

Washington State Title I Part C Migrant Education Program

RFQQ 2024-16 Bidders
Conference May 13, 2024



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent



A Few Facts About Washington State's Migrant Education Program

Last three-year average is ~30,562 migrant students ages 3-21, including out-of-school and preschool aged children

Second largest migrant student population in the nation

Top agricultural industry in the nation

Diverse fishing industry



Program Purpose

ESEA – Section 1301

1. High-quality educational programs and services.
2. Not penalized by disparities among States (curriculum, graduation requirements, and challenging State academic standards).
3. Opportunities to meet challenging State academic standards all children are expected to meet.
4. Overcome factors that inhibit the ability to succeed.
5. Help migratory children benefit from State and local systemic reforms.

Program Goals

- Increase academic achievement in Math, ELA, and Science.
- Increase graduation rate.
- Ensure migratory students have a developed High School and Beyond Plan and pathway to postsecondary opportunities.
- Increase parent and family engagement in their child's learning.
- Provide resources and information to migratory families of resources available in the community.
- Provide services and resources to out-of-school migratory youth ages 16-21.
- Ensure migratory families are identified for program eligibility on a timely basis.
- Provide supplemental health supports to eligible students.

Migrant Student Eligibility

AGE:

3-21 years of age

SCHOOL COMPLETION:

Has not yet received a high school diploma or equivalent

MOVE:

Moved to obtain work in the agricultural or fishing industries
(by themselves or with their family)

ACROSS DISTRICT BOUNDARIES:

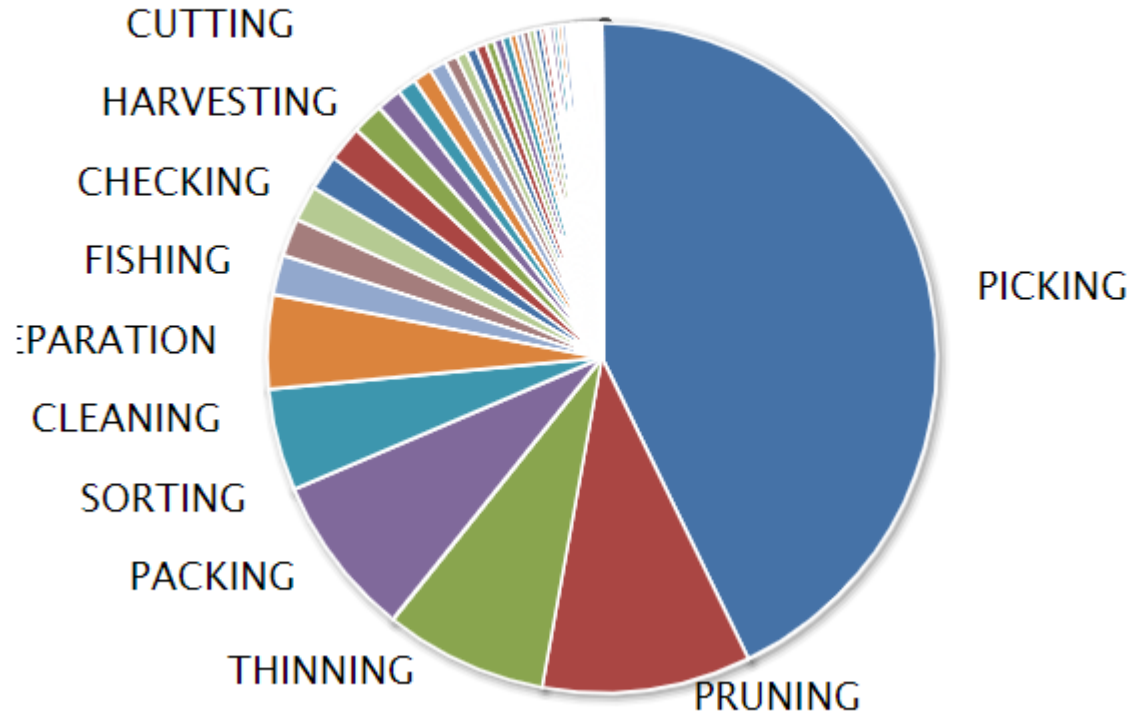
Crossed school district boundaries

TIME:

Within the last 36 months



Activities



Top 20 Combined

Combined	COE Count	COE Student Count
PICKING APPLES	737	1724
PICKING CHERRIES	598	1367
PRUNING APPLE TREES	309	643
THINNING APPLES	222	507
PICKING BLUEBERRIES	190	432
PACKING APPLES	153	322
PICKING PEARS	115	261
PICKING HUCKLEBERRIES	93	256
THINNING APPLE TREES	92	236
FISHING SALMON	56	139
SORTING POTATOES	54	107
SORTING CHERRIES	49	101
SORTING APPLES	48	103
PICKING GRAPES	44	96
PACKING CHERRIES	42	89
CLEANING ONIONS	36	77
FEEDING COWS	31	72
PACKING CHICKENS	30	62
PRUNING GRAPE VINES	29	67
PICKING STRAWBERRIES	29	58

Priority for Service

- Made a qualifying move within the last 1-year (12-month) period.
- Most at-risk of not meeting state standards.
- Drop out (not yet graduated)

Where state assessment data is unavailable use following proxy factors:

- A. Enrolled in State Bilingual Education Program
- B. Retained in same grade level.
- C. Age and grade placement is two years or more.
- D. High school credit deficient.
- E. School attendance is less than 90% for time enrolled.
- F. Qualified for Special Education services.
- G. Identified as Homeless under McKinney-Vento.
- H. Has less than 90 days total enrollment for the school year.
- I. Made an eligible move during COVID-19 from March 15, 2020, through August 31, 2022



Use of Funds

Use of Funds: Activities and Services

- Aligned to the State Service Delivery Plan
- Implement program requirements, e.g., records reporting, on-going Identification and Recruitment.
 - State recruitment team can support local programs
 - MSDRS can support local programs with records reporting
- Align to the allowable Activity and Object categories in the grant application budget page.
- Seek the best cost for service or materials (necessary, reasonable, allocable, and supplemental)

Reasonable and Allocable

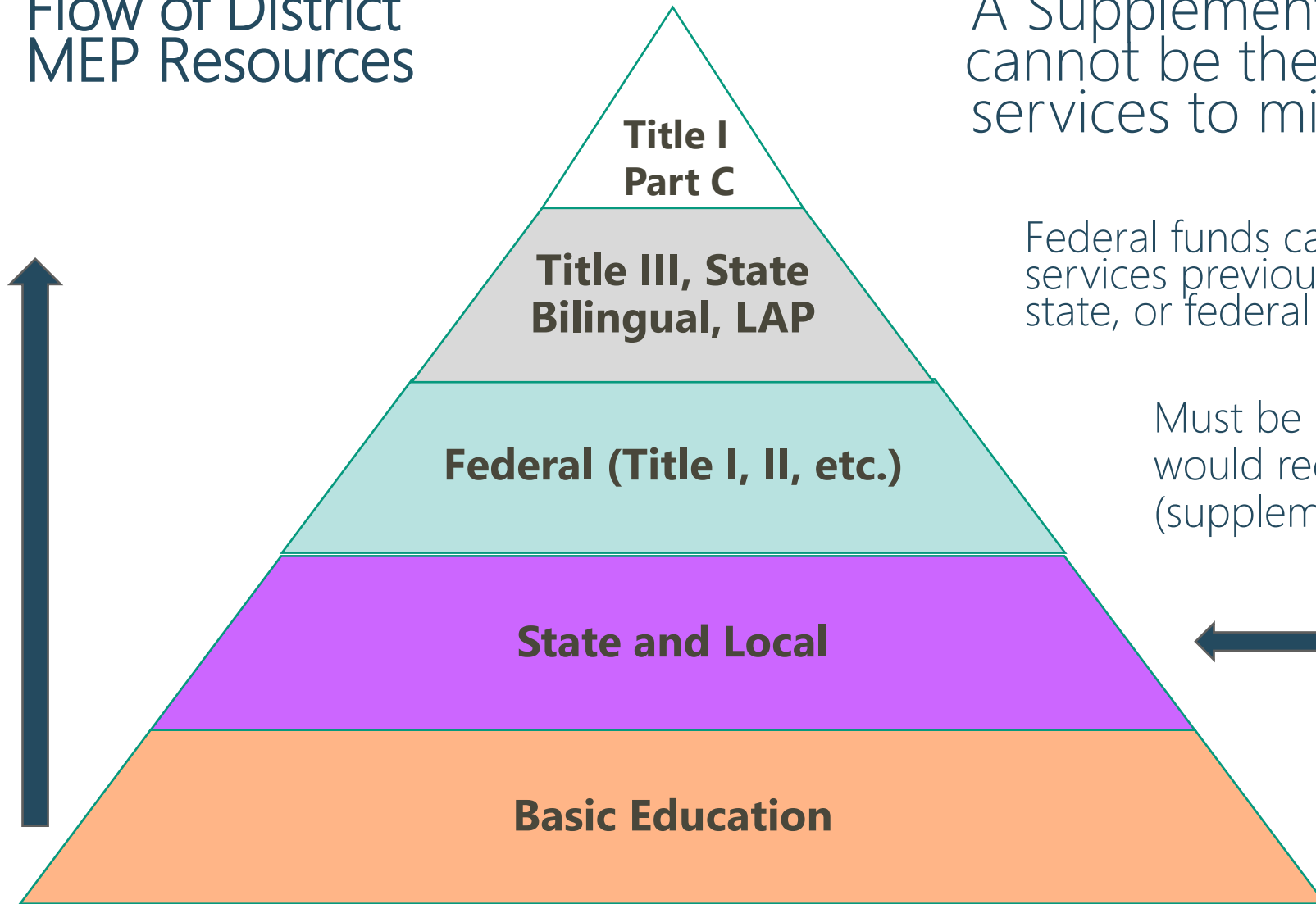
Code of Federal Regulations - PART 200 - UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

Costs should be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.

eCFR :: 2 CFR Part 200 -- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
([federalregister.gov](https://www.federalregister.gov))



Flow of District MEP Resources



A Supplementary Program cannot be the main provider of services to migrant students

Federal funds cannot replace activities or services previously conducted with other local, state, or federal resources (supplanting).

Must be in addition to what the student(s) would receive from other resources (supplement).

← Medicaid included



Collaboration/Coordination

- Students should be accessing services for which they are eligible and entitled to receive.
 - Title I, Title III, school nursing services, etc.
- MEP can provide enhanced services or go deeper to meet the needs of migratory students.
 - supplemental tutoring, educational supplies, sport physical exams, specific MEP target events (Wellness Day), etc.

ESD and MSDRS Program Partners

- North Central ESD - ncesd.org
Cyndy Valdez, Director
509-630-6150
cyndyv@ncesd.org
- ESD 105 - esd105.org
Cindy Cholico, Program Manager
509-834-6828
cindy.cholico@esd105.org
- Northwest ESD 189 – nwestd.org
Enrique Lopez, Program Manager
360-299-4048
elopez@nwestd.org
- ESD 123 – esd123.org
Lupe Mota, Program Administrator
509-544-5756
lmota@esd123.org
- Migrant Student Data, Recruitment, and Support – msdr.org
Lee Campos, Director
509-837-2712
LCampos@msdr.org



Resources

[Forms Request](#)

[MEP External Links](#)

[MEP Events](#)

[PASS](#)

[Back to Top](#)

Resources

View useful migrant documents and resources for Federal Programs Directors (FPDs), Recruiters, Records Clerks, and other education staff.

MEP for New Staff

[Overview for New Staff](#)

Health

[Health Brochure \(English\)](#)

OSY

[OSY Brochure \(English\)](#)

[OSY Brochure \(Spanish\)](#)

Maps

[All Districts](#)

[Non-Project Districts](#)

[Project Districts](#)

[School District Boundaries](#)

Definitions

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[MEP Acronyms](#)

[MEP Glossary](#)

[Priority for Service \(PFS\) Definition](#)

[Supplemental Service Definitions](#)

Federal Programs Director (FPD)

[USDA Establishing Migrant Eligibility \(November 2004\)](#)

[USDA Migrant Free Lunch Eligibility \(August 2004\)](#)

[OSPI Free Lunch Memo \(December 2005\)](#)

Records Clerk Trainings

[Individual Student Assessment](#)

[Individual Student Enroll/Withdraw](#)

[Individual Student Health Screens](#)

[Individual Student Supplemental Screens](#)

[MASS Assessment](#)

[MASS Enrollment](#)

[MASS Health](#)

[MASS Secondary](#)

[MASS Supplemental](#)

Records Clerk

[Clearing Cache from your Browser](#)

[Fall & Winter Data Monitoring](#)

[Spring Data Monitoring](#)

[Summer Data Monitoring](#)

[MSDRS RC-RT Monthly Activity Guide \(PDF\)](#)

2023 OSPI MEP Conference RT/RC Sessions

[MSIS Reporting Updates and Reminders for SY 23-24](#)

[Grant Application Collection & Reporting of Data](#)

[Questions and Answers RCs](#)

[Skyward Tips/Tricks for Records Clerks](#)

[Unique Qualifying Activities](#)

[ID&R Best Practices](#)

Recruiter

[Challenged COE Form](#)

[Challenged COE Tips](#)

[Certificate of Eligibility \(COE\)](#)

[eCOE Review Checklist](#)

[Have You Recently Moved?](#)

[Home and Private School Form](#)

[Home and Private School Form \(Spanish\)](#)

[How to Install the eCOE App](#)

[ID&R Handbook](#)

[ID&R FAQs](#)

[Migrant Student Physical Exam Form](#)

[Qualifying Activities and Crops](#)

Recruiter Trainings

[MEP Child Eligibility Quiz](#)

[Migratory Child Definition](#)

[Migratory Worker Definition](#)

[Qualifying Arrival Date Definition](#)

[Subsequent Move Scenarios with eCOE Illustrations](#)

[Worker Moves Requiring Comments](#)

[Child Eligibility & Scenarios \(PDF\) \(REC\)](#)

[ID&R Plans, Logs & Meetings \(PDF\) \(REC\)](#)

OSPI Communications

[Communication Flow SY 23-24](#)

ID&R District Plan

[ID&R District Plan FPD-MPC SY 23-24](#)

[ID&R District Plan Recruiter SY 23-24](#)

[ID&R MEP Directory Template](#)

ID&R Check-In SY 23-24

[ID&R Check 11.14.2023 \(PDF\) \(REC\)](#)

[ID&R Check 01.23.2024 \(PDF\) \(REC\)](#)

<https://www.msdr.org/main/resources.cfm>

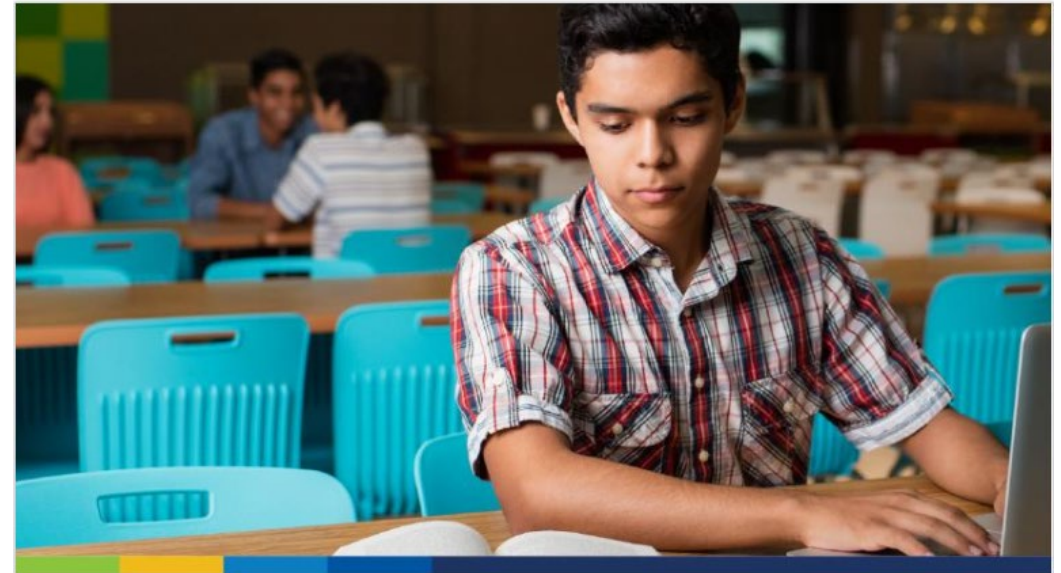
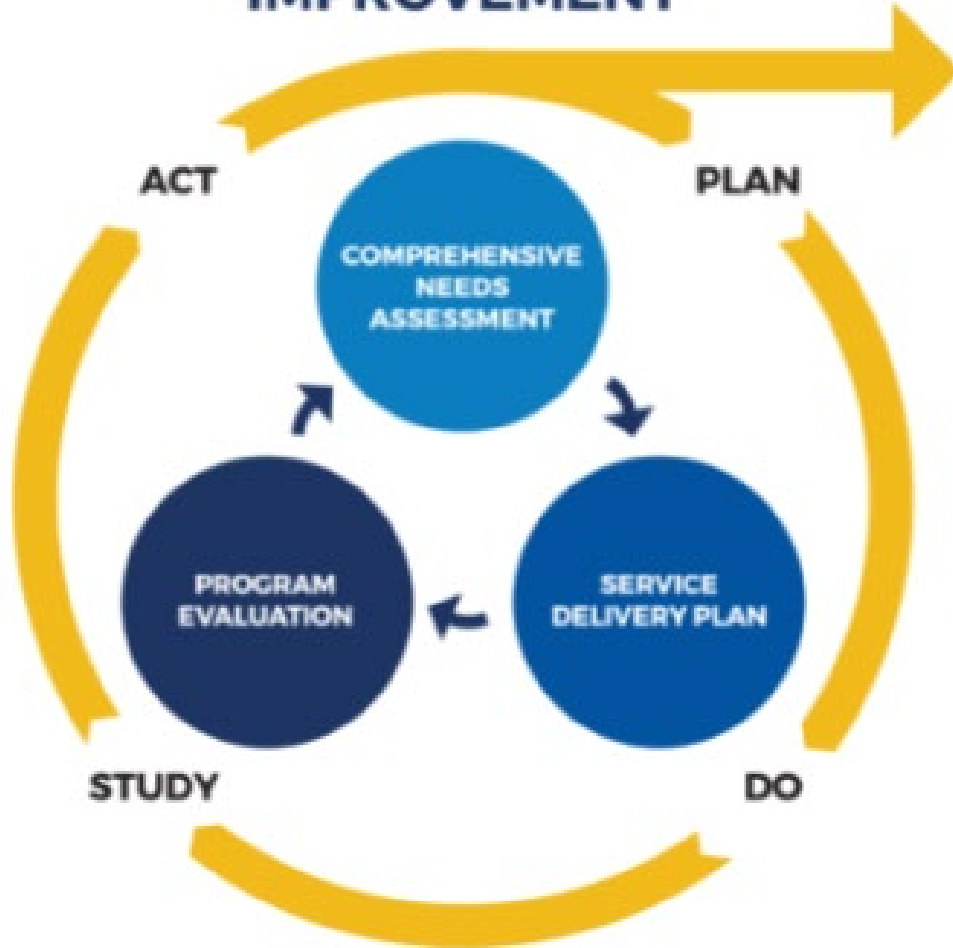
<https://www.msdr.org/main/resources.cfm>





RFQQ

CONTINUOUS IMPROVEMENT



MIGRANT EDUCATION PROGRAM

Comprehensive Needs Assessment Toolkit

[CNA Toolkit.docx \(live.com\)](#)



Washington Office of Superintendent of
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Three Components

- Evaluating annual data for measurements of progress for program periods 2022-2023, 2023-2024, 2024-2025, 2025-2026, and 2026-2027
- Conducting a Comprehensive Needs Assessment 2024-2025 and 2027-2028
- Developing a State Service Delivery Plan 2026-2029

Task	Timeline
1. Evaluate the current SDP for program periods 2022-2023, 2023-2024, 2024-2025 and 2025-2026.	SDP 22-23 – July 2024 – September 2024 SDP 23-24 – September 2024 – January 2025 SDP 24-25 – September 2025 – January 2026 (contract renewal 1) SDP 25-26 – September 2026 – January 2027 (contract renewal 2)
Provide evaluation results and recommended adjustments to current plan outcomes.	SDP 22-23 – October 2024 SDP 23-24 – January 2025 SDP 24-25 – January 2026 (renewal 1) SDP 25-26 – January 2027 (renewal 2) SDP 26-27 – January 2028 (renewal 3)
2. Conduct a Comprehensive Needs Assessment.	July 2024 – March 2025
3. Develop an SDP 2026-2027 through 2028-2029 including program evaluation components.	March 2025 – October 2025 (contract renewal 1)
4. Facilitate development of updated subgrant allocations and application in alignment with SDP 2026-2027 – 2028-2029.	October 2025 – March 2026 (contract renewal 1)
5. Facilitate the development of evaluation documents and processes for the updated/new SDP 2026-2029.	October 2025 – March 2026 (contract renewal 1)
6. Annually evaluate SDP 2026-2027 to 2028-2029.	SDP 26-27 – September 2027 – January 2028 (contract renewal 3)
7. Conduct Comprehensive Needs Assessment	September 2027– February 2028 (contract renewal 3)



Action	Date
OSPI issues RFQQ	April 26, 2024
Question and Answer period	April 26 – May 24, 2024
OSPI hosts Pre-bid Conference	9:00 a.m. on May 13, 2024
OSPI posts Question and Answer Addendum or Amendment resulting from Pre-Bid Conference (if necessary)	May 20, 2024
Letter of Intent due	5:00 p.m. on May 21, 2024
Last date to submit questions regarding RFQQ	May 24, 2024
Complaints due	May 28, 2024
OSPI posts final Question and Answer Addendum or Amendment (if necessary)	May 30, 2024
Proposals due	3:00 p.m. on June 4, 2024

The following points will be assigned to the proposals for evaluation purposes.

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Category	Maximum Points Possible
Responsive to Minimum Qualifications and Requirements	Pass/Fail
Responsible Bidder	Pass/Fail
Management Proposal	60 points
Significant Evidence of Project Team Structure and Internal Controls	20 points
Extensive Evidence of Staff Qualifications/Experience	40 points
□	
Cost Proposal	70 points
Costs detail of services to be performed necessary to accomplish objectives of the contract	□
□	
Scoring Preferences	20 points
Veteran Preference	10 points
Small Business Preference	10 points
□	

1

MINIMUM QUALIFICATIONS

Please check all boxes that apply.

Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparent Successful Bidder.

Experience collecting and analyzing student data on highly mobile student populations, or similar populations including migratory student populations.

Experience facilitating group forums to glean information pertinent to the evaluation and establishment of the academic and support needs of at-risk, highly mobile student populations.

Experience developing summaries and reports reflecting data collection and group facilitation.

Experience presenting summaries and reports to various stakeholders serving the academic and support needs of migratory students.

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ADDITIONAL DESIRED QUALIFICATIONS

Please check all boxes that apply.

- Experience collecting and analyzing data from a variety of sources, including focus groups and individual interviews.
- Experience collecting and analyzing data from a variety of sources, including focus groups and individual interviews.
- Knowledge of migratory student demographics in Washington State.
- Knowledge of ESSA Title I Part C Education of Migratory Children.
- Ability to engage in meaningful conversations with migratory parents and students, and school district staff.
- Ability to hold conversations with migratory parents and students with appropriate language supports.
- Ability to work both on-site and remotely with a variety of stakeholders including school staff and administrators.

- Knowledge and experience with Interstate and Intrastate coordination and collaboration aspects of the Title I Part C Education of Migratory Children in working with other State Educational Agencies.¶
- Knowledge and experience in working with the National Association of State Directors of Migrant Education (NASDME) to glean promising and best practices for serving migratory students across the nation.¶
- Experience organizing and facilitating group meetings focused on ascertaining the present and future needs of at-risk, highly mobile student populations.¶
- Knowledge of migratory student demographics in Washington State.¶
- Knowledge of ESSA Title I Part C Education of Migratory Children.¶
- Ability to engage in meaningful conversations with migratory parents and students, and school district staff.¶
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- Knowledge and experience in working with the National Association of State Directors of Migrant Education (NASDME) to glean promising and best practices for serving migratory students across the nation.¶



Included in Proposal	Component
<input type="checkbox"/>	Letter of Submittal
<input type="checkbox"/>	Management Proposal
<input type="checkbox"/>	References
<input type="checkbox"/>	Certifications and Assurances Complete the Certification, including any exceptions or required explanations. The certification must be signed and submitted by a duly authorized representative for the bidder. Download an editable version from OSPI's website
<input type="checkbox"/>	Qualification Affirmations Bidder must confirm that the bidder meets all minimum qualifications set forth in the Minimum Qualifications section. Download an editable version from OSPI's website
<input type="checkbox"/>	Contractor Intake Form Must be signed and submitted by a duly authorized representative for the bidder. Download an editable version from OSPI's website
<input type="checkbox"/>	Washington State Business License , if applicable (see Contractor Intake Form) Provide a copy of the business license, or the UBI number on the <i>Contractor Intake Form</i> . A bidder without a Washington State Business License may submit a proposal. Contingent upon award, the bidder may be required to obtain a license. For more information about this, visit the Department of Revenue website.



The RFQQ Coordinator is the sole point of contact in OSPI for this procurement. All communication between the Consultant and OSPI upon receipt of this RFQQ shall be with the RFQQ Coordinator, as follows:

<u>Contact Information</u>	
Name:	Marion Kariuki
Address:	600 Washington Street South PO Box 47200 Olympia, WA 98504-7200
Email Address:	contracts@k12.wa.us