

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

**REQUEST FOR PROPOSALS
RFP No. 2019-09: Professional Development Learning Modules on ELL and Special
Education for Paraeducators**

Addendum 01 – Q&A

Note to potential respondents:

This addendum is intended to revise, clarify and become part of RFP No. 2019-09, issued August 16, 2018.

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.

1. **QUESTION:** We noticed in Section C, proposal contents, there are several sections that have page limitations, but there are not page limitations for others. Do you have a maximum number of pages for the whole proposal? Some pieces of the proposal can be quite extensive included a detailed project plan, CV's/resumes. Etc.
ANSWER: There is no maximum page number for the entire proposal.
2. **QUESTION:** Are you expecting course materials to be uploaded at the end of development or along the way?
ANSWER: Course materials need to be uploaded with enough time to allow for a review committee and revisions if necessary.
3. **QUESTION:** Are you expecting contractors to conduct training for the instructors of the course or an instruction manual for teachers?
ANSWER: Contractors will not train instructors. Instead, a facilitators guide is requested in the RFP.
4. **QUESTION:** Are you expecting participants to take the course concurrently (cohorts) or will they be taking the course anytime they want?
ANSWER: Paraeducators may take the course anytime they want.
5. **QUESTION:** Do you expect the contractor to upload the two courses to our own Canvas platform or upload it directly to your platform?
ANSWER: The courses will be uploaded to OSPI's "Learning Space", which utilizes the Canvas LMS.
6. **QUESTION:** Will learners in the course be in a classroom while they are taking the courses? Or will this be prior to employment?
ANSWER: Paraeducators may take this at any time. Providers (e.g., school districts, unions, etc.) may decide to offer this in a classroom, or they may ask paraeducators to take the course(s) at home/individually.

7. **QUESTION:** I was looking through the website and didn't see questions/answers posted yet. Will they be located on the main proposal page? When do you expect to be able to answer the questions?

ANSWER: Per the Schedule of Procurement Activities, a final Question and Answer Addendum will be posted by September 7, 2018.

8. **QUESTION:** Can you differentiate further between the content expected in the following sections (a) Project Approach/Methodology; (b) work plan; (c) project schedule; and (d) deliverables?

ANSWER: The RFP contains the expectation for each of these sections.

9. **QUESTION:** The proposal states that " Deliverables shall not exceed two (2) pages." Is this referring to the written description of deliverables in the proposal or the proposed final deliverables? If it is referring to the written description in the proposal does the 2 page limit apply to the description of all 4+ deliverables or can each proposed deliverable have a description of up to two pages?

ANSWER: Since we are requesting the same deliverable for each course, two pages should be sufficient.

10. **QUESTION:** Can you please clarify if you're accepting bids for only one of the two courses, or if both courses are required from the bidder? For example, could we submit a bid that covers B. Special Education standards of practice for paraeducators, but **not** A. ELL standards of Practice for paraeducators?

ANSWER: We are only accepting proposals for both courses.

11. **QUESTION:** ...my question was merely how this RFP is different from the grant our agency received to provide support for development of paraeducator modules? We are receiving in the area of \$28,000 for the work and this RFP, which is significantly larger, appears to ask for the same work. I, along with other in and outside our agency, wonder why we were tasked to do this work when there is another RFP out before we have had a chance to complete ours?

12. **ANSWER:** The Paraeducator Pilot is looking at how participants implement the Fundamental Course of Study and one of the paraeducator certificates. In regards to the ELL and Special Education Subject Matter Certificates, pilot districts have chosen to use the provided funds to either develop or utilize already established programming to meet the requirements of the chosen certificate they are piloting. Pilot districts are given a lot of flexibility on the method they wish to provide the training, as long as learning objectives are met. The information collected during the Pilot Workgroup, which participants of the pilot are members of, will help to inform the chosen contractor of the RFP on how to develop online training modules for these certificates.

The RFP differs from the pilot in that a contractor will develop online training modules for the Subject Matter Certificates on Canvas. These modules will be owned by the state, free for use, and we anticipate them being a primary resource for paraeducators to meet the requirements of the certificates. The requirements and expectations for these modules are listed on the RFP.

Additionally, PESB must keep to the requirements of the law. HB 1115 (2017) requires that a pilot of the certificate program take place during SY 2018-19. A proviso, passed early 2018, requires the RFP to take place during FY 2018-19. The funding provided by the proviso was not known prior to the pilot beginning.

13. **QUESTION:** As an ESD our we eligible?

ANSWER: Any entity that meets the minimum qualifications and can provide the services requested is eligible to apply.

14. **QUESTION:** In 4J. it speaks to the paraeducator pilot – We have one of the pilot grants in developing a Hybrid model with a pilot group for ELL and Special Education, and we are doing in person- and with Canvas. How does is this RFP similar/ different / or intersect with this pilot grant?

ANSWER: The Paraeducator Pilot is looking at how participants implement the Fundamental Course of Study and one of the paraeducator certificates. In regards to the ELL and Special Education Subject Matter Certificates, pilot districts have chosen to use the provided funds to either develop or utilize already established programming to meet the requirements of the chosen certificate they are piloting. Pilot districts are given a lot of flexibility on the method they wish to provide the training, as long as learning objectives are met. The information collected during the Pilot Workgroup, which participants of the pilot are members of, will help to inform the chosen contractor of the RFP on how to develop online training modules for these certificates.

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