

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

**REQUEST FOR PROPOSALS  
RFP No. 2017-05  
Addendum 01 – Q&A**

*Note to potential respondents:*

*This addendum is intended to revise, clarify and become part of RFP No. 2017-05, issued February 15, 2017.*

*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.*

**QUESTION:** Are you available to receive phone inquiries about this RFP?

**ANSWER:** No. All communications concerning this RFP must be directed only to the RFP Coordinator via email. Any other communication will be considered unofficial and non-binding on OSPI. Consultants are to rely on written statements issued by the RFP Coordinator. Communication directed to parties other than the RFP Coordinator may result in disqualification of the Consultant.

**QUESTION:** Please describe the target audience(s) to receive the Cultural Competency Training (CCT).

**ANSWER:** Classified school staff, district administrators, certificated instructional staff and principals at the school level. The professional development and training must also contain components suitable for delivery by individuals from the local community or community based organizations with appropriate expertise.

**QUESTION:** What is their position level within the organization?

**ANSWER:** School, school district, and educational service district levels. At the school level, staff may users may include classified school staff, district administrators, certificated instructional staff, and principals.

**QUESTION:** Will the training be delivered to people within a single organization or multiple organizations?

**ANSWER:** Multiple organizations: there are 295 school districts in the state of Washington.

**QUESTION:** Has the audience that is targeted to receive the CCT received diversity training in the past? If they have received diversity education training in the past, what was the focus of that training?

**ANSWER:** In 2010, the [Professional Educator Standards Board](#) created a cultural competence matrix for educators in Washington. Components of the matrix are calibrated to each level of teacher certification and along the entire career continuum. (For more information, see [RCW 28A.410.270](#).) Since September 2011, all teacher candidates in Washington teacher preparation programs are required to take coursework related to this cultural competence matrix. Thus, the focus of previous CCT has revolved around PESB's cultural competence matrix: <https://drive.google.com/file/d/0ByGlqpe9SoFGSud3NEliU2NxRGM/view>. Additionally, PESB's matrix is aligned to teacher evaluation criteria under the Teacher and Principal Evaluation Program. Teachers are expected to continually improve their knowledge and skills

pertaining to cultural competence, however, as of now, on-going training in CCT is not required for teachers in Washington.

**QUESTION:** What are your expectations from the CCT?

**ANSWER:** As outlined in the legislation that created this requirement, Fourth Substitute House Bill 1541, Section 204: "The content of the cultural competence professional development and training must be aligned with the standards developed by the professional educator standards board under RCW 28A.410.270. The training program must also include the foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition, including information regarding best practices to implement the tribal history and culture curriculum."

**QUESTION:** When considering CCT, are you focusing primarily on human resources issues and challenges?

**ANSWER:** Please refer to RCW 28A.410.270 and the Professional Educator Standard's Board cultural competence matrix: <https://drive.google.com/file/d/0ByGlqpe9SoFGSUd3NEliU2NxRGM/view>

**QUESTION:** Do you want the consultant to also address broader cultural competence practices within an organization, e.g. marketing and sales, supplier diversity operations and procedures, customer services practices, board of directors' composition, and executive placement, etc.?

**ANSWER:** No; that is not applicable to this cultural competence training.

**QUESTION:** Do you want to include operational policies, procedures, internal & external conditions that impact the application of CCT within the organization?

**ANSWER:** Yes; please refer to the cultural competence matrix for references to state and federal civil rights law that should be used to inform and create school and school district operational policies and procedures.

**QUESTION:** Has Cultural Competence been defined and distributed to the audience who will be selected to receive the CCT?

**ANSWER:** As defined by [RCW 28A.410.270](#), cultural competence "includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures, knowledge and skills in accessing community resources and community and parent outreach; skills in adapting instruction to students' experiences and identifying cultural contexts for individual students." Based on this definition, PESB created a cultural competence matrix, which includes the following components: (1) professional ethics within a global and multicultural society; (2) civil rights and nondiscrimination law; (3) reflective practice, self-awareness, and anti-bias; (4) repertoires of practice for teaching effectiveness for culturally diverse populations. For more information, see PESB's cultural competence matrix: <https://drive.google.com/file/d/0ByGlqpe9SoFGSUd3NEliU2NxRGM/view>. PESB's matrix is a statewide framework used by all educators in Washington, hence the cultural competence definition and components have already been distributed to our selected audience.

**QUESTION:** How many people do you anticipate will complete the training?

**ANSWER:** The training materials must be accessible to all schools, school districts and educational service districts in the state. In Fourth Substitute House Bill 1541, it states "the legislature encourages educational service districts and school districts to use the cultural competence professional development and training developed under this section and provide opportunities for all school and school district staff to gain knowledge and skills in cultural competence, including in partnership with their local communities."

The training is not required to be completed in law, but “strongly encouraged”.

**QUESTION:** What is the ideal duration for the training?

**ANSWER:** The cultural competence matrix is extensive and will require multiple modules to on each section, tailored to the different school staff audiences. Therefore, the contractor will need to review the matrix and Fourth Substitute House Bill 1541 to determine the appropriate number of modules and duration of each training module.

**QUESTION:** What is your opinion about using online training tools?

**ANSWER:** The RFP includes a provision of developing the training to be hosted on an online platform. OSPI uses Canvas as its online training platform.

**QUESTION:** For RFP No. 2017-05, what is the expectation for the number of modules/courses and the anticipated length for each?

**ANSWER:** The cultural competence matrix is extensive and will require multiple modules to on each section, tailored to the different school staff audiences. Therefore, the contractor will need to review the matrix and Fourth Substitute House Bill 1541 to determine the appropriate number of modules and duration of each training module.

**QUESTION:** 1. What is this: "The developed content shall be delivered in a Canvas course format to be hosted on the OSPI Canvas LMS instance."?

**ANSWER:** Canvas is an online training platform used by OSPI to deliver and host online training modules.

**QUESTION:** How many expected users will be on the platform?

**ANSWER:** The training materials must be accessible to all schools, school districts and educational service districts in the state; and we expect the following individuals may use it: classified school staff, district administrators, certificated instructional staff, and principals at the school level.