National Institute for Literacy

RFP# ED-NIL-09-R-0001
Attachment A

STATEMENT OF WORK
Technical Assistance for Graphic Design Services
National Institute for Literacy

I. BACKGROUND

The National Institute for Literacy (Institute) was established to ensure that literacy would have a place on the federal policy agenda and to invigorate a national effort to improve adult literacy. Its primary activities to strengthen literacy across the lifespan are authorized by the U.S. Congress under two laws, the Adult Education and Family Literacy Act (AEFLA) in the Workforce Investment Act and the *No Child Left Behind Act* (NCLB). The AEFLA directs the Institute to provide national leadership regarding literacy, coordinate literacy services and policy, and serve as a national resource for adult education and literacy programs. The NCLB law directs the Institute to disseminate information on scientifically based reading research pertaining to children, youth, and adults as well as information about development and implementation of classroom reading programs based on the research.

The Institute's authorizing laws organize its activities into four general areas: program improvement; policy and technical assistance; information dissemination, including dissemination of scientifically based reading research and effective reading programs based on scientific research; and coordination of research support. To carry out these duties, the Institute has concentrated its efforts on projects that could bring about significant improvement across the adult education system and enhance the use of findings from scientific research in reading instruction for all ages. Together, the Institute's authorizing laws reinforce a focus on disseminating critical information on reading across the lifespan while allowing the Institute to address broader challenges associated with improving the effectiveness of the adult literacy service delivery system.

As part of its dissemination efforts, the Institute regularly produces print materials as resources for key target audiences such as parents, teachers, administrators, policy makers and researchers. Past Institute products have included brochures, booklets, books, postcards, posters, logos, letterhead, fact sheets and newsletters. Institute products are available in hard copy for free from a national clearinghouse www.edpubs.org and also for free download as in Portable Document Format (PDFs) from the Institute's website.

To learn more about the Institute and to view product samples, please visit **www.nifl.gov**.

II. PURPOSE OF ACQUISITION

The Institute seeks a contractor to provide technical assistance in the area of graphic design to assist in the development of all Institute products for one year. The Institute has provided a list of products and services it will need during the contract period. To acquire these products and services, the Institute has structured a Firm Fixed Price Task Order Contract. This means that the Institute will issue task orders to the winning contractor for each new product to be designed.

The contractor is expected to help the Institute update and maintain visual themes for its products and to build brand identity. Such a look will help the Institute create products that are uniform, informative, and aesthetically pleasing. The Institute seeks a versatile graphic designer who can work creatively and efficiently to develop new design concepts and resources and products using text provided by the Institute. While the Institute has in place a *Guide to Graphic Standards* that outlines a look for its logo and colors for products, it will look to the contractor for support and input on updating its content. New products to be developed for the Institute shall follow this revised *Guide to Graphic Standards.*

III. OBJECTIVES/TASKS

The objective of this effort is to develop Institute products that are uniform, informative, and aesthetically pleasing to audiences across all age groups. Such products will support the Institute's brand identity. For consistency of branding, the contractor shall follow the Institute's *Guide to Graphic Standards* to be provided to the contractor upon award (as stated above, the *Guide* will be updated as needed).

Design for all products should reflect the needs of the Institute and its target audiences. Further, product design should consider the need for readability and comprehension of visual information by those who use the Institute's products and materials. For example, when creating products developed for multicultural audiences or those with low-level literacy skills, the design process should consider such things as font styles and sizes that are easy to read as well appropriate images, symbols, and colors.

In addition, the contractor shall consider design elements and processes that can ultimately impact and reduce printing costs, while still maintaining professional, creative, and aesthetically pleasing products. For example, where appropriate, the contractor shall limit the use of color, color photographs and intricate folds. The contractor shall consider binding types and make recommendations for paper selection and paper size to help keep printing and mailing costs down.

The contractor shall use design software that is compatible with Government Printing Office (GPO) specifications and non-government printing companies.

The contractor shall perform the following tasks:

Task 1. Participate in a kick-off meeting at the Institute's office. The purpose of the kick-off meeting is to introduce the major project participants; ensure a common understanding of the contract and all obligations and responsibilities of the Contractor and the Institute; and review the activities required to initiate and manage the contract. The meeting shall take place within 14 days of contract award.

Task 2. Attend meeting with Government Printing Office (GPO) and Institute staff. The purpose of this meeting is to familiarize the contractor with the specifications required by the GPO for preparation and transmission of document files (electronic and hard copy). The meeting with GPO, located in Washington, DC, can be scheduled in conjunction with the kick-off meeting for ease of travel or within 14 days of contract award.

Task 3. Review, Update, and maintain as needed, the Institute's *Guide to Graphic Standards* in consultation with the Institute's staff. The review and update process shall begin within 14 days of contract award.

Task 4. Participate in pre-production meetings with Institute staff for selected Institute projects. These meetings will be held to: provide the contractor with an understanding of a project's goals and objectives; to discuss and ensure the specifications for the graphic design tasks; to seek contractor input on appropriate designs needed to reach the Institute's target audience(s); and to obtain technical feedback and recommendations in a timely manner.

Such meetings are recommended for large/and or complex products, generally, but not limited to those that are 50 pages or greater. At least one, but no more than two in-person meetings will be scheduled at the Institute. Other pre-production meetings will be held via teleconference or virtual/electronic format.

Task 5. Design Institute products. Products to be delivered under these contract line items shall be designed for print as well as electronic download via PDF from the Institute's Web site. The Institute shall provide the contractor with all written text for each product. Deliverable due dates will be specified in each Task Order and as each Task Order is issued.

In general, the following are the steps the contractor shall follow for each Task Order. The contractor shall:

5.1 Provide a minimum of four initial design concepts incorporating all written elements and photos (if applicable) for Institute review and feedback.

5.2 Identify stock photos as needed and secure photo permission for any images used in the design with prior consultation, permission, and review of the Institute.

5.3 Provide up to four rounds of edits until acceptable design is achieved. These rounds will be submitted for client review and approval.

5.4 Provide a final product within three days of receiving Institute feedback and for Institute approval. The final product shall be submitted electronically via e-mail in PDF format. If the electronic file is too large for e-mail transmittal, then the contractor shall submit the file in PDF via CD-ROM.

5.5. Work with the Institute's Contracting Officer's Representative/Institute staff to complete Government Printing Office (GPO) forms (Desktop Publishing – Disk Information Form: GPO Form 952) and properly transmit all elements for printing per GPO specifications via CD-ROM to the Institute along with two color visuals (hard copy). Prepare a web-friendly PDF of final product that is 508 compliant for federal government use and for inclusion on the Institute's Web site.

IV. TASK ORDERS

No. of Task Orders	Product Type	Pages	Size	Other specifications	Estimated Product Due Date
16	Commissioned Papers: • Literacy Skill Development • ELL and Health • Document Literacy • Demographics and ELL • Technology and ELL • Vocational /Academic Skills • Skills Training and Employers • Youth and LD (Paper #1) • Youth and LD (Paper#2)	Approximately 40-60 pages each paper	8 ½ x11	No photos. Some papers may include charts/tables.	Literacy Skill Development November 2009 ELL and Health August 2009 Document Literacy (December 2009) Demographics and ELL September 2009 Technology and ELL July 2009 Vocational /Academic Skills November

	• Review of the Literature on welfare recipients and basic skills • Review of the Literature on Contextual Learning • Pre-service and in-service preparation of ESL Teachers • Writing • Teaching Algebra in Adult Education • Teaching ELLs with Low or No Native Language Literacy Skills • Lessons From Career and Technical Education for the Adult Education Field				2009 Skills Training and Employers 2009 Youth and LD (Paper #1) November 2009 Youth and LD (Paper#2) November 2009 Review of the Literature on welfare recipients and basic skills July 2009 Review of the Literature on Contextual Learning November 2009 Pre-service and in-service preparation of ESL Teachers July 2009 Writing November 2009 Teaching Algebra in Adult Education July 2009 Teaching ELLs with Low or No Native Language Literacy Skills August 2009 Lessons From Career and Technical

					Education for the Adult Education Field October 2009
3	Commissioned Papers: • Reading Resources Guide (***Note:*** *For Web use only*) • Teacher Reading Assessment (***Note:*** *For Web use only*) • Literature Review Adult Reading	**Reading Resources Guide** [80 –100 pages] **Teacher Reading Assessment** [components include a multiple choice test – 1 document; and an administrator's manual – 35 pages. **Literature Review Adult Reading** [300 pages]	8 ½ x11	No photos. Some papers may include charts/tables may be included.	Reading Resources Guide August 2009 Teacher Reading Assessment July 2009 (for both components) Literature Review Adult Reading August 2009
1	Spanish-language publications for families. [***Note:*** *For design purposes, the Institute will provide the contractor with copy in both English and in Spanish. The designer is only responsible for designing a Spanish-language version.*] [***Note:*** *For Web use only)*	Up to 15 pages	8 ½ x11 Size will be determined in consultation with designer	Publication may include photos and other graphic elements. Will *not* include charts or graphs	Winter 2009/2010
1	Spanish-language publications for families. [***Note:*** *For design purposes, the Institute will provide the contractor with copy in both English and in Spanish. The designer is only responsible for designing a Spanish-language version.]* [***Note:*** *For Web use only*]	Up to 15 pages	8 ½ x11 Size will be determined in consultation with designer	Publication may include photos and other graphic elements. Will *not* include charts or graphs	Winter 2009/2010

1	Revised (new size and content/theme for *Dad's Playbook: Coaching Kids to Read.* Themes: Spanish-language	Up to 12 pages each	Tabloid size or 8 ½ x11	These publications will include color photos of fathers and children and other graphic elements	August 2009
4	*Catalyst*, the Institute's Official Newsletter (*No new design is needed; designer will continue with the current design and look of the newsletter*).	8 - 12 pages	8 ½ x11	Includes some color photos (the number of graphic elements will vary per/issue).	4 x/year. First of four editions - July 2009
3	Institute and programmatic brochures	Up to 6 pages (each)	8 ½ "x11" before fold	Tri-fold May include 1-2 photos along with other graphic elements.	2009 - 2010
3-6	Postcards to promote selected new Institute products and literacy issues (i.e. health literacy or community literacy).	Front and back; self mailers	Suggested standard 4x6, but will work with designer to determine appropriate size	Will include graphics/images	2009 -2010
6	Fact Sheets on Literacy Topics and Institute Information	1-2 pages	8 ½ x11	No photos; some graphic elements	August 2009 – March 2010
1	Early Reading First Successful Professional Development Practices Report [***Note:*** *for Web use only]*	Approx. 200 pages	8 ½ x11	Cover design; text; may include some charts, graphs, and photos	January 2010

V. PERFORMANCE PERIOD

The performance period for this contract is for one year starting from estimated award date of June 29, 2009, with three, one-year optional years to be determined by the Institute.

VI. SCHEDULE OF DELIVERABLES

TASK	DELIVERABLE	DUE DATE
Task 1	• Post-award kick-off	Within 14 days of contract

	meeting at the Institute. • Summary report to follow post-award/kick-off meeting.	award. Summary Report - Within 1 week of the award meeting.
Task 2	• Meeting with GPO representatives in Washington, DC.	Within 14 days of contract award.
Task 3	• Review and update Institute's *Guide to Graphic Standards* in conjunction with Institute staff.	Within 14 days of kick-off meeting.
Task 4	• Attend at least one and no more than two in-person pre-production design meetings with Institute staff for those products deemed by the Institute as complex.	Per designated product.
Task 5	• Products per task order – papers, brochures, reports, etc.	Due date will vary per task order and product.