



MARIN COUNTY

OFFICE OF EDUCATION

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REQUEST FOR PROPOSALS FOR
DEVELOPMENT AND DELIVERY OF RESOURCES AND SERVICES
TO SUPPORT PROFESSIONAL LEARNING ACTIVITIES FOR LOCAL
EDUCATIONAL AGENCIES

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, October 5, 2020

PROPOSALS DUE:

Monday, October 26, 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, October 5, 2020
Deadline for Submission of Questions	Wednesday, October 14, 2020
Review of Proposals Begins	Monday, October 26, 2020
Proposals Accepted Through	Friday, February 26, 2021
Work to begin no earlier than:	Monday, November 2, 2020
Duration of Services	Through Wednesday, 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 identification, review, development, and delivery of professional learning resources, services, and programs to build capacity for improving student outcomes and support high priority needs for California local educational agencies (“LEAs”).

III. Background and Context

Relevant Statute

CCEE was created to “advise and assist” LEAs with achieving the goals set forth in their Local Control and Accountability Plans (“LCAPs”). (Ed. Code § 52074). In coordination with California’s State System of Support, and in alignment with its Theory of Action, 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 will conduct a systemic review of the district. CCEE will 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.

More information about CCEE’s technical assistance work can be found at: <https://ccee-ca.org/services/direct-technical-assistance/>.

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 have further 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 learning can be found at: <https://ccee-ca.org/resources/distance-teaching-learning/>.

Supporting Distance and Hybrid Learning

Governor Newsom’s statewide “Stay 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 to distance and hybrid learning models, CCEE created short-term partnerships to provide a series of professional learning webinars and tools to support teachers, administrators, paraeducators, and families during Spring 2020. Topics covered through these web-delivered resources included, but were not limited to, setting up virtual classrooms, introduction to using web-based classroom tools and learning management systems, developing school and district-based distance learning plans, increasing rigor through distance learning, family engagement during distance learning, and engaging in actions to promote equity.

More information about distance teaching and learning resources on the CCEE can be found at: <https://ccee-ca.org/resources/distance-teaching-learning/>.

IV. Scope of Services

CCEE is seeking submissions of professional learning opportunities and materials related to the topics outlined in the “Content Areas” section below (Section IV.B.). These professional learning opportunities should build the capacity of LEAs as they respond to the evolving educational environment in response to COVID-19, distance and hybrid learning, and social justice/equity issues.

CCEE’s professional learning work is anchored in our Theory of Action as described above. In addition to our Theory of Action, CCEE applies our “QRU Rubric” to all identification, development, dissemination, and evaluation of our work. The QRU Rubric is used to assess resources, practices, and supports on three qualities:

- Quality (Q)—Is the tool/resource based on research, evidence, and/or best practice? Is it focused on outcomes and does it provide measurable results?
- Relevance (R)—Does it provide specific guidance and supports for the identified user?
- Usability (U)—Is it immediately usable without requiring time- or effort-consuming adaptations to be effective and applicable?

Respondents should describe how their resources and approach are aligned with CCEE’s Theory of Action focused on capacity building and our QRU Rubric which measures whether resources are evidence-based, specific to user/context, and immediately usable. In addition, Respondents should provide evidence of how their resources and approach have previously demonstrated growth and improvement by participants.

Respondents should address the scheduling of professional learning and propose strategies for reaching educators during non-teaching hours. Additionally, Respondents should address processes to support recruitment, registration, and communication with educators across the state in partnership with CCEE.

In addition to the above, Respondents must include the following components in their proposal:

A. Method of Delivery

Respondents must describe their method of delivery and may identify one or more of the methods of delivery when developing their proposal for the development and delivery of professional learning supports. Delivery methods may be proposed as an individual project or in combination. For example, a proposal may describe a stand-alone training manual to be downloaded from a website or team and individual coaching sessions, or a proposal may describe a combination of training materials, a professional learning series, and follow up coaching. Respondents should include evidence of how their methods have previously demonstrated growth and improvement in building capacity. Methods of delivery may include:

- **Development of resources and tools** to support professional learning, including but not limited to professional learning and training materials, documents, video, and facilitation guides that will be utilized by CCEE and hosted on the CCEE website and can be accessed asynchronously.
- **Development and delivery of professional learning sessions** to a variety of audiences, depending on the topic and area of focus of the professional learning session. CCEE is primarily interested in the proposals that describe multi-session, sustained engagement opportunities focusing on interactive learning to support capacity building and student-centered instructional practice rather than single-instance trainings or informational sessions.
- **Tailored consultation, coaching supports, and “office hours”** to support LEA teams further their learning and support implementation within their local contexts. This method of delivery will likely accompany one or more of the methods identified above, to provide deeper, individualized supports for LEA teams as they implement and refine their instructional practices.
- **Describe other research-based, relevant methods of delivery grounded in effective instructional design.**

B. Content Areas

To ensure rigorous, student-centered teaching and learning occurs as LEAs transition to and modify their instructional delivery models, CCEE is requesting proposals that address one or more content areas or topics as outlined in Education Code section 43509, subdivision (f)(1)(B)(iv), which is one of the provisions added by Senate Bill 98, the education omnibus trailer bill, and required plans for a distance learning program to include the “professional development and resources [that] will be provided to staff to support the provision of distance learning, including technological support.” Content areas to support instruction within distance or hybrid-learning instructional models may include, but are not limited to:

- **Quality Instructional Practice**
 - Examining rigor in virtual learning environments
 - Student engagement practices in virtual/hybrid learning environment
 - Universal Design for Learning for diverse learners in a virtual environment
 - Developing and using multi-tiered approach to assessments to inform instruction
 - Identify strategies and resources that might amplify the impact of specific learning management systems (Canvas, Google Classroom, etc)
 - Integrate strategies to support both social-emotional learning and instructional practices to improve outcomes
- **Accelerating Learning**
 - Strategies to accelerate learning to support student outcomes
 - Selecting appropriate scope and sequences for meeting grade level standards
 - Implement mastery learning techniques, such as pre-assessment/pre-teaching, initial instruction, progress monitoring, intervention instruction, formative assessments and enrichments/extensions, to ensure success
- **Social-Emotional Learning (“SEL”) and Well-being**
 - Social-emotional learning and well-being supports for students and staff
 - Communicating with and engaging families
 - Creating a positive classroom climate and connectedness online
 - Mental health supports to address isolation and loneliness and strategies to monitor student well-being.
- **Supporting Instruction for All Students**
 - Designing and delivering inclusive instruction
 - Supporting students with disabilities
 - Supporting English learners
 - Supporting foster youth and students experiencing homelessness
 - Supporting and leveraging cultural and linguistic diversity
 - Implementing equity-based practices
- **Support for Teachers and Staff**
 - Para-educators as an asset in the distance learning context
 - Staff engagement, supports, and strategies to provide professional learning in a virtual setting and the development of a positive school culture/climate
 - Developing and implementing systems, structures, and procedures
 - Supporting the emotional well-being of staff
 - Addressing the needs of counselors with their increased responsibilities
- **Data and Technology Support**
 - Designing and using effective, equity-oriented data inquiry tools
 - Using learning management systems to effectively support distance or hybrid learning scenarios

In addition to addressing specific content areas, all proposals should also integrate strategies to support educators in addressing equity and racial justice, social-emotional well-being of students and staff, and improvement processes. Additionally, strategies should provide reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias and inequities and implement improvement processes. Finally, all proposed professional learning should address implementation, use, and/or practice of the content.

All proposals must include the learning objectives of each resource developed/delivered, and how each objective will be measured, including previous successes. To the extent practicable, objectives should be linked to building the capacity of LEAs and improving student academic, engagement, and social-emotional learning outcomes.

To support LEAs, proposal should also address high priority needs linked to improving student outcomes, including, but not limited to, identifying and addressing achievement gaps between student groups, improving outreach and collaboration with stakeholders to ensure that instructional plans reflect student and community needs, and/or implementation of continuous improvement processes to address any of the above, especially for historically underserved student groups and communities.

CCEE is issuing this RFP to invite applicants to respond to one or more of the Content Areas and Methods of Delivery described above.

The selected Respondent will be expected to work closely with, and under the supervision of, assigned CCEE project staff to complete each of the activities outlined above, including the identification, review, development, and delivery of the professional learning resources, services and programs.

Respondents may also refer to California Standards for the Teaching Profession (CSTP), the California Professional Standards for Educational Leaders (CPSEL), and the National Standards for Quality Online Learning (SDQOL) for additional information in writing their proposal.

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, tools, and sessions to support instructional practice and leadership. 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

Respondents may submit questions and requests for clarifications or additional information regarding this RFP, in writing only, to Kashani Daniels (the “CCEE Contact”, kdaniels@ccee-ca.org). Questions and requests for clarifications may be submitted at any time up to Wednesday, October 14, 2020 at 4pm PST.

CCEE will endeavor to provide responses and clarifications via CCEE’s website at ccee-ca.org by Tuesday, October 20, 2020. At its discretion, the CCEE may respond to questions that are submitted late or not in proper form. The CCEE reserves the right to rephrase or not answer any question or inquiry submitted, regardless of timing or form of the question. Respondents are solely responsible for monitoring any questions or answers posted on the CCEE’s website and incorporating any answer provided by CCEE into their proposals. Respondents shall not contact any other CCEE employee or agent regarding this RFP except for the CCEE Contact identified above.

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 vitae 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
- List of basic services generally provided by the organization and how these services have previously demonstrated growth and improvement in building capacity.

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 California education policies, especially those associated with the Local Control Funding Formula ("LCFF"), the California School Dashboard, the Statewide System of Support, as well as broader education policy and research as it relates to the work outlined in this RFP.

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 tasks described above in the Scope of Services. The work plan shall include a timeline, 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.

J. Submission Review Rubric

All submissions will be evaluated using the following criteria:

Proposal Quality	Project Experience/Organizational Approach	Team Strength
<ul style="list-style-type: none">• Addresses all required components in the RFP• Includes specificity in deliverables and action steps• Activities/deliverables reflect CCEE’s Theory of Action Demonstrates understanding and applicability of CCEE’s Quality/Relevance/Usability (QRU) rubric	<ul style="list-style-type: none">• Demonstrated experience conducting projects similar to size, scope and focus to the project outlined in the RFP• Organization can demonstrate impact of prior similar work• Demonstrates organizational flexibility of thinking to support outcomes<ul style="list-style-type: none">○ Ability to adapt to current/changing situations as they arise○ Ability to respond to feedback	<ul style="list-style-type: none">• Demonstrates project management experience• Identifies project lead• Demonstrates expertise in appropriate content area(s) and delivery mechanism(s) to support each strand of focus outlined in the submission

The CCEE reserves the right to assign weight to each of the criteria and to consider additional or different factors in its evaluation of the Proposals.

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'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 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 October 26, 2020 at 4:00 p.m. (Pacific Standard Time). While CCEE will begin reviewing Proposals submitted by this deadline, Proposals may be submitted after the deadline, and, at its discretion, CCEE may review those Proposals as needed for this RFP or future professional learning service needs, which work may commence after the date identified in the timeline above. Proposals that are submitted after the deadline must still adhere to all other requirements of this RFP.
- B. Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to Kashani Daniels (kdaniels@ccee-ca.org) with the subject line: "**Professional Learning** 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 in order to be eligible for CCEE's initial selection process. 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, 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.

All inquiries or questions for additional information should be directed in writing to the CCEE Contact, Kashani Daniels (kdaniels@ccee-ca.org) by Wednesday, October 14, 2020 at 4pm. 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 the CCEE Contact, Kashani Daniels (kdaniels@ccee-ca.org), by Monday, October 26, 2020 at 4:00 p.m. (Pacific Standard Time) with the subject line: "Professional Learning RFP Submission".