

TEXAS HIGHER EDUCATION COORDINATING BOARD  
REQUEST FOR PROPOSALS

Implementation Evaluation of House Bill (HB) 2223

RFP No. 781-0-22731

Fifth Set of Questions and Answers

The Texas Higher Education Coordinating Board has received the following questions concerning RFP No. 781-0-22731:

1. Based on HB 2223, 75% of developmental students must be enrolled in corequisite classes by 2020. However, in 2019, the proportion of developmental students required to be enrolled in corequisite classes was 50%. Which percentage is the proportion that will drive data?

**This solicitation is an evaluation of the implementation of HB 2223. As such, all aspects, including the various phase-in requirements as applicable, are expected to be part of the evaluation.**

2. Related to #1, is there a requirement that the analysis be based on the population of developmental students enrolled in corequisite courses or on a sample of this student population?

**The Respondent will propose an analytic sample based on its proposed methodology to evaluate the policy.**

3. May a curriculum vitae (CV) (abridged) be submitted in addition to or in lieu of resume(s) of qualified individuals? Does either document (cv or resume) have a page limit?

**The Respondent may submit a CV or resume to document qualifications of individuals. Unless indicated in the RFP, there is no page limit.**

4. On occasion, we have designed our approach and activities (e.g., method and frequency of facilitation, staffing, etc.) based on the client's budget. As such, has THECB determined an overall budget for this assignment?

**We expect the Respondent to submit its best and final offer based on the deliverables described and its experience with similar projects.**

5. Does THECB have an expectation/preference as to how data collection through interviews should be performed as part of this project (e.g., one-on-one interviews, focus groups, etc.)?

Do you have an estimate of the number of interviews/collaboration sessions that would be required in order to achieve THECB's objective of an Implementation Evaluation?

**We expect the Respondent to describe its methods of data collection that it believes would provide the best data to meet the deliverables as described in the RFP. The Respondent's experience and expertise with this type of evaluation should inform its proposed methods, including the appropriate number of interviews/collaborations to ensure deliverables are met.**

6. If a considerable portion of a proposal's scoring relies on individuals' credentials, do or may those references provide personal references in addition to company references?

**The evaluation criteria of a Respondent's proposal, including the percentages for each evaluation component, is described in the RFP.**

7. Does THECB expect to have a primary project sponsor or steering committee to which the successful firm will report? If so, who does THECB expect to act in this capacity?

**As described in the RFP, the findings from the evaluation will help inform the statutorily required report that will be presented to the Board for approval, prior to submission to the Governor's office and education committees of the legislature.**

8. Considering the size and scope of this project, does THECB have any expectations or preferences related to the communication of status throughout this project (e.g., frequency, attendees, anticipated level of detail required for communication of status)?

**The Respondent is expected to follow all reporting requirements as outlined in the RFP. THECB staff will communicate regularly with the Awarded Contractor to help ensure expectations are met.**

9. In order to provide the most relevant information within our proposal response with regard to project approach and relevant experience, are there any specific areas of interest that THECB leadership would like the project team to examine as part of this assignment (e.g., impact to specific programs)?

**The Respondent is expected to conduct its evaluation as outlined in the RFP using its experience and expertise with similar projects to help ensure deliverables are met and findings describe the implementation of the requirements of HB 2223.**

10. It is clear that THECB is soliciting the assistance of a consultant in order to conceptualize and identify key areas for the institution to address within the years ahead. However, we would appreciate the opportunity to hear from THECB regarding its expectations of the consultant's involvement within the planning, implementing, and communicating activities referenced in the RFP, as well as the level of detail that THECB expects within these phases of work and their deliverables. In other words, from THECB's perspective, how can the consultant best add value within the planning, implementing, and communicating activities?

**It is expected that the Respondent meet all deliverables described in the RFP. The Respondent should describe what it believes to be the appropriate level of involvement based on its experience and expertise with similar projects to help ensure the evaluation is conducted to meet the expectations described in the RFP with regard to the implementation of HB 2223.**

11. Are there any areas of institutions of higher education that would be considered out of scope for this engagement?

**The Respondent should describe how it plans to conduct the evaluation to meet the deliverables described in the RFP, and its experience and expertise with conducting similar projects should inform appropriate areas of the institutions to include to help ensure a complete evaluation**

12. Texas' flagship institutions, four-year regional institutions, and two-year (community college) institutions, combined, make up the population of Texas' institutions of higher education. How many and which types of these institutions, or combination of institutions, are expected to be included for the requirement to conduct site visits?

**The Respondent should propose a methodology for determining a sample of institutions for site visits to meet the needs of its proposed evaluation.**

13. Is the data collected by the THECB for analysis cross-sectional or longitudinal? Do the data cover all corequisite courses?

**Administrative data is collected from each public institution of higher education every academic semester. The reports for each semester are cross-sectional. However, data can be merged by student across semesters to create a longitudinal dataset. Institutions are required to report all courses to the THECB, including developmental education. Each course is reported with an indicator as to what type of developmental education it is (corequisite, NCBO, course, etc.). Refer to the CBM report instructions for Community and Technical Colleges, and Universities. These outline each item and possible response in the administrative data (course information is in the CBM00S).**