps, a method or teaching practice, or other approach.

5. How are you envisioning that librarians and teachers would be trained to do these activities? I didn’t see design of professional development in the RFQ and am not clear if the budget should anticipate attendance at a training event or leading one or more webinars?

A partner organization is developing professional development tools and resources for educators related to information literacy. The budget should anticipate leading at least four (4) webinars (45-60 minutes in length) that introduce the content to educators and librarians.

6. Assuming that activities would include student engaging with different types of information sources, do you have a position or preference for type of media examples?

For the purposes of this project, Information Literacy is defined as a set of skills that enables a student to recognize when information is needed and to locate, evaluate and effectively use information. These skills equip students with the capacities necessary to process information presented in various formats, such as digital, visual, media, textual, and technological.

[https://www.nj.gov/education/standards/stamp/resources/pb\\_infolit.shtml](https://www.nj.gov/education/standards/stamp/resources/pb_infolit.shtml) Media examples should reflect the various formats information may be presented in.

*If the state wants students to engage with real-world examples, is the state prepared to defend fair use of any such materials for educational and analysis purposes? If not, would the state approve the use of AI-generated examples (which can be customized to meet lesson needs, but by definition, are neither real nor copyrightable – so the state could not claim copyright but would also not have to be concerned about copyright claims from others)?*



We would expect that materials used in the frameworks and activities would be either in the public domain or used in accordance with the Fair Use doctrine. Our expectation is that the use of any materials that may go beyond fair use would receive permission from the publisher or author or publisher.

AI-generated examples are often built from large language models that include copy right protected materials; as such, use of AI as a production tool is discouraged.

7. Is there any way to know the budget that has been set for this project?

We estimate the maximum amount allocated for all Grade Bands will be \$105,000.

8. Can a bid for only one of the grade bands be submitted, for example, for Grades 9-12 only?

A bidder should expect to submit materials for at least two adjacent grade bands. This will ensure alignment and articulation between elementary and secondary instruction, especially considering that grade bands are often grouped together in educational environments.

9. What is your vision of the total hours of instructional time for the four activities in each grade band, or the maximum instructional time activities should require by grade band?

Bidders should be mindful that information literacy instruction is intended to be overlaid on existing content area standards and lessons. Information literacy standards are not intended to be taught in isolation or in discreet courses. All lessons must be able to be integrated into instruction in multiple content areas. To that end, each activity should not exceed 25 minutes (including assessment).

10. Similar to the question above, can you further define what you mean by the term “activity”? We could envision a core activity and wrap-around activities in each topic area, and want to make sure we are interpreting your goals correctly.

The project uses the term “activity” to allow the bidder to identify the most appropriate way to deliver the instruction to students in the grade band identified and may vary. The decision that the bidder makes should be grounded in an understanding of the most appropriate delivery mechanisms for students in the identified grade band. Because all activities submitted must be skill-based, wherein the skills are modeled and followed by an opportunity for student practice. A method or plan for assessment of the particular skill must be provided with each activity.

11. Does the library system have plans to use a standard platform or Learning Management System (LMS) to distribute the content? Alternately, should the activities be authored in formats



generally compatible with standard LMS's in use by public schools (i.e Canvas, Schoology, or Blackboard)?

Activities may be presented digitally but must remain open source, digital and downloadable for end-user access and adaptation for student populations.

12. Please confirm that NJSL will be responsible for managing the ongoing public web presence for the curriculum, with initial recommendations and support from our team.

Yes, NJSL or its partner, LibraryLinkNJ the statewide library cooperative, will be responsible for managing the ongoing public web presence.

13. What is the anticipated timeline to finalize the New Jersey Information Literacy Standards, currently being led by the NJ Department of Education?

As of November 12, 2024, the draft standards have been developed and are being reviewed prior to review and adoption by the State of New Jersey Board of Education. No date has been fixed for the release or adoption.

14. Can you share more about the timeline for NJSL to support local implementation of the curriculum, adapting to local needs, in five selected school districts? Our assumption is that the work in the five school districts would take place once the curriculum is ready. If we should anticipate pilots or beta tests in earlier phases, please let us know.

Please anticipate beta tests/pilots in earlier phases, pending adoption of the standards.

15. What is the budget for the project?

The budget for the project is \$105,000. NJSL will consider a supplemental creative allowance of up to \$30,000 for multimedia and other features that substantially enhance the curriculum.

16. On page 5, NJSL requests: *a cost proposal including daily rate (number of days per year), hourly rate (number of hours per month per year), anticipated travel costs and any other identifiable cost(s)*. We expect that some elements of our proposal will be better suited to firm-fixed-pricing. Would this be acceptable under other identifiable costs?

Yes, that would be acceptable. Please be sure to identify costs that are given as such.



17. Will NJSL consider a supplemental creative allowance for multimedia and other features that substantially enhance the curriculum?

*Our experience has been that such features have the potential to add significant cost with high return. If they must be factored into the base budget, we will adapt our approach accordingly.*

NJSL will consider a supplemental creative allowance of up to \$30,000 other features that substantially enhance the curriculum.

18. Does the cost proposal need to be submitted as a separate attachment or can all items be submitted as a single file?

All items may be submitted as a single file.

19. Is NJSL planning to develop a unique brand for these materials (i.e. logo, color palette)? Alternatively, should we plan to follow NJSL standard brand guidelines?

NJSL has developed a logo for the project which follows NJSL standard brand guidelines.

20. Should we consider including a budget for a graphic designer in our proposal, or is that resource available in-house at NJSL?

While NJSL has an in-house graphic designer, the individual has limited capacity. Bidders are therefore encouraged to include graphic design services that align with the NJSL brand in proposals, as needed.

21. Information Literacy Standards: When will the New Jersey Information Literacy Standards be finalized? How will delays impact the project's timeline?

As of November 22, 2024, the draft standards have been developed and are undergoing internal review and revision prior to their review and adoption by the State of New Jersey Board of Education. No date has yet been identified for the adoption or implementation of the standards. In collaboration with the New Jersey Department of Education, we have identified the four elements of information literacy that should be applied to proposed activities; those activities should be suitable for meaningful integration in all content areas. Given the project timing and budget we have determined that it is not feasible to develop modules for each content area in each grade band. We do not anticipate that the standards adoption/implementation dates will have a significant impact on the development or release of activities.

22. Advisory Panel Involvement: What is the expected level of collaboration with the Advisory Panel? Will there be scheduled meetings or checkpoints to align with their



guidance?

We would anticipate 1-2 scheduled meetings during each year of the project with the Advisory Panel. The purpose of the meetings would be to assess progress of the project and to assure that the project is moving in an impactful direction

23. Online Platform and Technology Integration: Can you specify what technological platforms are being used for the online accessibility of frameworks? Are there any preferred tools or existing systems?

No specific technological platform has been identified for online accessibility of the frameworks. There are no preferred tools or existing systems. Activities may be presented digitally but must remain open source, digital and downloadable for end-user access and adaptation for student populations.

24. Assessment Design: Are there existing guidelines or expectations for the baseline and post-implementation assessments for measuring student progress?

There are no existing guidelines or expectations for baseline and post implementation assessments. A project evaluator will be engaged to develop these tools.

25. Diversity and Inclusion in Activities: Are there specific benchmarks or criteria for incorporating equity, diversity, and inclusion (EDI) into the activities? How will compliance with these standards be evaluated?

All activities must include strategies, examples, and/or modifications to meet the needs of learners of various abilities, cultural backgrounds, and linguistic backgrounds (including English language learners).

26. Training Modules: How are the online training modules for educators and librarians expected to be structured? Should the designer work closely with the team developing these tools?

The online training modules are being created by a project partner, LibraryLinkNJ. The modules will be self-directed and focus on core concepts of information literacy, to provide baseline information for librarians and educators. The short-term goal is to use these modules to ensure an understanding of information literacy more generally and prior to the implementation of standards. The designer and the team developing those tools will need to coordinate work to ensure consistency of messaging across work products.



27. Content Area Standards: How rigid is the requirement for the information literacy activities to align with all NJ Student Learning Standards content areas? Are there priority content areas to focus on?

Alignment with the NJ Student Learning Standards is non-negotiable. We would anticipate that the designer will work with the NJSL Project Team to ensure that activities are compatible with all content areas represented by New Jersey Student Learning Standards.

28. Copyright and Intellectual Property: Will the designer retain any usage rights to their developed content post-project, or will everything be fully transferred to the NJSL?

The standard language that NJSL uses in consultant contracts is:

***Ownership of Work Product.*** Consultant hereby sells, assigns, grants and transfers to the State Library all right, title and interest in any reports, documents or other materials prepared by Consultant for NJSL pursuant to this Contract, including copyrights, renewals and extensions thereof. Consultant represents and warrants to NJSL that no third-party has any rights in any reports, documents or other copyrighted materials prepared by Consultant for NJSL pursuant to this Contract and that Consultant has the authority to deliver title to any reports, documents or other copyrighted materials prepared by Consultant for NJSL under this Contract. The Consultant shall hold and save NJSL, its officers, agents and employees harmless from liability on account of the use of any copyrighted or un-copyrighted composition furnished or used by Consultant in the performance of this Contract.

29. Project Team: What roles will serve on the NJSL Project Team for the designer to collaborate with?

The NJSL Project team is comprised of individuals who work in schools as library media specialists or at the NJ Department of Education in the area of academic standards. Their role will be to review and provide feedback on activities as they are developed, bringing an ‘on the ground’ perspective to the work.

30. Instructional Framework: Is there a sample of the desired style of instructional framework that could be provided? Perhaps one that was created for a different topic area?

“Instructional framework” is a set of principles, strategies, and expectations that will guide how instruction is planned and delivered. The goal of the instructional framework should be to assist



educators in the development of information literacy development, instruction, assessment, and culture. The instructional framework should be applicable to all content areas.

31. Deliverables: Is the larger research process that activities should integrate with a cumulative project? If so, will the designer participate in the design and/or development of this larger process?

The “four pillars of information literacy,” as outlined in the RFQ, are applicable to any research process. They do not align with a particular research model. As part of the instructional framework, the bidder might consider articulating how the activities may be used in conjunction with a cumulative research project. However, the activities should be able to be taught independently.

32. Deliverables: The instructional frameworks are not specifically listed in the “Deliverables” section. Confirming that the designer is responsible for developing the framework or only the activities within it?

Though it is not listed in the Deliverables section on page 4 of the RFQ, the Instructional Framework is a deliverable. Such frameworks are mentioned on pages 2, 3, and 4 of the RFQ.

33. Design: Do you have existing activities to exemplify ideal activities for the various grade bands?

No.

34. Design: Are there specific learning theories and pedagogy that should be reflected in the design of the engaging activities requested?

Generally speaking, a constructivist or constructionist approach to learning should be reflected in the activities developed.

35. What is the anticipated awarded price range for this bid?

The budget for the project is \$105,000. NJSL will consider a supplemental creative allowance of up to \$30,000 for other features that substantially enhance the curriculum.





36. Can you provide a complete list of what other factors will be considered, beyond price, in making the final award?

The scoring rubric for bid review is attached at the end of this document.

37. Is there a timeline for the Information Literacy standards or the related six bulleted activities NJSL is working collaboratively on as they relate to the design of the deliverables in this RFQ? Will they be completed prior to the start of the framework and activities design?

As of November 22, 2024, the draft standards have been developed and are undergoing internal review and revision prior to their review and adoption by the State of New Jersey Board of Education. No date has yet been identified for the adoption or implementation of the standards. In collaboration with the New Jersey Department of Education, we have identified the four elements of information literacy that should be applied to proposed activities; those activities should be suitable for meaningful integration in all content areas. Given the project timing and budget we have determined that it is not feasible to develop modules for each content area in each grade band. We do not anticipate that the standards adoption/implementation dates will have a significant impact on the development or release of activities.

38. In the requirements, it is anticipated that the designer is expected to work collaboratively with the Advisory Panel. Has this panel been identified? Will the Designer support convening the panel? Is there a timeline that can be shared for when the panel is convened or the approximate number of convenings?

The advisory panel has been identified and currently meets quarterly. NJSL will be responsible for convening the panel; we would anticipate bidder participation in meetings no more than twice per year.

39. Do the anticipated deliverables reflect the full scope of budgeted activities or are there allowances in the Bidder's approach to propose additional aligned activities to achieve the results desired?

Yes, the full scope of budgeted activities reflects the anticipated deliverables. However, up to \$30,000 is available for other features that substantially enhance the curriculum.



40. Is there a mandated technology platform that will be required or will the Designer provide guidance to the platform development? If there is a platform, what is the current technology platform?

No specific technological platform has been identified for online accessibility of the frameworks. There are no preferred tools or existing systems. Activities may be presented digitally but must remain open source, digital and downloadable for end-user access and adaptation for student populations.

41. Is there an expectation of the final deliverables to be fully prepared for publishing? If so, is there a style guide that may be referenced?

The final deliverables should be substantially ready for publishing. The New Jersey State Library has a style guide available and will share with the successful bidder.

42. On page 2, the RFQ states that the NJSL is working collaboratively with a range of groups to support local implementation of the curriculum. Please confirm whether the activities and instructional materials the Designer creates are considered the curriculum and if it the Designer will work to evaluate and modify the activities and instructional materials based on the results of the piloting.

Yes, the materials are considered the curriculum and the Designer will work to evaluate and modify based on results of piloting. A project evaluator will be available to work with the Designer to assure alignment across all grant work products.

43. The RFQ states, “Bidder will agree to sell, assign, grant and transfer to NJSL all right, title and interest in any deliverables prepared by Bidder for NJSL pursuant to an executed agreement, including copyrights, renewals and extensions thereof.” Please explain how it applies to this project.

This is standard language used in our consultant contracts. In this instance, the language applies to the instructional framework and activities, evaluation tools and results/reports, and any training materials that are used with the instructional framework and activities.



# Instructional Framework and Activities Designer

Item	Complete	Score
Cover letter: accepts all RFQ components, summarizes experience; provides timeline; contact information for contact person		
Narrative Response to each Criterium, clearly labeled	# out of 75	
Resume or curriculum vitae for key project personnel		
Cost proposal (scored by NJSL staff)	# out of 25	
Contact information for three references		
Appendix A		

## Scoring Criteria

### Organizational qualifications – 25 Points

Please describe the bidder’s demonstrated ability to meet all terms of the RFQ including Performance and Contract Specifications/Deliverables. Provide qualifications of personnel assigned to the project, including education and relevant experience.

Does not meet criteria 1-5 Points	Meets criteria 6-15 Points	Exceeds criteria 16-25 Points
The bidder does not provide evidence that it has the resources and capacity to meet all of the terms of the RFQ. Proposed personnel do not have requisite educational and/or experience.	The response provides evidence that the bidder has the resources and capacity to meet most of the terms of the RFQ. Most of the personnel have the requisite educational and/or experience.	The response provides evidence that the bidder has the resources and capacity to meet all terms of the RFQ. All personnel have the requisite education and/or experience.



## Proposed Approach - 20 Points

Based on the bidder’s understanding of the project, how would the bidder approach the project? How does the bidder’s background in education, instructional design and activity development in formal and/or informal learning inform the project? What experience, if any, does the bidder have in information literacy?

Does not meet criteria 1-7 Points	Meets criteria 8-14 Points	Exceeds criteria 15 -20 Points
<p>The bidder does not provide evidence to demonstrate understanding the scope of the project and lacks a substantial background in education, instructional design and activity development in formal and informal learning. No experience in information literacy.</p>	<p>The bidder demonstrates an understanding of the core aspects of the project and evidences some background in one or more areas (education, instructional design or activity development) and has some experience in information literacy.</p>	<p>The bidder provides ample evidence that demonstrate understanding of the scope of the project. The bidder provides evidence that demonstrates a deep background in education, instructional design and activity development in formal and informal learning. The bidder has substantial experience in information literacy.</p>



### Proposed Design -20 Points

Please provide an overview, based on current project knowledge, of how technology will be integrated into the framework and activities. Please note that not all New Jersey schools have robust technological structures and capabilities; how will your proposed design reflect the need to address different school technological capacities?

Does not meet criteria 1-7 Points	Meets criteria 8-14 Points	Exceeds criteria 15 -20 Points
The proposal does not integrate technology into the framework and activities, or the integration of technology is not fully or meaningfully integrated into all aspects of the framework and activities. The integration proposed does not reflect the developmental needs of each grade band.	The proposal incorporates some technology into the framework and activities; the integration is carefully thought out and applied. The integration is generally developmentally appropriate for each grade band.	The proposal appropriately incorporates a role for technology in the framework and activities. The integration is clearly articulated and developmentally appropriate for each grade band.

### Proposed Timeline – 10 Points

Provide overarching project timeline and milestones that will result in a completed instructional framework and activities by late spring 2026.

Does not meet criteria 1-3 Points	Meets criteria 4-8 Points	Exceeds criteria 9-10 Points
The timeline does not include milestones that will lead to completion by late spring 2026. The bidder does not provide milestones, nor is there evidence that they will be able to produce the proposed work product in a timely manner.”	The timeline is structured to achieve each milestone in an appropriate time frame, leading to completion by late spring 2026. All milestones and timeframes are appropriate and reflect sufficient time for development, review, and revision	The timeline demonstrates a fully articulated project plan that includes all key milestones. All milestones and timeframes are appropriate and reflect sufficient time for development, review, and revision. The bidder accounts for possible delays and has the necessary capacity to meet a Spring 2026 completion deadline.

