

Addendum to the Request for Proposals for the Development and Delivery of Resources and Services to Support Professional Learning Activities for Local Educational Agencies

Through this Addendum, and consistent with the [Notice](#) issued on January 15, 2021, the California Collaborative of Educational Excellence (“CCEE”), in conjunction with its Administrative Agent, the Marin County Office of Education (“MCOE”) has updated the Request for Proposals for Development and Delivery of Resources and Services to Support Professional Learning Activities for Local Educational Agencies (the “Professional Learning RFP”), released on October 5, 2020, to address the needs of its new [Leading Forward Initiative](#). The initiative is focused on providing tools, resources, and professional learning opportunities for educators, leaders, and school community stakeholders to accelerate learning for students, while advancing equity for vulnerable student groups and ensuring that we are addressing the whole child.

CCEE is inviting all Respondents interested in responding to the Professional Learning RFP to review this Addendum in conjunction with the original RFP, which can be found [here](#). The information provided below supplements and supersedes the guidance provided in the Professional Learning RFP, as specified. Respondents who previously submitted Proposals for the Professional Learning RFP are invited to supplement or substitute their prior Proposals in accordance with the requirements of this Addendum.

Section I., Timelines, is amended in its entirety as follows:

Proposals will be reviewed for contracting in the 2020-2021 fiscal year through April 15, 2021. Any submissions following this deadline will be reviewed for the 2021-2022 fiscal year. CCEE’s fiscal year runs from June 1 through June 30 of each year.

Section IV.B. Scope of Services, is amended in its entirety as follows:

Proposals must:

- Address one or more of the five focus areas of CCEE’s virtual professional learning initiative, [Leading Forward](#), and the key questions they pose:
 - **Thriving socio-emotionally:** How do we ensure that students are given the opportunities, tools, and supports to thrive, both socio-emotionally and academically?
 - **Formative assessment:** How do we measure student needs and progress and ensure that we are supporting the whole child, during distance/hybrid learning as well as when we reopen schools?
 - **Responsive teaching and learning:** What does instruction and engagement need to look like in order to ensure learning opportunities for every student?
 - **Systems leadership:** How do we support systems leadership--from our roles as classroom leaders, school leaders, parent/family leaders, etc--to truly support the whole child through the whole system.
 - **Advancing equity:** How do we maintain a focus on advancing equity for students, schools, and communities through this period of continued distance/hybrid learning and as we prepare for a return to schools?
- Identify the target audience for the resources and services outlined in the Proposal (e.g., teachers, paraeducators, school administrators, parents, etc.)

- Include clear, measurable learning objectives of each resource developed/delivered as well as a plan for measuring participant proficiency in each objective
- Comply with federal and state accessibility requirements
- Be submitted using the RFP Submission Template included in this Addendum

Priority will be given to Proposals that include asynchronous learning opportunities. To the extent practicable, objectives should be linked to building the capacity of LEAs and improving student academic, engagement, and social-emotional learning outcomes. Proposals should also integrate strategies to support educators in addressing equity and learning acceleration. 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.

In addition, all Proposals should demonstrate evidence of **Quality, Relevance, Usability** as measured by the QRU Rubric. Indicators of QRU include, but are not limited to:

- Incorporating principles of Universal Design for Learning in the PL design
- Use of best practices for facilitating adult learning, such as:
 - Differentiation by role and/or context
 - Centering on a problem of practice/authentic application
 - Relevant to current conditions
 - Honors experience and expertise of participants
 - Empowers participants to make decisions about their learning
- Supporting the learning journey from awareness to impact, in alignment with the [Quality Professional Learning Standards](#)
- Able to be leveraged at scale
 - If the project involves synchronous sessions, discuss plans to adapt for asynchronous access
 - Provides tools and templates to facilitate transfer of learning (i.e., look-for's, templates)
 - Provides support to administrators and coaches to observe and reinforce learning
- Includes a detailed evaluation plan, including: participant perception of QRU; proficiency in the learning objectives; and transfer of learning into practice

Section V.C., General Proposal Information, Questions and Clarifications, is amended as follows:

All Respondents are directed to the Questions and Clarifications document [posted on October 20, 2021](#), regarding the Professional Learning RFP. Respondents may submit additional questions and requests for clarification or additional information specific to this Addendum, in writing only, to Kashani Daniels (the “CCEE Contact,” kdaniels@ccee-ca.org). Questions and request for clarifications may be submitted on an ongoing basis and CCEE will provide a response that will be posted to the CCEE website.

At its discretion, the CCEE may respond to questions that are not submitted in proper form. The CCEE reserves the right to rephrase or not answer any question or inquiry submitted, regardless of the 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.

Section VIII., A., Submission Details, is amended as follows:

- A. The CCEE/MCOE will begin accepting Proposals upon the date of issuance of this Addendum, and will continue to accept Proposals until April 15, 2021 at 4pm (Pacific 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 the Professional Learning RFP and this Addendum.

Section IX., Paragraphs 2 and 3 are amended as follows:

All inquiries or requests for additional information should be directed in writing to the CCEE Contact, Kashani Daniels (kdaniels@ccee-ca.org) by April 15 at 4pm (Pacific Time). CCEE will make every effort to respond, but any failure to delay in responding shall not excuse a Respondent's failure to comply with any requirements for submission set forth in the Professional Learning RFP or this Addendum thereto, 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 April 15 at 4pm (Pacific Time) with the subject line: "Professional Learning RFP Submission."

The following provisions are added as Section X., Contractual Obligations:

Respondents are hereby notified of the following provisions which will be incorporated into any contract entered into as a result of the Professional Learning RFP and this Addendum. CCEE/MCOE reserves the right to alter or amend these terms during the negotiations process.

Ownership of Documents:

All reports, documents, and other items generated in the course of providing services to CCEE shall be the property of CCEE and shall be provided to CCEE upon full completion of services, termination of this Agreement, or as otherwise specified in the Agreement.

Intellectual Property:

Respondent agrees to grant CCEE a free, transferable, non-exclusive license to use, reproduce and distribute the Materials provided to CCEE under the Agreement (including, but not limited to, any written report, guide, set of practices, record, document, slide, account, or summary), provided that (i) the use, reproduction, and distribution is limited to educational and training purposes; (ii) the information and content is not sold, reproduced, or used, in whole or in part, as part of any fee-generating activity or product; and (iii) Respondent, as appropriate, is identified as the creator and/or owner of the information and content by including the appropriate name or logo on the information or content created pursuant to the Agreement.

Communication Partnership:

Selected Respondents must agree to partner with CCEE regarding any public communications about the work within the scope of the Agreement by engaging in the development, production, and distribution of communication materials regarding the work and ensuring that all such communications, whether produced by the Respondent or jointly with CCEE, receive final review and approval by the CCEE's Executive Director or designee before distribution.

As part of the partnership, Respondent will agree to

- Co-brand any related communication and/or marketing materials, including, but not limited to, presentation, print or digital materials, with CCEE and Respondent logos.
- Post announcements pertaining to the work on Respondent's social media platforms using both Respondent and CCEE social media handles and co-branding on all materials.
- Create and contribute to CCEE and Respondent collaborative projects requiring interviews including, but not limited to, articles, podcasts, videos, and multimedia projects directed by the CCEE.
- Ensure that all professional learning resources developed as a result of the Agreement can be easily posted on the CCEE website, with attribution provided according to industry standards, by providing all such materials to the CCEE in the requested format (e.g., a PowerPoint in .pptx, instead of .pdf).
- Provide CCEE with sufficient notice of any planned public communications for the CCEE to review and approve the communications and materials.

Budget:

Budgets should be based on cost per deliverable rather than staff hours or full-time equivalent (FTE). An example of the preferred format is included in the attached **Submission Template, which is hereby incorporated into the Professional Learning RFP and supplements Section VI., Proposal Specifications/Requirements for Submittal.**

RFP Submission Template

[Proposal Name]

[Applicant Organization(s)]

This Template should be accompanied by a cover letter, as specified in Section VI. of the Professional Learning RFP, and should be completed in conjunction with the requirements of that Section (Proposal Specifications/Requirements for Submittal). This completed Template should be no more than 15 pages. You may delete the instructions below the bold type to conserve space but make sure you are answering each section fully. Respondents are required to utilize this Template, but CCEE/MCOE reserves the right to consider all Proposals, notwithstanding technical noncompliance with relevant instructions.

1. Applicant Information:

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:

- a. Number of years in business/practice
- b. Senior member(s) and length of association
- c. Whether the organization may have been known by a different name while under substantially the same management
- d. Location of office where project team members will design and oversee the evaluation program
- e. List of basic services generally provided by the organization and how these services have previously demonstrated growth and improvement in building capacity.

2. Problem/Alignment:

Identify the problem of practice your Proposal will address and describe how the work is aligned to one or more of the five focus areas identified. Your answer should reflect an 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 the Professional Learning RFP.

3. Scope of Services:

Tell us about your project, including the target audience and the scope of support. Identify the learning objectives and explain how your project addresses the problem of practice. Include indicators of Quality, Relevance, and Usability. Detail the use of asynchronous learning opportunities for participants.

4. Organizational Capacity and Previous Experience:

Describe your organization’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 your experience in developing and delivering professional learning sessions addressing the areas of focus identified in the **Scope of Services (#3)**.

5. Proposed Work Plan:

Using this table, identify the specific deliverables, timeframe for delivery, and cost per deliverable.

| Deliverable | Estimated Delivery Date | Cost |
|--------------------|--------------------------------|-------------|
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6. Evaluation:

Describe how you will measure the impact of your project, including: participant perception of QRU; proficiency in the learning objectives; and transfer of learning into practice.

7. Qualifications of Respondent Personnel:

Please describe your team, including the project lead and any subcontractors, in alignment with Section VI.E. of the original RFP.

8. Conflict of Interest:

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

9. 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.