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**REQUEST FOR PROPOSALS FOR**  
**INDEPENDENT EVALUATION SERVICES**  
**WITHIN THE STATEWIDE SYSTEM OF SUPPORT INITIATIVES**

ISSUED BY:

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

ISSUED ON:

May 26, 2023

PROPOSALS DUE:

June 28, 2023

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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**

<b>Activity</b>	<b>Date</b>
Release of Request for Proposals	May 26, 2023
Deadline for Submission of Questions	June 5, 2023 at 4:00 p.m. PST
CCEE Response to Questions Received	June 14, 2023
Due Date for Proposals	June 26, 2023 at 4:00 p.m. PST
Finalist Selected no Earlier Than:	July 7, 2023
Work to Begin no Earlier Than:	July 7, 2023
Duration of Services	Through June 30, 2024; annual extensions possible

*Note: All dates are preliminary and subject to change.*

**II. Purpose**

The CCEE is seeking proposals to secure independent evaluation services for up to four (4) key initiatives led by the California Collaborative for Educational Excellence within the Statewide System of Support.

**III. Background and Context**

Established by the Legislature in 2013 with the enactment of the Local Control Funding Formula (“LCFF”), the CCEE became operational in 2015 to “advise and assist” local educational agencies (“LEAs”) with achieving the goals set forth in their Local Accountability Plans (“LCAPs”). (Ed. Code § 52074.) CCEE is an integral part of California’s State System of Support, which is designed 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), the CCEE's responsibilities have been updated to support this work.

This RFP will provide an outline of the evaluation services needed, which are activities associated with elements within the System of Support and CCEE's related responsibilities.

**A statewide accountability system** was adopted by the State Board of Education in 2013, as part of the larger Local Control Funding Formula (LCFF) reforms. The new accountability system includes the following elements:

- Eight State Priority Areas, as specified by statute for LEAs: 1) basic services or basic conditions at schools, 2) implementation of state academic standards, 3) parental involvement and family engagement, 4) student achievement, 5) student engagement, 6) school climate, 7) access to a broad course of study, and 8) outcomes in a broad course of study.
- State Indicators based on data that is collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators are:
  - Academic Performance Indicator (Grades 3-8 and Grade 11)
  - English Learner Progress
  - Chronic Absenteeism Indicator
  - Graduation Rate Indicator
  - Suspension Rate Indicator
  - College/Career Readiness Indicator (9-12)
- Locally defined indicators for some priority areas identified in the Local Control Funding Formula statute where State data is not available. For these priority areas, the State Board of Education approved local indicators, which are based on information that a local educational agency collects locally. The local indicators are:
  - Text books availability, adequate facilities, and correctly assigned teachers.
  - Annually report on progress in implementing the standards for all content areas.
  - Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs.
  - Administer a Local Climate Survey every other year.
  - Annual measure of progress in coordinating instruction for expelled students.
  - Coordination of Services for Expelled Youth – County offices of education only
  - Coordination of Services for Foster Youth – County offices of education only

**Table 1: The State and Local Measures for Each Local Control Funding Formula Priority Areas**

Priority Areas	State Indicator	Local Indicator
<b>Priority 1:</b> Basic Services or Basic Conditions at Schools	N/A	Text books availability, adequate facilities, and correctly assigned teachers.
<b>Priority 2:</b> Implementation of State Academic Standards	N/A	Annually report on progress in implementing the standards for all content areas.
<b>Priority 3:</b> Parental Involvement and Family Engagement	N/A	Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs.
<b>Priority 4:</b> Student Achievement	<ul style="list-style-type: none"> <li>● Academic Performance (Grades 3-8 and Grade 11)</li> <li>● English Learner Progress</li> </ul>	N/A
<b>Priority 5:</b> Student Engagement	<ul style="list-style-type: none"> <li>● Chronic Absence Indicator (K-8)</li> <li>● Graduation Rate Indicator (9-12)</li> </ul>	N/A
<b>Priority 6:</b> School Climate	<ul style="list-style-type: none"> <li>● Suspension Rate Indicator (K-12)</li> </ul>	Administer a Local Climate Survey every other year.
<b>Priority 7:</b> Access to a Broad Course of Study	N/A	Annually report progress on the extent students have access to, and are enrolled in, a broad course of study.
<b>Priority 8:</b> Outcomes in a Broad Course of Study	<ul style="list-style-type: none"> <li>● College/Career Indicator (9-12)</li> </ul>	N/A
<b>Priority 9:</b> Coordination of Services for Expelled Students (county office of education [COEs] Only)	N/A	Annual measure of progress in coordinating instruction for expelled students.
<b>Priority 10:</b> Services for Foster Youth (COE Only)	N/A	Annual measure of progress in coordinating instruction for foster youth

**The California School Dashboard (Dashboard)** is designed to help parents and educators identify strengths and areas for improvement, by reporting how districts, schools, and student groups are performing across state and local measures as identified above.

- Districts can be identified for Differentiated Assistance (DA) if any student subgroup is in the lowest performance category for two or more priority areas. Specific criteria for determining eligibility for DA for each priority area can be found in the Frequently Asked Questions on Differentiated Assistance ([Click Here for Link](#)).
- In December 2017, 228 Districts were eligible for receiving DA.
- In December 2018, 385 Local Education Agencies, including County Offices of Education, were identified as eligible for DA.
- In December 2019, 333 Local Education Agencies, including County Offices of Education, were identified as eligible for DA.
- In December 2022, 617 Local Education Agencies, including County Offices of Education, were identified as eligible for DA.

**Differentiated Assistance** is intended to be flexible and context-specific support to LEAs, consistent with the intent under the LCFF that support be tailored to locally identified needs rather than imposed as a one-size-fits-all solution. This approach includes the following features:

- Support providers work alongside LEAs and their schools to identify key challenges and opportunities;
- Systemic approach tailored to locally identified needs and strengths; and
- Engaging with local educators and communities as part of decision making.

Additional information, including specific examples of what differentiated assistance may entail based on local circumstances, is provided in updated Frequently Asked Questions on Differentiated Assistance ([Click Here for Link](#)).

The **Statewide System of Support** provides assistance to school districts to meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. The structure for providing technical assistance is outlined below:

- County Offices of Education (COEs) are available to provide support to districts identified for DA within their county.
- Additional “Lead Agencies” have been identified to provide specific expertise and support to other county offices and districts. Amongst these are three Leads that CCEE has a direct role in facilitating/leading:

- Seven (7) Geographic Leads comprised of nine (9) COEs have been identified to support COEs in their geographic areas to facilitate capacity at partner COEs and work collaboratively with CDE and the CCEE to develop resources. Geographic Leads can also provide direct technical assistance to identified districts when requested by a COE in its region.
- Seven (7) Special Education Resource Leads comprised of COEs and/or SELPAs have been identified to work collaboratively with the Statewide Systems of Support (SSOS), other County Offices of Education (COEs), SELPAs, districts, charters, and partners such as family support organizations to build the capacity of the system at the local and regional levels to improve outcomes for students with disabilities. Selected Special Education Resource Leads include: Three (3) Building Capacity Leads, one (1) Alternative Dispute Resolution Lead partnered with a family support organization, one (1) Individual Education Plan (IEP) Best Practices, one (1) Universal Design for Learning and one (1) English Learner lead.
- The Community Engagement Initiative is co-led by CCEE and a Lead Agency Consortium comprising of a COE and two (2) community-based organizations. The purpose of the Initiative is to build the engagement capacity of districts and their communities, with a focus on improving local pupil outcomes.

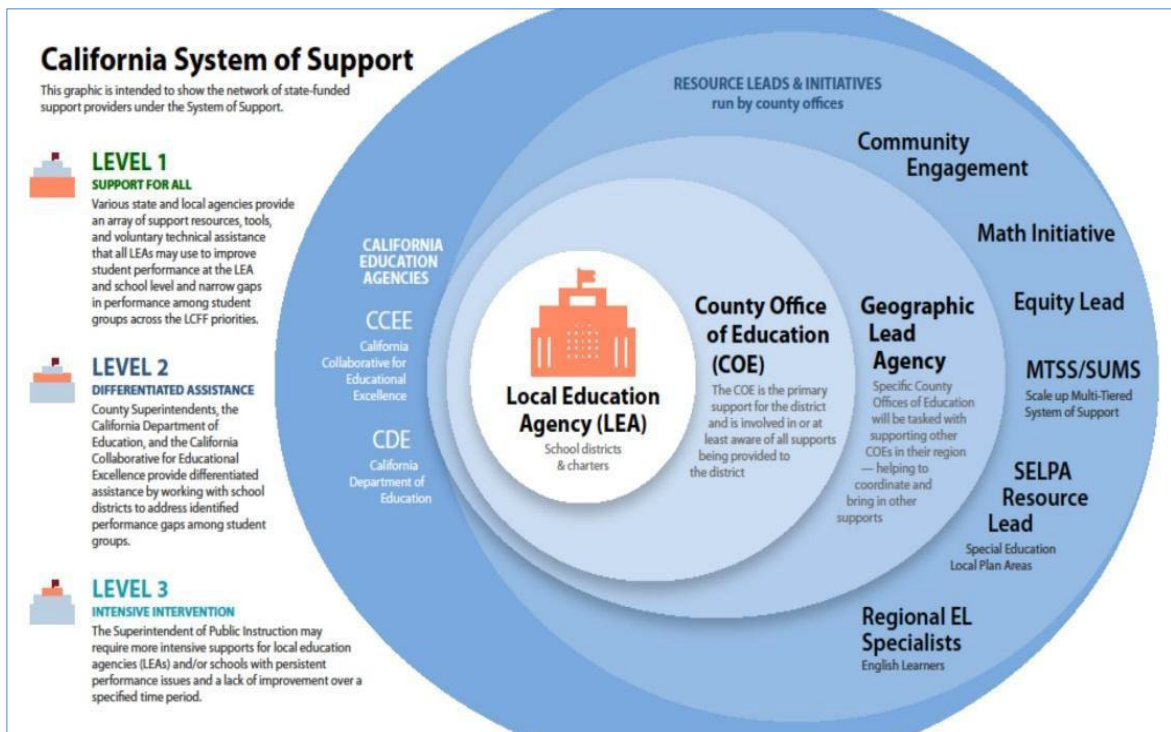
The CCEE works with the California Department of Education (CDE) to facilitate regular communication among the CCEE, the CDE, and the Geographic Leads and work with all Lead Agencies to promote coordination and awareness of resources and expertise available. The CCEE also works with the CDE and State Board of Education (SBE) to ensure stakeholder engagement among the CCEE, CDE, and the Geographic Leads to inform each entity’s work within the System of Support and will include the Lead Agencies in this process. In addition, the CCEE will provide professional learning opportunities and, in some cases, provide “Direct Technical Assistance” to LEAs to support this work. (Ed. Code § 52073; Ed. Code § C 52073.2; Assembly Bill 1808/2018-19 K-12 Ed. Trailer Bill, Sec 140; Ed. Code 52074).

#### **IV. System of Support**

CCEE is requesting services to support external evaluation services to provide both formative and summative evaluations of the activities conducted as a part of four key initiatives identified by the CCEE. A brief description of each of these key initiatives is included below.

##### **A. System of Support Coordination**

CCEE has been tasked with coordinating and facilitating the System of Support collaboratively with the California Department of Education (CDE), and in consultation with the State Board of Education (SBE). Work is ongoing to develop a coherent state structure to ensure that LEAs receive resources and support to meet identified student needs, including disparities in outcomes or opportunities.



The 2018 State Budget introduced several provisions that provided important clarity around roles, responsibilities, and expectations within the System of Support. The Budget also includes a substantial investment of state funding aimed at increasing the capacity and expertise of agencies required to provide assistance within the System of Support. These provisions fall into two general categories.

**Clarifying and Enhancing Existing Statutory Roles and Responsibilities.** The first set of provisions clarify the roles and responsibilities and provide ongoing funding for the agencies responsible for providing differentiated assistance to school districts.

**Infrastructure to Build and Sustain Capacity, Develop Expertise, and Ensure Coordination.** The second set of provisions establish and provide funding for new roles with specific responsibilities aimed at developing the capacity of agencies responsible for providing differentiated assistance and ensuring access to a broad range expertise within the System of Support.

As the system evolved over time, these provisions ensure that there is: (1) a clear point of contact for a school district or COE (in support of a district) to seek support responsive to a locally identified need, (2) a clear process and responsibility for agencies within the System of Support to work together to connect the school district or COE (in support of a district) with relevant resources or avenues for assistance, and (3) improved visibility of the resources, expertise, and services available across the state through various agencies and state-funded initiatives to support success in accomplishing (2) above.

Since 2018, the lead agency teams that make up the statewide System of Support have expanded to provide universal, targeted/supplemental, and intensive supports for additional initiatives, including but not limited to, literacy and mathematics. For a complete list of current lead agency teams, [\[Click Here for Link\]](#).



Throughout the development process, data has been gathered about the effectiveness of the System of Support to inform revisions to the design, implementation and communication. The System of Support is intended to be responsive and adaptive to shifting local, state and federal environments while also being coherent and relevant. The independent evaluations of the System of Support completed to date can be located at [\[Click Here for Link\]](#)

#### B. Geographic Leads Initiative

The Geographic Lead agencies are designed to build the capacity of county offices of education to ensure that counties are equipped to, in turn, build the capacity of their districts to support the continuous improvement of student performance within the state and address the gaps in achievement between students.

The nine Geographic Lead Agencies will work individually and collectively to support the following goals for all counties:

- Support the continuous improvement of student performance within the state priorities across student groups.
- Address the gaps in achievement between student groups.
- Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services as described in school district and COEs Local Control and Accountability Plans reflect the needs of the community, especially for historically under-represented or low-achieving populations.
- Serve as a facilitator, resource connector, and capacity builder for COEs.

#### C. Special Education Resource Lead Initiatives

##### Capacity Builders

Three SELPAs and/or County Office of Education(s) were selected to build capacity for systemic continuous improvement at the LEA level. These Leads will work to build COEs, SELPAs, districts and charters foundational knowledge and capacity in system improvement processes by providing training and support in the use of data best practices, as well as evidence-based practices in root cause analysis, systems alignment, and coherence. The selected Leads will be responsible for training COEs, SELPAs, districts and charters in the effective implementation of the following:

- Utilize existing local data systems to support LEAs implement improvement processes to improve data quality and use data to inform root cause analysis.
- Practical use of best practices to support LEAs in identifying root causes of problems of practices identified in the LEA.
- Assist LEAs in creating impactful plans for improvement, including addressing the needs of the LEA's students with disabilities, implementing relevant high

impact practices connected to identified root causes, and developing a realistic implementation timeline that drives change and the identification of needed technical assistance.

- Implement systems and culture change to ensure that general education and special education systems are co-designed and aligned, including data integration and data governance, utilizing a continuous improvement mindset.
- Support LEAs in the development of aligned LCAPs, CIM improvement planning, the future IDEA addendum, and any other related improvement activities to support one single coherent system of education for all students, including LEAs identified by the CDE as needing assistance.
- Promote LEAs understanding of alignment between the LCFF state priorities and IDEA federal indicators.
- Support LEAs in addressing the intersectionality between student groups in all improvement activities.

#### Individual Education Plan (IEP) Best Practices

One (1) Resource Lead will focus on building the capacity of regional and local systems to support high-quality Individual Education Plan (IEP) Best Practices. This Lead will deliver and/or curate effective, meaningful professional development and resources to COEs, SELPAs, districts and charters. This Lead will be responsible for the following:

- Create and provide a training and implementation structure to support LEAs and families regarding the development of high-quality, standards-aligned, growth-oriented IEP goals and services.
- Assist in the implementation of the statewide IEP template initially developed by the workgroup authorized in SB 74 (2020) and further refined by the expert panel established pursuant to SB 154 (2022).
- Create parent/family engagement strategies and supports to assist parents and families in meaningfully participating in the IEP process.
- Assist in the curation of evidence-based practices and resources for COE, SELPA, district and charter school use.

#### Universal Design for Learning

One (1) Resource Lead will focus on building the capacity of LEAs on Universal Design for Learning. The selected Lead(s) will be responsible for the following:

- Integrate and collaborate with other established UDL partners and Statewide Systems of Support, specifically the UDL Educator Workforce Investment Grant

Program (EWIG), which will be focused on professional learning for teachers and paraeducators.

- Support comprehensive LEA teams, inclusive of district level administration overseeing general education programs in implementing evidence-based practices in UDL, including continuous improvement practices with a lens for sustainability of practice.
- Curate, evaluate, and disseminate, in collaboration or partnership with educational partners, an evidence-based resource bank for teachers of students with disabilities.
- Build continuous capacity for UDL at the LEA-wide level, which may include “train the trainers” style programs.

### English Learners

One (1) Resource Lead will focus on English Learners (EL). This Lead will collaborate with existing leads working on EL supports statewide. The Lead will be responsible for continued implementation of the Practitioners Guide for Educating English Learners with Disabilities, and evidence-based best practices in the field. The selected Resource Lead(s) will be responsible for training COEs, SELPAs, districts and charters in the effective implementation of the following:

- Build the capacity of LEAs statewide to better serve multilingual students with disabilities and their families to access the services they require.
- Serve multidisciplinary Communities of Practice statewide to further and deepen the implementation of the California Practitioners’ Guide for Educating English Learners with Disabilities relating to the needs of ELs with disabilities.
- Build the capacity of LEAs to build meaningful partnerships with local family support organizations serving students and families of ELs with disabilities to access resources.
- Provide technical support to LEAs identified by the CDE as needing assistance in better serving the needs of this student group.
- Collaborate with the Regional EL Specialists in the SSOS by providing training, coaching and resources.
- Create and/or distribute EL resources in a variety of languages to appropriate areas and make them available to the existing statewide resource network.

### Alternative Dispute Resolution Lead

One (1) Resource Lead will focus specifically on Alternative Dispute Resolution (ADR). This Lead will be selected in partnership with a family support organization, or coalition of family support organizations that provides support to families of pupils with disabilities. The Lead will demonstrate strategies and proactive methods in resolving disputes at the earliest point possible and foster positive relationships between LEAs and families, and to the extent practicable, family support organizations, while maintaining the focus on students. The selected Resource Leads will

be responsible for training COEs, SELPAs, districts and charters in the effective implementation of the following:

- Provide training, and technical assistance to build skills development and independent implementation on family support and conflict prevention for families of students with disabilities, through the creation of professional development and training for LEA staff and family support organizations. This includes providing statewide and regional technical assistance and support for small LEAs.
- As practicable, work in partnership with family empowerment centers or other family support organizations, including providing support to those organizations, to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner. These activities must incorporate plans to support families who face language barriers and other challenges to participate in the special education process.
- Create strategies and structures for LEAs to conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.
- Utilizing published resources to create joint professional development training to increase skill development and coaching of continuous improvement of LEAs and other family support organizations across the state in ADR.
- Create a common process, definition, and strategies for best practices "facilitated" IEPs.

#### D. Community Engagement Initiative

The Community Engagement Initiative (CEI) was established on June 27, 2018, through Assembly Bill No. 1808. The objective of this initiative is to enhance the engagement capabilities of school districts and their communities, with a primary focus on improving student outcomes. The program includes multi-year Peer Leading and Learning Networks (PLLN), which bring together district teams, County Office of Education (COE), school site staff/leadership, community members, and students to identify effective community engagement models, develop capacity in communities and school districts, and expand successful community engagement practices throughout the state.

The CEI program was expanded in 2022 through Education Code 52073.3, to scale up the initiative and improve alignment with the Statewide System of Support, including, but not limited to, local control and accountability plans, expanded learning opportunity programs, and California Community School Partnership Act grants. As part of this expansion, an in-depth training series and resources for meaningful pupil, family, and community engagement will be developed by December 1, 2023. This will include protocols for facilitating professional learning networks, metrics for measuring increases in community engagement and leveraging CEI for transformative school investments.

By the 2026–27 fiscal year, the CCEE and the lead agency will establish 30 community engagement professional learning networks by convening district teams, COE, school site staff/leadership, community members, and students. The ultimate goal is to improve the engagement capacity of school districts and their communities, leading to enhanced student outcomes statewide.

## **V. Evaluation Scope of Services**

The CCEE is soliciting proposals for one or more agencies to conduct long-term formative and summative evaluations of the impact of each of the four above initiatives associated with the Statewide System of Support for which CCEE has a direct role in facilitating and coordinating. CCEE staff will consult with the selected Respondent about the final format for the formative data collection and presentation. The selected Respondent will act as a thought-partner with CCEE staff to understand and operationalize all recommendations.

The selected Respondent will be required to attend and participate in meetings with all Leads, virtually and in person. The selected Respondents' staff might be invited to present formative data and support Leads in understanding the data and its implications.

Formative data collection for the evaluation of each initiative should focus on the following:

- Recommendations for improvement of systems and processes related to each initiative,
- Exemplars within each initiative,
- Recommendations for scaling elements of the initiatives having the greatest impact, and
- Updating the evaluation plan as needed to reflect revisions and improvements to each initiative.

Summative data collection for the evaluation of each initiative should focus on the following:

- Number of student groups identified as underperforming,
- Changes in indicators for special education students,
- Trends and patterns of indicator performance, and
- Identifying exemplars and leading indicator performers.

Below is a proposed timeline for continuation and completion of the formative and summative evaluations for each of the initiatives described in this RFP. Respondents may submit a proposal which includes a scope of services for one, two, three, or all four of these initiatives.

Areas of focus for the **summative evaluations** should include final data collection and reporting that addresses all activities identified in the specific initiative timeline, but is not limited to, the following:

<b>Initiative: System of Support Coordination</b>				
<b>YEAR 1 2023-2024</b>	<b>YEAR 2 2024-2025</b>	<b>YEAR 3 2025-2026</b>	<b>YEAR 4 2026-2027</b>	<b>YEAR 5 2027-2028</b>
<b>Reflective</b>	<b>Formative</b>	<b>Formative</b>	<b>Formative Summative</b>	<b>Summative Reporting</b>
<ul style="list-style-type: none"> <li>● Create an evaluation plan.</li> <li>● Identify data elements to establish baseline building upon previous SSOS evaluation.</li> <li>● Evaluate the effectiveness of CCEE’s work to facilitate and coordinate the system.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> <li>● Update evaluation plan as needed to reflect revisions and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> <li>● Update evaluation plan as needed to reflect revisions and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue formative recommendations.</li> <li>● Transition to gather, evaluation and synthesize final data for summative evaluation and policy recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>● Summative public facing document on the SSOS.</li> <li>● Internal CCEE summative report focusing on comparison over years for the SSOS Leads and identified areas for growth.</li> </ul>

<b>Initiative: Geographic Leads</b>		
<b>YEAR 1 2023-2024</b>	<b>YEAR 2 2024-2025</b>	<b>YEAR 3 2025-2026</b>
<b>Reflective</b>	<b>Formative</b>	<b>Formative/Summative</b>
<ul style="list-style-type: none"> <li>● Create an evaluation plan.</li> <li>● Identify data elements to establish baseline.</li> <li>● Evaluate GeoLeads’ effectiveness in building capacity, identifying and sharing effective resources and facilitating improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> <li>● Update evaluation plan as needed to reflect revisions and improvements.</li> <li>● Gather and synthesize data on each Geo Lead focusing on 3rd year renewal assurance requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> <li>● Synthesize final data to make final policy recommendations.</li> </ul>

<b>Initiative: Special Education Resource Leads</b>				
<b>YEAR 1 2023-2024</b>	<b>YEAR 2 2024-2025</b>	<b>YEAR 3 2025-2026</b>	<b>YEAR 4 2026-2027</b>	<b>YEAR 5 2027-2028</b>
<b>Reflective</b>	<b>Formative</b>	<b>Formative</b>	<b>Formative Summative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>● Create an evaluation plan.</li> <li>● Identify data elements to establish baseline.</li> <li>● Evaluate Systems Leads; effectiveness in building capacity and facilitating improvement efforts.</li> <li>● Evaluate Leads' effectiveness in developing and sharing resources, implementation support and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> <li>● Update evaluation plan as needed to reflect revisions and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> <li>● Update evaluation plan as needed to reflect revisions and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue formative recommendations.</li> <li>● Transition to gather, evaluate and synthesize final data for summative evaluation and policy recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>● Synthesize final data from Leads to make final policy recommendations.</li> </ul>

<b>Initiative: Community Engagement</b>					
<b>YEAR 1 2023-2024</b>	<b>YEAR 2 2024-2025</b>	<b>YEAR 3 2025-2026</b>	<b>YEAR 4 2026-2027</b>	<b>YEAR 5 2027-2028</b>	<b>YEAR 6 2028-2029</b>
<b>Reflective</b>	<b>Formative</b>	<b>Formative</b>	<b>Formative</b>	<b>Formative Summative</b>	<b>Summative Report</b>
<ul style="list-style-type: none"> <li>● Create an evaluation plan.</li> <li>● Identify data elements to establish baseline.</li> <li>● Evaluate CEI's effectiveness in identifying best practices for community engagement, building networks, developing strategies to</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce recommendations to improve the system.</li> <li>● Identify exemplars within the system.</li> <li>● Advise agencies how to scale elements of the system having the greatest impact.</li> <li>● Update evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>● Continue formative recommendations.</li> <li>● Transition to gather, evaluate and synthesize final data for summative evaluation and policy recommendations.</li> <li>● Identify exemplars</li> </ul>	<ul style="list-style-type: none"> <li>● Synthesize final data from Leads to make final policy recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>● Synthesize final data from Leads to make final policy recommendations.</li> <li>● Write the final report per statute.</li> </ul>

have difficult conversations and increasing community engagement.		as needed to reflect revisions and improvements.	within the system.		
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CCEE will evaluate each selected Respondents’ performance and success in fulfilling the evaluation services for the identified initiative(s). At the conclusion of each contract term, CCEE may renew the selected Respondent(s) for another term according to the specific initiative timeline identified in the tables above. Contract renewal is contingent on continued funding by California State Budget authority and Congress if applicable.

**VI. 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 seven years) full-time experience in conducting evaluation studies within the educational setting.

Please see Section VII.E., Qualifications of Respondent Personnel, 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 Mindy Fattig (the “CCEE Contact”) at [mfattig@ccee-ca.org](mailto:mfattig@ccee-ca.org). Questions and requests for clarifications may be submitted at any time up to June 5, 2023 at 4:00 p.m. (Pacific Standard Time).

CCEE will endeavor to provide responses and clarifications via CCEE’s website at [ccee-ca.org](http://ccee-ca.org) by June 14, 2023. 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 or information provided by CCEE into their Proposals. Respondents shall not contact any other CCEE or MCOE employee or agent regarding this RFP except for the CCEE Contact identified above.

**VII. 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 that do not meet all the requirements, at CCEE's sole discretion. Proposals should be no 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 VII (Proposal Specifications) of the RFP. All tasks and subtasks must be addressed.

C. Description of Respondent Organization (1 page maximum)

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 Proposal. 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 professional learning services
- 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

Proposals must describe and demonstrate the Respondent's capacity and ability to perform and administer all activities related to this project. This includes a demonstration of the Respondent's experience in evaluation research, study design and implementation, and high-stakes research projects, particularly those related to education. The Proposal should also reflect the Respondent's understanding of the California education policies, especially those associated with the Local Control Funding Formula, the California School Dashboard, and the 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 Evaluation Scope of Services Work, including the qualifications of each and what each individual would be doing. Current résumés for each individual 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.

**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 is still the responsibility of the selected Respondent awardee. For each proposed subcontractor, the Respondent must include:

- 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 personnel or 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 the Respondent's proposed work plan to accomplish the duties described above in the Evaluation Scope of Services 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.

**G. Conflict of Interest**

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

#### H. Costs and Fees

Provide an annual breakdown of the proposed fees and costs (including for organization personnel) for the evaluation program. 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 organization 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. CCEE, at its sole discretion, may elect to propose an additional agreement with the selected Respondent(s) for the same, similar, or related services. If CCEE decides to pursue another agreement with the Selected Respondent(s), CCEE shall determine the specific scope of work for this additional agreement and the associated payment structure. CCEE may also elect to enter into subsequent agreements as set forth herein without conducting another RFP process.

#### 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.

### **VIII. 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 Proposal 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.

### **IX. Submission Details**

- A. As noted above, the CCEE/MCOE will begin accepting Proposals upon the date of issuance of this RFP and will continue to accept Proposals until June 28, 2023 (Pacific Standard Time).
- B. Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to Mindy Fattig, [mfattig@ccee-ca.org](mailto:mfattig@ccee-ca.org) with the subject line: “Independent Evaluation 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 Respondent errors or omissions 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 Respondent's sole responsibility.
- 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 or no 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 disclosure.

#### **X. 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 or the California Collaborative for Educational Excellence, including Board members, the Executive Director, or any other employee or representative of the CCEE, apart from the CCEE Contact identified herein, regarding this RFP. Contacting such officials, employees and/or representatives, other than the CCEE Contact identified herein, may result in the Respondent's disqualification. 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, Mindy Fattig, [mfattig@ccee-ca.org](mailto:mfattig@ccee-ca.org) by June 5, 2023 at 4:00 p.m. (Pacific Standard Time). 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.

In order to be considered in the initial evaluation of timely Proposals, Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to the CCEE Contact, Mindy Fattig, [mfattig@ccee-ca.org](mailto:mfattig@ccee-ca.org) , by June 28, 2023 at 4:00 p.m. (Pacific Standard Time) with the subject line: "Independent Evaluation RFP Submission."