

Exhibit A

1. PURPOSE

The purpose of this project is to have an independent outside agency conduct a Comprehensive Needs Assessment (CNA) for each Migrant Education Program (MEP) regional and direct-funded subgrantee (subgrantees). The MEP Local CNA will provide both the MEP subgrantees and the California Department of Education (CDE) with an independent assessment and evaluation of program needs that will provide specific recommendations and solutions for improving outcomes for California's migrant student population. Each Local CNA will serve as one of the basis for MEP program development and delivery for each respective subgrantee.

This Scope of Work (SOW) will outline the criteria and conditions that all MEP subgrantees will need to follow as they create their individual requests for proposals (RFP) for this work.

2. BACKGROUND

The MEP is authorized under Part C of Title I of the Elementary and Secondary Education Act (ESEA) of 1965.¹ In California, in 2014–2015, the MEP is administered through 20 MEP subgrantees across the state. Some of these subgrantees are based at county office of education and some at individual school districts.

MEP funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs, but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to State Education Agencies (SEAs), based on each state's per pupil expenditure for education and counts of eligible migratory children, age three through twenty-one, residing within the state.²

The ESEA requires that each SEA periodically review and revise its state plan to provide services. As the state plan is based on a statewide CNA of the MEP, a review/revision of the CNA is the first step in the process to revise the state plan.

¹ The Elementary and Secondary Education Act of 1965, Title I, Part C, as amended by the No Child Left Behind Act of 2001; 20 U.S.C. 6391-6399

² Source: Office of Migrant Education, United States Department of Education, <http://www2.ed.gov/programs/mep/index.html>

In contrast to prior practice in California, the CNA will include two major phases. The first phase will require that each migrant subgrantee hire an independent evaluator to conduct a local CNA. Once the local CNAs for each subgrantee are complete, the state will begin phase 2 of the CNA. Phase 2 will comprise a statewide evaluation of needs based on a meta-analysis of the subgrantee CNAs, analysis of statewide student assessment data, and review of stakeholder input.

What is a Comprehensive Needs Assessment?

A CNA is part of a continuous program improvement cycle that provides the opportunity to do an in-depth review of data on migrant students, review their progress toward program goals, identify needs, and propose specific recommendations for program improvements. The CNA will also inform the MEP State Service Delivery Plan to target instructional and service strategies toward identified needs.

According to the Federal Migrant Education CNA Tool Kit, a CNA³:

- Focuses on the ends to be achieved, rather than the means. In other words, the focus is on outcomes and process (e.g., reading achievement is an outcome, whereas reading instruction is a means toward that end).
- Gathers data by means of established procedures and methods that are thoughtfully selected to fit the purposes and context of the needs assessment.
- Sets priorities and determines criteria for solutions so that planners and managers can make sound decisions.
- Sets criteria for determining how best to allocate available money, people, facilities, and other resources.
- Leads to action that will improve programs, services, organizational structure and operations, or a combination of these elements

Additionally, the Federal Migrant Education CNA Tool Kit goes on to state that a needs assessment is “comprehensive” as long as it:

- Includes both needs identification and the assessment of potential solutions.

³ Office of Migrant Education, US Department of Education,
<http://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>

- Examines all relevant performance targets established for migrant children (e.g., proficiency in reading, proficiency in math, graduation from high school, reduction of the dropout rate, and any other program goals set for migrant children by the state, including school readiness).
- Identifies the needs of migrant children at a level that is useful for program design purposes.
- Collects data from appropriate target groups (e.g., students, parents, teachers, etc.).
- Examines data disaggregated by key subgroups.

3. SCOPE OF WORK FOR BID

The SOW that is developed by the CDE, in collaboration with subgrantees, shall seek proposals addressing main tasks, activities, and deliverables that include, but are not limited to, the following:

(The following tasks are the major responsibilities of the bidder providing services.)

TASK 1—CREATE AND MAINTAIN A COLLABORATIVE WORKING RELATIONSHIP WITH THE MIGRANT SUBGRANTEE

- The bidder will work collaboratively with the MEP subgrantee in the review of current policies, practices, and programs including:
 - Legal Requirements
 - MEP Priority and Goal Areas
 - Government Performance and Results Indicators
 - Priority for Service Students
 - Serving Preschool Migratory Children
 - Out of School Youth

TASK 2—CREATE A MIGRANT STUDENT PROFILE AND IDENTIFY NEEDS BASED ON LOCAL DATA AND ASSESSMENTS

- The bidder shall create a student profile that includes, but is not limited to:
 - Collecting and examining demographic data, local academic achievement data, performance targets, data on migrant families, mobility patterns and locally determined data and performance indicators for migrant students
 - Identifying and summarizing trends and patterns that include

utilizing data from multiple years and drawn from longitudinal analysis

- Including comparison groups as a means for gap analysis (including, but not limited to: All, English Learner, and Socio-economically disadvantaged).
- Reviewing the most recent subgrantee program evaluation, subgrantee CNA, statewide CNA, and State Service Delivery Plan to evaluate progress towards goals
- Conducting focus groups to gather perspectives and program experiences and expectations with stakeholders that include, but are not limited to, parents, students, teachers, classified support and program administrators
- The bidder shall identify needs and concerns that are focused primarily on student need and that are useful at a level for program design.
 - Regulations published at 34 Code of Federal Regulations (CFR) 200.83(a)(2) require all SEAs that receive MEP funds to have a state plan (based on its CNA) that at a minimum, has performance targets established by the state for all children in:
 - Reading achievement
 - Math achievement
 - High school graduation
 - School dropouts
 - School readiness

TASK 3—LOCAL DATA COLLECTION AND ANALYSIS PLAN

- The bidder shall develop a local data collection and analysis plan that:
 - Identifies support and resources
 - Reviews and collects existing data
 - Collects primary data
 - Determines sampling

- Determines comparison groups (including, but not limited to: All, English Learner, and Socio-economically disadvantaged)
- Determines data collection strategies
- Conducts surveys
- Selects data collection tools and strategies
- Develops data collection plan
- Launches data collection and manages the process
- Archives information for the CNA

TASK 4—ANALYZING DATA, WRITING NEEDS STATEMENTS AND RECOMMENDATIONS

- The bidder shall analyze data, establish priorities, create needs statement, and offer recommendations for program effectiveness that:
 - Analyzes and articulates the ‘gap’ when compared to other subgroups as identified on the data collection and analysis plan
 - Conducts a prioritization of needs with criteria and rationale
 - Creates need indicators with recommended data sources that are connected to at least one of the identified/prioritized needs and concerns
 - Recommends priority solutions and related strategies that are feasible and attainable
 - Identifies best and effective practices

TASK 5—DELIVERABLES

- The bidder shall create a report that includes:
 - Executive summary
 - Purpose, scope and methodology of report
 - Updated migrant student profile
 - Results and implications

- Solutions and measurable outcomes
- Identify concerns and provide specific recommendations for improvement for each concern
- Timeline for implementation of recommendations

Final report must be presented to the Superintendent, or designee, that oversees the MEP at the County Office of Education (COE)/district office, the MEP director, and the CDE.

4. TIMELINE FOR LOCALAL COMPREHENSIVE NEEDS ASSESSMENT

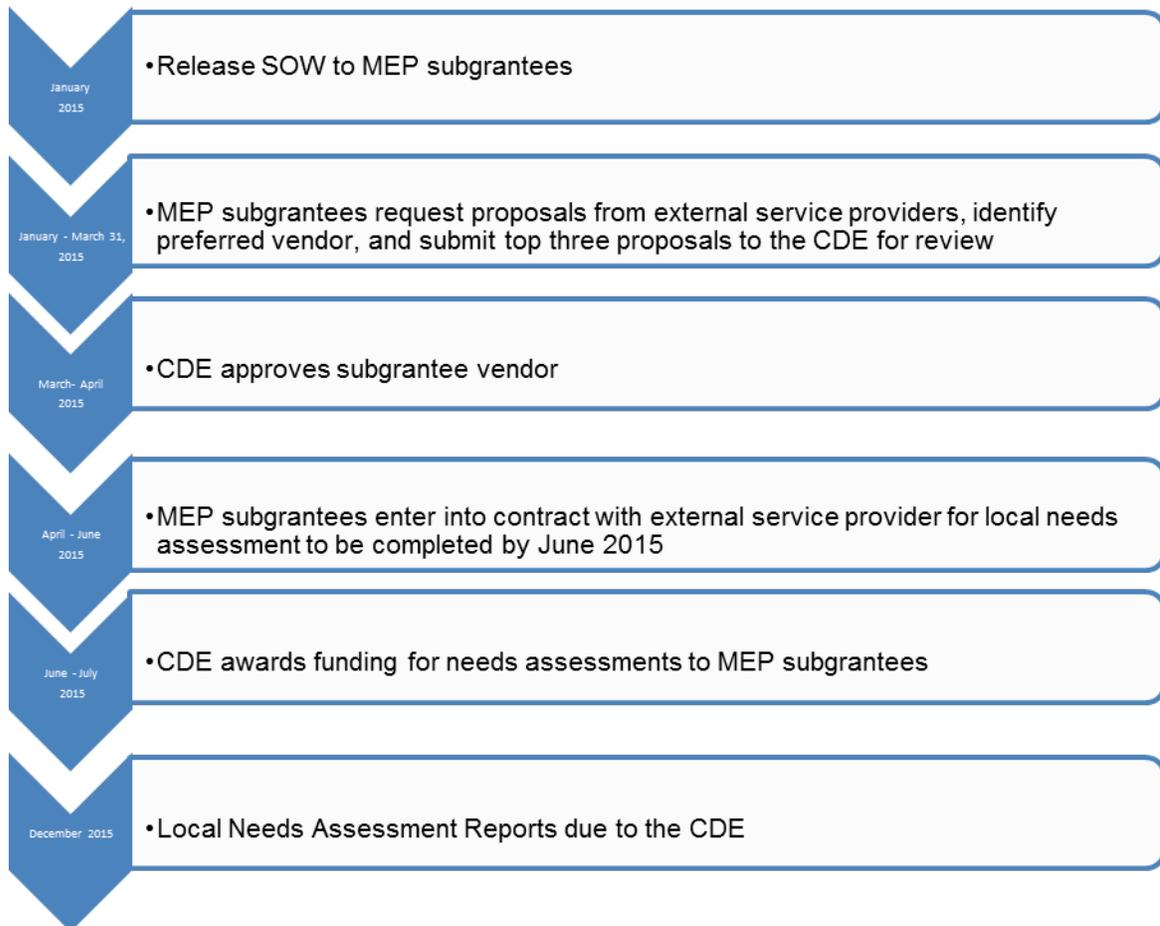


Figure 1.

January 2015 – Release SOW to MEP subgrantees

January – March 31, 2015 – MEP subgrantees request proposals from external service providers, identify preferred vendor, and submit top three proposals to the CDE for review

March – April 2015 – CDE approves subgrantee vendor

April – June 2015 – MEP subgrantees enter into contract with external service provider for local needs assessment to be completed by June 2015

June – July 2015 – CDE awards funding for needs assessments to MEP subgrantees

December 2015 – Local Needs Assessment Reports due to the CDE

5. GENERAL PROPOSAL CONDITIONS

- In accordance with the Education General Administrative Regulations as well as with the Office of Management and Budget Circulars applicable to federal education grants, 34 CFR Part 74.43 delineates that Requests for Proposals (RFPs) must abide by the regulations' procurement process in that:
 - Awards must be made to the bidder or offer or whose bid or offer is responsive to the solicitation and most advantageous to the recipient, price quality, and other factors considered
- Each MEP subgrantee must acquire the minimum amount of bids as per required by the procurement process of the migrant subgrantee. Additionally, recipients shall, on request, make available to the CDE procurement documents, such as requests for proposals or invitations for bids, and independent cost estimates.
- Subgrantees must submit to the CDE the proposal from the bidder preferred by the subgrantee as well as two additional bids/proposals submitted for the task.
- The CDE Migrant Education Office will have the final approval for all vendors.
- Bid opportunities must be advertised for at least 10 working days prior to the bid opening date per Government Code 14827.2
- Travel should be limited to the geographical area of the subgrantee. However, if local evaluators are not available, travel will be limited to geographic boundaries of the state of California.
- Subgrantee may utilize this SOW for preparation of the local procurement solicitation.
- The subgrantee may charge an indirect fee to process this RFP. The maximum indirect fee allowed is eight percent; however, if the approved CDE indirect cost rate⁴ is below eight percent, the subgrantee must charge the lesser of the two.
- Any funds awarded that are not expended for this SOW shall be liquidated by the CDE.
- Funds for this purpose will not be released until the CDE receives a copy of the executed contract with the CDE approved vendor.
- A final expenditure report shall be submitted to the CDE that details expenses by each task of the SOW. Failure to provide invoices in this format may require the CDE to request the subgrantee reimburse the CDE for contracted expenses.
- Vendor must sign and submit General and MEP specific assurances to the

⁴ California Department of Education, Indirect Cost Rate Web page: <http://www.cde.ca.gov/fg/ac/ic/>

subgrantee.

- Grant awards may not exceed \$150,000.

6. QUALIFICATIONS

- Evaluation and measurement expertise, such as experience working as an evaluator with educational agencies such as schools, school districts, and COEs.
- Experience developing educational programs.
- Must provide examples of prior work.
- Must provide letters of recommendations from superintendents of school districts/COEs or chief executive officers of organizations where work was performed.
- Knowledgeable about serving at-risk youth.
- Able to work in partnership with staff and other stakeholders.
- Possess good communication and listening skills.
- Demonstrates sensitivity and respect for people.
- Demonstrates professional integrity and honesty such as completing tasks in a cost-effective and timely manner.