

Request for Proposals No. 2027-01

Addendum 01 – Pre-Bid Conference

This document is posted to capture the questions received, and agency answers provided, during the pre-bid conference for RFP No. 2027-01. The RFP was issued on July 29, 2026, and the Pre-Bid Conference was held on August 28, 2026.

All amendments, addenda, and notifications related to this procurement will be posted on the [OSPI website](#) (if this was an open procurement) and on the Washington Electronic Business Solution ([WEBS](#)) website. Additional questions concerning this procurement must be submitted to contracts@K12.wa.us. Communication directed to other parties will be considered unofficial and non-binding on OSPI, and may result in disqualification of the Consultant.

1. **Question:** Professional Learning Delivery: Is the contractor expected to directly provide webinars, training, and other professional learning, or is the intent primarily to build the capacity of OSPI and regional partners to provide those activities?

Answer: The contractor will directly provide and may co-deliver professional learning, technical assistance, webinars, coaching, and other supports as identified in the RFQ.

OSPI does not anticipate that the contractor will be the only contributor to the statewide professional learning and technical assistance system. The contractor will work collaboratively with OSPI and other implementation partners while remaining responsible for the applicable contract deliverables.

2. **Question:** Statewide and Regional Partners: Can you share the levels or some of the key partners to work with? I heard higher ed, but I'm assuming regional folks or perhaps community organizations.

Answer: The contractor should anticipate working with multiple partners across Washington's education system. The RFQ identifies school psychologists; general and special educators; district and school administrators; families; Educational Service Districts; institutions of higher education; professional associations; and community partners. It also identifies existing partnerships with WestEd, the University of Washington Bothell, ESDs, school districts, institutions of higher education, and other education partners.

The contractor will play an important role in supporting collaboration, engagement, communication, and coordination among these partners as part of the statewide implementation effort.



3. **Question:** MTSS Coaches: Can you speak to your vision for the MTSS coaches at the state or regional level and how the organization can support/lead that aspect of the RFQ?

Answer: The RFQ requires the contractor to design and launch the statewide coaching model and to recruit, prepare, and support district RTI Implementation Coaches. It does not specify that those coaches will be employees of the contractor.

OSPI anticipates developing the coaching infrastructure in collaboration with state, regional, and local implementation partners. The contractor will lead and support that system and will also provide the direct coaching activities identified in the RFQ.

4. **Question:** Asynchronous Professional Learning Modules: Is the contractor expected to develop the asynchronous professional learning modules identified in the RFQ?

Answer: The RFQ assigns responsibility to the contractor for developing synchronous and asynchronous learning modules as part of the Year 1 professional learning deliverables.

OSPI and its partners also have professional learning resources already in development. The contractor will be expected to review, refine, align, incorporate, or build upon existing work where appropriate rather than unnecessarily duplicate it. The development approach may therefore include collaboration with existing partners, while the contractor remains responsible for the professional learning deliverables identified in the contract.

5. **Question:** Statewide Implementation Design and Timeline: Is the role primarily one of consulting, leadership, collaboration, and project management, with opportunities to develop and support content as needed?

Answer: Yes. A central function of the role is statewide implementation leadership and project management.

OSPI expects the contractor to help design and manage the statewide rollout, including identifying and coordinating partners; establishing implementation approaches, structures, milestones, and measures; supporting long-term sequencing and planning; monitoring progress; and maintaining coherence across the work.

The RFQ identifies 2028–29 as the transition point and seeks to increase statewide readiness for that transition. The contractor will help OSPI assess implementation readiness, establish implementation priorities and sequencing, and develop the statewide supports necessary for successful implementation.

The contractor will also bring substantive expertise related to RTI-based SLD evaluation and eligibility and will directly contribute to the activities and deliverables identified in the contract.

6. **Question:** MTSS Fidelity Measures: Has OSPI selected a specific MTSS fidelity measure that districts are expected to use, or is OSPI open to recommendations?

Answer: The RFQ does not identify a single required statewide MTSS fidelity measure. It does require development and use of statewide implementation measures, including a statewide implementation rubric, implementation metrics and dashboards, analysis of implementation rubric data, and monitoring of implementation fidelity.

The selected contractor's expertise and recommendations regarding appropriate implementation and fidelity measures will be valuable as OSPI develops and refines this statewide monitoring system.

7. **Question:** Implementation Data: How does OSPI anticipate using implementation data to understand district progress and identify districts that may be further along in implementation?

Answer: Implementation data will be an important component of the statewide transition. The RFQ requires the contractor to develop implementation metrics and performance dashboards, compile statewide baseline findings, analyze implementation rubric data, monitor implementation fidelity, support districts in using implementation data for continuous improvement, and identify districts requiring differentiated support.

This information will help OSPI understand statewide readiness and progress, identify implementation strengths and needs, differentiate supports, and continuously improve the statewide implementation strategy. The contractor will also analyze statewide implementation trends and provide recommendations to OSPI throughout the project.