



MARIN COUNTY

OFFICE OF EDUCATION

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 **RESEARCH AND DEVELOPMENT SUPPORT FOR THE** **EXPANSION OF THE CONTINUITY OF LEARNING PLAYBOOKS**

ISSUED BY:

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

ISSUED ON:

Monday, August 10, 2020

PROPOSALS DUE:

Friday, August 28, 2020

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.

I. Timelines

<u>Activity</u>	<u>Date</u>
Release of Request for Proposals	Monday, August 10, 2020
Due Date for Proposals	Friday, August 28, 2020
Finalist selected no later than:	Friday, September 4, 2020
Work to begin no earlier than:	Monday, September 7, 2020
Duration of Services	Through June 30, 2021
<i>Note: All dates are preliminary and subject to change.</i>	

II. Purpose

To secure (a) project team(s) to provide services to support the research, identification and review, and development of resources for the purposes of expanding CCEE’s Continuity of Learning Playbooks to support distance and hybrid learning.

III. Background and Context

Relevant Statute

CCEE was created to “advise and assist” local educational agencies (LEAs) with achieving the goals set forth in their LCAPs (Ed. Code § 52074). In coordination with California’s State System of Support, and aligned with its Theory of Action (see below for additional information), CCEE helps to build the capacity of LEAs to support the continuous improvement of pupil performance, address the achievement gaps between pupil subgroups, and improve outreach and collaboration with stakeholders to ensure that LCAPs reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations (Ed. Code § 52059). Additional information about the System of Support can be found at: <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

In 2019, the statute outlining the CCEE’s mission (Ed. Code § 52074) was updated to designate school districts that receive emergency apportionments pursuant to specified provisions as being referred to CCEE, after which CCEE may conduct a systemic review of the district. CCEE may further coordinate and facilitate assistance to the district provided by governmental agencies in order to facilitate and provide coherent support.

CCEE also provides technical assistance to school districts that meet specified student performance criteria over a period of three out of four consecutive school years.

CCEE Theory of Action

As shown in the graphic below, CCEE’s Theory of Action is predicated on our fundamental charge to build capacity at the local level to implement systemic changes that improve student outcomes, especially for historically underrepresented, under-served, or low-achieving student groups.

We have anchored our capacity building around two key concepts central to the work of CCEE: the implementation of continuous improvement processes and the examination of equity as it relates to decision-making shaping student outcomes. And we further have defined our work around capacity building to include changes in knowledge, information, tools, and processes as well as the changes in beliefs, values, and implicit biases that impact individual- and systems-level decisions that ultimately shape instructional practice.

Ultimately, the question that shapes our work is being able to address, “How does working with CCEE change partners’ knowledge, practice, and mindset around the impact that implementing continuous improvement processes with an equity-oriented perspective has on outcomes for their students?”

Graphic 1. CCEE Theory of Action



“How does **working with CCEE** change partners’ **knowledge, practice, and mindset** around the impact that implementing continuous improvement processes with an equity-oriented perspective has on **outcomes for their students**?”

More information about CCEE’s Theory of Action can be found at: <https://ccee-ca.org/resources/theory-of-action/>. Information about CCEE’s technical assistance initiatives can be found at: <https://ccee-ca.org/services/direct-technical-assistance/>. And links to CCEE’s professional learning resources to support distance teaching and learning can be found at: <https://ccee-ca.org/resources/distance-teaching-learning/>.

Supporting Distance and Hybrid Learning

Governor Newsom’s statewide “Stay at Home” Order issued on March 19, 2020, effectively closed public schools throughout California for much of the remaining school year. To support LEA leaders transition their teaching and learning, CCEE partnered with the San Diego County Office of Education and the Riverside County Office of Education and reached out to Copernicus Coaching and Consulting to facilitate the development of the Continuity of Learning Playbooks.

These Playbooks were designed to provide district and school teams tools and links to resources to support their shifts in instructional practice to a distance or hybrid learning model for the remainder of the 2019-20 school year. The Continuity of Learning Playbooks were anchored around nine high-leverage decision points: goal-setting, creating schedules, communicating with families, assessing student needs, supporting social-emotional learning, building educator capacity, supporting English language learners, supporting students with special needs, and leveraging ancillary programs, with an emphasis on examining questions and considerations of equity in access, opportunities, and outcomes for our historically underserved students and communities during this crisis.

The Continuity of Learning Playbooks can be found at: <https://k12playbook.ccee-ca.org/>.

IV. Scope of Services

As the 2020-21 school year begins, CCEE anticipates updating the Continuity of Learning Playbooks to reflect the needs of LEAs to develop and deliver rigorous, student-centered instruction while responding to evolving health and safety guidance and local circumstances.

This will include, but not be limited to:

- Expanding components/topic areas based on research, best practice, and local, state, and federal guidance;
- Including additional considerations to reflect updates in best practice and research to support distance and hybrid learning;
- Collaborating with LEA leaders and teams to identify and develop resources to support rigorous distance and hybrid learning
- Developing tools to support LEAs in their implementation of instructional practice decisions to support distance and hybrid learning;
- Identifying and developing additional considerations, tools, and resources to support equity-focused instructional practice decisions at the classroom, school, and district levels in the implementation of distance and hybrid learning;
- Development and delivery of virtual professional learning sessions to support the use the Continuity of Learning Playbooks, or components thereof; and
- Individualized consultation/coaching/professional learning supports for LEA teams as identified by CCEE

Respondents should also speak to their ability to support the uploading of all developed updates and materials onto the CCEE website as well as developing interactive web-based versions of tools and supports within the Continuity of Learning Playbooks.

The selected Respondent will be expected to work closely with, and at the direction of, the designated Deputy Executive Director and assigned CCEE project staff to complete each of the activities outlined above.

V. General Proposal Information

A. Respondents' Eligibility

Sole proprietorships, partnerships, and public or private agencies may submit proposals in response to this RFP. The Respondent must be legally constituted and qualified to do business within the State of California.

The Respondent responding to this RFP must serve as the Prime Contractor and will be the responsible entity in ensuring that all tasks and activities are successfully completed.

B. Minimum Qualifications for Respondents

Respondents must have a minimum of five years of recent (within the last 7 years) experience in developing and delivering professional learning resources to support instructional practice for schools and districts. Respondents should have demonstrable experience in the development of web-based interactive tools for a variety of educational stakeholders, including teachers, administrators, district staff, students, and families. Respondents must have a minimum of five years of recent (within the last 7 years) experience working within the California educational context and have familiarity with key California education policy and accountability systems.

Please see RFP Section VI.E. for additional information pertaining to personnel requirements.

C. Questions and Clarifications

Due to the technical nature of the services sought, and the specificity of the scope of work set forth above, the CCEE will not hold a question and answer period for this RFP. Respondents are expected to submit Proposals in accordance with the requirements set forth herein. CCEE provides no guarantee that questions or requests for clarification or additional information submitted to the organization will be responded to by the submission deadline.

VI. Proposal Specifications/Requirements for Submittal

Each Respondent must submit a Proposal that contains all of the required items listed in this section. Any Proposal that does not include all required items may be disqualified from consideration, but the CCEE reserves the right to consider Proposals which do not meet all the requirements, at its sole discretion. Proposals should not be any longer than 15 pages, excluding curricula vitarum of identified personnel. Proposals can utilize tables and/or bullets to more clearly communicate main ideas and flow of work.

A. Cover Letter

B. Scope of Project

The Proposal must include a section that addresses all parts of Section VI (Proposal Specifications/Requirements for Submittal) of the RFP. All tasks and subtasks outlined in Section IV (Scope of Services) must be addressed.

C. 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 evaluation program, or, alternatively, the office location and general region where team members will conduct their work remotely (e.g., the greater Los Angeles area)
- List of basic services generally provided by the organization

D. Organizational Capacity and Previous Experience

The Proposal must describe and demonstrate the Respondent's capacity and ability to perform and administer all activities related to the professional learning activities they are responding to in the Scope of Services. This includes a demonstration of the Respondent's experience in developing and delivering professional learning sessions addressing the areas of focus identified in the Scope of Services.

The Proposal should also reflect the Respondent's understanding of the California education policies as they may impact the work outlined in this RFP as well as a deep knowledge of

instructional practice decisions made at the school and district levels to support student engagement, achievements, and outcomes.

If the Respondent will be subcontracting a portion of the work, the Proposal must describe and demonstrate the subcontractor's capacity and ability to perform the portion of the work in which the subcontractor will be involved.

E. 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 Services, including the qualifications of each and what each would be doing. Current curricula vitarum for all individuals must be included as attachments to the submitted Proposal and will not be counted in the page limits.

E.1. Project Lead

The Proposal must identify a dedicated Project Lead by name and include descriptions of how the proposed Project Lead meets the qualifications required here. The Proposal must describe how the Project Lead will effectively coordinate, manage, and monitor the efforts of assigned staff, including subcontractors and/or consultants, to ensure that all tasks, activities, and functions are completed in an effective and timely manner.

The Project Lead must have, at a minimum, three years of recent experience (within the last 7 years) managing a project of comparable size and scope of the services described in this RFP.

The Project Lead will serve as the primary contact for the CCEE and will be expected to provide regular updates and ongoing communications with identified CCEE staff.

E.2. Changes to Key Personnel

Once a Respondent is selected, the assigned project personnel, including the Project Lead, cannot be changed or substituted without the CCEE's prior written approval. Any substitute personnel shall meet or exceed the qualifications and experience level of the previously assigned project staff/personnel.

E.3. Subcontracts

A subcontract is defined as any and all agreements between a Respondent and another entity, individual or business, for the accomplishment of any task, or component of a task, in whole or part, described in this RFP. All work assigned to subcontractors remains the responsibility of the selected Respondent. For each proposed subcontractor, the Respondent must include a:

- a. Description of the activities and functions that will be performed by the subcontractor/consultant

- b. Brief explanation as to why the subcontractor was selected
- c. Résumés for each consultant or personnel of a subcontractor who will be assigned to the project.

E.4. Organization Chart

An organization chart, including organizational titles, project roles, and names should be included with the Proposal.

F. Proposed Work Plan

Please include a description of Respondent’s proposed work plan to accomplish the duties described above in the Scope of Services. 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.

G. Conflict of Interest

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

H. Costs and Fees

Provide an annual breakdown of the proposed fees and costs (including for organization personnel) for the project. The total annual fees and costs must be stated as a “not to exceed” amount. Describe Respondent’s willingness to commit to the estimate provided, and what factors may influence the estimate in the event of programmatic changes.

Due to the year-to-year nature of the CCEE’s funding, the contract with the selected Respondent(s) will need to be written such that it is fiscal year-to-fiscal year with the ability to extend it to the next fiscal year at the exclusive option of the CCEE.

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.

I. 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 Respondent has performed similar services.

VII. 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. CCEE/MCOE, at its sole discretion, may reject all proposals and/or enter into direct negotiations with a Respondent or other party and enter into an agreement for all or part of the services set forth herein outside of the RFP process. 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 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 Respondent(s) that it considers to be in the best interests of the CCEE.

VIII. Submission Details

- A. The CCEE/MCOE will begin accepting Proposals upon the date of issuance of this RFP, and will continue to accept Proposals until Friday, August 28, 2020 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 dkong@ccee-ca.org with the subject line: "Continuity of Learning Playbook Expansion RFP Submission". Hard copy proposals may not be accepted.
- 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(s) that it considers to be in the best interests of the CCEE.
- 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.

IX. Receipt of Proposals; Contact Information

Respondents are not to contact the Marin County Office of Education, including Board members, the Superintendent or any other employee or representative of the MCOE. Contacting such officials, employees and/or representatives, other than the CCEE Contact identified below, may result in the disqualification of the Respondent. CCEE and MCOE shall not be bound by any statement made by any CCEE/MCOE employee or agent regarding this RFP and/or the work set forth herein, except for the responses provided by the CCEE Contact as set forth herein.

Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to the CCEE Contact, dkong@ccee-ca.org, by Friday, August 28, 2020 at 4:00 p.m. (Pacific Standard Time) with the subject line: "Continuity of Learning Playbook Expansion RFP Submission"