

I. INTRODUCTION TO RFP

A. GENERAL INFORMATION:

APS is soliciting proposals from qualified offerors to enter into a term contract for consulting services to evaluate the APS ESOL/HILT program (English for Speakers of Other Languages/High Intensity Language Training). An evaluation was last completed in September 2012 and is available at this link: http://aps-legacy.materiell.com/cms/lib2/VA01000586/Centricity/Domain/141/evaluation%20reports/APS_Report_FINAL_09-18-12_print.pdf.

Through a separate RFP process, APS is also currently seeking a vendor to evaluate APS services for students with special needs (i.e. students receiving services through special education, 504, multi-tiered system of support, and/or intervention assistance teams). Vendors are invited to respond to both RFPs if their expertise aligns with both areas. If a vendor responds to just one of the RFPs, this will not exclude them from consideration. Our goal is to find the best qualified vendor for each evaluation.

B. BACKGROUND:

The ESOL/HILT Office oversees the English language services provided to English learners (ELs). There are over 9,000 students in APS who come from a home with a language other than, or in addition to, English. That is about 35% of the total student population. The most common languages spoken by these families are Spanish, Arabic, Amharic, Bengali and Mongolian. Nearly 5,000 (~19% of the total student population) of the students qualify to receive ESOL/HILT services. The students are simultaneously acquiring the English language and learning their grade level content. At the elementary level this takes place in a collaborative teaching model, as well as some pull out instruction. At the secondary level this takes place with some self-contained content and language classes, as well as some co-taught courses. The ESOL/HILT services are provided in order to help students acquire English in order to graduate and pursue post-secondary and career opportunities.

The ESOL/HILT Office provides a variety of roles and services for schools. Below is a list of some of those:

- Working with teachers, administrators, staff and families to provide needed English language support while students develop their English proficiency and build academic successes.
- Creating, revising, assessing, enhancing and implementing instructional programs for English learners at all elementary, middle, comprehensive and alternative high schools.
- Using data to make informed decisions on instructional programs.
- Providing specific professional learning opportunities to support schools and benefit English learners.
- Monitoring instructional programs via classroom visits, walkthroughs, data collection and data analysis.
- Remaining current in research findings to maintain a high level of expectation and success for English learners.
- Building positive working relationships with offices and departments in APS to collaborate and meet the needs of English learners and their families.

- Increasing family and community engagement in English learners' education through ongoing family outreach, interpretation and provision of relevant parent workshop sessions by Bilingual Family Resource Assistants.
- Facilitating the educational growth of English learners identified with a disability by providing direct service, co-teaching, coaching teachers, and monitoring progress through work of our HILT Resource Teachers.
- Teaching English learners to cope and manage feelings brought about by trauma, loss, acculturation, assimilation and family reunification through HILT Resource Counselor support.

C. MINIMUM QUALIFICATIONS/EXPERIENCE

The following are the minimum qualifications an Offeror must meet or exceed, at the time of submission, in order for APS to evaluate the Offeror's proposal:

1. Offerors must submit sufficient information to document their demonstrated knowledge of diverse populations and resulting needs (students, families and staff) and familiarity with culturally responsive practices. Ability to include Spanish and additional language speakers throughout the process.
2. Demonstrated expertise in English learner education
3. Offerors must submit two (2) examples of completed studies with a similar scope, as well as references from those organizations.
4. Offerors must submit three references

II. SCOPE OF SERVICES

The Contractor will conduct an evaluation of the APS ESOL/HILT program. The report will summarize findings and identify recommendations for improvement, and will specifically address the evaluation questions listed below.

The contractor will evaluate implementation and outcomes of programs and services for current and former English learners in Arlington Public Schools.

APS and the contractor will collaborate through summer 2018 to establish the evaluation plan. Data collection and analysis will occur during the 2018-19 school year. A final report with recommendations will be presented to the School Board in the fall of 2019.

The contractor will propose a data collection and analysis plan for the evaluation. APS staff in the Planning & Evaluation and ESOL/HILT Offices will support data collection by

- Providing available data through the student information system (e.g. test scores, discipline, enrollment, etc.)
- Assisting in the coordination of logistics for data collection such as surveys, focus groups, document reviews, etc.

The contractor will propose a process of regular check-ins with staff and citizen groups throughout the evaluation process.

The evaluation will answer questions listed in the table below while generally addressing progress made since the previous program evaluation.

Goal	Evaluation Question
Implementation	
<p>Goal 1: APS policies, practices, and procedures support English learners (ELs) as they develop English language proficiency and as they move (or exit) from direct services.</p>	<p>1a How are ELs identified and placed for services?</p> <p>1b What structures and resources are in place as students transition</p> <ul style="list-style-type: none"> ● between grade levels (elementary, middle, high) within APS? ● between English language proficiency levels ● into the general education classroom (before, during, and after transition)? ● into APS from other school divisions <p>1c What are the delivery models used by each school/site?</p> <p>1d What are the materials used by teachers to teach the content?</p> <p>1e How is content instruction developed and delivered for current and former ELs?</p> <p>1f How are ELs placed in secondary math classes?</p> <p>1g Identify how staff, schools, instructional programs, and departments collaborate to support ELs, both centrally and at the school level.</p> <p>1h What is done to ensure the general education classroom teachers and instructional assistants can support ELs and former ELs?</p> <p>1i How do teachers, school leaders, and central office departments monitor and measure student progress?</p> <p>1j How are the assessments that measure English language proficiency and content knowledge used to make instructional and programmatic decisions for ELs?</p> <p>1k How is an incoming student’s educational background, including literacy and numeracy levels in the native language, assessed? How is this information documented and made available to schools? How is this information used to make programmatic and/or placement decisions for ELs?</p>

	<p>1l To what extent are ELs being appropriately assessed to determine whether learning difficulties are occurring because of a language acquisition need or a potential disability?</p> <p>1m How are the needs of Accelerated Literacy students, or newcomers who may have interrupted schooling, met?</p> <p>1n What is being done to support current staff with enhancing their knowledge of effective strategies to teach ELs?</p> <p>1o To what extent are English learners provided appropriate accommodations during testing?</p>
<p>Goal 2: Parents of ELs understand the school system and are engaged in their child’s education.</p>	<p>2a How are parents informed about their student’s opportunities to receive services, placement, and progress? To what extent are parents of ELs able to understand the information being shared with them?</p> <p>2b To what extent do parents of ELs report that they are comfortable navigating their child’s school experience?</p> <p>2c To what extent do parents understand what to do when their child is having a problem in school?</p> <p>2d To what extent are ELs and their families aware of the resources and opportunities available? (e.g. gifted services, special education services, counseling, bilingual family liaison, technology, etc.)</p> <p>2e To what extent do teachers and other staff feel they are supported in working with families of ELs?</p> <p>2f What resource are available to support EL families, particularly those with low incomes? (e.g.: How do parents get help with classroom supplies, miscellaneous fees, understanding homework materials, internet at home, health services, scholarships for extracurricular activities, summer school etc.?)</p> <p>2g How does APS ensure that all parents understand that public schools are required to educate all students regardless of their immigration status?</p>
<p>Goal 3: English learners are challenged and supported in the classroom.</p>	<p>3a How is instruction differentiated to appropriately challenge and support ELs?</p> <p>3b What systems are in place to support ELs who are dually identified as being eligible to receive both EL services and special education support?</p>

	<p>3c What is the level of coordination between ESOL/HILT and Special Education, both centrally and at the school level?</p> <p>3d How effectively does the gifted referral and identification process appropriately identify ELs who are gifted?</p> <p>3e What is the level of coordination between ESOL/HILT and Gifted Services, both centrally and at the school level?</p> <p>3f What systems are in place to ensure that high school ELs are earning credits towards graduation?</p> <p>3g How are long-term ELs defined and what is being done to support their English language development?</p> <p>3h What is the level of coordination between ESOL/HILT and Student Services regarding registering for classes?</p>
<p>Goal 4: English learners are supported to develop socially and emotionally.</p>	<p>4a What supports and resources are available to support ELs’ social-emotional development?</p> <p>4b How are students’ experiences with trauma and loss supported?</p> <p>4c What is the level of coordination between ESOL/HILT and Student Services regarding students’ social-emotional development, both centrally and in schools? (includes counselors and HILT counselors)</p> <p>4d How do staff support students’ needs in a culturally sensitive manner? (Schools, Language Services Registration Center)</p> <p>4e What is the frequency of bullying against students in the ESOL/HILT program?</p> <p>4f To what extent are parents and students satisfied by the resolution of bullying incidents?</p> <p>4g To what extent do APS staff follow up after a bullying incident to ensure behavior has changed?</p>
<p>Goal 5: English learners have the opportunity to engage in the school experience equitably.</p>	<p>5a How do English learners compare to their peers in terms of:</p> <ul style="list-style-type: none"> ● Enrollment in challenging courses (for example: accelerated MS math courses, intensified, AP, IB, dual enrollment); electives (for example: arts courses, CTE, etc.) ● Disciplinary actions (in- and out of school suspensions, detentions, etc.) ● Special education identification ● Specialized programs (e.g. Arlington Tech etc.)

	<ul style="list-style-type: none"> ● Early childhood education ● Extracurricular activities and programs ● Field trips ● Gifted services ● Look at this districtwide and by variation across schools
<p>Goal 6: APS manages resources effectively in its implementation of services for English learners.</p>	<p>6a How are ESOL/HILT allocations used at the schools? To what extent are ESOL/HILT allocations used to directly instruct ELs with certified ESOL instructors?</p> <p>6b What are the qualifications/certifications of teachers who teach content to English learners?</p> <p>6c What PD is provided/scheduled annually to keep teachers, assistants, administrators, and other staff up-to-date with ESOL/HILT requirements, processes, and research, and how is this monitored?</p> <p>6d Assess the information technology infrastructure for supporting students at various levels, including</p> <ul style="list-style-type: none"> ○ Monitoring by teachers, site-based ESOL/HILT staff, lead teachers, school administrators ○ Monitoring by ESOL/HILT program staff ○ Monitoring by administration and reporting for the state. <p>6e How are teachers using technology as an instructional tool?</p>

Goal	Evaluation Question
Outcomes	
<p>Goal 7: English learners are academically successful.</p>	<p>7a How much time does it take APS ELs to attain English language proficiency?</p> <p>7b How long are students in each English language proficiency level?</p> <p>7c To what degree do English learners and all former English learners:</p> <ul style="list-style-type: none"> ● Graduate (include diploma types, and years it takes to graduate) ● Drop out

	<ul style="list-style-type: none"> ● Participate in and pass <ul style="list-style-type: none"> ○ Grade-level SOL assessments ○ Grade-level PALS and PALS Plus ○ Algebra 1 (by grade 8) ○ AP and IB assessments ● Pass courses ● Attendance ● Repeat SOL assessments to earn verified credit <p>7d How do APS results compare to other local school divisions or other same size divisions in Virginia? How does APS rank in meeting graduation or completion rates?</p> <p>7e To the extent possible, review and report above results in terms of</p> <ul style="list-style-type: none"> ● ELs who have been with APS since Pre-K/K, those who entered APS later ● previous school experience prior to enrollment in APS ● proficiency level upon enrollment in APS ● free/reduced lunch participation ● disability status ● participation in Spanish immersion programs ● English learners who have opted out of services in comparison to those in the program ● other variables suggested by contractor
<p>Goal 8: English learners thrive socio-emotionally.</p>	<p>8a Are English learners comfortable advocating for themselves in the following areas:</p> <ul style="list-style-type: none"> ● their educational pathways at the secondary level ● their socio-emotional needs <p>8b Do ELs feel</p> <ul style="list-style-type: none"> ● safe? ● supported? ● welcomed? ● a part of the school community?

A. PROPOSAL EVALUATION CRITERIA

Offerors are to make written proposals, which present the Offeror's qualifications and understanding of the work to be performed. Offerors are asked to address each evaluation criteria and to be specific in presenting their qualifications. Proposals should be as thorough and detailed as possible so that the APS may properly evaluate your capabilities to provide the required goods/services.

Selection of the Contractor Offeror will be based upon submission of proposals meeting the selection criteria. The selection criteria will include:

TAB	INITIAL EVALUATION CRITERIA	WEIGHT
1	Offeror <ul style="list-style-type: none"> ● Qualifications and experience of the firm, project team and any subcontractors, including previous experience in providing these services ● Two examples of executive summaries, which demonstrate the bidder's experience with evaluating organizational policies and practices to support the instructional needs of ELs. 	35
2	Methodology <ul style="list-style-type: none"> ● Demonstrated understanding of the scope of this project. ● Proposed methodology for collecting information and analyzing results. ● Proposed schedule and resources to meet the defined timeline specified in the evaluation. 	45
3	Price	15
1 – 3	Quality and overall completeness of proposal submission	5
	TOTAL	100

	POST-INTERVIEW EVALUATION CRITERIA	WEIGHT
1	Offeror <ul style="list-style-type: none"> ● Qualifications and experience of the firm, project team and any subcontractors, including previous experience in providing these services ● Thoroughness of presentation/demonstration in addressing the points of clarification identified by APS ● Overall preparedness of the Offeror and ability to effectively communicate the information to the audience 	30
2	<ul style="list-style-type: none"> ● Reference check responses 	15
3	Methodology	40

	<ul style="list-style-type: none">• Demonstrated understanding of the scope of this project.• Proposed methodology for collecting information and analyzing results.• Proposed schedule and resources to meet the defined timeline specified in the evaluation.	
4	Price	15
	TOTAL	100

NOTE: If, in the sole opinion of APS, the Offeror's last audited financial statement does not demonstrate the Offeror's ability to generate sufficient income to meet its operating expenses and financial obligations, APS will reject the Offeror's Proposal and not consider it for contract award.