

# *Request for Proposals No. 2027-01*

## *Addendum 02 – Q&A*

This document is posted to capture the questions received, and agency answers provided, during the question and answer period of RFP No. 2027-01, issued July 29, 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](mailto: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.

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1. **Question:** Which Year 1 products already exist or are substantially developed by OSPI or existing partners, and which are expected to be created from the ground up by the contractor?

**Answer:** OSPI and its partners have already developed, or are substantially developing, a significant body of foundational work to support Washington's transition away from the severe discrepancy methodology for identifying students with Specific Learning Disabilities (SLD). The contractor will be expected to build upon and operationalize this existing foundation rather than recreate it. OSPI's existing work includes the statewide and district implementation roadmaps, a statewide landscape/readiness analysis, technical assistance materials and tools, draft SLD Technical Assistance Papers, guidance on the RTI/scientific research-based approach to SLD evaluation, professional learning resources, communication materials for districts, educators, and families. Part of the work of the contractor will be to identify any additional products that might be necessary to guide this work.

2. **Question:** What does OSPI mean by "complete all professional learning curriculum" by Quarter 2, particularly given the pre-bid indication that higher-education partners may have substantial content-development roles?

**Answer:** By Quarter 2, OSPI expects the contractor to have completed the core professional learning curriculum, meaning the foundational content, learning sequences, facilitator and participant materials, and supporting tools are substantially developed, organized, aligned, and ready for implementation. This does not mean all content must be created from scratch by the contractor; OSPI anticipates collaboration with higher-education partners and others who may contribute substantially to content development. After Quarter 2, the focus should shift toward integrating, refining, adapting, and implementing the curriculum at scale, including developing implementation tools and supports, coordinating technical assistance, responding to



district feedback, and making revisions based on implementation data and lessons learned.

3. **Question:** Who will own and administer the required learning management system, and does OSPI already have a platform the contractor will use?

**Answer:** The RFQ requires that a learning management system be established but does not prescribe a specific platform or require use of a particular existing OSPI system.

The selected contractor will work with OSPI to determine the appropriate platform and approach based on available systems, technical and security requirements, accessibility requirements, and the needs of the statewide professional learning system.

4. **Question:** How many participating districts does OSPI anticipate onboarding in Year 1, and what level of readiness facilitation is expected for each?

**Answer:** OSPI does not anticipate a single, fixed number of districts being onboarded in Year 1. Rather, the intent is to establish a readiness-based, phased rollout that allows districts to enter implementation when they have the foundational conditions necessary for success. This approach is intended to avoid creating a “cliff” in which all districts are expected to make the transition at the same time, regardless of their readiness or capacity.

5. **Question:** What does “recruit, prepare, and support district RtI Implementation Coaches” mean in expected scale, selection, preparation hours, and ongoing coaching load?

**Answer:** “Recruit, prepare, and support district RtI Implementation Coaches” refers to establishing a regional implementation support structure that can provide districts with sustained, practice-based assistance as they transition to an instructional, data-based approach for SLD identification. OSPI envisions leveraging regional partners across the state, including ESDs and other organizations relevant to this work, to extend the reach and sustainability of the statewide effort. This approach is consistent with OSPI’s broader model of coordinating statewide and regional technical assistance while accounting for local context and district readiness.

6. **Question:** Which statewide implementation rubric and five implementation pillars are already defined, and what authority will the contractor have to refine them?

**Answer:** The RFQ identifies the statewide implementation rubric and associated implementation measures as components of the work. It does not establish through the solicitation a specific set of “five implementation pillars.” Existing and in-development resources will be made available to the selected contractor. The contractor may provide technical expertise and recommendations regarding their use and refinement; decisions regarding statewide implementation tools and requirements will remain with OSPI.

7. **Question:** What existing partner commitments, deliverables, calendars, and decision rights will the implementation lead inherit?
- Answer:** As described in the RFQ, this work builds upon existing and in-development efforts involving OSPI and multiple implementation partners. The selected contractor will receive information necessary to coordinate applicable existing work, resources, timelines, and partner activities. Specific roles, responsibilities, coordination structures, and decision-making processes will be established by OSPI in coordination with relevant partners as part of implementation planning.
8. **Question:** Which work must be personally delivered by OESD staff versus coordinated, reviewed, or supported through existing OSPI partners?
- Answer:** OSPI does not prescribe the bidder's staffing model or determine how OESD staff would be assigned to this work. Bidders are responsible for proposing a staffing approach and organizational capacity sufficient to perform the scope of work and deliverables identified in the RFQ.
9. **Question:** What data systems are available for statewide readiness, participation, implementation metrics, and dashboard reporting?
- Answer:** The RFQ does not prescribe a specific statewide data system or technology platform for readiness, participation, implementation metrics, or dashboard reporting. The selected contractor will work with OSPI to identify available data sources and systems and recommend appropriate approaches for collecting, analyzing, and reporting the implementation information required by the contract. OSPI will determine the approach used for statewide implementation.
10. **Question:** What staffing level and internal OESD capacity can realistically be committed from contract start through June 2027?
- Answer:** OSPI does not prescribe the bidder's staffing model or determine how OESD staff would be assigned to this work. Bidders are responsible for proposing a staffing approach and organizational capacity sufficient to perform the scope of work and deliverables identified in the RFQ.
11. **Question:** Scope of Work: The scope of work includes both consultation duties and more direct technical assistance to schools and district. Can you clarify that the consultant is responsible for the entire scope of work? If not, can you prioritize the major duties the consultant is responsible for, relative to the duties and deliverables listed in the scope of work?
- Answer:** Yes. The selected contractor is responsible for leading the full scope of work identified in Section A.4.ii and the associated deliverables, subject to the terms and funding of the contract. The contractor will serve as OSPI's statewide implementation lead and technical advisor, and the identified lead consultant will serve as the primary liaison to OSPI.

The contractor's primary role is statewide implementation leadership, project management, technical advisement, coordination, and quality control. This includes developing and maintaining a coherent implementation design; coordinating partners and activities; managing plans, timelines, milestones, and risks; supporting alignment of resources and professional learning; responding to implementation questions; monitoring progress; and recommending adjustments.

The contractor will also directly contribute to professional learning, technical assistance, coaching, resource development, evaluation, and other implementation activities identified in the RFQ. The contractor is not expected to independently perform every statewide implementation activity. This is a system-level effort involving OSPI and multiple state, regional, higher education, district, family, community, and other education partners. The contractor remains responsible for the applicable contract deliverables when activities are developed or delivered in collaboration with other partners.

12. **Question:** Scope of Work: Given the scope and breadth of the activities described across the three-year project period, can OSPI clarify whether the \$615,000 funding cap is intended to support a strategic consulting role focused on implementation leadership and technical advisement, or a more comprehensive implementation role involving development, delivery, coaching, technical assistance, evaluation, and resource production? Understanding the intended balance between advising, coordinating, and directly executing activities will help propose a staffing model and budget that aligns with OSPI's expectations.

**Answer:** The RFQ does not establish a \$615,000 funding cap. Section A.7 identifies an amount not to exceed \$205,000 for the initial term. Any extensions are at OSPI's discretion and contingent upon satisfactory performance, successful completion of project objectives, and availability of funding.

The contractor will serve primarily as OSPI's statewide implementation lead and technical advisor. The role requires significant project management, implementation design, coordination, technical expertise related to SLD eligibility and Response to Intervention (RTI), and oversight of the statewide transition.

The contractor will also directly contribute to professional learning, technical assistance, coaching, resource development, evaluation, and other implementation activities identified in the RFQ. OSPI does not expect the contractor to independently provide the full complement of statewide services. The contractor will work with and coordinate OSPI and other implementation partners as part of a broader statewide implementation system while remaining responsible for the applicable contract deliverables.

13. **Question:** Professional Learning Expectations: The scope references statewide professional learning delivery, regional implementation institutes, webinars, Communities of Practice, office hours, and coaching supports. Does OSPI anticipate that the contractor will directly design and deliver these activities, or will the contractor primarily support planning, coordination, and capacity building for OSPI, ESDs, and other partners to deliver them?

**Answer:** The RFQ includes both leadership and coordination responsibilities and direct professional learning responsibilities.

The contractor is responsible for finalizing, refining, and maintaining the statewide professional learning system; developing the professional learning products identified in the RFQ; and delivering the professional learning activities and supports identified in the projected timeline and deliverables.

OSPI anticipates that this work will occur within a broader statewide partnership that includes OSPI, higher education, ESDs, and other implementation partners. Existing and in-development partner resources may be incorporated into the statewide system, and professional learning may be co-developed or co-delivered with partners. The contractor remains responsible for the applicable contract deliverables while providing the leadership, coordination, technical review, and direct participation necessary to support a coherent statewide professional learning system.

14. **Question:** District Support: Can OSPI provide an estimate of the expected number of participating districts and clarify the anticipated level of direct contractor engagement with districts (e.g., statewide consultation, targeted district coaching, site visits, technical assistance, implementation planning support)?

**Answer:** The RFQ does not establish a specific number of participating districts. Participation is expected to expand over the course of implementation, with the contractor supporting OSPI in recruiting and onboarding participating districts and expanding participation over time.

The anticipated level of contractor engagement includes district readiness activities, technical assistance, implementation coaching, support for district implementation teams, review of implementation plans, assistance addressing implementation barriers, site visits, peer learning opportunities, and analysis of implementation data.

OSPI anticipates a differentiated approach to implementation support. The RFQ specifically calls for differentiating supports based on district readiness and implementation stage and identifying districts requiring differentiated support. The contractor is not expected to provide the same type or intensity of direct support to every district.

The contractor will work with OSPI and implementation partners to develop a scalable approach that responds to district readiness, implementation stage, identified needs, and the capacity available through the broader statewide and regional implementation system.

15. **Question:** Implementation Leadership Role: To what extent does OSPI view this position as a project management and implementation coordination role versus a direct technical assistance and capacity-building role? Additional clarification would help proposers determine the appropriate balance of leadership, facilitation, content development, and implementation support.

**Answer:** OSPI views this primarily as a statewide implementation leadership and project management role that also requires substantive technical expertise and direct participation in implementation activities.

The contractor will help OSPI design and manage the statewide rollout, including identifying and coordinating partners; establishing implementation approaches; developing timelines, milestones, communication and coordination structures; supporting long-term planning and sequencing; monitoring implementation; identifying risks and needs; and maintaining coherence across the work.

The contractor must also bring technical expertise and direct professional experience with RTI-based SLD evaluation and eligibility. That expertise will inform implementation design, professional learning, technical assistance, resources, and responses to implementation questions.

The contractor will directly contribute to these activities while coordinating and leveraging the capacity of OSPI and other implementation partners.

16. **Question:** In-Person Activities: The RFQ references statewide collaboration, site visits, regional learning opportunities, and participation in in-person meetings as needed. Can OSPI provide guidance regarding anticipated frequency of in-person meetings, travel expectations, and whether travel expenses are intended to be outside the \$615,000 funding cap?

**Answer:** The RFQ does not prescribe a specific number or frequency of in-person meetings, regional activities, or site visits. However, proposers must demonstrate the ability to participate in in-person meetings and activities when needed, and the scope specifically contemplates regional learning opportunities and district implementation site visits.

Proposers should therefore anticipate reasonable travel associated with implementation activities, including meetings, regional activities, and district site visits.

Section A.7 provides that applicable mileage, meals, lodging, and other travel-related expenses will be reimbursed in accordance with Washington State travel regulations established by the Office of Financial Management, unless wrapped into a per-deliverable payment method. Travel reimbursement will be addressed in the resulting contract consistent with Section A.7 and the applicable contract provisions.

17. **Question:** Learning Management System: The Year 1 deliverables reference establishment of a learning management system. Is OSPI expecting the contractor to procure, host, and maintain an LMS, or will an existing OSPI platform be available for use?

**Answer:** The RFQ requires that a learning management system be established but does not prescribe a specific platform or require use of a particular existing OSPI system.

The selected contractor will work with OSPI to determine the appropriate platform and approach based on available systems, technical and security requirements, accessibility requirements, and the needs of the statewide professional learning system.

18. **Question:** Coaching Infrastructure: The RFQ references the development and launch of a statewide coaching model and ongoing coaching activities. Does OSPI envision that the contractor will serve as the primary provider of coaching services, or that the contractor will help design and support a coaching system implemented by OSPI, ESD, or district personnel?

**Answer:** OSPI envisions a shared-capacity coaching model.

The contractor is responsible for designing and launching the statewide coaching model and for the coaching responsibilities and deliverables identified in the RFQ, including recruiting, preparing, and supporting district RTI Implementation Coaches; establishing Communities of Practice; providing coaching sessions; developing coaching protocols and tools; and providing ongoing coaching and technical assistance.

The contractor will carry out these responsibilities while also helping develop broader state, regional, and local capacity to support sustainable implementation.

19. **Question:** Development of Deliverables: The RFQ includes development and refinement of numerous products, including implementation resources, professional learning curricula, facilitator guides, model forms, communication resources, toolkits, guidance documents, and a learning management system. Can OSPI clarify which products are expected to be developed directly by the contractor versus refined, curated, or coordinated from existing resources and work products developed by OSPI and other partners?

**Answer:** The contractor is expected to develop, refine, curate, align, and maintain resources depending on the particular product and stage of implementation.

This work does not begin from scratch. OSPI and its partners have existing resources and additional resources already in development. The contractor will review and build upon existing and proposed materials, identify gaps, support alignment across resources, and develop or contribute to new products where needed.

The RFQ identifies some products as direct contractor deliverables and identifies others as resources the contractor will support, refine, review, or help develop. OSPI expects the contractor to build upon existing and in-development work where appropriate rather than unnecessarily duplicate resources. The contractor remains responsible for completing the applicable deliverables identified in the resulting contract.

20. **Question:** Current Assets: Since OSPI notes that this work builds upon previous implementation efforts and partnerships, can OSPI describe the major resources, tools, professional learning materials, readiness rubrics, implementation frameworks, and guidance documents that already exist and will be available to the selected contractor?

**Answer:** The selected contractor will have access to existing and in-development resources developed by OSPI and its partners. These include district implementation resources, a district implementation rubric, implementation planning tools and workbooks, model evaluation and IEP forms, technical guidance, professional learning resources, and other supports related to the transition.

The RFQ also identifies existing partnerships with WestEd, the University of Washington Bothell, Educational Service Districts, school districts, institutions of higher education, and other education partners.

Resources are at varying stages of development and refinement. The contractor will help OSPI organize and align these existing efforts, identify gaps and additional needs, and support development of a coherent statewide implementation system rather than recreate work that is already underway.

21. **Question:** Agreement Type: What type of agreement (such as contract or grant) will be resulting from this RFQ?

**Answer:** The resulting agreement from this RFQ will be a contract for services, not a grant. The RFQ is a competitive procurement conducted under Washington's Procurement Law for Goods and Services. The Apparent Successful Bidder will be expected to enter into a contract substantially consistent with the sample contract and General Terms and Conditions included with the RFQ.

22. **Question:** Evaluation and Scoring. Pricing is excluded from the evaluation factor (D.2, p. 33) and submission, however "bidders are encouraged to provide most favorable and competitive cost estimates". Can you please clarify if pricing information is required and if so, how is it being evaluated?

**Answer:** Pricing information is not a scored evaluation factor under Section D.2. Proposals will be evaluated and scored using the factors and points identified in that section.

Section A.7 establishes a maximum amount of \$205,000 per year for the initial agreement and states that proposals exceeding that amount will be rejected as nonresponsive. Section A.7 also encourages bidders to provide their most favorable and competitive cost estimate to perform the work.

23. **Question:** May a prime contractor include subcontractors or technical consultants as part of the proposed project team?

**Answer:** Yes. Section C.4. Management Proposal, requires that the proposal identify staff, including subcontractors, who will be assigned to the potential contract.

24. **Question:** Can the qualifications and experience of those proposed team members be considered toward meeting the RFQ's required and/or preferred qualifications?

**Answer:** Yes, the proposal as whole must meet the minimum qualifications.

25. **Question:** Must all subcontractors or technical consultants be identified at the time of proposal submission?

**Answer:** Yes, Section C.4. Management Proposal, requires that the proposal identify staff, including subcontractors, who will be assigned to the potential contract, indicating the responsibilities and qualifications of such personnel, and include the amount of time each will be assigned to the project.

26. **Question:** Are resumes, letters of commitment, or other documentation required for proposed team members?

**Answer:** Resumes and letters of commitment are not specifically required. However, Section C.4. Management Proposal, requires that the proposal describe how the Consultant and any subcontractors meet the minimum qualifications and desired qualifications. It is common for proposals to include resumes.

27. **Question:** Is Washington-specific Rtl, MTSS, SLD, or special education experience required specifically of the prime contractor, or may that expertise be demonstrated through a member of the proposed project team?

**Answer:** The proposal as whole must meet the minimum qualifications. Section C.4. Management Proposal, requires that the proposal describe how the Consultant and any subcontractors meet the minimum qualifications and desired qualifications

28. **Question:** Please provide clarification on the funding amount for the initial term in Section A.7. Does that refer to the first year or all three years?

**Answer:** The anticipated funding is \$205,000 *per year* of the initial term of November 2026, through September 2029. See Amendment 01 for clarification.

29. **Question:** Please also confirm whether the bidder may propose subconsultants or a delivery team.

**Answer:** The RFP allows for proposed use of subcontractors. Any such subcontractors must be identified in the Management Proposal as stated in Section C.4.

30. **Question:** Please also confirm whether the prime bidder or named project lead must hold a current or former school-psychologist license.

**Answer:** The RFP requires a Licensed or formerly licensed school psychologist. Please refer to the minimum Bidder Qualifications stated in Section A.5.

31. **Question:** Please also confirm whether every proposed subconsultant must independently satisfy the full Rtl/SLD experience requirement, or only the qualification requirements applicable to that person's assigned role.

**Answer:** The proposal as a whole must satisfy the minimum Bidder Qualifications stated in Section A.5.

No questions or responses included in this document require any changes to the solicitation document; this document stands alone.