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MARIN COUNTY  
OFFICE OF EDUCATION

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1111 LAS GALLINAS AVENUE/P.O. BOX 4925  
SAN RAFAEL, CA 94913-4925  
marincoe@marinschools.org

MARY JANE BURKE  
MARIN COUNTY  
SUPERINTENDENT OF SCHOOLS

(415) 472-4110  
FAX (415) 491-6625

**REQUEST FOR PROPOSALS FOR**  
**EDUCATIONAL PROFESSIONAL DEVELOPMENT SERVICES**

For the Pilot Partnership at  
Palo Verde Unified School District (PVUSD)

ISSUED BY:

The California Collaborative for Educational Excellence (CCEE)  
and the Marin County Office of Education (MCOE),  
Administrative Agent for the CCEE

ISSUED ON:

October 15, 2018

PROPOSALS DUE:

October 26, 2018

The California Collaborative for Educational Excellence (“CCEE”) and the Marin County Office of Education (“MCOE”) invite qualified organizations (“Respondents”) to submit proposals (“Proposals”) in response to this Request for Proposals (“RFP”). Proposals shall comply with the requirements set forth herein. The CCEE/MCOE is not required by law to use an RFP process but has elected to do so for the particular services described herein in order to seek qualified parties who meet the unique service needs of the CCEE and the Palo Verde Unified School District (“PVUSD” or “District”).

**I. Timelines**

<b><u>Event</u></b>	<b><u>Date</u></b>
Release of Request for Proposals	October 15
Question and Answer Period	October 15-25
Due Date for Proposals	October 26
CCEE/MCOE to Receive and Evaluate Proposals	October 15-31
CCEE/MCOE to Notify Finalists	On or before October 31
CCEE/MCOE to Select Service Provider	On or before November 1
Contract to Begin	On or before November 1
<i>Note: All dates are preliminary and subject to change.</i>	

**II. Purpose**

To secure a program of professional development services for teachers in the PVUSD, specifically in the area of mathematics instructional practices.

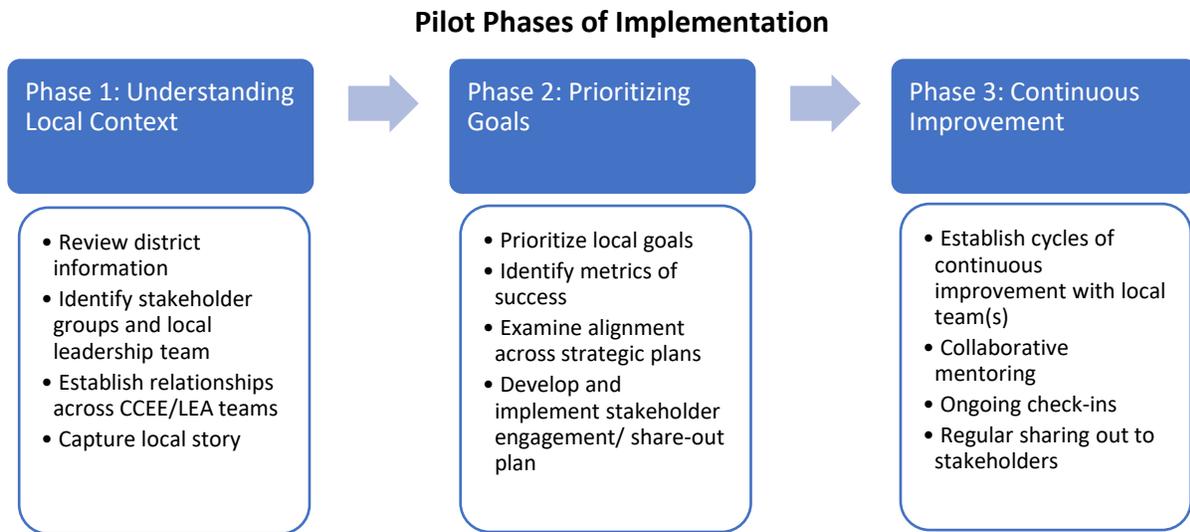
**III. Background**

The CCEE was created by the Legislature in 2013 to “advise and assist” local educational agencies (“LEAs”) with achieving the goals set forth in their Local Accountability Plans (“LCAPs”). As part of its 2015-16 regular session, the Legislature approved – and the Governor signed – legislation which directed the CCEE to “implement a pilot program that will inform its long-term efforts to advise and assist school districts, county superintendents of schools, and charter schools in improving pupil outcomes” and to submit an implementation plan with relevant budget information “to the relevant policy and fiscal committees of Legislature, the Director of Finance, and the Legislative Analyst’s Office.” The Pilot Plan developed by the CCEE proposed the identification of multiple pilot Local Educational Agencies (“LEAs”), representing a spread of urban, suburban, and rural regions across the state, who met the criteria of having:

- » Preliminarily identified an academic/achievement challenge as an area of focus for improvement;
- » LEA leadership team, including the governing board, fully committed to participating in the pilot process; and
- » Awareness and support of their county office of education (for pilot districts).

As a result of these meetings across the state as well as additional direct requests from LEAs, the CCEE has entered into collaborative partnerships with multiple LEAs, including PVUSD.

A collaborative approach was undertaken with individual pilot partners as well as through the collective summit meetings to create a framework for the establishment of the pilot implementation process. The result of this work is presented below, outlining the phases of implementation that highlight the main areas of work within the three main stages of the pilot partnership process.



The PVUSD is a rural school district in Riverside County in Southern California. The District operates six schools, including one preschool, three elementary schools (kindergarten through eighth grade), one high school, and one continuation school. PVUSD is currently in Phase 3 of its pilot partnership. The first goal of PVUSD’s LCAP is to increase student achievement ensuring all students will be college and career ready. PVUSD has gone through two years of community involvement and input to develop its current LCAP, including this first goal. Additionally, its School Site Councils, under the leadership of the school principals, have aligned their Single Plans for Student Achievement with the LCAP as required by law.

However, PVUSD has struggled to address mathematics achievement and improve Least Restrictive Environment (“LRE”) outcomes. In fact, PVUSD has not met its LRE target for the last three years. Additionally, PVUSD has not been successful in providing all students—both special education and general education students—with “first best instruction,” particularly with respect to math instruction. Although efforts to address these are underway, there is a need for targeted mathematics instructional professional development that also provides an understanding on how biases impact instructional practices.

#### **IV. Scope of Work**

PVUSD is focused on improving academic outcomes for all students by ensuring that each student is placed in the LRE possible and receives “first best instruction,” particularly with respect to math instruction. To support this focus, the CCEE is seeking to collaborate with the applicant to provide professional development in math instruction for students that specifically addresses students’ equal access to each lesson being taught and that supports a common districtwide expectation of LRE.

By ensuring all students have equal access to first best instruction in math, the number of students placed in LRE will rise and math performance will improve. The rise in students placed in LRE will be measured by state and county metrics and the improvement in math will be measured by local and state math assessments.

The CCEE therefore seeks a provider with expertise in the field of educational instructional practices, specifically in the subject area of math and in the area of instructional biases, to develop and implement a program on-site professional development and coaching for teachers, academic coaches, and school and district administrators in the PVUSD. The program should span the 2018-2019 school year and consist of detailed in-service training and classroom practice, preferably with both group and individualized sessions. The program should cover lesson development and design through instruction. The program should place particular emphasis on equity, and support of “unduplicated pupils” (i.e., pupils eligible for free to reduced price meals, homeless and foster youth, and English Learners), as well as building the capacity of teachers and administrators for sustainable improvement in mathematics teaching and learning now and into the future.

#### **V. Requirements for Submittal**

##### **A. Cover Letter**

##### **B. Description of Respondent Organization**

Include the name and contact information for your organization (address, telephone number, fax number), as well as the name and contact information (telephone number and email address) of the principal contact for your application. Provide a brief history of the organization, including:

- » Number of years in business/practice
- » Senior member(s) and length of association
- » Whether the organization may have been known by a different name while under substantially the same management
- » Location of office where project team members will design and oversee the program
- » List of basic services provided by the organization

##### **C. Experience Relative to CCEE/PVUSD Needs**

Discuss the organization's knowledge of and experience with educational professional development. Describe programs that the organization has designed and implemented, including the specific measurable objectives as well as the outcomes that were achieved.

**D. Qualifications of Respondent Personnel**

Please include the name of all individuals proposed by the organization to perform the duties described above in the Scope of Work, including the qualifications of each and what each would be doing. List all specific personnel experience which uniquely suits the personnel to the CCEE and PVUSD's needs.

**E. Proposed Work Plan**

Please include a description of the organization's proposed work plan to accomplish the duties described above in the Scope of Work. The work plan shall include time estimates for each significant segment of the work, the number of staff to be assigned, including supervisors where appropriate, the level of each of the staff members to be assigned, and any specialists or subcontractors who will be assigned.

**F. Conflict of Interest**

Please disclose any past or current business or other relationship with the CCEE, CCEE Governing Board members, MCOE, or the PVUSD.

**G. Costs and Fees**

Provide a breakdown of the proposed fees and costs (including for organization personnel) for the program. The total fees and costs must be stated as a "not to exceed" amount. Describe the organization's willingness to commit to the estimate provided, and what factors may influence the estimate in the event of programmatic changes. While the CCEE has set aside up to \$260,000 for this project, Respondents' cost estimates may be a factor in awarding the contract. Since an RFP is not required, the CCEE/MCOE is not obligated to accept a bid based on cost estimates.

**H. References**

Provide a list of clients (including name, address email address, and telephone number of contact person, as well as a description of the work performed) for whom the organization has performed similar services.

**VI. Rights of the CCEE/MCOE**

This RFP does not commit the CCEE/MCOE to award a contract or pay any costs incurred in the preparation of a response to this RFP. The CCEE/MCOE is not required by law to use an RFP

process but has elected to do so for the particular services described herein in order to seek qualified parties who meet the CCEE and PVUSD's unique service needs. The CCEE/MCOE reserves the right to accept all or part of any submittal or to cancel in part or in its entirety the RFP. The CCEE/MCOE further reserves the right to select the professional consultant that it considers to be in the best interests of the CCEE and the PVUSD.

**VII. Submission Details**

- A. The CCEE/MCOE will begin accepting Proposals upon date of issuance of this RFP, and will continue to accept Proposals until Friday, October 26, 2018 at 4:00 p.m. (Pacific Standard Time).
- B. Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to [kestrada@ccee-ca.org](mailto:kestrada@ccee-ca.org).
- C. Respondent shall be solely responsible for ensuring its Proposal arrives to the CCEE by the deadline set forth above. The CCEE/MCOE shall not be responsible for any technical issues with email delivery.
- D. All Proposals should be verified before submission. Adjustments may not be permitted after submission to the CCEE. The CCEE/MCOE will not be held responsible for any errors or omissions on the part of the Respondent in the preparation of their Proposal.
- E. Any costs incurred by the Respondents in the preparation of any information or material submitted in response to this RFP shall be the sole responsibility of the Respondent.
- F. The CCEE/MCOE reserves the right to reject any and/or all Proposals, or to refuse to negotiate or withhold the award of any contract, for any reason. The CCEE/MCOE may also waive or decline to waive irregularities in any Proposal. The CCEE/MCOE further reserves the right to select the Proposal that it considers to be in the best interests of the CCEE and the PVUSD.
- G. The CCEE/MCOE may begin negotiations with selected Respondents at the CCEE's discretion.
- H. Upon selection of a Respondent, the CCEE/MCOE shall provide an agreement, for negotiation by the Parties.
- I. All Proposals submitted in response to the RFP become the property of the CCEE and a public record and as such, are subject to public view.

## **VII. Receipt of Proposals; Contact Information**

Respondents are not to contact MCOE or PVUSD officials including Board members, the Superintendent or any other employee or representative of the MCOE or PVUSD. Contacting such officials, employees and/or representatives, other than those persons listed below, may result in the disqualification of the Respondent.

All inquiries or questions for additional information should be directed in writing to [kestrada@ccee-ca.org](mailto:kestrada@ccee-ca.org). CCEE will make every effort to respond, but any failure or delay in responding shall not excuse a Respondent's failure to comply with any requirements for submission set forth herein, including the submission deadline.

Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to [kestrada@ccee-ca.org](mailto:kestrada@ccee-ca.org) by Friday, October 26, 2018 at 4:00 p.m. (Pacific Standard Time).