

1.3 Purpose of the Solicitation

The purpose of this solicitation is to select a respondent that can satisfy the State's need for a digital toolkit for adolescent literacy grades four through twelve. It is the intent of IDOE to contract with a respondent that will be responsible for creating resources, materials, and video exemplars for educators aligned with the science of reading as defined in [IC 20-18-2-17.5](#). Each section must be aligned but are not limited to the Simple View of Reading, Scarborough's Reading Rope, and Indiana's definition of science of reading as outlined in [IC 20-18-2-17.5](#).

1.4 Summary Scope of Work

1. Project Overview

The Respondent shall design, develop, and deliver a comprehensive Digital Adolescent Literacy Toolkit that is a collection of resources and videos focused on adolescent learners in grades four through twelve. This toolkit will support educators, literacy coaches, and school and district leadership in strengthening their practices and building their knowledge about adolescent learners. The toolkit shall provide professional development and instructional resources aligned to the science of reading as outlined in [IC 20-18-2.17.5](#) for adolescent learners in grades four through twelve with emphasis on Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), and literacy leadership.

The toolkit will provide detailed information that will include the following but not limited to:

- Reading development and acquisition;
- Evidence-based reading instruction and intervention;
- Areas of literacy (Word Recognition, Language Comprehension, Oral Language, and Writing); and
- Assessment (Universal Screening, Diagnostic Assessment, and Progress Monitoring)

2. Content Development and Delivery

The Respondent shall be responsible for the full lifecycle of development, presentation, and dissemination of all project materials. Deliverables shall include, but are not limited to:

- A professional learning series designed and delivered asynchronously by recognized national experts in adolescent literacy and systems change for Local Education Agencies (LEAs);
- Practical implementation guides for each section and reference materials to support evidence-based literacy instruction and system-level change;
- Video exemplars, a minimum of 3 for each section, ranging from five to fifteen minutes demonstrating high-quality instructional practices and leadership strategies in adolescent literacy; and
- Digital resources (i.e., videos, PDFs, and materials) designed for sustained use and scalability. Resources must be adaptable for multiple contexts, updatable by IDOE, and suitable for distribution across districts. Videos can be previously recorded. IDOE will review and approve all content and format.

All materials shall be housed on Indiana’s digital learning platform, the Indiana Learning Lab. The Indiana Learning Lab is a personalized microlearning platform filled with readily accessible resources and collections grounded in solid instructional pedagogy. The Learning Lab is funded by the Indiana Department of Education (IDOE) and provides teaching and learning support for educators and families.

3. Toolkit Design Requirements

As toolkits are developed for the Indiana Learning Lab, there are considerations regarding design to keep in mind. It is a priority for toolkits to be designed specifically for virtual learning as the modality. Each toolkit must be delivered in a format that is viable for individual or professional learning community use. Clear guidance should be provided to learners on how to engage with the toolkit independently or with a professional learning community. The vendor must develop the toolkits using an engaging presentation format, recorded via requirements established by the IDOE for storage within the Learning Lab platform.

Indiana Learning Lab Platform Requirements:

- All images and credential images should be square and consist of 400x400 pixels.
- All videos used in the toolkit must be uploaded to YouTube and include closed captioning. Closed captioning should be reviewed and revised for accuracy.
- All images should have [alt-text](#) for accessibility purposes.
- All documents, slide decks, quiz forms, and other resources should be developed and delivered through Google suite.
- All toolkit resources, drafts, and final toolkit documents should be shared with the IDOE Project Lead in a shared Google Drive folder hosted by IDOE.
- Any GIFs, files, and images used in the toolkit should be accessible in the shared Google Drive folder for the toolkit.
- All resources within the Google Drive folder, as well as the folder itself, should be set to grant permission to “anyone on the Internet with this link can edit”.
- All primary and secondary resources must include citations and references
- Links to external digital resources should be linked directly in scripts included in citations.
- All resources within each toolkit should be original unless licensed under [CC BY 4.0 Deed](#), [CC BY-SA 4.0 Deed](#), are within the public domain or are property of the Indiana Department of Education. The vendor may use materials under copyright if written permission is obtained by the owner and provided to IDOE.

All digital content, videos, documents, and interactive resources must conform to WCAG 2.1 Level AA. Closed captioning must be accurate and reviewed; images must include descriptive alt-text. The Contractor will use accessibility auditing tools (e.g., Siteimprove for IN.gov content where applicable) and remedy issues prior to acceptance. Compliance with the U.S. DOJ ADA Title II digital accessibility rule is required by April 24, 2026.

Commented [MH1]: Recommendation: Under platform/format bullets, recommend adding the following suggested language -
“Accessibility Compliance
All digital content, videos, documents, and interactive resources must conform to WCAG 2.1 Level AA. Closed captioning must be accurate and reviewed; images must include descriptive alt-text. The Contractor will use accessibility auditing tools (e.g., Siteimprove for IN.gov content where applicable) and remedy issues prior to acceptance. Compliance with the U.S. DOJ ADA Title II digital accessibility rule is required by April 24, 2026.”

Commented [MH2]: Recommendation: Recommend that DOE define expectations on if this will be a DOE hosted folder (recommended) or if it will be a Vendor hosted folder. The State generally utilizes its own resources for this type of request.

Originator: Jim Kuntz

All toolkits must include, at a minimum:

- A detailed description of the toolkit (2-4 sentences)
- Two or three SMART (*s*pecific, *m* measurable, *a*chievable, *r*elevant, *t*ime-bound) objectives.
- An initial “How to Engage in this Toolkit” that explicitly explains toolkit navigation and directing participants to the user guide for further information to maximize learning.
- Navigation narrative, purpose statement, and learning objective for each section of the toolkit.
- Credentials to be earned.
- Description of the credential (what does this prove that I know)
- Requirements to earn credentials (number of hours the toolkit will take to complete & necessary requirements for completion)
- Description of how credentials will be administered.

The following pedagogical aspects should be considered in the design of the toolkit:

- Content and activities should integrate [real-world experiences](#).
- The toolkit should provide opportunities for a variety of [interactions](#).
- Larger blocks of information should be [chunked](#).
- The toolkit should be designed with overall [accessibility](#) in mind.

The Vendor must deliver draft presentations for IDOE to review prior to recording videos to ensure alignment with IDOE expectations. These drafts will be due with the outline of the on-line toolkit with planned resources. Following the collaborative review and approval of presentation materials, the vendor will begin the production phase and filming immediately.

- a. A Google Drive repository for GIFs, files, and images, of toolkit, materials will be created and shared.
- b. Shoot necessary content, locations, and talent for video.
- c. Confirm the value and accuracy of images and assets created.
- d. Download and catalog content.
- e. Once the filming is wrapped, the editing of the visual and audio materials will begin in the post-production phase
- f. Work to establish final content.
- g. Establish rough edits and get pre-approval.
- h. Initial recording.
- i. Move to Final Edit Sound and Color correction.
- j. Final Approval
- k. Content Delivery
- l. The finalized video format of deliverable assets for the modules will be provided to IDOE.
- m. Videos will be uploaded through YouTube.
- n. Resources and references will be cited and linked.

Ownership of the toolkit:

Associated videos, and all other derivative materials created for the purposes of this scope of work will become the property of the IDOE.

If any existing intellectual property (IP) is used which will not be the property of IDOE, the vendor must ensure IDOE has a perpetual license covering the IP's use in the modules.

4. Project Management and Coordination

The Respondent shall designate a part-time project manager responsible for ongoing coordination (i.e. content approval, meeting schedules, video production), progress monitoring, and communication with the IDOE project lead. The Respondent shall participate in scheduled bi-weekly check-ins, progress reviews, and content approval meetings as required by IDOE.

Within two weeks of contract signature, the Respondent must facilitate a project Kickoff meeting with IDOE which will be held virtually. A project kickoff meeting is required for project initiation. The purpose of the kickoff meeting is to introduce key stakeholders, points of contact for the project, address vendor or IDOE questions/concerns, provide an update on the contract status, and discuss next steps for project implementation. The kickoff meeting will be virtual (Microsoft Teams is preferred but not required) and not to exceed one business day. The vendor must draft a meeting agenda and provide it to IDOE at least 72 hours in advance of the meeting. The vendor must provide meeting minutes for IDOE's review within 24 hours of the meeting completion. There may also be a need for additional virtual planning meetings, which will be at the Respondent's expense with dates and times to be mutually agreed upon by the Respondent and IDOE.

Additionally, the Respondent must facilitate virtual bi-weekly status meetings with IDOE to address all aspects of the project. The weekly Project Status Meeting must be conducted, hosted, and facilitated by the vendor. The project status meetings are critical for monitoring progress on project deliverables and ensuring the project remains on time and tracks to completion. The meetings must be virtual (unless otherwise agreed to between IDOE and vendor) and should be hosted by the vendor using virtual conferencing software (Microsoft Teams is preferred but not required). The vendor will draft a meeting agenda and provide to the IDOE at least 24 hours in advance of each meeting. The vendor will provide meeting minutes for IDOE's review within 24 hours of the meeting completion.

Additionally, project documents, resources, agendas, and minutes will be stored in a secure Google Drive folder, set up by the vendor, to which representatives from the IDOE will always have real-time access.

Independent Verification and Validation (IV&V) Services

If the State decides to add Independent Verification & Validation services as part of this engagement, the contractor will copy the Indiana Department of Administration (IDOA) – Independent Verification & Validation (IV&V) team member(s) on all project related communications (emails, meeting invites, collaboration tools, etc.) and will grant access to all documents and deliverables throughout the term of the contract.

Commented [JD3]: IDOA leadership has mandated that IV&V language be added to all RFPs and SOWs regarding the potentiality of assigning IV&V services to procurements.

IV&V Payment Approval Language

If IDOA elects to deploy Independent Verification and Validation (IV&V) services in connection with this engagement, the IV&V Team shall review and assess all Deliverables to determine compliance with the State's requirements as set forth in the Contract and/or applicable Statement(s) of Work. For contracts entered into, renewed, or amended after June 30, 2026, IV&V shall serve as an approving authority, and no payment shall be issued to the Vendor unless and until IV&V has provided such approval

5. Project Timeline

The Respondent shall provide a detailed project timeline demonstrating its ability to complete all required deliverable no later than June 30, 2027. The proposed timeline must include, at a minimum:

- Major milestones, phases, and key activities
- Estimated start and completion dates for each task
- Dependencies and critical path items that could affect schedule adherence
- Assumptions and risk that may impact timely completion, along with proposed mitigation strategies.

Respondent must clearly identify any potential scheduling constraints and confirm their capacity and commitment to meet the June 30, 2027, deadline.

<i>Task</i>	<i>Deliverable</i>	<i>Anticipated Start</i>	<i>Anticipated Completion</i>
<i>Project Kick off</i>	<i>Agenda, Meeting Minutes</i>	<i>March 2026</i>	<i>March 2026</i>
<i>Outline of Proposed Resources for Toolkit for IDOE Review</i>	<i>Detailed plan for resources and videos</i>	<i>March 2026</i>	<i>March 2026</i>
<i>Draft of Proposed Resources for Toolkit for IDOE Review</i>	<i>Materials for Presentation in Final Draft Form</i>	<i>April 2026</i>	<i>May 2027</i>
<i>Final Version of Proposed Resources for Toolkit for IDOE Review</i>	<i>Materials for Presentation in Final Public Delivery Form</i>	<i>May 2027</i>	<i>May 2027</i>
<i>Final Launch of</i>	<i>Final Contract Close</i>	<i>June 2027</i>	<i>June 2027</i>

<i>Toolkit Resources in the Indiana Learning Lab and Contract Close</i>			
---	--	--	--