C.3. Letter of Submittal

TO: Josie Horn,
                 State of Washington, Office of Superintendent of Public Instruction
FROM: Robert Reichardt, Senior Associate Augenblick, Palaich and Associates
CONTACT: rer@apaconsulting.net or 720-227-0098
SUBJECT: No. 2026-11
DATE: 01-05-26

Thank you for the opportunity to respond to this proposal. Attached is our management proposal, and cost proposal. We have outlined below a thorough and detailed management plan to support our team in providing high-quality service and products in a timely manner. We believe this work is most successful when executed collaboratively, so our management plan creates multiple opportunities for collaboration and thoughtful feedback. We have assembled a team with diverse and applicable skills and experiences.

APA Consulting brings the added benefit of continuity, institutional knowledge, and demonstrated success supporting OSPI's Migrant Education Program, having recently completed a statewide evaluation of the program, a statewide Comprehensive Needs Assessment, and are currently developing the new Service Delivery Plan. This work for OSPI included extensive engagement over the past year with Educational Service Districts, local education agencies, MSDRS, and parent and student stakeholders across Washington. Through mixed-methods analysis, data validation, and facilitated stakeholder input, APA supported OSPI in examining program implementation, identifying strengths and gaps, and translating findings into actionable strategies. This experience positions APA to efficiently and effectively support ongoing evaluation of the Service Delivery Plan while maintaining rigor, independence, and a strong focus on continuous improvement. We are excited by the opportunity to continue serving as your evaluators, plan developers, and thought partners.

There are six additional attachments that are part of this proposal:

- Certifications and Assurances (document name: APA Exhibit A - CERTIFICATIONS AND ASSURANCES - 2026-11)
- Qualification Affirmations (document name: APA Exhibit B - QUALIFICATION AFFIRMATIONS – 2026-11)
- Contract Intake Form (document name: APA Exhibit J - Contract_Intake_Form - 2026-11)
- Data and Information Handling Disposal Policy (document name: APA Exhibit G - DATA AND INFORMATION HANDLING DISPOSAL POLICY - 2026-11)
- 2025 Statewide Washington Migrant Education Program Evaluation for OSPI (document name: APA Work Sample - 2025 Migrant Education Program Evaluation.pdf)
- 2025 Washington Migrant Education Program Comprehensive Needs Assessment for OSPI (document name: APA Work Sample - 2025 Migrant Education Program Comprehensive Needs Assessment.pdf)

C.4. Management Proposal

This section outlines the project management plan and internal controls to accomplish the tasks and objectives within the scope of work (SOW) described in the RFQQ. This RFQQ identifies two primary tasks, and the SOW identifies seven objectives. The objectives include two describing the **impact** evaluation (Task 1), three related to an **implementation** evaluation (Task 1) and two that describe using the results of the evaluation to **improve** program services, the SDP, and plan outcomes (Task 2). The table below aligns these objectives with the tasks.

Table 1: Evaluation Tasks and Objectives.

Tasks	Objectives
Task 1: Evaluate the SDP for program periods, 2024-2025, 2025-2026, 2026-2027, and 2027-2028 (subject to contract renewal)	**Impact Evaluation**: A. Evaluate the results of measurable performance outcomes established in the SDP. B. Determine whether the program is achieving its goals and document its impact on migrant children. **Implementation Evaluation**: C. Evaluate Washington state's efforts to meet identified performance targets. D. Improve program planning by comparing the effectiveness of the different types of services. E. Determine the degree to which services and projects implemented were aligned to the plan, and identify problems encountered in program implementation.
Task 2: Provide evaluation results and recommended adjustments to current plan outcomes	**Program Improvement** F. Provide evaluation results and recommendations with suggested changes to the current SDP. G. Provide training to Title I, Part C Migrant Education Program staff (state, ESDs, and local) on analyzing and interpreting data for program adjustments and services.

This management plan makes clear that the project team will collaborate closely with stakeholders, OSPI, and other Washington migrant education leaders. The format of the project management plan is built around the two tasks, and related objectives identified in the scope of work. The management plan has a table for each of the tasks and objectives and a list of activities associated with completing that task, the completion date for each activity, and the Lead Researcher for each task. Consistent with its work for OSPI over the past year, APA Consulting – represented by Dr. Robert Reichardt, the primary investigator – will be responsible for ensuring these deadlines are met and that all project deliverables meet OSPI expectations. Within the APA team, Brianna Sailor will serve as project manager. She will be responsible for day-to-day oversight and monitoring of tasks and communicating to the PI and OSPI about any challenges or barriers to task completion.

Evaluate State Service Delivery Plan of Program Periods 2024-25, 2025-26, 2026-27, and 2027-28

This section describes APA's plan to accomplish both of the project tasks (1 and 2). Task 1 is to evaluate the SDP for program periods (Year 1-2024-2025, Year 2 2025-2026, Year 3 2026-2027, and Year 4 2027-2028) subject to contract renewal. Task 2 is to provide evaluation results and recommended adjustments to current plan outcomes. The Scope of Work outlines 7 different objectives. Those objectives (A through G) have been organized by APA to fit into the two project tasks:

Task 1: Impact and Implementation Evaluation

   A. Evaluate the results of measurable performance outcomes established in the SDP.
   B. Evaluate Washington State's efforts to meet identified performance targets.
   C. Determine whether the program is achieving its goals and document its impact on migrant children.
   D. Improve program planning by comparing the effectiveness of the different types of services.
   E. Determine the degree to which services and projects implemented aligned to the plan, and identify problems or challenges encountered in program implementation

Task 2: Update SDP and provide training

   F. Provide evaluation results and recommendations with suggested changes to the current SDP.
   G. Provide training to Title I, Part C Migrant Education Program staff (state, ESDs, and local) on analyzing and interpreting data for program adjustments and services.

Through APA's experience evaluating this program over the past year and ongoing collaborative work with OSPI, as well as our review of the RFQQ (in particular the questions to consider) APA brings the several **key goals and approaches** to our work evaluating the MEP and improving the SDP, these goals include:

   1. Providing *clear and reliable evidence* of whether the MEP is accomplishing its goals;
   2. Providing data, training and systems that *support the use of data* to improve migratory student achievement, graduation rates and preparation for responsible citizenship, learning and employment; and
   3. *Minimizing the data collection burden* on districts from the evaluation.

Having conducted the MEP's most recent evaluation and developed its most recent Service Delivery Plan (SDP), APA staff are well acquainted with the program's goals for the SDP and the tasks necessary to achieve them. APA will build on lessons learned from evaluating the MEP for the 2022-23 and 2023-24 school years, conducting a community needs assessment, and developing an updated SDP for years 1-4 of this project.

Several **key lessons from APA's previous work with OSPI** inform our approach to this evaluation:

   1. The MEP program serves a diverse range of students in a diverse range of settings. These settings include relatively large programs with many migratory students and economies of scale to very small programs with small student populations that are small segments of a district's student population.
   2. The MEP serves students who come from all over the world and native American students with diverse language backgrounds and experiences with school.
   3. More than half of students are multi-lingual (M) learners. Learning and mastering English is very important to their ability to access services and to their academic success.

4. The MEP program operates in a diverse range of districts. While many of the districts serving migratory students often serve rural communities, these communities range from very small and isolated to more urban settings.

There is extensive and detailed information available from OSPI and from the MSDRS student learning outcomes (growth and achievement) on the Smarter Balanced Assessment. There is also information on services provided. Current implementation data comes from district self-report information through end of year, end of summer, and fidelity of strategy implementation reports. APA has worked with OSPI to update the SDP which includes the revised measurable program outcomes (MPOs), and the implementation data collection tools (end of year, end of summer, and fidelity of strategy implementation reports). It is also important to note that APA does and can comply with all of OSPI's data privacy expectations and procedures.

In developing the new SDP, APA worked with OSPI, ESDs, and school districts providing MEP services to migratory students. One challenge that emerged was providing recommendations for program improvement based on data that were, at times, outdated. In particular, the most recent year of available data often lagged by a full year, limiting their usefulness for timely program improvement. To address these limitations and strengthen the quality of future evaluations, APA included in the new SDP updated yearly self-reporting by districts (end of year, end of summer, and fidelity of strategy implementation and the creation of new surveys to support improved implementation evaluation and use of data for program improvement. However, addressing some of the questions to consider in the current RFQ – including updates to the SDP and data training – may require collaboration with LEAs to develop **new data collection tools,** to secure consistent program data, and to obtain additional data as appropriate for cross-validation purposes.

APA will collaborate with OSPI and stakeholders to develop the final forms of any **new data collection tools** for this project. These updated data collection tools will be designed to provide more timely and relevant implementation information and information on how data is used to improve MEP program implementation. This information will be used to inform the evaluation, any revisions to the SDP, and data training design and delivery. The process of collecting new data will minimize the burden on OSPI staff, districts, educators, and migratory students and their families. If new data collection instruments are needed, APA will employ the data collection tool development process used in the needs assessment. This begins with collection of **interview data** from data providers that could include migratory students, families, MEP program leaders, and educators. If appropriate, this data will then be used to inform the revision of existing self-reports from districts or to create new data collection surveys.

The focus of APA's work updating the SDP (Task 2, Objective F) will be on translation and sharing results of the evaluation including any new data collection, and on outreach to obtain stakeholder input on potential program changes and how such changes can positively impact migratory students and their families. This outreach will focus on internal stakeholders from OSPI, ESD and districts as well migratory families as represented on the State Advisory Committee (SAC).

Within Task 2 is objective G which focuses on providing training on analyzing and interpreting data for program adjustments and services. This training will focus on improving practices that include recruitment, service provision (academic and non-academic), parent engagement, instruction, and coordination with other programs including multilingual learner services and low-income student services (e.g. Title I). APA will lead work with OSPI to understand how data is currently used, to identify data use skill training needs among MEP staff, and to highlight opportunities for data use improvement. APA will also collaborate with OSPI to develop a training schedule in Year 1 that prioritizes sources of data and key training audiences to maximize potential program improvement.

Table 2 provides a project and management plan by task for year 1 of the project work (3/2/2026-7/31/2026). This plan addresses both Task 1 and Task 2. Within these two tasks are the seven objectives taken from the Objective and Scope of Work section of the RFQQ (Pages 8-9).

Table 2: Year 1 Project and Management Plan by Task (March 2, 2026 – July 31, 2026)

Task	Objectives	Project Activity	Due date	Lead
1.		**Evaluate State Service Delivery Plan 2024-25**	7/31/2026	Reichardt
		Finalize evaluation plan with questions, data collection, design, and analysis strategy	4/17/2026	Reichardt
	A.	Impact Evaluation: Evaluate the results of measurable performance outcomes established in SDP		
		Finalize data sharing agreement and data from OSPI and MSCRS	4/17/2026	Reichardt
		Receive Data from OSPI and MSDRS	5/1/2026	Reichardt
		Initial data analysis	6/1/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	6/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	7/31/2026	Reichardt
	B.	Impact Evaluation: Determine whether the program is achieving its goals and document its impact on migrant children.		
		Finalize data sharing agreement and data from OSPI and MSCRS	4/17/2026	Reichardt
		Receive Data from OSPI and MSDRS	5/1/2026	Reichardt
		Initial data analysis	6/1/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	6/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	7/31/2026	Reichardt
	C.	Implementation Evaluation: Evaluate Washington state's efforts to meet identified performance targets.		
		Review available data on Washington efforts to meet performance targets	4/10/2026	Reichardt
		Finalize data sharing agreement and data from OSPI and MSCRS	4/17/2026	Reichardt
		Develop additional data collection tools if needed	4/17/2056	Reichardt
		Receive Data from OSPI and MSDRS	5/1/2026	Reichardt
		Finish additional data collection if needed	6/1/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	6/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	7/31/2026	Reichardt

Task	Objectives	Project Activity	Due date	Lead
	D.	Implementation Evaluation: Improve program planning by comparing the effectiveness of the different types of services.		
		Review available data to measure effectiveness of different types of services	4/10/2026	Reichardt
		Finalize data sharing agreement and data from OSPI and MSCRS	4/17/2026	Reichardt
		Develop additional data collection tools if needed	4/17/2056	Reichardt
		Receive Data from OSPI and MSDRS	5/1/2026	Reichardt
		Finish additional data collection if needed	6/1/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	6/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	7/31/2026	Reichardt
	E.	Implementation Evaluation: Determine the degree to which services and projects are implemented aligned to the plan, and identify problems encountered in program implementation.		
		Review available data to measure alignment of services with the plan and identify implementation problems/challenges	4/10/2026	Reichardt
		Finalize data sharing agreement and data from OSPI and MSCRS	4/17/2026	Reichardt
		Develop additional data collection tools if needed	4/17/2056	Reichardt
		Receive Data from OSPI and MSDRS	5/1/2026	Reichardt
		Finish additional data collection if needed	6/1/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	6/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations	7/31/2026	Reichardt
2.		**Provide Evaluation Results and Recommended Adjustments to Current Plan Outcomes SDP 24-25 July 2026**	7/31/2026	Reichardt
		Review draft evaluation results and finalize plan for integrating evaluation into the SDP.	6/15/2026	Reichardt
	F.	Program Improvement: Provide evaluation results and recommendations with suggested changes to current SDP.		
		Outreach to key internal stakeholders (OSPI and ESDs) on evaluation process, results and potential updates to the SDP	5/1/2026-6/30/2026	Reichardt
		Outreach to State Advisory Committee on evaluation results and potential updates to SDP	5/1/2026-6/30/2026	Reichardt
		Draft updates to any evaluation data collection tools including self-reports from districts to match changes to SDP including measurable program outcomes	6/30/2026	Reichardt
		Finalize updates to the SDP.	7/31/2026	Reichardt

Task	Objectives	Project Activity	Due date	Lead
	G.	Program Improvement: Provide training to Title I, Part C Migrant Education Program staff (state, ESD, and local) on analyzing and interpreting data for program adjustments and services.		
		Review of available data, current data usage by MEP Staff for program adjustment and services	5/15/2026	Reichardt
		Develop training plan with OSPI staff	5/29/2026	Reichardt
		Implement training plan (remote training using zoom or similar platform)	6/1/2026-7/15/2026	Reichardt
		Final memo on training implementation including lessons learned for future training.	7/31/2026	Reichardt

Table 3 provides the project plan for Years 2-4 of the project covering the following project periods:

- Year 2: September 2026-January 2027 (assuming contract renewal)
- Year 3: September 2027-January 2028 (assuming contract renewal)
- Year 4: September 2028-January 2029 (assuming contract renewal).

Years shown in the table are for Year 2. All month and day deadlines will be the same for subsequent project years with changes to the year they are due to match project period. This proposed plan is very similar to the Year 1 plan, however, we expect the plan and work to be adjusted each year in Collaboration with OSPI to incorporate lessons learned from the prior year and to best meet OSPI's ongoing needs.

Table 3: Year 2 through Year 4 Project and Management Plan by Task (Year 2 is 2026-2027, Year 3 is 2027-2028 and Year 4 is 2027-2029)

| Task	Objectives	Project Activity	Due date	Lead
1.		**Evaluate State Service Delivery Plan 2025-26**	1/21/2027	Reichardt
		Finalize evaluation plan with questions, data collection, design, and analysis strategy	9/15/2026	Reichardt
	A.	Impact Evaluation: Evaluate the results of measurable performance outcomes established in SDP		
		Update data sharing agreement and data from OSPI and MSCRS	9/17/2026	Reichardt
		Receive Data from OSPI and MSDRS	10/1/2026	Reichardt
		Initial data analysis	11/1/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	12/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	1/31/2027	Reichardt
	B.	Impact Evaluation: Determine whether the program is achieving its goals and document its impact on migrant children.		

Task	Objectives	Project Activity	Due date	Lead
		Finalize data sharing agreement and data from OSPI and MSCRS	9/17/2026	Reichardt
		Receive Data from OSPI and MSDRS	10/1/2026	Reichardt
		Initial data analysis	11/1/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	12/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	1/31/2027	Reichardt
	C.	Implementation Evaluation: Evaluate Washington state's efforts to meet identified performance targets.		
		Review available data on Washington efforts to meet performance targets	9/10/2026	Reichardt
		Finalize data sharing agreement and data from OSPI and MSCRS	9/17/2026	Reichardt
		Develop additional data collection tools if needed	9/30/2056	Reichardt
		Receive Data from OSPI and MSDRS	10/1/2026	Reichardt
		Finish additional data collection if needed	11/15/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	12/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	1/31/2027	Reichardt
	D.	Implementation Evaluation: Improve program planning by comparing the effectiveness of the different types of services.		
		Review available data to measure effectiveness of different types of services	9/10/2026	Reichardt
		Finalize data sharing agreement and data from OSPI and MSCRS	9/17/2026	Reichardt
		Develop additional data collection tools if needed	9/30/2056	Reichardt
		Receive Data from OSPI and MSDRS	10/1/2026	Reichardt
		Finish additional data collection if needed	11/15/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	12/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	1/31/2026	Reichardt
	E.	Implementation Evaluation: Determine the degree to which services and projects are implemented aligned to the plan, and identify problems encountered in program implementation.		
		Review available data to measure alignment of services with the plan and identify implementation problem	9/10/2026	Reichardt
		Finalize data sharing agreement and data from OSPI and MSCRS	9/17/2026	Reichardt

Task	Objectives	Project Activity	Due date	Lead
		Develop additional data collection tools if needed	9/30/2056	Reichardt
		Receive Data from OSPI and MSDRS	10/1/2026	Reichardt
		Finish additional data collection if needed	11/15/2026	Reichardt
		Review analysis results with OSPI and other stakeholders	12/30/2026	Reichardt
		Finalize analysis and provide written report with actionable recommendations.	1/31/2026	Reichardt
2.		**Provide Evaluation Results and Recommended Adjustments to Current Plan Outcomes SDP 24-25 July 2026**	1/31/27	Reichardt
		Review draft evaluation results and finalize plan for integrating evaluation into the SDP.	11/30/26	Reichardt
	F.	Program Improvement: Provide evaluation results and recommendations with suggested changes to current SDP.		
		Outreach to key internal stakeholders (OSPI and ESDs) on evaluation process, results and potential updates to the SDP	10/1/2026-12/30/2026	Reichardt
		Outreach to State Advisory Committee on evaluation results and potential updates to SDP	10/1/2026-12/30/2026	Reichardt
		Draft updates to any evaluation data collection tools including self-reports from districts to match changes to SDP including measurable program outcomes	12/30/2026	Reichardt
		Finalize updates to the SDP.	1/31/2026	Reichardt
	G.	Program Improvement: Provide training to Title I, Part C Migrant Education Program staff (state, ESDs, and local) on analyzing and interpreting data for program adjustments and services.		
		Review of available data, current data usage by MEP Staff for program adjustment and services	10/15/2026	Reichardt
		Develop training plan with OSPI staff	10/29/2026	Reichardt
		Implement training plan (remote training using zoom or similar platform)	11/1/2026-1/15/2027	Reichardt
		Final memo on training implementation including lessons learned for future training.	1/31/2027	Reichardt

C.4.i Project Management/Team Structure/Internal Controls

Founded in 1983, Augenblick, Palaich and Associates, Inc. (APA) is a privately owned, federally recognized small business that specializes in education policy research, evaluation, plan development, design, and analysis. The company, which has worked in all 50 states, is headquartered in Denver, Colorado, and conducts research and evaluation exclusively of pre-kindergarten, K-12, and postsecondary education policies and programs. APA's mission as a company – both now and over the past 42 years – is focused on improving the ability of these programs to serve our nation's highest need students, including those who are most economically challenged or who face challenges with mobility, inequitable access to funding/resources, or inequitable access to educator training.

Figure 1: APA Organizational Chart
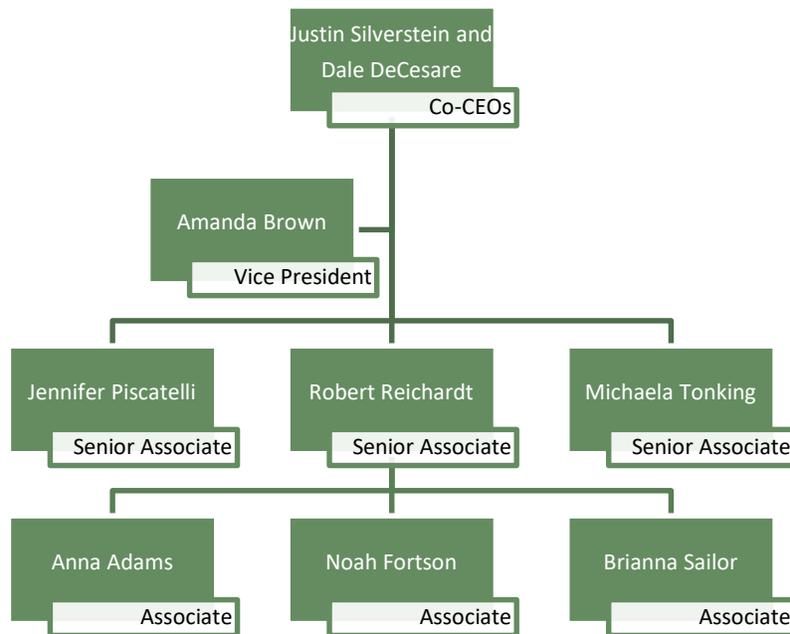
APA is a client-focused, small business currently with nine full-time staff members. Clients have included state legislatures, state education agencies, the U.S. Department of Education, universities, school districts, cities, philanthropic organizations, foundations, non-profits, and community-led organizations. APA is nationally recognized for its expertise in school finance, technical assistance, and program evaluation with a focus on understanding program implementation, return on investment, and impacts.

APA staff have significant experience leading multi-year research, technical assistance, and evaluation projects. We specialize in creating tailored project plans through close collaboration with each client. APA staff co-led a federal regional education laboratory, overseeing research and evaluation projects across seven states in the central region of the country (REL Central). This work included successfully leading the design, implementation, and completion of gold-standard, peer-reviewed education research studies designed for publication in the U.S. What Works Clearinghouse.

APA has also led and participated in multiple research evaluations and technical support projects. Examples of just a few of these projects in recent years include:

- A multi-year evaluation of the Denver Preschool Program, a taxpayer-funded initiative created for the City and County of Denver;

- A statewide evaluation for the Texas Education Agency of the state's legislatively-funded Communities in Schools Program which provides wrap around supports and academic help to students in high-need schools and communities;
- A multiyear evaluation of the Invest In Kids program across multiple, Title I schools to support parent education and early grade teacher training to improve student emotional and behavioral health;
- A multiyear evaluation of the Great Oaks tutoring program, an AmeriCorps-funded program to provide high intensity tutoring support to students in low-income schools in New York and New Jersey;
- A six year, legislatively-mandated evaluation for the Colorado Department of Education of its statewide program to support struggling K-3 readers through funding, direct grants to schools, and educator training programs.
- A five year evaluation of a Jacob Javits federal grant designed to train teachers in rural schools to improve the equity of gifted education programs and to increase the identification and services provided to under-represented students in rural school districts.
- A multi-year impact and implementation evaluation for the Community College of Aurora's National Science Foundation (NSF) funded S-STEM project that is working to increase the number of community college students completing four year STEM degrees and successfully entering the STEM workforce.

Each of these projects required APA to utilize and develop a mix of qualitative and quantitative data gathering to study program implementation and impacts. Data gathering strategies required use of both in-person and online data collection, including the design of numerous focus groups and interviews with non-English speaking families. Each project also included a focus on serving the highest need students, including those who are most economically challenged or who face challenges with mobility, inequitable access to support, or inequitable access to educator training.

Through this work, APA has gained the expertise needed to continue our current work with OSPI. Our team has decades of experience analyzing student data including data describing highly mobile populations and/or students impacted by poverty. We have experience conducting, collecting, and analyzing data from a variety of sources including surveys, focus groups, and individuals. We also have experience using administrative and Census data to describe populations. Through our work in all 50 states, we are well experienced and equipped to work remotely both and in person to gather data from across states in both rural and urban settings and we have conducted and facilitated numerous group meetings to ascertain the needs of students.

Project Team

This project will be led by APA Consulting with support from a duo of subcontractors: Dr. Barbara Marler and Dr. Mariana Enriquez, with support from additional service providers as needed. The figure below provides an organizational chart for the project. After the organizational chart, we describe APA's organizational capacity as well as staff capacity.

Figure 2: WA Migrant Project Organizational Project
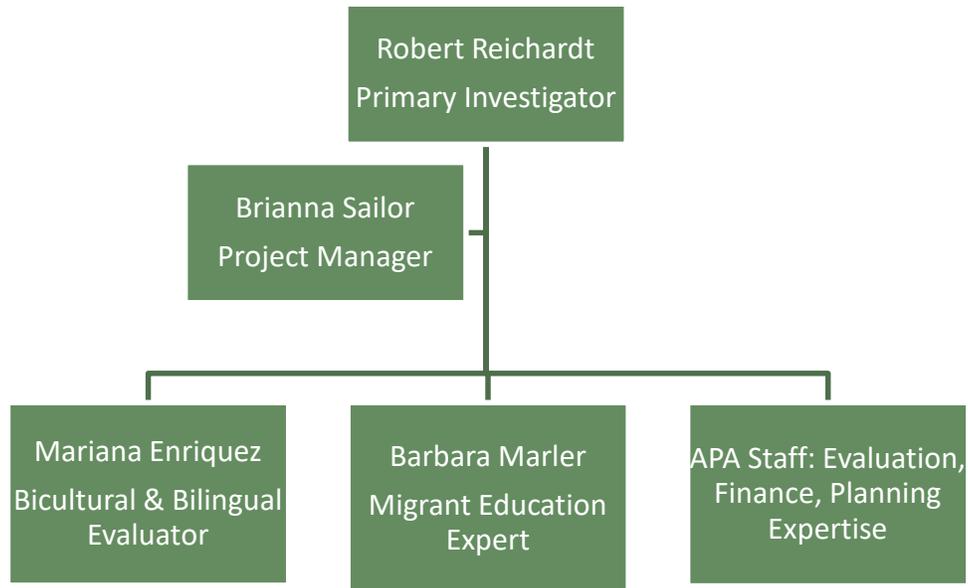
Key APA Staff

Robert Reichardt PhD, PI. Dr. Reichardt has over 20 years of experience leading and conducting formative and impact evaluations, as well as providing technical assistance. Dr. Reichardt's work focused on using program evaluation to support program improvement and expansion with a focus on equitable outcomes for students. He has expertise in evaluation design, instrument development, qualitative and quantitative analysis, and project management. His project experience is diverse and ranges from leading large national federally funded projects as well as working to support small local non-profits as they work to use evaluations to support organizational development. Dr Reichardt joined APA in 2013 and has experience running his own firm, directing a non-profit, and leading a university research center. He received his Ph.D. in Policy Analysis from the Pardee Rand Graduate School, a master's degree in public policy from the University of Maryland and he majored in history while at the University of Colorado Boulder as an undergraduate. Robert is a member of the Littleton Public Schools Board of Education in Colorado.

Brianna Sailor, MA, Project Manager. Brianna Sailor joined APA as an intern in September 2020, and as a full-time Associate in June 2021. She graduated in May 2021 from the Brown University Urban Education Policy (UEP) Master of Arts program. The Brown UEP program equips students with the tools and perspective necessary to be change agents for urban education systems. During her time at Brown, Brianna served as the UEP student committee member for the Education Department's Diversity Inclusion Action Plan Committee. She worked collaboratively with the committee to create a five-year action plan for the department to address racial inequities. Prior to UEP, Brianna served as a policy and research analyst for the Governor's Office of Student Achievement in Atlanta, Georgia, and as a high school mathematics teacher as a 2017 Metro Atlanta Teach For America Corps Member. In both roles, Brianna leveraged her passion for students and data analytics to work towards eliminating systemic barriers for marginalized students.

Barbara Marler, Ed.D Dr. Marler currently works as a consultant with school districts and other educational agencies to bring transformative and lasting change to district program design/infrastructure for multilingual learners, including providing services for newcomers; improving the MTSS/SPED process to better meet the needs of linguistically and culturally diverse learners; mentoring, coaching, guiding, and empowering new educational leaders or veteran leaders new to the ESL/Bilingual field; and facilitating district development of valid and reliable assessment plans and protocols for program evaluation.

Dr. Marler has worked with all aspects of Title I, Title III, and Title VII throughout her career. She has completed formulaic and competitive grant applications, with a 98% funding rate for competitive applications, and followed all governmental requirements for implementation, management, reporting, and record-keeping for budgetary expenditures. Also, the Illinois State Board of Education called on her to provide a pragmatic perspective to the redesign of their TBE/TPI program application. During her career, whether in the three districts in which she was employed or in many others in which she was a consultant, Dr. Marler experienced high student mobility and all the accompanying issues. Palatine CCSD #15 had a large migratory program where students followed crop cycles, moving into the district in late April and May and leaving the district mid-to-late October, returning the following year in April. Palatine CCSD#15 also served children of racetrack employees who followed the same calendar as the agricultural workers, but they were not deemed eligible for migrant funds because their parents' work was classified as entertainment, not agricultural. Engagement with parents has been an integral part of her job responsibilities as a director in three school districts in Illinois. Illinois requires the establishment of a Bilingual Parent Advisory Council (BPAC) in any context where 20 students of the same language group attend the same attendance center. The BPAC, in Illinois, is expected to be fertile ground where parents of bilingual students are empowered, and future community leaders are cultivated. Dr. Marler led the BPACs in her districts in those efforts.

Mariana Enríquez, PhD Dr. Enríquez, Ph.D., is a bicultural and bilingual (native Spanish speaker) evaluator with over 25 years of research and evaluation experience working primarily in education and public health projects with mainstream and minoritized/underrepresented communities. Particularly skilled in mixed methodologies, cultural competence, and equity-focused projects. As an Independent Consultant, she is experienced in all facets of research and evaluation, from development of evaluation plans and research design, logic models, and theories of change, to development of data collection and evaluation instruments (surveys, interviews, focus groups, and observation protocols, evaluation rubrics), quantitative and qualitative data collection and analysis, and report preparation for a diversity of stakeholder audiences. Mariana's work in the education field expands from preschool to college-level programs with urban, suburban, and rural communities, including recent- and long-term immigrant Spanish- and English-speaking communities in Colorado and Arizona. Recent projects include the development of culturally competent evaluation instruments for programs serving Latino/a/e/x, Somali, and Vietnamese communities, evaluation of the Denver Preschool Program, evaluation of a state-wide health equity intervention, evaluation of a space exploration intervention in rural Colorado, collaboration on a reproductive health equity landscape scan, collection of community feedback for transformation of local high schools, STEM professional development for pre-and in-service teachers, and STEM education for middle school Latinas. Based in Denver, Colorado, Mariana was born and raised in Mexico City, Mexico, where she obtained a B.S. in Cognitive Developmental Psychology before earning an M.A. and Ph.D. in Curriculum Leadership from the University of Denver in Colorado. She is a member of the

American Evaluation Association and the Colorado Evaluation Network. She served for ten years as an Editorial Board member for the American Journal of Evaluation. In October 2020, Mariana received the LaRED Award (Latinx Responsive Evaluation Discourse), from the American Evaluation Association LaRED topical interest group.

Mariana has vast experience in collecting qualitative data through interviews and focus groups with Spanish- and English-speaking communities with whom she develops a strong rapport and trust, leading to meaningful conversations and high-quality data. She has worked in education and public health projects collecting data from elementary, middle, and high school students, parents, and community members with a full range of literacy levels in English and Spanish, with teachers, school staff, and school and district administrators. Her work has included urban, suburban, and rural communities. Before the Covid pandemic, Mariana's work was conducted almost entirely on-site and face-to-face, switching more recently to remote conversations. Nevertheless, Mariana strongly believes that the way to reach and develop rapport with community members is through personal, face-to-face interactions that are based on valuing and respecting their insight and contributions as they are the experts in their lived experiences.

C.4.ii. Experience of APA/Staff/Subcontractors

APA staff and subcontractors have extensive relevant experience with the core competencies of this work. This includes **not only their combined decades evaluating K-12 education programs but also their previous work over the past year conducting this evaluation successfully with OSPI**. Table 4 outlines the minimum and desired qualifications listed in the RFQQ and explicitly how APA meets each of these qualifications.

Table 4: Minimum and Desired Qualifications

Minimum Qualifications	APA Qualifications
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.	APA is licensed to do business in the State of Washington.
Experience collecting and analyzing student data on highly mobile student populations, or similar populations including migratory student populations.	APA regularly collects and analyzes student data using a variety of data collection tools including surveys, interviews, and focus groups. From 2024-2025, APA served as the external evaluator for OSPI's Migrant Education Program where APA collected and analyzed student data on highly mobile student populations in the State of Washington.
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.	As OSPI's external evaluator over the past year, APA facilitated group forums to glean information pertinent to the evaluation and establishment of the academic and support needs of at-risk, highly mobile student populations in the State of Washington. This work included focus groups and interviews with migratory families, students, LEA staff, ESD staff, and program partners to understand barriers related to mobility, access to services, academic continuity, and

	family engagement. APA brings deep experience facilitating similar forums through our statewide evaluation of Colorado's READ Act conducted for the Colorado Department of Education and a multiyear evaluation of the Denver Preschool Program (DPP), both of which required culturally responsive facilitation and engagement across diverse communities. Across these projects, APA emphasizes inclusive facilitation practices that elevate participant voice and generate actionable insights to inform program design and continuous improvement.
Experience developing summaries and reports reflecting data collection and group facilitation.	APA staff are adept at synthesizing quantitative and qualitative data to support program improvement and are experienced in summarizing findings across projects of varying lengths and topic areas. In 2025, APA completed two multi-year evaluations — one for the Denver Preschool Program (DPP) and another for the I-REECCH program at the University of Denver, a recipient of a federal Jacob K. Javits grant. As these multi-year efforts concluded, APA produced comprehensive reports distilling key themes from multiple years of survey and focus group data to inform future programming. In addition, as OSPI's external evaluator over the past year, APA developed both interim and final reports summarizing outcomes related to student needs, academic performance, and program implementation, incorporating regular feedback from OSPI staff and other stakeholders.
Experience presenting summaries and reports to various stakeholders serving the academic and support needs of migratory students.	As OSPI's external evaluator, APA presented clear, accessible summaries and reports to various stakeholders serving the academic and support needs of migratory students, including: OSPI leadership; ESD, LEA, and MSDRS staff; and advisory council members. APA regularly translates complex quantitative and qualitative findings into concise, actionable messages tailored to diverse audiences, supporting shared understanding and data-informed decision-making. In the past five years, APA has delivered stakeholder-facing presentations as part of major evaluations including an operations evaluation of the Denver Preschool Program (DPP) and a Jacob K. Javits grant recipient evaluation. These experiences demonstrate APA's ability to communicate findings effectively to policymakers, practitioners, educators, and community stakeholders.
Desired Qualifications	**APA Qualifications**
Experience collecting and analyzing data from a variety of sources, including focus groups and	As OSPI's external evaluator, APA collected and analyzed data from a variety of sources, including

individual interviews.	focus groups and individual interviews with migratory students, families, LEA staff, ESD staff, and program partners. APA integrates qualitative data with administrative program data, and student-level data to develop a comprehensive understanding of program implementation, outcomes, and areas for improvement. In the past five years, APA has employed similar mixed-methods approaches in evaluations including the Denver Preschool Program evaluation, the Colorado READ Act evaluation, a statewide evaluation of the Communities in Schools program in Texas, and the federally funded Jacob K. Javits evaluation. Across these projects, APA applies rigorous qualitative analysis protocols to ensure findings are systematic, reliable, and directly responsive to evaluation questions.
Knowledge of migratory student demographics in Washington state.	As OSPI's external evaluator, APA has developed extensive knowledge of migratory student demographics in Washington State. Through GIS mapping, state data analysis, and in-person and virtual engagement with migratory students, their families, and state and local MEP staff, APA has gained a nuanced understanding of where migratory students live, the academic and social barriers they face, and the trends and initiatives underway to address these challenges. In-person visits, in particular, provided APA staff with rich perspectives from migratory students, families, and educators at the forefront of implementation. As a result, APA is attuned to how students' experiences vary by English language proficiency, family and cultural background, frequency of mobility, length of time educated in the United States, and other key factors.
Knowledge of the Every Student Succeeds Act (ESSA) Title I Part C Education of Migratory Children.	As OSPI's external evaluator, APA has gained extensive knowledge of the Every Student Succeeds Act (ESSA) and its Title I Part C Education of Migratory Children through direct application of federal requirements within Washington's Migrant Education Program. APA's work has included evaluating compliance with Title 1, Part C program requirements, aligning evaluation activities with federal guidance, and examining how performance targets, measurable program outcomes, Priority for Service, and continuous improvement cycles are implemented at the state, ESD, and local levels. This hands-on experience ensures APA's evaluation approach is fully aligned with ESSA expectations and federal reporting and accountability requirements.

Ability to engage in meaningful conversations with migratory parents and students, and school district staff.	As OSPI's external evaluator, APA has engaged in meaningful conversations with migratory parents, students, and school district staff. In 2024, APA conducted in-person stakeholder interviews with migratory students, families, and MEP staff across Washington State, offering Spanish interpretation and translated materials to ensure accessibility. These discussions yielded valuable insights that informed APA's community needs assessment. In 2025, APA collaborated closely with OSPI staff to bridge gaps in understanding and guide the research process.
Ability to hold conversations with migratory parents and students with appropriate language supports.	As OSPI's external evaluator, APA held conversations with migratory parents and students with appropriate language supports to ensure meaningful participation and accurate data collection. APA's approach includes providing interpretation and translation services, developing linguistically accessible protocols, and working closely with OSPI and local partners to ensure engagement methods are culturally responsive and aligned with community needs. Through focus groups, interviews, and family engagement activities conducted across Washington, APA has facilitated inclusive conversations that elevate family and student perspectives. This experience demonstrates APA's ability to engage migratory families in ways that are respectful, accessible, and responsive to linguistic and cultural contexts.
Ability to work both on-site and remotely with a variety of stakeholders including school staff and administrators.	APA staff work closely with clients to develop meeting and travel plans aligned with project goals and the scope of work. Data collection tools are designed to be adaptable for both in-person and virtual use. As OSPI's external evaluator, APA has engaged stakeholders on-site and remotely, including regular virtual meetings with OSPI staff to share findings and gather feedback, as well as in-person visits to conduct interviews and present results. This flexibility in scheduling is a hallmark of APA's approach and has been applied across evaluation projects with the Denver Preschool Program (DPP), the Texas Education Agency, the Colorado State Legislature, and the City of West Lafayette, Indiana, among others.
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.	As OSPI's external evaluator, APA has gained extensive knowledge and experience with Interstate and Intrastate coordination and collaboration aspects of the Title I Part C Education of Migratory Children. APA's work has included examining how Washington's Migrant Education Program

	coordinates data sharing, student identification, and continuity of services across districts, and regions, including alignment with national migratory student data systems. Through engagement with OSPI staff, MSDRS, ESDs, and LEAs, APA has accessed coordination practices that support highly mobile students as they move within and beyond Washington. This experience enables APA to evaluate coordination and collaboration processes in alignment with federal guidance and program expectations.
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.	APA brings strong knowledge and experience applying nationally recognized best practices and federal guidance to support Migrant Education Programs. In its work with OSPI, APA utilized the U.S. Department of Education's Migrant Education Program Comprehensive Needs Assessment Toolkit to guide the development of Washington's Comprehensive Needs Assessment, ensuring alignment with federally endorsed methodologies and best practices. APA's evaluation approach emphasizes evidence-based frameworks, continuous improvement principles, and practices widely promoted across state Migrant Education Programs. This grounding in national guidance enables APA to support OSPI in reflecting on promising practices and benchmarking Washington's MEP against broader field standards.

Related Contracts

1. Evaluation of OSPI's MEP 2021-2024 Service Delivery Plan and conduction of the 2025 Comprehensive Needs Assessment, July 2024 to November 2025. OSPI. Point of Contact: Sylvia Reyna 360-742-4654 or Sylvia.Reyna@k12.wa.us
2. Evaluation of the Local Accountability System Grant, July 2022 to June 2023, renewed for July 2023 to June 2024. Colorado Department of Education. Point of Contact: Lisa Medler 303.866.6993 or medler_l@cde.state.co.us
3. Evaluation of federal Jacob Javits Grant for gifted education in rural schools, January 2021—December 2025. University of Denver. Point of Contact: Norma Hafenstein, Ph.D., Norma.Hafenstein@du.edu
4. Evaluation of the Great Oaks Tutoring Program, January 2021—December 2024. Great Oaks Foundation. Point of Contact: Jonah Liebert, Great Oaks, jliebert@gofellows.org
5. Evaluation of the S-Stem Scholarship Program, January 2020—June 2025. Community College of Aurora. Point of Contact: Susan Young, Ph.D., Susan.Young@ccaurora.edu
6. Denver Preschool Evaluation, Sept 2022 through Aug. 2025. Denver Preschool Program. Point of Contact: Dr. Cristal Cisneros cristal@dpp.org

7. ESSER Funding Programs Fiscal Analysis and Programmatic Analysis, January 2023 – July 2023. Vermont Agency of Education. Point of Contact: Jill Briggs Campbell, Ph.D., 802-595-6361 or jill.briggscampbell@vermont.gov
8. Evaluation of the Colorado READ Act, January 2020—July 2026. Colorado Department of Education. Point of Contact: Katie Grogan, Ph.D., WestEd, kgrogan@wested.org
9. Evaluation of the Texas Communities in Schools program, January 2021 – November 2024. Texas Education Agency. Point of Contact: Sara Vercher, TEA, Sara.Vercher@tea.texas.gov
10. Evaluation of the Incredible Years Program, January 2020—September 2024. Invest In Kids. Point of Contact: Erin Albrecht, IIK, ealbrecht@illuminatecolorado.org.

C.4.iii. References

1. Lisa Medler, Executive Director, Accountability and Continuous Improvement Colorado Department of Education, 303.866.6993; Medler_L@cde.state.co.us
2. Joe Negrón, Director of Multilingual Programs (Retired), Palatine CCSD #15, 430-231-5236
3. Norma Hafenstein, PhD, Daniel L. Ritchie Endowed Chair in Gifted Education, Morgridge College of Education, University of Denver 303-871-2509; norma.hafenstein@du.edu

C.4.iv. Past Performance

Contractor has not received notification of a contract breach in the past five years.

C.4.v. Examples/Samples of Related Projects/Previous Work

Included as an attachment to the email submission of this proposal are two work samples of previous deliverables for a related project.

1. 2025 Statewide Washington Migrant Education Program Evaluation for OSPI (document name: APA Work Sample - 2025 Migrant Education Program Evaluation.pdf)
2. 2025 Washington Migrant Education Program Comprehensive Needs Assessment for OSPI (document name: APA Work Sample - 2025 Migrant Education Program Comprehensive Needs Assessment.pdf)

C.4.vi. Subcontractors

There are two individual subcontractors who are identified under the project team:

1. Barbara Marler
2. Mariana Enriquez

We will also sub-contract for translation services as needed.

C.5 Cost Proposal

This section outlines APA Consulting's proposed costs for completing the scope of work described in this RFQQ. The budget is comprehensive and all-inclusive, reflecting personnel time, travel, subcontractor

support, and other necessary project expenses. All costs for years 2-4 are increased for inflation at a rate of 3% per year.

C.5.i Identifications of Costs

Table 5 summarizes the costs for this proposal. The proposed costs in the first year of the project are $72,925. This is the total costs, all inclusive of travel, translation services, participant support, overhead administration and personnel. Costs for years 2-4 are increased for inflation at a rate of 3% per year.

Table 5: Proposed Costs by Year

	Year 1	Year 2	Year 3	Year 4
APA subtotal	$ 51,100	$ 52,633	$ 54,212	$ 55,838
Marler	$ 9,350	$ 9,631	$ 9,919	$ 10,217
Enriquez	$ 5,225	$ 5,382	$ 5,543	$ 5,709
Travel	$ 5,750	$ 5,923	$ 6,100	$ 6,283
Participant Support	$ 500	$ 515	$ 530	$ 546
Translation Services	$ 1,000	$ 1,030	$ 1,061	$ 1,093
TOTAL	$ 72,925	$ 75,113	$ 77,366	$ 79,687

The majority of the costs are for personnel time. The APA costs are based on staffing the project with one Senior Associate at $1,300 per day, an Associate at $700 per day. The subcontractors were priced at $1,100 per day. These daily rates are all-encompassing. As a small firm, APA does not have an indirect cost agreement with the federal government and does not charge indirect cost rates.

Travel will be described in the next section. Participant Support includes food or school supplies that will be provided to migratory families during interviews and/or focus groups. While the project team includes native Spanish speakers we may need to add additional language support. The translation services are for producing materials and conducting interviews in languages other than Spanish or when the sub-contractors with these language skills are unavailable for data collection.

The following tables provide details on the budget by task.

Table 6: Proposed Year 1 Costs

Year 1	Task 1	Task 2	Year 1 Total
APA subtotal	$ 37,100	$ 14,000	$ 51,100
Marler	$ 1,100	$ 8,250	$ 9,350
Enriquez	$ 5,225	$ -	$ 5,225
Travel	$ 3,850	$ 1,900	$ 5,750
Participant Support	$ 500		$ 500
Translation services	$ 1,000		$ 1,000
SUBTOTAL	$ 48,775	$ 24,150	$ 72,925

C.5.ii Travel Costs

The proposal includes travel costs for the team to visit Washington in Years 1-4 for data collection, training, and engagement. Travel costs are based upon round trip +$300 airfare from Denver or Chicago to Seattle, $50 per day for per diem, $175 per night for hotel, and daily car rental at $100 per day. These

prices are based on prices experienced during the past year working in Washington. There are plans for a week-long data collection visit for 2 data collectors. Each data collection visit has 2 roundtrip airfares, 5 nights of hotels for 2, and 5 days of car rental. All costs for years 2-4 will be increased for inflation at a rate of 3% per year.

Table 7: Proposed Year 1 Travel costs

Travel	Travelers	Price per trip	TOTAL
Engagement Trip	2	$ 950	$ 1,900
Data collection Trip	2	$ 1,925	$ 3,850
TOTAL			$ 5,750

C.5.iii Subcontractor Costs

Subcontractors for this proposal are Dr. Marler and Dr. Enriquez, and the translation services. The sub-contractors (Marler and Enriquez) were budgeted at $1100 per day. Both of these women-owned companies are small firms, and they do not have an indirect cost agreement with the federal government and do not charge indirect cost rates.

The additional sub-contractor cost will be for translation services, $1,000 per year. Table 8 below shows the subcontractor costs by year. Costs for years 2-4 are increased for inflation at a rate of 3% per year.

Table 8: Proposed Year 1 Sub-Contractor cots Costs

Total	Total
Marler	$ 9,350
Enriquez	$ 5,225
Translation services	$ 1,000
TOTAL	$ 15,575

C.5.iv. Indirect Costs

The daily rates charged by APA and the subcontractors are all-encompassing. As small firms, APA and the sub-contractors do not have an indirect cost agreement with the federal government and do not charge indirect cost rates.