The following questions were received in response to the Request for Proposals issuance and Pre-proposal Conference.

1) The Scope of Services states that the evaluation will examine “progress made since the previous program evaluation.” The prior evaluation used CEEE’s PEAS Dimensions of Practice. Does APS anticipate that the evaluation will include the use of the PEAS?
   a) The new evaluation does not need to use the same framework as the prior evaluation (PEAS). We are more generally interested in hearing Offerors’ suggestions for how they will follow up on findings and recommendations made in the last evaluation.

2) What consent procedures does APS require for students to complete brief surveys? To participate in focus groups? Will obtaining appropriate consents be the responsibility of the evaluator?
   a) Consent and/or notification are not required for student surveys except for in specific instances outlined in our Policy 25-1.9 Privacy Rights and Regulations. We apply the same standards to focus groups, although we always notify parents and students if a student has been selected for a focus group. This helps us ensure that a student understands what a focus group is, that they have the option to opt out, and other logistical details (where/when to show up, etc.). Staff in the Department of Planning and Evaluation and/or the ESOL/HILT Office will help with outreach, using already-existing communication channels.

3) Please provide information on the anticipated process and timelines for obtaining the available data from the Student Information System to the evaluation. For example, will there be designated contact persons? When will data for the 2018-2019 school year be available?
   a) Two staff members, one each in the Department of Planning and Evaluation and the ESOL/HILT Office, will provide required information from the student information system, and we can designate a point person in the Department of Planning and Evaluation. Availability of 2018-19 data will depend on the data; for example, enrollment data would be available soon after the start of the school year but complete test results would not be available until the summer. Information about students’ English language proficiency (WIDA) levels for the current school year are available in October.
4) Is individual student data available from the district’s information management system, and can it be shared with the evaluator? If individual student data can be shared, will the evaluator be responsible for acquiring consent? Does APS require IRB clearance – for student data? class observations?
   a) Student-level data will be shared with the vendor and the vendor will be asked to sign an MOU on data confidentiality. The Offeror should share information about any methods they use for secure data transfer.
   b) APS does not need IRB clearance for our own evaluation work and consent/notification are not required for classroom observations or sharing of data from the student information system.
   c) Please see response to #2 for consent/notification information about surveys.

5) What other individual data can be shared with the evaluator (e.g., demographic, attendance, discipline, etc.)?
   a) Within our student information system, we have data about student race/ethnicity, gender, country of birth, disability status, gifted referral and identification, attendance, GPA for secondary students, course enrollment for secondary students, test scores, test accommodations (for the past two years), APS enrollment history, Pre-K experience, participation in specialized programs, discipline (suspensions), and English language proficiency levels.
   b) We also have data on free/reduced meals, which can be shared with the evaluator as long as steps are outlined to ensure confidentiality.

6) What percentage of English Learners are languages other than the 5 “most common”?
   a) 18.54% 

7) To address the evaluation questions pertaining to former students, how far back in time will the evaluator need to go, and what students should be selected?
   a) We have data on former ELs (students in “reaching” status in the WIDA framework, as well as those who have exited reaching status). This data is available for students becoming former ELs in 2012-13 and later.

8) Does APS have an estimated level of effort in mind for this contract?
   a) Yes, please refer to page 9, second paragraph. The Available Funding for the project is defined as $200,000.

9) What is the anticipated start date for the work?
   a) Ideally the contract would be awarded some time prior July 1, so the Contractor’s team could begin collaborating with APS staff in early July and over the 2018 summer, with the primary data collection to occur in the 2018-19 school year.

10) What times of the day is Door 1 accessible to the public?
    a) Door 1 is unlocked at 8:00 AM and closed at 5:00 PM.

11) How many schools have immersion programs currently?
    a) We have two dual-immersion elementary schools, and the program continues in one middle school and one high school.

12) Is the immersion program schoolwide for the elementary schools with immersion programs?
    a) Yes, it is a schoolwide program at the elementary level. It is a program with in a school at the middle and high school levels.

13) Does APS have a master/strategic plan specifically for the ESOL/HILT program?
    a) No. Not at this time.
14) We have anticipated including on our team a person who currently is an adjunct professor at GWU. In that role, she will teach 17 APS teachers this summer and she coordinates with the APS ESOL/HILT Coordinator about the professional development to be offered to the teachers in the 2018-2019 school year. Would her involvement in the evaluation be acceptable to APS or would this constitute a problematic Conflict of Interest?
   a) This does not present a conflict of interest for the RFP process. We would just want to be careful about any interactions this team member might have with teachers who participate in her summer class. For example, we would not want someone who has worked directly with ESOL/HILT teachers to facilitate a focus group that those teachers participate in.

15) The minimum requirements state three years of experience providing evaluation of services for ESOL-HILT students to public schools (bottom of page 7). Would APS include consideration of other evaluation experience relevant to public schools that would demonstrate the needed areas of evaluation expertise?
   a) We prefer to see that the contractor has at least three years of experience conducting evaluations specifically related to English learners. We are also happy to review additional information that highlights evaluation expertise in general.

16) The minimum requirements and instructions for the proposal do not refer to any executive summary examples. However, the criteria for evaluation of the proposals refers to “two examples of executive summaries” (top of page 22). Could you clarify to address the apparent conflict?
   a) Minimum qualifications and experience (p. 7) includes the following requirement: “Offerors must submit two (2) examples of completed studies with a similar scope, as well as references from those organizations.” If executive summaries are not available, the evaluation criteria can consider the full reports.

17) The RFP states that offers submit financial statements, including an opinion letter, management letter comments, income statement, etc. from the most recent reporting period. I have a woman-owned small business, and my CPA is unable to submit an opinion letter on the financial statements. He shared that most small companies such as mine don’t get financial statements with opinions. What can I do in this case? I can submit the other requirements (e.g., tax return, balance sheets). Will those documents suffice?
   a) See Addendum No. 1 for the APS response.