

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

**Request for Qualifications and Quotations No. 2020-11
Addendum 01 – Q&A**

Note to potential respondents:

This Addendum is intended to revise, clarify and become part of RFQQ No. 2020-11, issued August 20, 2019.

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:** Page 8, Section 4.B.i (second i, second bullet): Regarding the summary of changes in plan for presentation to local educational agencies: what format is expected for the summary (document, slide deck, both)? Is the contractor expected to present to the LEAs or to provide a summary that will be sent to them or presented by others involved in the process?

ANSWER: The Comprehensive Needs Assessment will result in a document that will then be outlined in a slide deck for presentations. The contractor should be available to present at the state conference (August 10 and 11, 2020).

2. **QUESTION:** Page 10, Section 4.B.iv states “The primary goal of the evaluation of current SDP, CNA, new SDP and its evaluation is to determine the extent to which the OSPI’s MEP provision of services to sub-grantees positively impacts program requirements and delivery of services to migratory students and their families.” Please clarify, as we would like to assure our proposed plan addresses the primary goal. What MEP services does OSPI provide to sub-grantees? What is meant by positively impacting program requirements?

ANSWER: Title I Part C Migrant Education Program is federally funded under the Elementary and Secondary Educational Act (ESEA) to address the identified unique needs of migratory students for both academic and non-academic supports. The Comprehensive Needs Assessment should result in identifying those unique needs and suggestions for addressing those needs. These will then be the framework for developing the State Service Delivery Plan with measurable program outcomes. The growth in achieving the outcomes will be one measure of positively impacting program requirements. There may be other measurements based on the needs assessment and resulting delivery plan.

3. **QUESTION:** We note that the 2015-2016 evaluation is available on the OSPI migrant education website. Have evaluations been completed for the 2016-2017 or 2017-2018 program years, and may we obtain copies of these if so?

ANSWER: The evaluations for 2016-17 and 2017-18 are attached*.

**Vendors who have obtained this Addendum from OSPI’s website: please download the reports from WEBS, or contact the RFP Coordinator at contracts@k12.wa.us to request a copy of the reports.*

4. **QUESTION:** What entity will fulfill requests for migrant student data necessary for completing the CNA and evaluation?
ANSWER: Data requests will be facilitated by OSPI to the Migrant Student Data, Recruitment, and Support office for CNA and evaluation purposes. Some data will come from OSPI's Migrant Education Program through end-of-year reporting.
5. **QUESTION:** What migrant student services data is collected per student within the statewide migrant student information system? The 2015-2016 evaluation report shows data in the categories needed for Consolidated State Performance Reporting, but reports only in broad categories. Is more detailed or specific services data kept such as the number of hours a student participates in a specific service, what type of math or reading support a student received, etc.
ANSWER: The evaluation is based on the Measurable Program Outcomes growth model or number of students served as noted in the current State Service Delivery Plan 2017-2020.
6. **QUESTION:** Is district formative assessment data for calculating the 2018 SDP MPOs held in the statewide migrant student information system? If not, is it held in a statewide database, or must it be obtained directly from each LEA?
ANSWER: All Local Educational Agencies who provided supplemental academic support in math or ELA in Grades K-8 during the 2018-19 program period were to submit pre and post assessment results into the Migrant Student Information System for both regular and summer services.
7. **QUESTION:** Does the proposal have a page limit?
ANSWER: With the exception of the Letter of Submittal, which should be limited to one page, I don't believe there is a limitation.
8. **QUESTION:** I am wondering if the review team takes into account the entire project team's (lead consultant and subcontractors) qualifications and experiences or only the lead consultant's as it pertains to the assessing the team's minimum qualifications.
ANSWER: The evaluation team will review and consider *all identified staff*, including subcontractors, who will be assigned to the potential contract, including the responsibilities and qualifications of such personnel.
9. **QUESTION:** Would OSPI consider homeless students and tribal populations to be "highly mobile" student populations, since they travel from reservations and other locations to schools?
ANSWER: Migratory students who are also homeless or within a Native American tribal population could be considered highly mobile if they frequently move across school district boundaries or miss a significant amount of school due to their migratory lifestyle.