

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

**REQUEST FOR PROPOSALS
RFP No. 2017-03
Addendum 04 – 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.

QUESTION: How does this training impact existing SEL programs which districts may already be implementing. For example, P.B.I.S., Restorative Practice models, etc.?

ANSWER: It should dovetail with existing SEL implementation. PBIS, Restorative Practices, Second Step, etc. are programs that help students develop SEL skills. The information in this module should help school staff to better understand the overarching components of SEL, including some research, in a manner that increases the fidelity of SEL programming in schools. This module is not intended to promote specific programs but rather contain a universal information that applies to all programming.

QUESTION: Is the training module intended to be a tool with overarching best practices and strategies which can be used to plug into and/or be modified to support existing district SEL models already in play, **and** create new programs based on these best practices?

ANSWER: Yes. Overarching research, understanding, best practices, and promising strategies and other foundational information rather than specific programming is the intention of this module. The creation of new classroom curricula for students is not an intended outcome of this project however, if the Consultant proposes an idea, OSPI will be open to consideration. Creativity is welcomed.

QUESTION: Is the module intended to focus primarily on the report provided as a means of key strategies that will allow districts to create their own personalized SEL programs?

ANSWER: Yes The module should create an adaptable SEL framework schools can use to develop their own unique programming based on existing assets and recognizing specific gaps they wish to address. This module could potentially help schools determine and tailor their need around SEL program development.

QUESTION: How do you envision the single training module adequately engaging families as well as educational staff, administrators, etc.?

ANSWER: We are anticipating the family learning section of this module to be a smaller and separate component within the module containing information with suggested culturally aware e-learning practices parents could chose to utilize at home similar to what is being utilized in the school, and potentially in English and Spanish. It would have less rigor than the more formal course we anticipate being designed for educational staff, administrators, etc.

QUESTION: What is the training objective for each of these core audiences?

ANSWER: The training objective for families is to be able to learn and practice positive SEL habits at home and to bolster SEL competencies for themselves and for their children. Objectives for the educational staff and administrators would be a course they could complete that will provide them with deep seated knowledge to create a culture and climate within the school and classroom that supports SEL for students. It will formally dive into the standards (page 3 of the 10/2016 legislative report previously identified) and develop awareness and strategies (beginning on page 5 of the same report) that fit with the standards that school staff can unpack and utilize in the development of their own SEL sensitive school environment.

QUESTION: Is your goal to authentically engage each of these audiences with a single training module?

ANSWER: Yes, to the extent possible, as a means to build consistency between the home and school application of SEL practices.

QUESTION: In what ways will this training be used to engage and educate families about SEL?

ANSWER: For families, this will be an introduction to SEL and to help them link the practices and strategies that are happening in the school to what may be applied in their homes, to enhance consistency between the home and school environment.

QUESTION: Will OSPI be providing any specific graphics or multimedia content which they would like the Contractor to use in developing the training module?

ANSWER: This will be determined and negotiated with the selected contractor as the project develops. It is possible there will be graphics from the legislative report, from CASEL, or from any other source that we become aware of during project development.

QUESTION: The amended RFP includes a request for an "Example of work that would demonstrate the contractor's ability to meet the deliverables set forth in this RFP." Are you specifically looking for an SEL example, or are topics other than SEL acceptable?

ANSWER: The example does not need to be about SEL. Something relevant or a similar course structure would be helpful. The purpose of the example is to demonstrate the ability of the Consultant to creatively work in the Canvas Platform to deliver the course module we are looking for.

QUESTION: Was there a specific trend of negative events that led to the inception of the 2011 study? Or, is this the result of the study and Obama's ESSA?

ANSWER: There was not a specific trend of negative events that drove this effort. Research has brought it to our attention. During the past several years, CASEL, along with other researchers have indicated that social and emotional well being has a profound impact on a student's ability to learn as a potential non-academic barrier to learning. During recent legislative sessions provisos and bills have been passed that has allowed OSPI to focus on this work. The ESSA structure is expected to enhance the effort.

QUESTION: What is an example of "equity" (SELB pg. 5 Figure 1) that can be accompanied with the benchmarks?

ANSWER: The best response to this question is to provide you with guidelines from the Office of Equity and Civil Rights Office who works to ensure that each student has equal access to public education without discrimination. The link to their comprehensive report will provide the clearest response
response. <http://www.k12.wa.us/Equity/pubdocs/ProhibitingDiscriminationInPublicSchools.pdf#over>

QUESTION: Is there a method you find acceptable for recognizing students that are not meeting SEL standards if the goal is not to measure student success?

ANSWER: Recognizing and measuring are not commensurate. The goal is to provide a climate and culture in each school that teaches SEL curricula in the school and classroom for all students. Educators are encouraged to recognize students who are viewed as lacking SEL competencies and to provide them opportunities for social and emotional growth. Students are not graded and teachers are not rated on SEL proficiency. The goal is that SEL instruction is available and provided to all students across Washington.

QUESTION: Should the module include areas for handling situations where family involvement is an issue?

ANSWER: The module shall include a section (preferably in both English and Spanish) for parents to provide information and learn skills for developing SEL skills at home.

QUESTION: Would OSPI find it effective to recommend texts/film/webinars for teachers to implement in a lesson, to better facilitate Self and Social benchmarks?

ANSWER: Resources that are linked on the module shall be ensured to be on-going, readily available, and at no cost to anyone using the module. Resource links are encouraged as long as proper permissions (if required) are obtained. The LMS course should be a logically sequenced structure and can be enhanced by external resources.

QUESTION: Where will the module be hosted? Does OSPI have an LMS? If so which one?

ANSWER: OSPI is moving to Canvas as its Learning Management System (LMS), and has both a development and production Canvas server available. The product is required to be delivered in a Canvas LMS platform.

QUESTION: What is the computer O/S and version of target audience devices?

ANSWER: It will vary from school to school.

QUESTION: What is the internet connection speed of the target audience at school?

ANSWER: It will vary from school to school depending on their individual servers.

QUESTION: Would you like the course to be responsive (desktop/tablet/smartphone?)

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

QUESTION: Is there a desired experience length for the e-Learning Module?

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: What tracking would you like the course to include? (e.g. complete/non-complete; answer tracking)

ANSWER: This will be negotiated with the selected contractor with input from the SEL Advisory Committee.

QUESTION: Is there a completion requirement? For example 80% of the knowledge checks answered correctly?

ANSWER: This will be negotiated with the selected contractor with input from the SEL Advisory Committee.

QUESTION: Are Letters of Intent submitted for RFP No. 2017-03, or a list of their submitting organizations, available to the public?

ANSWER: OSPI will not release a list of organizations that submitted letters of intent.

QUESTION: Is there a page limit on our proposal?

ANSWER: The Letter of Submittal, excluding the signed Certifications and Assurances and Contractor Intake Form, shall be a maximum of one (1) page. There is no requirement for overall length of the proposal.

QUESTION: What is the largest attachment that you are able to receive via email?

ANSWER: Our mail system will allow up to 45MB.

QUESTION: What level of interaction do you anticipate the contractor will have with the SEL Advisory Committee?

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 the SEL Advisory Committee participate in the review and approval of material at specific milestones within the program schedule?

ANSWER: The SEL committee will review and recommend a determined milestones. The module will also be vetted with additional potential users to test user compatibility.

QUESTION: How many meetings do you anticipate the contractor will have with the SEL Advisory Committee after the first advisory committee meeting on March 9?

ANSWER: 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: Is there an issue if one of the SMEs lives outside the state of Washington?

ANSWER: The contractor's staff and/or subcontracts may be located out of Washington as long as they are able to successfully provide the services.

QUESTION: Are teachers earning clock hours for this training? How much time are you expecting them to spend?

ANSWER: This is a potential TBD. There is no expectation of time to be spent at this time. The goal is for educators to learn skills they can employ in the classroom for their students and for families to learn skills through an e-learning format.

QUESTION: During development and review, what are acceptable methods of delivery for the module content?

ANSWER: This can be negotiated to be the most efficient and accessible format. Web based review and demonstration is acceptable. Briefings in hard copy are acceptable for progress updates.

QUESTION: Understanding that there is no funding available for evaluation of this module, has a budget for the production of the training module been approved and funded?

ANSWER: The budget presented as a part of this RFP is approved and is for development and delivery of an LMS course as well as family information and e-learning in a CANVAS Platform.

As such, the platform must be in final form and ready to be linked to the OSPI Web system and will be maintained there as a part of OSPI resources.