

ATTACHMENT 1 - OFFEROR QUESTIONS

RFP 26-3400 Elementary Computer Science Curricular Materials / Idaho Department of Education / 20

Question	RFP Section	RFP Page	Question	Response
1	RFP Section: 8.1.3 (and relatedly 8.1.4 and 8.1.9)	13 (8.1.3 and 8.1.4) and 14 (8.1.9)	Can the Department provide additional clarification around what is required for physical computing? For example, does the Department have preferred physical computing devices or platforms that materials should align to?	There is not a set list of physical computing devices that the Department would expect to be aligned with the lessons. The common ones many of Idaho educators have are: micro:bits, bee-bots, LEGO Robotics, Databots, code-and-go mice, 3D printers etc. The Department prefers that the lessons align with common devices that Idaho educators have.
2	RFP Section: 8.1.4	13	Does the Department expect physical computing lessons in every grade K-5, or can they be included in selected grade bands within a K-5 progression?	The Department expects hands on lessons at all grades. Not all lessons in K-5 need to have connections to physical computing.
3	RFP Section: 9.1 (and relatedly 8.1.3 and 8.1.4)	15 (9.1) and 13 (8.1.3 / 8.1.4)	Are offerors expected to include physical computing hardware or kits in pricing?	No physical computing hardware or kits need to be included.
4	RFP Section: 8.1.9	14	Does the Department have a preferred professional development format, such as live virtual, in-person, asynchronous, or a blended model?	The preferred professional development includes at least some in-person opportunities. However, there is not a required format for professional development.
5	RFP Section: 9.1 (and relatedly 1.5)	15 (9.1) and 4 (1.5)	For purposes of the cost proposal, how many school sites and students does the Department anticipate receiving access?	This resource will be available to public elementary schools and educators. There are approximately 617 elementary schools, 138,000 students, and 7,700 educators.
6	RFP Section: 8.1.4	13	Regarding the requirement for 'Open-Ended Projects,' is the State looking for a standard Project Based Learning (PBL) framework to be integrated at every grade level (K-5), or is there a specific emphasis on summative course projects?	There is no expectation that every lesson K-5 aligns with the PBL. The standard PBL concepts are acceptable. There is not a specific emphasis on summative course projects, but the Department prefers PBL-based lessons and units throughout the different grade levels.
7	RFP Section: 8.1.7	14	Could the Department clarify the expected depth of Differentiated Instructional Strategies? Does the State prefer specific embedded modifications within every lesson, or a broader set of universal 'Best Practices for CS Inclusion' that teachers can apply across the curriculum?	The Department expects that each lesson provides extension opportunities for advanced learners as well as remedial resources to support learners who need additional support.
8	RFP Section: 8.1.4	13	Regarding 'Collaborative Student Projects,' is the Department prioritizing real-time, platform-based collaborative coding (simultaneous multi-user editing) or collaborative methodology (e.g., Pair Programming, unplugged teamwork, and peer review cycles)?	The Department prefers more collaborative methodology.