

## 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 APS services for students with special needs.

### B. BACKGROUND:

The evaluation will look at services for students that are covered by policies and procedures for:

- Intervention Assistance Teams (IATs)
- Multi-Tiered System of Support (MTSS), referred to as Arlington Tiered System of Support (ATSS) in APS
- 504 plans
- Individual Education Plans (IEPs)

An evaluation was last completed in January 2013 and is available at this link:

<https://www.apsva.us/wp-content/uploads/2015/05/APS-Sped-Final-Report-1.18-1.pdf>. A major recommendation from the prior evaluation was to expand on the IAT process to make it more reflective of a comprehensive and research-based MTSS framework. The Arlington Tiered System of Support (ATSS) was developed as a result of that recommendation.

Through a separate RFP process, APS is also currently seeking a vendor to evaluate APS programs and services for English learners. 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.

#### **Background on APS Programs**

The Offices of Student Services and Special Education within the Department of Teaching and Learning take pride in providing a program to students of Arlington County that encourages the cooperation of school, home, and community. The Office of Student Services is responsible for ensuring the provision of a wide range of support services to all students in Arlington Public Schools, including the services of school psychologists, social workers, and counselors.

Student records, transcripts, and student residency are also the responsibility of this office. Additionally, the Office of Special Education provides support for students with disabilities and supports parents, principals, and school staff in the evaluation, identification, placement, and transitional services of students.. The mission of the APS Office of Special Education is to provide a strong continuum of special education services that provides a free, appropriate public education in the least restrictive environment to APS students with disabilities. Attachment 2 is a chart that details the APS Continuum of Services.

It is important to note that there are many students with APS who have diverse learning needs, and as a result, receive many types of services. The Department of Teaching and Learning provides support to all students in all instructional areas. Other supports and interventions may be provided by specific plans, such as an IAT plan, a 504 plan, and/or an IEP.

#### **MTSS/ATSS**

The Arlington Tiered System of Support is a framework that provides resources and supports to help every student reach success in academics and behavior. The framework utilizes evidence-based, system-

wide practices to provide a quick response to academic and behavioral needs. These practices include frequent progress monitoring that enable educators to make sound, data-based instructional decisions for students. The focus of ATSS is to address the whole child and determine what supports he or she needs to be successful both academically and socially- emotionally.

The ATSS framework uses a data decision-based model in Professional Learning Communities (PLC), to analyze data, identify students who are in need of remediation or extension, and create timely action plans. The focus is on evidence- based core (Tier 1) instruction with additional Tier 2 and 3 interventions/ extensions for students who need them to create a unified system of timely responses for all students to achieve success. A system of interventions for both academic, behavioral, and social-emotional needs that can increase in intensity and duration provides necessary help and support for all students to be prepared for college and career.

#### Focus and Core Beliefs:

- All students receive differentiated and scaffolded Tier 1/ core instruction.
- Academic, behavioral, and social emotional needs are addressed.
- Students receive timely interventions/ extensions at the first indication that they are in need of more support.
- Student progress is monitored frequently.
- Schools employ a collaborative culture fostered in their PLC time to answer the following questions.
  - What do we want students to know and able to do this year?
  - How will we know if they have learned it?
  - What do we do if they have not learned it?
  - What do we do if they have learned it?

#### Key Principles

- Intervene early through the use of universal screeners and other forms of assessment
- Use a multi-tiered system of support
- Tailor personalized instruction to the individual learner's needs
- Use data-based decisions to inform instruction and monitor progress
- Use research-based interventions and instruction
- Ensure fidelity of implementation
- Document and encourage parental involvement in all steps of the process

#### IAT

The Department of Teaching and Learning works jointly with schools to support the Intervention Assistance Teams, known as IAT. IAT is a general education process that is used as part of the Arlington Tiered System of Support. Typically after PLC teams have put an intervention in place, and the student is still not making the expected progress, schools can utilize a more formal process to determine student needs, supports and next steps. IAT is a coordinated set of early intervening services where students may receive educational, behavioral, and social-emotional interventions through an IAT plan. Intervention strategies such as alternative or modified learning instruction and/or behavior management techniques may be developed to improve the student's academic performance; improve the student's behavior, or improve and refine teaching skills so that the classroom teacher is able to

teach students with diverse educational needs. If the approaches offered through the IAT are effective, the student will experience educational success within the general education program. Students may continue to receive services through the IAT Plan. This may eliminate the need for special education services.

#### **504**

Students may also receive supports via a 504 plan. A qualified handicapped individual under Section 504 is any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. These services are provided under the Section 504 of the Rehabilitation Act of 1973.

#### **Special Education**

Lastly, the OSE oversees the provision of services to students receiving special education services via an individualized education program (IEP). School-based student study committees review available information regarding students who are experiencing problems that adversely affect their education performance. Students suspected of having a disability are referred for evaluation. An eligibility committee at the student's school reviews assessment data and educational history to determine if the student has a disability which requires special education services. When a student is found eligible for special education services, an Individualized Education Program (IEP) is developed with the participation of the school staff, the parents and the student (when appropriate). An IEP is a statement of the special education and related services provided to the student, which is updated at least annually following a student's eligibility for special education. The following is a breakdown of disabilities for the students who receive special education services (December 2016):

- 29% Specific Learning Disabilities
- 21% Other Health Impairment
- 14% Speech or Language Impairment
- 14% Autism
- 7% Developmental Delay
- 7% Emotional Disability
- 3% Intellectual Disabilities
- 3% Multiple Disabilities
- 1% Hearing Impairment
- 1% Visual Impairment
- <1% Orthopedic Impairment
- <1% Traumatic Brain Injury

#### **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 (students, families and staff) and resulting needs as well as familiarity with culturally responsive practices. Information must also be presented that demonstrates an ability to include Spanish and additional language speakers throughout the process.
2. Demonstrated expertise in education for students with special needs

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 services for students with special needs in Arlington Public Schools. 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 students with special needs in Arlington Public Schools. This evaluation goes beyond the scope of a compliance review and aims to establish a holistic understanding of how well APS is meeting the needs of students with special needs.

For purposes of this evaluation, “students with special needs” is defined as students requiring services through IAT, MTSS, 504, or an IEP.

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. APS and the contractor will collaborate through summer 2018 to establish the evaluation plan.

The contractor will propose a data collection and analysis plan for the evaluation. APS staff in the Office of Planning & Evaluation, as well as the Department of Teaching and Learning will support data collection by

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

As part of the data collection and analysis proposal, the contractor will propose a follow-up to the case study methodology employed in the previous evaluation. The case study process is described in Appendix J of the prior evaluation report starting on page 200.

The contractor will propose a process of regular check-ins with staff and citizen groups throughout the evaluation process. Citizen groups who have provided input into the evaluation questions and this scope of work include:

- Arlington Special Education Advisory Committee (ASEAC): <https://www.apsva.us/special-education-advisory-committee/>
- Arlington Special Education PTA (SEPTA): <http://www.arlingtonsepta.org/>
- Student Services Advisory Committee (SSAC): <https://www.apsva.us/office-of-student-services/student-services-advisory-committee>
- Advisory Council on Instruction (ACI): <https://www.apsva.us/aci/>

The evaluation will answer questions listed in the table below while generally ensuring that the following overarching topics are addressed:

- Dually identified students (English learners with a disability)
- Twice exceptional students (gifted students with a disability)
- Progress made since the previous program evaluation
- Extent to which policies and practices comply with federal and state laws and regulations governing students with special needs (for example: Section 504, IDEA, ADA, FERPA)
- Extent to which students' academic and social-emotional needs are met

Goal	Evaluation Question
<b>Implementation</b>	
<p><b>Goal 1:</b> Evaluate and identify students who may require additional supports, services, interventions, and accommodations.</p>	<p>1a To what extent are APS policies and practices relating to evaluation and identification</p> <ul style="list-style-type: none"> <li>● consistent with federal and state regulations governing students with special needs?</li> <li>● consistently implemented across and within schools?</li> </ul> <p>1b To what extent are the processes for IAT plans, special education, and 504 plans clearly communicated to all stakeholder groups? (appropriate forms of communication, translation/interpretation, etc.)</p> <p>1c To what extent do LEA reps (school administrators) understand federal statutes and regulations (for example: IDEA, 504, ADA)?</p> <p>1d To what extent are professional learning communities (PLCs) utilizing the multi-tiered system of support (MTSS) framework to analyze student data, determine strengths and areas of need, and respond to the data?</p> <p>1e To what extent are PLCs progress-monitoring students who are receiving interventions?</p> <p>1f To what extent do PLCs include special education teachers to help review data for students with special needs and inclusively plan for the needs of all students?</p> <p>1g To what extent do related service providers (SLP, OT, PT, etc.) consult with classroom teachers (general education and special education)?</p> <p>1h To what extent are related service providers' schedules accommodated to provide time for consultation?</p>

	<p>1i To what extent are the processes for MTSS, IAT plans, special education, and 504 plans efficient and effective for all students and families?</p> <p>1j How clear and consistent is the process for seeking additional academic and/or social-emotional support, services, interventions, and accommodations for their child, from a parent perspective?</p> <p>1k To what extent is APS fulfilling Child Find obligations for students ages 2-21, inclusive?</p> <p>1l What is the level of understanding among APS staff of responsibilities for Part C to Part B transition or special education ages 3 - 5?</p> <p>1m To what extent does the student study process take into consideration cultural and language differences, including referral to student study?</p> <p>1n To what extent are students with English learning needs being appropriately assessed to determine language acquisition needs and/or potential disability?</p> <p>1o To what extent are students being appropriately screened to determine giftedness and/or potential disability?</p> <p>1p What is the extent to which an initial student study meeting results in (look at variation across schools):</p> <ul style="list-style-type: none"> <li>• a 504 Plan</li> <li>• an IEP Plan</li> <li>• another Student Study</li> <li>• student ineligible</li> </ul> <p>1q To what extent do secondary students who get identified for services have a previous history of referral to student study or IAT?</p>
<p><b>Goal 2:</b> Provide services, accommodations, and instruction for students based on identification of needed services.</p>	<p>2a What is the extent to which</p> <ul style="list-style-type: none"> <li>• 504 plans and IEPs identify specific needs, services, accommodations, and/or goals</li> <li>• IEPs include standards-based goals or other relevant goals aligned to the Standards of Learning (SOLs) or Aligned Standards of Learning (ASOLs)</li> <li>• IAT plans include evidence-based strategies or program to address student needs</li> <li>• IEP goals align with the student’s PLAAFP (Present Level of Academic Achievement and Functional Performance) and accommodations</li> </ul>

	<ul style="list-style-type: none"><li>● IEPs and 504 plans are written to support seamless transitions between grade levels and into post-secondary opportunities</li><li>● Evidence exists that all identified specific services, accommodations, and/or goals were received by the student</li><li>● The service delivery process is flexible and meets the changing needs of the child (increase/decrease)</li></ul> <p>2b To what extent do teachers, staff, and administrators understand their role in implementing 504 plans and IEPs?</p> <p>2c To what extent are teachers across all subject informed of the student's accommodations in accordance with their 504 or IEP plan?</p> <p>2d What transitional supports are in place for students who have been exited from special education?</p> <p>2e What processes and supports are in place to facilitate seamless transitions between school levels (e.g. classroom readiness, teacher training, transfer of records)?</p> <p>2f What processes and supports are in place to facilitate transition to adult services?</p> <p>2g To what extent are peers trained to support students with special needs?</p> <p>2h To what extent are teachers, parents, and peers adequately trained to use, support, and model students' text-based alternative or augmentative communication AAC systems?</p> <p>2i To what extent do students in self-contained special education programs:</p> <ul style="list-style-type: none"><li>● receive high quality, rigorous instruction</li><li>● use high quality curricular materials that match the needs of the students</li></ul> <p>2j To what extent are students with special needs provided appropriate accommodations during testing?</p> <p>2k What models of service delivery are implemented in APS, and to what extent do master schedules allow for flexible models of service?</p> <p>2l To what extent do schools conduct follow-up IAT meetings to review progress and determine next steps?</p> <p>2m To what extent do schools implement the IAT plan?</p> <p>2n How are schools and teachers held accountable to ensure that the needs of students with special needs are met, across content areas and course levels (e.g. regular, intensified, etc.)?</p>
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	<p>2o To what extent are students’ needs met in their home school?</p> <p>2p To what extent are students with disabilities restrained or secluded?</p> <p>2q To what extent do students with disabilities receive instruction in content areas in general education settings (by disability type)? What is the level of consistency across schools?</p> <p>2r How has inclusive instruction changed since the last evaluation? (rate of inclusion, co-teaching practices, professional development available, etc.)</p> <p>2s What is the ratio of students with and without disabilities in general education settings?</p>
<p><b>Goal 3:</b> Resources are organized to consistently implement the processes for</p> <ul style="list-style-type: none"> <li>● Evaluating and identifying students who may require additional supports, services, interventions, and accommodations</li> <li>● Providing services, accommodations, and instruction for students based on identification of needed services</li> </ul>	<p>3a To what extent do the following factors impact the level of service, implementation of services and accommodations, and placement of students with special needs:</p> <ul style="list-style-type: none"> <li>● caseloads (number of students) and workloads (intensity of services per student)</li> <li>● training, experience, and qualifications (principals, teachers, assistants)</li> <li>● scheduling flexibility (student, staff, school)</li> <li>● professional development (APS, outside)</li> <li>● resources and support (e.g. instructional specialists), including availability materials (assessments, curricula, technology)</li> <li>● resource alignment with state standards</li> <li>● instructional space (physical space)</li> <li>● time (instructional, planning, consultation)</li> <li>● transportation</li> </ul> <p>3b Do planning factor formulas provide adequate staff support to meet the needs of students?</p> <p>3c How are special education allocations used at the schools? To what extent are special education allocations used to directly instruct students with IEPs?</p> <p>3d To what extent is technology being used and is it being used appropriately? (Use of technology in assessments for students, use of technology for assistive communication, technology as an accommodation)</p> <p>3e How effectively does APS ensure compliance with federal, state, and local laws, regulations, and policies?</p>



<p><b>Goal 4:</b> Students identified with an IEP or 504 are <b>challenged</b> and <b>engaged</b>.</p>	<p>4a To what extent do special education and general education classrooms that serve students with special needs reflect challenging and engaging instruction?</p> <p>4b To what extent are language and disability needs for dually identified students (English learners with a disability) supported in the classroom?</p> <p>4c To what extent are gifted services needs and disability needs for twice exceptional students (gifted students with a disability) supported in the classroom?</p>
<p><b>Goal 5:</b> Students with special needs are supported to develop socially and emotionally.</p>	<p>5a How effectively is APS fostering self-advocacy skills in students with special needs?</p> <p>5b To what extent are teachers aware of and able to identify social-emotional needs in students?</p> <p>5c To what extent are evidence-based interventions being used to support students with social-emotional concerns?</p> <p>5d To what extent are students supported when they return to school following a mental health crisis?</p> <p>5e How effective is current professional development in addressing social-emotional needs, and what additional professional development is needed?</p> <p>5f To what extent is the intervention block being used to address the social-emotional needs of students?</p> <p>5g Do students in countywide programs have equal access to guidance lessons that are provided in the general education classroom?</p> <p>5h What is the frequency of bullying against students with disabilities?</p> <p>5i To what extent are parents and students satisfied by the resolution of bullying incidents?</p> <p>5j To what extent do APS staff follow up after a bullying incident to ensure behavior has changed?</p>
<p><b>Goal 6:</b> Students with special needs have the opportunity to engage in the school experience equitably.</p>	<p>6a What is the representation of student groups (i.e., race/ethnicity, gender, English learner, economically disadvantaged) among identifications with IEPs, 504 plans, and IAT plans?</p> <p>6b How do students with special needs compare to their peers in terms of</p>

	<ul style="list-style-type: none"> <li>● Enrollment in challenging courses (for example: accelerated MS math courses, intensified, AP, IB, dual enrollment), arts courses, and world language courses</li> <li>● Gifted referral, identification, and services</li> <li>● Disciplinary actions (both in- and out of school suspensions, detentions, etc.)</li> <li>● Specialized programs (e.g. Arlington Tech, immersion, Arlington Traditional School, Montessori, H-B Woodlawn, etc.)</li> <li>● Participation in and support for participation in school-sponsored extracurricular activities (including ADA)</li> <li>● Field trips, after-school activities, school plays</li> </ul> <p>6c What is the level of understanding among school staff on how to discipline students with disabilities?</p> <p>6d To what extent are staff trained in implementing a social-emotional and behavioral framework, e.g. responsive classroom, conscious discipline, PBIS?</p>
<p><b>Goal 7:</b> Students with special needs are serviced by high quality staff and service providers across all settings.</p>	<p>7a To what extent is APS able to recruit and retain a diverse population of highly-qualified/dually certified special education and general education staff including teachers, teaching assistants, and related service providers?</p> <p>7b To what extent are there appropriate professional learning opportunities and ongoing coaching supports and other resources to support special education and general education teachers, instructional assistants, related service providers, social workers, and psychologists in areas such as inclusion, co-teaching, social-emotional support, classroom management, dually identified students, twice exceptional students, etc.? (availability and participation)</p> <p>7c What PD is provided/scheduled annually to keep teachers, administrators, and other staff up-to-date with requirements, processes, and research?</p> <p>7d How is implementation of professional development monitored?</p> <p>7e To what extent are teachers and staff trained in Crisis Prevention Intervention (CPI) techniques.</p> <p>7f To what extent are parents offered training that parallels training offered to staff?</p>

<p><b>Goal 8:</b> Support parents and families of students with disabilities.</p>	<p>8a To what extent do stakeholders (parents, families, students, caregivers) feel specific IAT plans, 504 plans, and IEPs, and related processes</p> <ul style="list-style-type: none"> <li>● supported the student?</li> <li>● provided the student with the appropriate placement/services, interventions, and accommodations, and considered all possible options?</li> <li>● provided parents with useful information and communication throughout the process? Allowed for questions?</li> <li>● empowered stakeholders with a voice in the decisions?</li> </ul> <p>8b What are stakeholders’ perceptions about IAT plans, 504 plans, IEPs, and ADA accommodation requests, including</p> <ul style="list-style-type: none"> <li>● Clarity in processes/meetings (including SERC, MDRs, etc.)?</li> <li>● The ability to find consistent and reliable information about each process?</li> <li>● The extent to which the resources (literature, documentation, etc.) support the process?</li> </ul> <p>8c To what extent do stakeholders feel that their input about their child is solicited/heard/included, particularly during student support processes?</p> <p>8d Do parents know what to do when there is a problem at their school?</p> <p>8e To what extent are the following resources used to facilitate communication with parents of students with special needs: interpreters, language line, Parent Resource Center?</p> <p>8f Do all parents understand their student's path to graduation and/or post-secondary educational settings and opportunities?</p> <p>8g How well-informed are parents of the required evaluative data needed by post-secondary educational settings for continued eligibility for consideration of accommodations?</p>
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Goal	Evaluation Question
Outcomes	

<p><b>Goal 9:</b> Students with special needs are academically successful.</p>	<p>9a To what extent do students with special needs</p> <ul style="list-style-type: none"> <li>● Graduate (include diploma types)</li> <li>● Drop out</li> <li>● Participate in and pass             <ul style="list-style-type: none"> <li>○ Grade-level SOL assessments</li> <li>○ Virginia Alternate Assessment Program (VAAP)</li> <li>○ Benchmarks and progress (i.e. one year’s worth of progress) on screeners (i.e. PALS, Reading Inventory, Math Inventory)</li> <li>○ Algebra 1 (by grade 8)</li> <li>○ AP and IB courses and assessments</li> <li>○ World language courses</li> </ul> </li> <li>● Pass courses (pass rates)</li> <li>● Attendance (present 90% or more of school days)</li> <li>● Repeat SOL assessments to earn verified credit</li> <li>● Able to read with proficiency upon existing APS</li> <li>● Earn locally verified credits</li> </ul> <p>9b To what extent are annual IEP goals met/mastered?</p> <p>9c To what extent are students making meaningful progress toward grade-level expectations?</p>
<p><b>Goal 10:</b> Students with special needs thrive socio-emotionally.</p>	<p>10a To what extent do students with special needs advocate for themselves?</p> <p>10b How informed and engaged are students in the identification/reevaluation process and plan generation?</p> <p>10c Do students with special needs feel</p> <ul style="list-style-type: none"> <li>● safe</li> <li>● supported</li> <li>● welcomed</li> <li>● a part of the school community</li> <li>● (disaggregate by grade level, level of inclusion, and/or other factors suggested by vendor)</li> </ul>
<p><b>Goal 11:</b> Seamless transitions between grade levels and to post-secondary opportunities</p>	<p>11a To what extent do students with special needs transition seamlessly</p> <ul style="list-style-type: none"> <li>● Between grade levels</li> <li>● Between schools/placements</li> <li>● To post-secondary opportunities?</li> </ul>

**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:

	INITIAL EVALUATION CRITERIA	WEIGHT
1	<p>Offeror</p> <ul style="list-style-type: none"> <li>● Overall qualifications and experience of the firm, project team and any subcontractors, including previous experience in providing these services</li> <li>● Project team experience with laws and regulations related to IEPs, 504s, and MTSS</li> <li>● Clear evidence of the Offeror’s understanding of the laws and regulations related to 504, IEP, and MTSS including, two (2) examples of completed studies with a similar scope, as well as references from those organizations</li> <li>● Project team experience working with gathering feedback from diverse populations</li> <li>● Examples of completed studies which draw explicit connections between data collection and recommendations; and recommend clear, practical plans for improving services</li> </ul>	40
2	<p>Methodology and Process</p> <ul style="list-style-type: none"> <li>● Demonstrated understanding of the scope of this project</li> <li>● Proposed methodology for conducting each part of this evaluation.</li> <li>● Proposed methods for evaluating the data collected and organization, management and processes for providing services for students.</li> <li>● Proposed approach to working with APS to identify and recommend improvements, and articulate steps for improving the organization, management and processes for providing services for students.</li> <li>● Proposed methods for working with diverse populations.</li> <li>● Ability to include Spanish- speaking and additional language speakers throughout the process.</li> <li>● Proposed schedule and resources to meet the defined timeline specified in the evaluation</li> </ul>	40
3	Price	15
1 – 3	Quality and overall completeness of proposal submission	5
	TOTAL	100

	POST-INTERVIEW EVALUATION CRITERIA	WEIGHT
1	<p>Offeror</p> <ul style="list-style-type: none"> <li>● Overall qualifications and experience of the firm, project team and any subcontractors, including previous experience in providing these services</li> <li>● Thoroughness of presentation/demonstration in addressing the points of clarification identified by APS</li> <li>● Overall preparedness of the Offeror and ability to effectively communicate the information to the audience</li> </ul>	35
2	Reference check responses	10
3	<p>Methodology and Process</p> <ul style="list-style-type: none"> <li>● Demonstrated understanding of the scope of this project</li> <li>● Proposed methodology for conducting each part of this evaluation.</li> <li>● Proposed methods for evaluating the data collected and organization, management and processes for providing services for students.</li> <li>● Proposed approach to working with APS to identify and recommend improvements, and articulate steps for improving the organization, management and processes for providing services for students.</li> <li>● Proposed methods for working with diverse population.</li> <li>● Ability to include Spanish-speaking stakeholders throughout the process.</li> <li>● Proposed schedule and resources to meet the defined timeline specified in the evaluation</li> </ul>	40
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.