

Request for Qualifications No. 2022-36

Addendum 01 – Pre-Bid Conference

This document is posted to capture the questions received, and agency answers provided, during the Pre-Bid Conference held on April 25, 2022.

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:** Are the times referred to in the Request for Qualifications Pacific Standard Time?

Answer: Yes, all times referred to in the schedule of activities, including due dates for any materials, are Pacific Standard Time.

2. **Question:** Is the Educational Service District in which a Continuous Improvement Partner will be assigned made clear prior to the [announcement of apparently successful bidders]?

Answer: OSPI will take into consideration geographical preference, local systems knowledge, and context of prospective Continuous Improvement Partners during the procurement process and negotiations, however, OSPI will ultimately assign Continuous Improvement Partners to regions according to a formula for need developed by OSPI and Educational Service District partners.

3. **Question:** How many Educational Service Districts does a Continuous Improvement Partner work in?

Answer: In general, we assign Continuous Improvement Partners to work within only one Educational Service District during the school year.

4. **Question:** Are the required trainings, events, and deliverables dates/due dates as described in the contract shared with prospective contractors during the procurement process?

Answer: Finalized deliverables dates and other contract due dates and obligations/requirements are described in the final contract offered.

5. **Question:** Other than the dates that are described in the Estimated Schedule of Procurement Activities in the Request for Qualifications, are there any other dates a candidate should know about?



Answer: All dates and due dates applicable to this procurement are described in the Request for Qualifications. Any amendments, addenda, and notifications related to this procurement will be posted on the [OSPI website](#) and on the Washington Electronic Business Solution ([WEBS](#)) website. If you are requested in WEBS, you may receive emails about the procurement, but OSPI's website does not have a notification system.

6. **Question:** How many Continuous Improvement Partners will there be for the upcoming [2022-2023] school year?

Answer: We have budgeted for a maximum of twenty-five (25) and hope to reach that maximum.

7. **Question:** Can you provide travel and per diem reimbursement details?

Answer: Please visit the [Office of Financial Management](#) website for details on per diem rates.

8. **Question:** Is travel time to/from meetings/work events logged as billable hours?

Answer: No: time spent in travel is not billable.

9. **Question:** Is there mileage reimbursement for the use of a private vehicle for travel to/from meetings/work events?

Answer: Yes, miles traveled are reimbursed at [Office of Financial Management's privately owned vehicle mileage rate](#).

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

Pre-Bid Conference

Request for Qualifications No. 2022-36

Continuous Improvement Partners

April 25, 2022



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Purpose

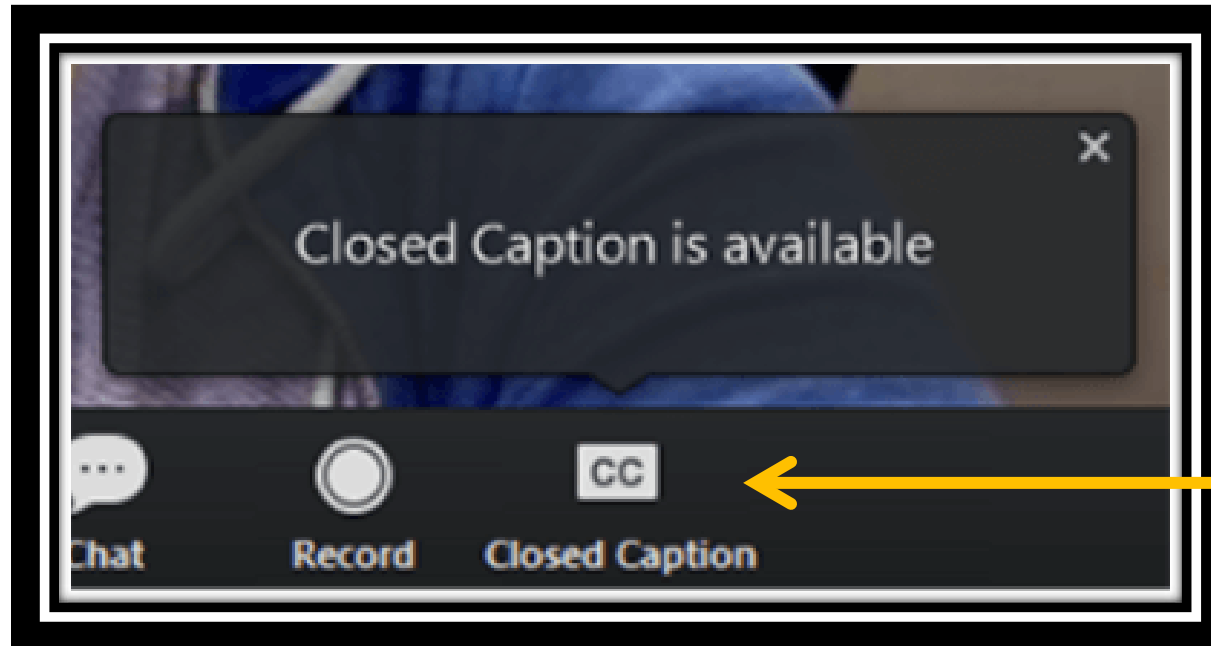
To provide background for and summarize Office of Superintendent of Public Instruction's RFQ 2022-36 for the Continuous Improvement Partner position

Audience

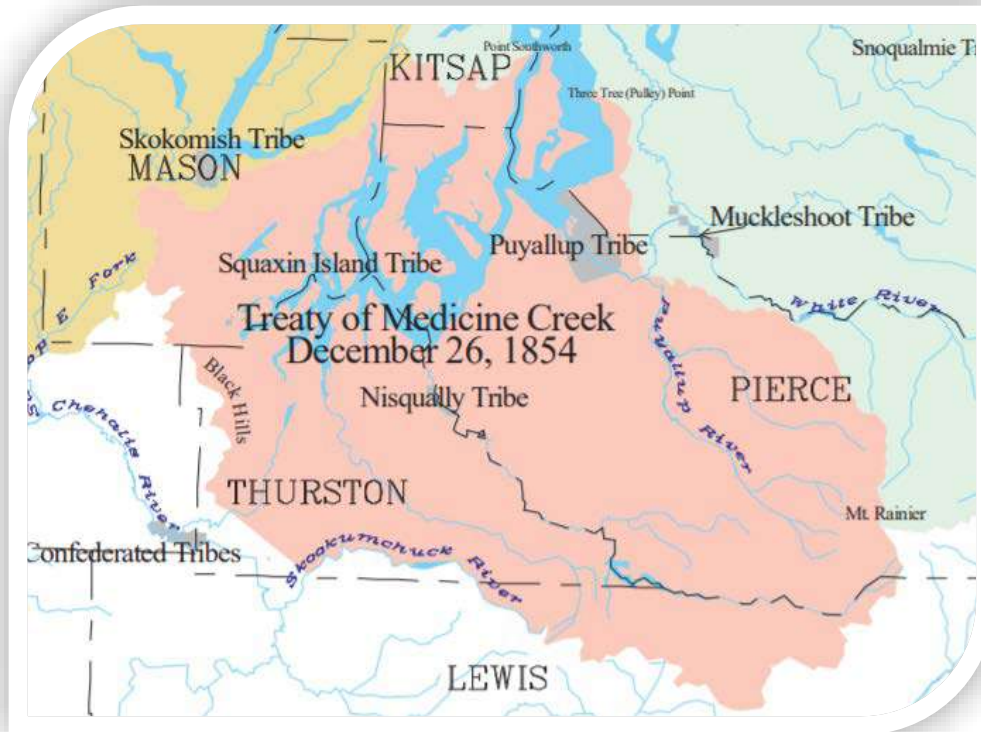
Experienced education leaders and coaches interested in contracting with OSPI as a Continuous Improvement Partner for 2022-2023 school year

Closed Captions are Available!

Options can be found in the "Live Transcript" button options in the zoom toolbar.



Land Acknowledgement



[Washington Tribes Map](#)

[School District & Nearest Federally Recognized Tribes](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

A background image showing a group of diverse young children in a classroom setting. A girl in the foreground is looking towards the camera, while other children are visible behind her. The image has a warm, yellowish tint.

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
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Disclaimer

All oral and written communications will be considered unofficial and non-binding on Washington State Department of Enterprise Services (DES). Should bidders rely on any other communication, including statements made by state employees other than the Procurement Coordinator, they do so at their own risk and expense. Bidders should only rely on written amendments issued via Washington's Electronic Business Solution (WEBS).

All Questions/Communications pertaining to RFQ:

| | |
|----------------|---|
| Name: | Kyla Moore |
| Address: | 600 Washington Street South P.O. Box 47200 Olympia, WA 98504-7200 |
| Fax: | (360) 725-6240 (may be used to submit Letter of Intent only) |
| Email Address: | contracts@k12.wa.us |



Purpose of RFQ

Seek highly qualified educational specialists with expertise in continuous school improvement systems.

Focus on:

- elevating anti-racist practice;
- identifying, providing, and growing equitable systems of supports within learning communities;
- development of strong leadership at all levels;
- use of data inquiry and improvement processes;
- improvement of core instructional practices; and
- implementing a multi-tiered system of support.



Office of System and School Improvement

Veronica Gallardo, Assistant Superintendent

Continuous Improvement

Office of Native Education

Migrant Education

Student Support

Multilingual Education



Office of System and School Improvement

The Office of System and School Improvement (OSSSI) is how the state supports districts and schools that have been identified for improvement (e.g. Comprehensive, Targeted, Required Action District, etc.) by state and federal accountability processes.

The goal of System and School Improvement is to deliver resources and supports to schools identified for improvement to eliminate educational equity gaps, so all student outcomes increase, and to do this in collaboration with internal and external partners.



What is the primary purpose of OSSI?

To deliver resources and supports to schools identified for improvement to eliminate educational equity gaps so all student outcomes increase.

Who do we directly serve?

School, district, and ESD leaders driving continuous school improvement planning and activities.

What policy and program areas does OSSI have primary responsibility for?

- Supporting the conditions for systems of support to take root in schools;
- Increasing School Quality or Student Success (SQSS) outcomes;
- Ensuring equity in graduation; and
- Strengthening system and school improvement infrastructure.



Every Student Succeeds Act and OSSI Supports

Every Student Succeeds Act (ESSA)

Washington State Consolidated ESSA Plan

Comprehensive (Tier III) and Targeted Supports (Tier II)

School improvement plans and progress monitoring

Continuous Improvement Partners—direct supports for leadership teams in districts where buildings are eligible for Tier III supports.



WSIF At a Glance

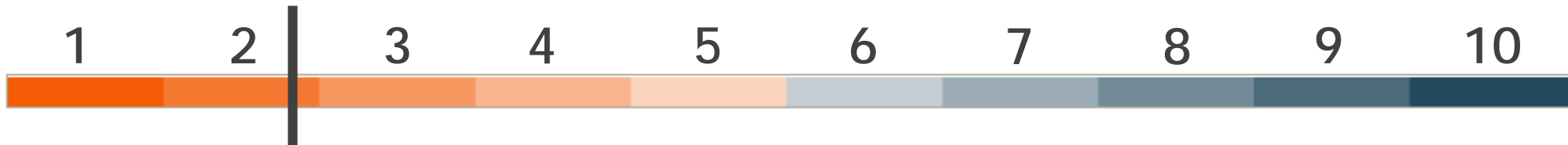
WSIF Indicators:

- Achievement
- Growth
- Graduation Rate
- English Learner Progress
- School Quality Student Success (SQSS)
- Regular Attendance
- 9th Graders on Track
- Advanced Course Taking (Dual Credit)

Student Groups:

- All Students
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Two or More Races
- White
- English Language Learners
- Students with Disabilities
- Low Income

ID Threshold 2.3



WSIF Identification Tiers...

| | | |
|---------------------|------------------------------|---|
| Tier 3 | Comprehensive | "All Students" less than 2.3 <u>OR</u> Graduation rate less than 67% |
| Tier 2 | Targeted 3+ | 3 or more student groups less than 2.3 <u>OR</u> EL Progress less than 48.9% |
| Tier 1 | Targeted 1-2 | One or two student groups less than 2.3 |
| Foundational | Foundational Supports | Not identified in any category |



Current WSIF Cycle

| | SY 17-18 | SY 18-19 | SY 19-20 | SY 20-21 | SY 21-22 | SY 22-23 |
|---------|----------------|----------|----------|----------|----------|---------------------------|
| Cycle 1 | Identification | Support | Support* | Support* | Support | Support/ Exit Eligible |

*Schools will receive support for these school years, but their identification in school years 2019–2020 and 2020–2021 will not count toward the number of years in which a school must meet the criteria for exiting identification status.

- The Every Student Succeeds Act (ESSA) requires that schools have no more than four years of support before either exiting or being offered additional supports
- The 2022-2023 school year is the first year schools will be identified as exit eligible prior to receiving additional supports

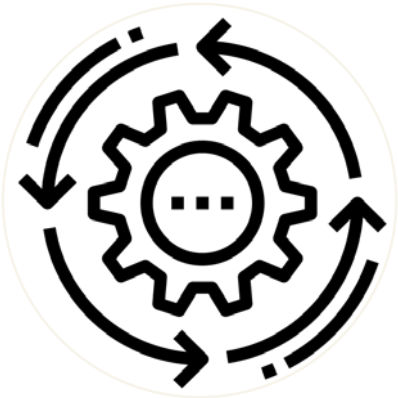


Equity and Continuous Improvement Defined



Educational Equity

"An approach to ensuring equally high outcomes for all by removing the predictability of success or failure that currently correlates with any racial, social, economic, or cultural factor" (Safir, S., & Dugan, J., 2021)



Continuous Improvement

Multiple iterative cycles of inquiry and activity aimed at increasing capacity to produce successful outcomes (Bryk, Gomez, Grunow, & LeMahieu, 2015)



Continuous Improvement Partner Defined

Continuous Improvement Partners (Partners) are contractors who align with and extend OSSI's strategy to create the conditions for continuous school improvement systems.

Collaborate with OSSI, educational service districts and school district and building leadership teams.

Provide direct systems level support to district and school leadership teams.

Leverage expertise and resources to increase equitable supports within continuous school improvement systems.



What is a Continuous Improvement Partner?

Continuous Improvement Partners (Partners) are contractors who align with and extend OSSI's strategy to create, implement and sustain networks and partnerships that leverage resources to create a coordinated improvement system and build capacity for engagement in cycles of data inquiry that inform and guide ongoing continuous improvement.

Partners provide direct services to assigned districts with schools identified for support, in collaboration with OSSI and educational service districts, by creating, implementing, and sustaining networks and partnerships that leverage expertise and resources to increase equitable supports within continuous school improvement systems.




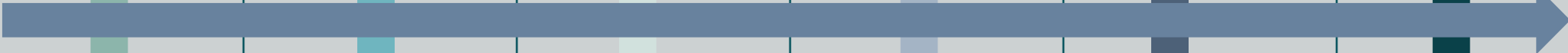
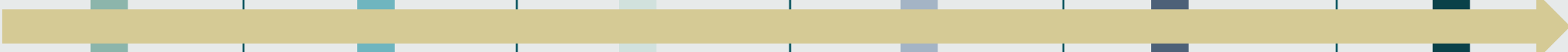
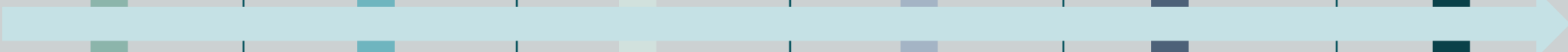
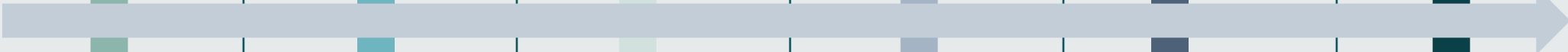




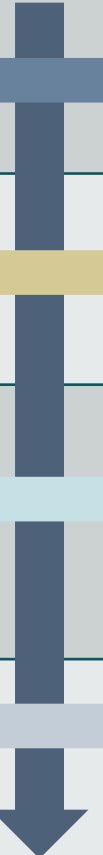

Scope of Work

Facilitate the development and implementation of continuous school improvement systems at the building and district level through OSSI's Essential Elements of Improvement:

- Elevation of anti-racist practices
- Identification, provision, and growth of equitable supports within learning communities
- Development of strong leadership at all levels
- Use of data inquiry and improvement science principles
- Focus on improving core instructional practices
- Implementation of multi-tiered systems of support



Essential Elements & Themes of Improvement

|  | Anti-Racist Practices | Equitable Supports | Development of strong leadership at all levels | Use of data inquiry and improvement science principles | Improvement of core instructional practices | Implementation of multi-tiered systems of support |
|---|--|--|--|--|--|--|
| Clarity of Purpose |  | | | | | |
| Technical Competence |  | | | | | |
| Capacity Building |  | | | | | |
| Human Interaction Skills |  | | | | | |
| |  |  |  |  |  |  |

Scope of Work Continued: School Improvement Planning

Support the development, evaluation and adjustment of high-quality school improvement plans that:

- are specific, measurable, attainable, relevant, time-bound, inclusive and equitable high-leverage goals;
- are informed by data inquiry and needs assessment(s);
- have clear roles and responsibilities for elements of the plan and progress monitoring;
- implement evidence-informed best practices;
- undergo regular progress monitoring and adjustment using Plan-Do-Study-Act cycles; and
- scale, spread, and sustain effective practices, behaviors, and systems.



Scope of Work Continued

- Collaborate with Improvement Leads and other Partners working within an Educational Service District.
- Provide supports aligned with specific OSSI programming related to improving student outcomes.
- Assigned professional learning events.
- Regular OSSI-specified meetings and planning.
- Programmatic evaluation efforts led by OSSI staff.



Minimum Qualifications

Licensed to do business in Washington State

Master's and/or doctorate degree in education or a related field

Proof of past or present K-12 teaching and/or administrative certification

Ability to travel to and within the region of assignment, and to attend all required activities both virtually and in-person

At least five (5) years of experience working in an educational leadership role



Examples of Desired Qualifications

Multi-year
experience
in the
following
areas:

- building inclusive education systems to close equity gaps for students served through each student group identified in the WSIF;
- data use, visualization and modeling to inform equitable supports within continuous school improvement systems and school improvement plans; and
- alternative or reengagement programs.

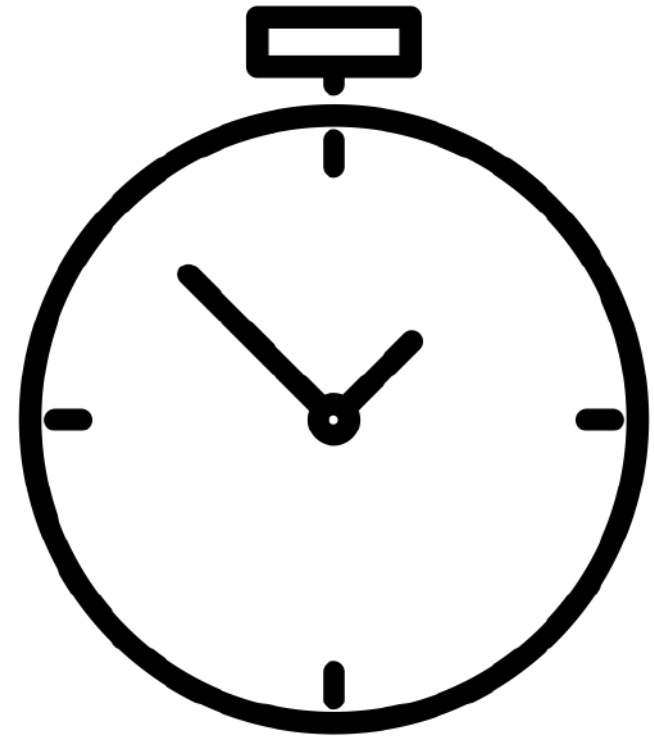
**This list of Desired Qualifications is not exhaustive: please refer to the RFQ for a full list of Desired Qualifications*



Submitting Proposals

This solicitation will remain open until further notice. To be considered for a contract beginning August 1, 2022:

Consultants are encouraged to submit proposals prior to 3:00 p.m. Pacific Standard Time on Tuesday, May 10, 2022



Proposal Checklist

Ensure that you have submitted all required materials in the required format.

Find this Proposal Checklist as Exhibit G of the RFQ.

| Included in Proposal | Component |
|--------------------------|---|
| <input type="checkbox"/> | Letter of Submittal |
| <input type="checkbox"/> | Management Proposal |
| <input type="checkbox"/> | References |
| <input type="checkbox"/> | Certifications and Assurances |
| <input type="checkbox"/> | <i>Contractor Intake Form</i> Download an editable version from OSPI's website |
| <input type="checkbox"/> | Washington State Business License, if applicable (see <i>Contractor Intake Form</i>) For more information about this, visit the Department of Revenue website. |
| <input type="checkbox"/> | <i>Business Enterprise Certification Form</i> , if applicable (see <i>Contractor Intake Form</i>) For more information about certification, visit the Office of Minority and Women's Business Enterprises website or Department of Veterans Affairs website . |
| <input type="checkbox"/> | Copy/proof of past or present K-12 teaching and/or administrative certification (as appropriate) |
| <input type="checkbox"/> | Copy of masters and/or doctorate diploma |
| <input type="checkbox"/> | CV/Resume that includes a minimum of 5 years of experience in an education leadership role (majority within last 7 years) |



Scoring/ Evaluation

- Proposals ranked by OSPI Evaluation Team
- Consultants who meet Phase I Cut Score contacted for Oral Interview and Performance Task

| Category | Maximum Points Possible |
|--|-------------------------|
| Phase I – Written Evaluation | |
| Staff Qualifications/Experience | 5 points possible |
| Experience of the Consultant | 10 points possible |
| Phase I Maximum Points Possible | 15 points |
| Phase I Cut Score | 11 points |
| Phase II – Oral Interview | |
| Question and Answer Session | 50 points possible |
| Phase II Maximum Points Possible | 50 points |
| Phase III – Performance Task | |
| Performance Task | 20 points |
| Phase III Maximum Points Possible | 20 points |
| Phases II & III Maximum Points Possible Total | 70 points |
| Phases II & III Cut Score | 55 points |
| Phase IV – References | |
| References | 15 points |
| Phase IV Maximum Points Possible | 15 points |
| GRAND TOTAL FOR PROPOSAL | 100 points |



Selection of Apparent Successful Bidders


OSPI reserves right to award contracts to bidders whose proposals are deemed in the best interest of and most advantageous to OSPI and Washington State.

Date of announcement of the Apparent Successful Bidder (ASB) will be date the announcement letter is postmarked or, if emailed, date email is sent.

The State will enter into contract negotiations with the ASB.

Proposals that have not been selected for further negotiation or award will be notified via email by RFQ Coordinator.

Estimated Schedule for RFQ

| Item | Action | Date |
|------------|--|--|
| 1. | OSPI issues RFQ | April 11, 2022 |
| 2. | Question and Answer period: <i>Q&A will be updated as needed throughout the RFQ posting period</i> | April 11, 2022-until RFQ closes |
| 3. | OSPI conducts Pre-Bid Conference Webinar for RFQ  | April 25, 2022 |
| 4. | Complaints due | May 3, 2022 |
| 5. | Proposals due | May 10, 2022 |
| 6. | OSPI conducts evaluation of written proposals | May 11-June 17, 2022 <i>(or as proposals are received after initial screening)</i> |
| 7. | OSPI conducts oral interviews with finalists (if determined necessary by OSPI) | June 21-July 1, 2022 <i>(or as proposals are received after initial screening)</i> |
| 8. | OSPI announces "Apparent Successful Bidders" and sends notification to unsuccessful Bidder(s) | July 8, 2022 <i>(or as proposals are received after initial screening)</i> |
| 9. | OSPI conducts debriefing conferences (if requested) | As requested, per debriefing instructions |
| 10. | Contract negotiation begins | July 8, 2022 |
| 11. | Anticipated contract start date | August 1, 2022 |



Period of Performance

- August 1, 2022 – July 31, 2023
- OSPI reserves the right to amend to extend the contract for two (2) additional contract years through 2025



References

Bryk, A. S., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Harvard Education Publishing.

Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.



Question & Answer





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