

**STATE OF WASHINGTON
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION**

**REQUEST FOR PROPOSALS
RFP No. 2017-03
Addendum 01 – Q&A**

Note to potential respondents:

This addendum is intended to revise, clarify and become part of RFP No. 2017-03, issued January 12, 2017.

All amendments, addendums, and notifications will be posted on the [OSPI website](#) (if this was an open procurement) and released via the Washington Electronic Business Solution ([WEBS](#)) website.

This addendum was released in conjunction with an amendment that addresses many of the questions reflected in this Addendum.

QUESTION: What SEL training already exists for these audiences (if any)? How does this new training fit in terms of the training already available?

ANSWER: There is currently no online training available that is sponsored by OSPI. There are some training courses out of Rutgers University, the Collaborative for Academic and Social and Emotional Learning (CASEL), etc., and some international offerings on line. This module is expected to be a place where educators and families can go to better understand the importance of SEL and to learn concepts that can be applied at home and in the classroom to help children thrive.

QUESTION: Has any content been identified to be included in the training already?

ANSWER: Some content has been informally considered however, the bulk of the content is expected to come from the Contractor in consultation with OSPI and the SEL Advisory Committee.

QUESTION: Will the “Learning Benchmarks Workgroup” primary sources (e.g. Oakland Unified School District) be available as SMEs during the learning design process?

ANSWER: Oakland USD and the CASEL has informally agreed to limited assistance and consultation with our development.

QUESTION: What role will OSPI SEL Program and the statewide SEL advisory committee play in providing content or giving input into the module development?

ANSWER: The SEL Advisory Committee will advise both OSPI and the Contractor regarding module development in terms of ideal fit and function. OSPI and the Contractor will work together to develop the final product using information from the Advisory Committee. OSPI will also be a resource to the Contractor on needed contacts during the course of development.

QUESTION: What is the approximate amount of time learners have to devote to this training?

ANSWER: This is a significant variable that will be difficult to determine because there will be varying degrees of interest and prioritization from a wide variety of users.

QUESTION: What are your intended modes of delivery? Desktop, Tablet, Mobile?

ANSWER: Any device that is able to operate a Canvas platform.

QUESTION: Will this be a single training, or is there a need for different information depending upon the audience (educators vs. staff vs. administrators; or based on prior experience with SEL)?

ANSWER: Information in the module should include both primary and advanced SEL application information and be developed as a scaffolded learning course for educators and an information and e-learning course for families. Interactive learning is identified in the RFP as a desirable.

QUESTION: Is this course being delivered in English only, or will it be available for non-English speakers?

ANSWER: The course for educators can be English only. The portion of the module that is specific to parents/families would be beneficial in both Spanish and English, although is not required under this contract.

QUESTION: How will usage and outcomes of the training be measured? How will you measure its success?

ANSWER: Undetermined at this time.

QUESTION: Would you like the vendor for this project to participate in evaluation?

ANSWER: At this time, there is no identified funding available for evaluation after launch.

QUESTION: Will any assessment of learning (i.e., quizzing) and/or tracking of user completion be required?

ANSWER: No.

QUESTION: What level of Section 508 compliance is required (level A, AA, or AAA)?

ANSWER: The "Minimum Accessibility Standard" or "Standard" is

- 1) Level AA compliance with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0, and
- 2) compliance with Accessible Rich Internet Applications (WAI-ARIA) 1.0.

QUESTION: Will this course be uploaded to an LMS? If so, which LMS?

ANSWER: The product is required to be delivered in a Canvas LMS platform.

QUESTION: Do you envision narration? Closed Captioning?

ANSWER: Yes, to the extent of the creativity and innovation of the Contractor. Audio description and captioning as required by WCAG 2.0

QUESTION: Will you designate an OSPI IT POC to ensure that this course can be delivered effectively within your web infrastructure?

ANSWER: Yes, the Contractor will work in collaboration with the OSPI Contract Manager and IT point of contact.

QUESTION: Who is responsible for testing functionality across user platforms?

ANSWER: The OSPI web developer and IT.

QUESTION: Are there firewalls that may limit access to outside sites such as pertinent video content?

ANSWER: Access to Canvas should not be an issue, but if videos used on hosted elsewhere, that may be problematic for some users, as some districts block access to YouTube or other

streaming video sites. Consultants may consider providing the option to either view via YouTube or download a video for local viewing.

QUESTION: Because this course is required by Senate Bill 6620, will there be a Senate committee review and approval of this course prior to roll-out?

ANSWER: No.

QUESTION: [I] am still very unclear about what the final product should look like. The description of what should be in the “module” sounds most like a summary research document on the state of SEL vs. a *staff training* module. Could you clarify for us through any examples of similar products (possibly on another topic)...

ANSWER: The content must fit within the frame of the OSPI Website capabilities. Some of that is going to have to be determined and negotiated with the contactor. The intent of the module is to be instructive for educators, administrators, practitioners, other relevant staff, and families to improve their abilities to interact with children and youth in a way that bolsters their SEL competencies. We suspect it will be layered by both topic and audience, to the extent possible.

QUESTION: Do you have current examples of online modules that OSPI has developed that we could reference? If so, where are they located?

ANSWER: Please refer to the Canvas website: <https://www.canvas.net/>. There are several course formats you can view on that site.

QUESTION: Are you expecting the vendor to do actual technology development?

ANSWER: The development that is expected is to utilize the Canvas platform and to delineate and articulate the information called out in the RFP with guidance from the SEL Advisory Committee.

QUESTION: Do you currently have a learning management system that hold online modules? If not, do you expect the cost of the these systems to be included within the cost proposal?

ANSWER: OSPI already has the capacity to host Canvas courses, so no additional costs need to be considered in the proposal.

QUESTION: What e-learning tools does OSPI currently have to develop the module?

ANSWER: OSPI is moving to Canvas as its Learning Management System (LMS), and has both a development and production Canvas server available.

QUESTION: What do you consider as a final deliverable from the vendor for an online module (e.g., finalized online module, PDF, storyboard, word document, PowerPoint deck, script/narration)?

ANSWER: The deliverable shall be a finalized course and learning module delivered in the Canvas platform that is SCORM compliant and ADA compatible.

QUESTION: What are you considering a module (e.g., multiple short courses or one longer course)?

ANSWER: We expect the module will be in segments based on the SEL components defined by the contractor, OSPI, and the SEL Advisory Committee. The module should include background and research regarding SEL, course segments for educators, and e-learning for families to bolster the SEL competencies of their children. The module should contain segments for various populations (educators and families) and learning components appropriate to each.

QUESTION: Is the module meant to be a self-paced module or a facilitated module?

ANSWER: The module is expected to be a self-paced course/learning module.

QUESTION: Is the module meant to be done individually or as a group?

ANSWER: Individuals may choose to use the module as content for in-person training; however, for the purposes of this contract, the module is intended for self-guided, web-based learning.

QUESTION: How long are you expecting the module to be?

ANSWER: No specific length has been determined. We anticipate it will be layered/segmented. The module must be comprehensive with regard to SEL and cover the material adequately. The length will be negotiated based on determination of scope and advice from the SEL Advisory Committee determining need.

QUESTION: Are you expecting the vendor to create graphics or videos as part of the cost proposal?

ANSWER: Graphics/videos/narration/videos can be either created or used with permission (as deemed by copyright law).

QUESTION: Are you expecting the vendor to manage the advisory board meetings, or attend the meetings?

ANSWER: The successful contractor is expected to attend the first advisory committee meeting, which will be held on March 9, 2017 (9:00 a.m. to noon), in Tacoma, WA to present their initial plan per their application and to engage in discussion. There will be one or two subsequent meetings of the Advisory Committee before project completion that the contractor will also be required to attend for ongoing feedback.

QUESTION: Will OSPI help identify those districts that are currently implementing SEL to incorporate within the module?

ANSWER: Yes.

QUESTION: Separately, could you also clarify the estimated total number of cumulative users intended for this web-based training module?

ANSWER: There are 70,000+ teaching and educational staff associates across the state and over one million students. The intent of this module is to provide a course for teachers to better understand and apply SEL principles to their learning and teaching approach and also to provide families, recognized as first teachers, e-learning and practical skills to help their children develop solid SEL competencies outside of school. It should also be noted that addressing the SEL skills of educators themselves through a self-care approach could be part of the course.

QUESTION: Can you provide specific specs on:

- a. Number of modules expected

ANSWER: We expect one comprehensive web-based module that covers preschool through grade 12 for users who are educators, administrators, practitioners, families, and other relevant staff.

- b. Total length of modules/course

ANSWER: No specific length has been determined. We anticipate it will be layered. The module must be comprehensive with regard to SEL and cover the material adequately. The length will be negotiated based on determination of scope and advice from the SEL Advisory Committee regarding what is needed. The first advisory committee will be

held on March 9, 2017 (9:00 a.m. to noon). The successful Contractor will be expected to be represented in person at that meeting which will be held in Tacoma, WA.

- c. Depth of topics beyond what is mentioned in the 2016 report to legislature

ANSWER: Please refer to the list within the RFP under section 4. In addition, the Advisory Committee may ask that certain areas of relevance be emphasized and/or included in the Web-based module. Anything that may be in addition to what is already listed is subject to negotiation with the successful contractor.

QUESTION: Are there to be knowledge checks?

ANSWER: All research gathered and assembled for this module must be verified and affirmed as accurate by citing references and research. If permissions from authors/publishers are required to use content, the Contractor shall be responsible for gaining those permissions.

QUESTION: Does the office want a hosted solution or a course-in-a-can (SCORM module, TinCan) to have themselves? Will the office be using Canvas LMS to deliver the training?

ANSWER: This module shall be delivered via Canvas LMS.

QUESTION: Is this going to be delivered by in-person trainers at all, if so who, how, etc.

ANSWER: Individuals may choose to use the module as content for in-person training (from OSPI's website); however, for the purposes of this contract, the module is intended for self-guided, web-based learning.

QUESTION: Should the training address any specific age groups?

ANSWER: The module shall be designed for adults and families to address the needs of children preschool through grade 12.

QUESTION: Are schools also looking for curriculum or classroom materials?

ANSWER: OSPI is requesting the Contractor identify and submit a list of currently available SEL curricula, approaches and strategies to be included as a part of the module. The Contractor is not expected to design new classroom materials or curriculum other than what the web-based module will offer in terms of instruction for adults.

QUESTION: We recently moved from California to Port Angeles Washington. Our company address is still in California, but we will be getting a business license here in Washington. From what we read, we can apply if we are planning on becoming a business here in Washington, is that correct?

ANSWER: Yes, that is correct.

QUESTION: Is it possible to submit a response to the RfP on February 10 if that letter of intent was not submitted?

ANSWER: Yes. Since the Letter of Intent was only a recommendation, we will accept your proposal without one.