# Ethnic StudiesProfessional DevelopmentRequest for Applications



**California Department of Education**

Intent to Apply Due: Wednesday, January 12, 2022, by 4 p.m.

Application Due: Monday, February 7, 2022, by 4 p.m.

Administered by the

California Department of Education

Educator Excellence and Equity Division

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## I. Overview

The California Department of Education (CDE) invites county offices of education (COEs), or a consortium of COEs, to apply to be selected to enter into a contract with the CDE to provide professional development and resources to support local educational agencies (LEAs) offering new and expanded ethnic studies courses. The CDE is releasing this Request for Applications (RFA) for the purpose of identifying a COE, or a consortium of COEs, to receive funding to carry out the duties of this contracted work.

The duration of the project will be from **July 1, 2022, through June 30, 2024**. The successful applicant must be able to demonstrate that their proposed project is conceptually clear, technically feasible, adheres to statutory requirements and legislative intent, and leads or contributes to a culture of continuous improvement after the contract period ends. Funds appropriated for this purpose are available through the 2025–26 fiscal year.

To be eligible for this funding opportunity, COEs must submit an official Intent to Apply by **January 12, 2022, at 4 p.m.** COEs must then submit an application for this RFA by the deadline of **Monday, February 7, 2022, at 4 p.m.**, and the RFA must be signed by individuals with authority to submit applications for funding on behalf of each institution or agency. **COEs that have not submitted an Intent to Apply by the deadline are not eligible to submit an application for this RFA.**

Award of a contract as a result of the RFA shall be contingent on Department of General Services (DGS) approval, CDE and State Board of Education (SBE) executive approval, funding and program authorization provided to and by the CDE.

### A. State Authority

The Ethnic Studies Professional Development (ESPD) Project is authorized by Assembly Bill 130, Section 132 (Statutes of 2021) of the Education Omnibus Trailer Bill (see Appendix C). The CDE, in collaboration with, and subject to the approval of, the Executive Director of the SBE, will award the sum of $5 million to a COE, or a consortium of COEs, with demonstrated expertise in developing and providing professional development and regional training to educators in public schools serving kindergarten and grades one through twelve. Funds appropriated will be used for both of the following:

1. To provide professional development and regional training for teachers, administrators, and paraprofessionals to support creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the Ethnic Studies Model Curriculum (ESMC) adopted pursuant to Section 51226.7 of California *Education Code* (*EC*) as a guide.
2. To provide access to an online repository of resources to support ethnic studies courses. This includes the collection and review of materials to be made available for educators to use in implementing the ESMC adopted pursuant to Section 51226.7 of the *EC*.

Professional learning (PL) provided pursuant to this section shall be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

The full text of the *EC* can be found on the California Legislative Information web page at <https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB130>.

## II. Background

### A. California’s Ethnic Studies Model Curriculum

Assembly Bill 2016, Chapter 327 (Statutes of 2016), required the Instructional Quality Commission (IQC) to develop, and the SBE to adopt, a model curriculum in ethnic studies. The bill also encouraged each school district and charter school that maintains grades nine through twelve to offer a course of study in ethnic studies based on the model curriculum. The initial deadline for SBE action was March 31, 2020.

Throughout the first half of 2019, the IQC convened a Model Curriculum Advisory Committee that wrote an initial draft of the model curriculum. The draft was open for public feedback from June 15–August 15, 2019, and received thousands of comments. In September 2019, the IQC postponed action on the model curriculum to provide for adequate time to address public comments. AB114 (Statutes of 2019) extended the project deadline by one year, to March 2021.

Following the extension of the project deadline, the CDE and the Region 15 Comprehensive Center conducted information-gathering sessions and focus groups, while continuing to receive and compile public comments for IQC consideration. The IQC posted a revised draft model curriculum in August 2020, which opened for public comment from September 1–30, 2020. An additional 45-day public review and comment period followed from December 2020–January 2021. Ultimately, the model curriculum drafts received over 100,000 public comments from June 2019 through January 2021. The SBE adopted a final draft on March 18, 2021. The final draft of the ESMC can be found on the CDE Ethnic Studies Model Curriculum web page at <https://www.cde.ca.gov/ci/cr/cf/esmc.asp>.

The SBE-adopted ESMC is aimed at empowering students by illuminating the often-untold struggles and contributions of four groups central to ethnic studies: Native Americans, African Americans, Latino/a/x Americans, and Asian Americans. The document includes University of California and California State University a–g-approved ethnic studies course outlines and lessons that expand beyond the four traditional disciplines of ethnic studies to help local districts tailor a course to meet local student needs.

While its use is not mandated, the model curriculum is intended to supply local schools and districts with the background, ideas, and examples to begin local discussions on expanding ethnic studies offerings. The ESMC also encourages schools to include discussions on the ethnic heritage and legacies of students in their communities.

### B. California’s Ethnic Studies High School Graduation Requirement

On October 8, 2021, Governor Newsom signed AB 101, making California the first state in the nation that requires all students to complete a semester-long course in ethnic studies as a high school graduation requirement. Governor Newsom vetoed a similar bill in 2020 (AB 331), on the basis that the existing drafts of the ESMC were at that time “insufficiently balanced and inclusive”[[1]](#footnote-2) and needed additional revision before adopting a model curriculum and requiring a course in ethnic studies as a high school graduation requirement.

The AB 101 requirement becomes effective for students graduating during the 2029–30 school year. LEAs will need to offer the course by the 2025–26 school year, and are free to choose to require a full-year course instead of a semester course. LEAs will also decide how a student may satisfy this course requirement, including:

* A course based on the model curriculum in ethnic studies developed by the IQC;
* An existing ethnic studies course;
* An ethnic studies course taught as part of a course that has been approved as meeting the a–g requirements (with some restrictions); or
* A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school.

Additionally, to the extent that LEAs choose to locally develop an ethnic studies course for approval by their governing board or governing body, **it is the intent of the Legislature that LEAs not use the portions of the draft model curriculum that were not adopted by the IQC due to concerns related to bias, bigotry, and discrimination.**

To emphasize the intent of the Legislature regarding the IQC’s rejection of the earlier drafts of the model curriculum, in signing AB 101, Governor Newsom wrote:

*I appreciate that the legislation provides a number of guardrails to ensure that courses will be free from bias or bigotry and appropriate for all students. The bill also expresses the Legislature’s intent that courses should not include portions of the initial draft curriculum that had been rejected by the IQC due to concerns related to bias, bigotry, and discrimination.[[2]](#footnote-3)*

In 2020, Governor Newsom signed a law (AB 1460) making ethnic studies a graduation requirement for all California State University (CSU) students. All CSUs are now required to offer ethnic studies courses by the fall of 2022 and all students must take a course that encompasses one or more of the four traditional ethnic studies groups: Native Americans, African Americans, Latino/a/x Americans, and Asian Americans.

## III. Scope of Project

The term of the contract that will be developed based on the outcome of this RFA is from July 1, 2022, through June 30, 2024, which spans two fiscal years, for a total of 24 months. The fiscal years defined in this RFA are as follows:

* 2022–23: July 1, 2022–June 30, 2023
* 2023–24: July 1, 2023–June 30, 2024

The contract that will be developed based on this RFA will not be extended.

### A. Goals and Guidance

The contractor awarded on the basis of this RFA will collaboratively build the capacity of LEAs across the state to offer new or expanded ethnic studies courses through robust and effective PL opportunities, and will also provide access to an online resource repository to support ethnic studies courses.

PL provided pursuant to this section shall be content-focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

The PL opportunities may include, but are not limited to:

* Convening communities of practice (CoPs), where groups of educators, including teachers, administrators, and paraprofessionals, come together to fulfill both individual and group goals related to ethnic studies;
* Providing coaching and coaching support focused on educator, including teacher, administrator, and paraprofessional, needs;
* Identifying and sharing models of effective practice to provide exemplars of how to develop and implement ethnic studies courses; and
* Creating and curating PL materials to inform educators, including teachers, administrators, and paraprofessionals, in practices to develop and implement ethnic studies courses.

Applications must document local PL needs of teachers, principals, highly-qualified paraprofessionals, and teachers on assignment as instructional coaches in their respective regions. In order to further address the goals identified above, applicants are encouraged to consider:

* The value and essential role of prospective and current kindergarten through grade twelve (K–12) personnel in planning and implementing the PL activities that help LEAs offer new and expanded ethnic studies courses.
* Creating opportunities for school site administrators to build their skills as instructional leaders and institute PL structures that build educator capacity and improve instruction in ethnic studies courses.
* Developing an evaluation plan that explicitly describes the evaluation questions being addressed, instrumentation and data, techniques of analysis, and strategies for disseminating results to state and local education administrators and governing boards.
* *The Superintendent’s Quality Professional Learning Standards* (QPLS), a set of standards that can help guide the development, review, and improvement of PL opportunities (see Table 1). The QPLS document is also available on the CDE Professional Standards web page at <http://www.cde.ca.gov/pd/ps/qpls.asp>.

Applications must be submitted for the performance of all tasks described herein. Any deviation from the tasks described in Section 3: Scope of Project will not be considered.

This RFA seeks applications addressing relevant background information as well as four main tasks, which will ultimately comprise a Scope of Work (SOW) to be used in a resulting contract:

Background—Context and Experience Relevant to This Project

Task 1—Coordination and Communications with the CDE and Collaborating Partners

Task 2—Ethnic Studies Collaboration Committee, Professional Learning, and Community of Practice Activities

Task 3—General Services to Support Professional Development

Task 4—Development and Support of Online Resource Repository

Additional Application Components—Partnership, Timeline, and Personnel

### B. Background—Context and Experience Relevant to This Project

This section provides information on the applicant’s context and experience relevant to this project.

#### 1. Developing and Delivering High-Quality Professional Learning

The applicant must describe any previous experience and/or expertise in developing and delivering high-quality PL for teachers, administrators, and paraprofessionals that is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration.

#### 2. Ethnic Studies Professional Learning

The applicant must describe any previous experience and/or expertise in providing ethnic studies PL, and/or providing resources related to ethnic studies, to educators, including teachers, administrators, and paraprofessionals.

#### 3. Collecting and Vetting Materials

The applicant must describe any previous experience and/or expertise in collecting and vetting materials and other resources to be made available for educators in implementing the ESMC adopted pursuant to *EC* Section 51226.7*.*

#### 4. Online Resource Repository

The applicant must describe any previous experience and/or ability to develop and maintain an online resource repository, with specific references to how this repository would support ethnic studies courses that are aligned to the ESMCadopted pursuant to *EC* Section 51226.7.

### C. Project Tasks

#### Task 1—Coordination and Communications with the California Department of Education and Collaborating Partners

This section acknowledges the applicant’s commitment to completing all the requirements specified below for both fiscal years of the anticipated contract (2022–23 and 2023–24) in Task 1.

After reviewing the below subtasks, applicants will acknowledge and ensure that the subtasks will be fulfilled in the online RFA application. These items are not scored as part of the rubric; however, applicants must indicate an understanding and acceptance of each subtask in order to submit the RFA. The successful applicant that enters into this contract will eventually incorporate acknowledgement of these tasks into a SOW covering fiscal years 2022–23 and 2023–24.

##### 1.1 Project Leadership

The applicant must identify one Project Director, as well as additional immediate staff to support the Project Director, and ensure that the Project Director and all staff will maintain consistent communications with the CDE Contract Monitor and project leads of partner agencies and subcontractors; attend meetings (both in person and virtual); and provide pertinent updates on project activities as requested task leaders. Only one person may be identified as Project Director.

##### 1.2 Monthly Conference Calls

The successful applicant must host monthly conference calls between the CDE Contract Monitor and the Project Director to review and discuss task implementation and status. The application must acknowledge and ensure that the successful applicant’s Key Personnel, including staff and any proposed subcontractors, will be present and must attend, at the request of the CDE, the meetings as appropriate to the task. The calls may be held either in person at the CDE headquarters in Sacramento, California, or may be conducted virtually. The successful applicant must develop the meeting agenda in coordination with the CDE, take minutes, and, within five working days after the meeting, submit the meeting minutes to the CDE by email for review and approval. The agenda must include but is not limited to the status of all pending activities along with deadline, status, issue(s), and person(s) assigned to each activity.

##### 1.3 Quarterly Progress Reports

The successful applicant must develop and submit quarterly progress reports that are signed by the Project Director and submitted to the CDE Contract Monitor, along with the quarterly invoice, according to the reporting schedule agreed upon by the CDE and resulting Prime Contractor. The plan must indicate that quarterly progress reports will include task number and title for each current-year task, a brief status report of activities completed during the prior quarter, and a list of activities in progress or scheduled for the following quarter with the current status of each task or activity. Quarterly progress reports will also include identified tasks and related activities with appropriate cross references to invoices that clearly show the cost for each task and related activities, and will address any issues or concerns. This will include an evaluation of the significance and impact of the problem, identify the root cause of the problem, and recommendations for corrective actions.

##### 1.4 Annual Summary Project Report

The successful applicant must deliver annual summary progress reports for the 2022–23 and 2023–24 fiscal years. The applicant must acknowledge and ensure that at the end of each fiscal year, the successful applicant will email the annual summary report to the CDE no later than July 30. The successful applicant will submit the annual summary progress reports both electronically by email and as hard copies by certified mail to the CDE. The original annual summary progress report must be signed by the Contractor’s Project Director.

The annual report documents the work performed for each contract fiscal year. It provides a mechanism for accountability and contract monitoring purposes. This report is formatted by contractual tasks/subtask(s) and related activities. The successful applicant must ensure that the annual summary progress reports include at a minimum an executive summary, background, tasks/subtasks, task methodology, progress, status update(s), and recommendations. The successful applicant must ensure that each annual summary progress report describes the procedures used, describes any limitations of the findings, and challenges related to conducting the task activities and any surveys or other instruments developed to conduct the activities are to be included in the report. Additionally, this report will include analysis and synthesis of participant feedbacks from each of the professional development activities and surveys conducted.

##### 1.5 CDE Approval Schedule Requirements

The applicant must acknowledge and ensure consultation with the CDE for guidance during all work performed during the resulting contract term. The CDE has an established review and approval process to document all final deliverables. This process consists of the review of the deliverables by CDE staff and the approval of the deliverables by the CDE Contract Monitor. This process will be further explained by the CDE at an orientation meeting. The Contractor must have thoroughly vetted all deliverables to ensure they are of high quality, are free of any typographical or grammatical errors, and are presented in a professional format in adherence with the CDE required style before submission to the CDE.

The applicant must acknowledge compliance with the CDE review and approval process as well as the CDE Approval Schedule Requirements. The applicant must acknowledge and ensure that the CDE must approve all materials and/or deliverables developed in conjunction with the contract that results from this RFA. The applicant must also acknowledge and ensure that the successful applicant may not disseminate any written information, materials, or deliverables to the field, public, or any other third party without the CDE’s prior written approval.

The successful applicant must ensure that all deliverables are consistent with and do not conflict with state or federal law, state regulations, legislative intent, and/or IQC and SBE actions. The applicant must also agree to:

1. Adhere to the CDE Web Standards including tags for accessibility for all deliverables, including all technical reports and special studies, CDE Web Standards can be found on the CDE Web Standards web page at <http://www.cde.ca.gov/re/di/ws/webstandards.asp>.
2. Occasional deliverable/report content edits may be required; the CDE reserves the right to modify all project related deliverables after review.

The applicant must acknowledge and ensure that, in the event of failure of the successful applicant to obtain prior CDE approval of deliverables or products, the successful applicant shall not be relieved of performing related responsibilities or providing related deliverables and products to the CDE. The applicant must acknowledge that the successful applicant will accept financial responsibility for failure to meet agreed-upon timelines and produce deliverables that are of high quality and satisfactory to the CDE. The CDE is not liable for payment of any work which begins without the applicant consulting the CDE for guidance. Failure to conform to the CDE Approval Schedule Requirements may result in the cancellation of the contract that results from this RFA.

##### 1.6 Data Files, Reports, and Final Documents

The applicant must acknowledge and ensure that unless otherwise specified in this RFA, all final documents must be provided in Microsoft Word 2016 or later format. With prior approval from CDE, the Contractor may also use Adobe Acrobat or any other CDE approved software. The applicant must acknowledge and ensure that any document (e.g., web page, document, survey, application) to be posted on the internet (not just any CDE website, but any website) meets the CDE’s web standards, including, but not limited to, the CDE Style Guidelines and Web standards and CDE Accessibility Standards. The applicant must acknowledge and ensure that whether documents are provided as word or PDF, the documents must be fully accessible to persons with disabilities, including at a minimum, that they are text-based, have the correct reading order, and all non-text elements (e.g., pictures, charts, and graphs) have fully equivalent alternative text and alternative text tags.

The applicant must acknowledge that after a document has been fully approved by the CDE, the successful applicant must ensure that the material meets the CDE Accessibility Standards. Additionally, PDF documents must be tagged for accessibility. The applicant must acknowledge and ensure that accessibility requirements are not waived because content is received from subcontractors, schools, or any other third party. The applicant must acknowledge and ensure that all fully approved PowerPoint documents, for posting on the internet, must be delivered to the CDE with a text only Word version, with fully equivalent alternative text for every non-text element (e.g., graphics, pictures, charts, graphs). Videos or webinars that are posted to any website must be fully captioned and meet the CDE Web Standards.

The applicant must certify that the Prime Contractor will have the resources, staff, knowledge, skills, and abilities to deliver Section 508 accessible products. If needed during the contract period, the successful applicant may request to meet with the CDE Web Application Review Team (Web ART) to answer questions about proposed accessibility strategies and request Web ART to review a small sample of a deliverable to help guide the process.

The applicant must describe how the Contractor will maintain electronic files, including how data files and reports will be located and transferred to the CDE at the end of the contract period. The applicant must also ensure that personally identifiable information collected will be limited, and that no student information will be collected.

##### 1.7 Ongoing Administration

Consistent with state funding guidelines, the CDE's recommendations, and Contractor policies, the applicant must ensure that the Contractor will prepare and monitor program budgets and budget revisions; negotiate, prepare, and monitor subcontracts as per contractor business policies and procedures; monitor and verify income and expenditures in order to effectively manage funds; and prepare and present quarterly and annual budget reports as required for pre-approval by the CDE Contract Monitor.

The successful applicant shall coordinate communications with the CDE during the entire contract period and provide timely and accurate communication and coordination with CDE staff and other policy, administrative, and advisory groups; attend and provide minutes for required meetings; adhere to the CDE Approval Schedule Requirements (See Task 1.5—CDE Approval Schedule Requirements) for project deliverables.

With CDE Contract Monitor approval, the applicant must ensure that the Contractor agrees to arrange all logistics for meetings related to the development of the online repository of resources and training events, and oversee the coordination of similar activities with the partner agency/subcontractor(s), as appropriate.

#### Task 2—Ethnic Studies Collaboration Committee, Professional Learning, and Community of Practice Activities

This section of the application must acknowledge the applicant’s commitment to collaborating with partner agencies and the CDE to oversee planning and implementation of work carried out by the contractor, development of CoPs, and assignment of tasks.

##### 2.1 Ethnic Studies Collaboration Committee

The application must describe how the successful applicant will work in close collaboration with partner agencies to meet monthly or bi-monthly to develop and review professional development and instructional resources that support this project. Members will be recruited as defined in Task 3.1. The successful applicant or represented partner agencies will host these meetings, prepare agendas with CDE Contract Monitor review and approval, and provide participants with detailed written summaries of meeting minutes.

##### 2.2 Ethnic Studies Statewide CoPs

The application must describe how the successful applicant will provide planning and logistical support for at least three statewide PL programs related to this project throughout the school year. The application must explain how the PL activities proposed will be planned and collaboratively coordinated, reflect the QPLS, include at least one session specifically developed for district and school leadership, be updated to incorporate feedback from previous participants, and be made accessible to underrepresented regions and rural areas, as necessary and feasible.

The application must acknowledge and ensure that the costs for all professional development training, including travel of participants (excluding CDE staff), are to be provided by the successful applicant. Honoraria and substitute costs will not be reimbursed for this task.

##### 2.3 Ethnic Studies Regional CoPs

The application must describe how the successful applicant will provide planning and logistical support for regional CoPs conducted throughout the school year. Regional CoPs should include representative content area teachers, leaders, paraprofessionals, specialists from LEAs, and, where appropriate, professional development providers. Regional CoPs should reflect a cross section of regional, urban, rural, racial, ethnic, and other demographic characteristics, and should be made accessible to underrepresented regions and rural areas, as necessary and feasible.

The application must acknowledge and ensure that the costs for all professional development training, including travel of participants (excluding CDE staff), are to be provided by the successful applicant. Honoraria and substitute costs will not be reimbursed for this task.

##### 2.4 Ethnic Studies Ongoing Classroom Support

The application must describe how the successful applicant will provide ongoing content and instructional support to educators, administrators, and paraprofessionals in between scheduled statewide and regional CoPs. This might include informal times to provide support and guidance, assistance with reviewing or incorporating classroom resources, and assistance with content-related questions.

#### Task 3—General Services to Support Professional Development

This section of the application must acknowledge the applicant’s commitment to completing all the requirements specified below in Task 3 and must provide a description of the approach and methodology by which the applicant will accomplish all of the associated subtasks and activities. The application must include a detailed process for how the successful applicant will develop and implement professional development and collaboration activities related to ethnic studies.

##### 3.1 Ethnic Studies Collaboration Committee Recruitment

The application must describe how, beginning in the first implementation year (2022–23), the Contractor will recruit and retain scholars, facilitators, or trainers who are ethnic studies experts for professional development trainings by October 1, 2022. These are professionals in California and other states who have experience in and knowledge of instruction in ethnic studies, including, but not limited to, scholars from institutes of higher education (IHEs). In addition to serving as active members on the collaboration committee, partnerships should consist of experts in the field providing specific content at regional and statewide CoPs, as well as ongoing content and instructional support for educators, administrators, and paraprofessionals.

All scholars, trainers and/or facilitators must align content presented and developed to the intent of the Legislature and be pre-approved by the CDE Contract Monitor.

##### 3.2 Ethnic Studies Professional Development Registration Logistics

The application must describe how the successful applicant will maintain a professional development online registration system and keep a record of professional development trainers and participants. The applicant must provide a detailed description of how the successful applicant supports a regional structure for delivery of professional development services through regional trainings. The online registration system must adhere to CDE standards of data privacy and confidentiality.

##### 3.3 Primary Learning Strategies, Key Curricula, and Alignment

The application must describe the primary learning strategies and key curricula that will form the basis of PL offered to educators, including teachers, administrators, and paraprofessionals, as part of this project. This includes how the strategies, curricula, and resources used align with the ESMC adopted pursuant to *EC* Section 51226.7 as well as how it might expand upon it.

##### 3.4 Diversity of Opinions

The application must provide a detailed description of how the history, interests, and concerns of the community, as well as local student backgrounds, will be reflected in and inform all strategies, curricula, and resources chosen for PL. The applicant must also describe how all PL will incorporate activities and content that teach about understanding and diversity of opinions, and avoid the use of biased, divisive, or hateful speech.

##### 3.5 Professional Development Feedback

The application must describe how the Contractor will obtain feedback from participants, during and after each professional development training, regarding the effectiveness of the training for application in the classroom or school, including the increased long-term capacity of educators, including teachers, administrators, and paraprofessionals to address the goals of the contract after the contract has ended. Results of the participant feedback will be reported in the monthly report.

The applicant must also conduct follow up surveys to participants encouraging them to share their reflections on the impact of the professional development to their instructional leadership and practice. These follow up surveys will be conducted no more than one month after the professional development activities are concluded and findings must be used to inform and improve training activities. The results of the participant feedbacks and follow up surveys will be analyzed, synthesized, and presented in the annual report.

#### Task 4—Development and Support of Online Resource Repository

This section of the application must acknowledge the applicant’s commitment to completing all of the requirements specified below in Task 4 and must provide a description of the approach and methodology by which the applicant will accomplish all of the associated subtasks and activities. The application must include a detailed process for how the successful applicant will develop and implement professional development and collaboration activities related to ethnic studies.

##### 4.1 Development of Online Resource Repository

The application must describe how the successful applicant will work with the CDE and selected partner agencies/and or subcontractor(s), as applicable, to oversee the development, ongoing maintenance, and sharing of an online resource repository that supports new and expanded ethnic studies courses for grades nine through twelve.

##### 4.2 Creation and Review of Resources

The application must describe, in detail, the methodology for, and who will be involved in, reviewing existing and creating new resources to support ethnic studies in grades nine through twelve that will be shared in the resource repository. These resources must include, but are not limited to:

* Resources that incorporate the content of ethnic studies, which is accessible to students from a variety of backgrounds and in a variety of contexts;
* Pedagogical and instructional resources that offer a variety of strategies for teaching ethnic studies content;
* Resources that specifically reflect the history, interests, and concerns of the local student population; and
* Resources that are aligned to the SBE-adopted ESMC and help LEAs explain new and expanded ethnic studies courses and content to the public.

##### 4.3 Alignment of Resources

The application must describe how the proposed resources that will be included in the resource repository align with the ESMC adopted pursuant to *EC* Section 51226.7. If applicable, the applicant must describe how the proposed activities and resources used by the Contractor to provide regional training might *expand upon* the ESMCadopted pursuant to *EC* Section 51226.7.

##### 4.4 Administration of Repository

The application must indicate that the online repository of resources will be maintained by the Contractor or partner agency/subcontractor. This platform must be accessible, user-friendly, and without space or size limitations. Maintenance of resources relating to this project within this platform will be continued by the Contractor following the end of this contract. Please note that this item will not be scored as part of the rubric; the applicant will acknowledge understanding of this subtask in the application.

### D. Additional Application Components

#### Priority Points—Institute of Higher Education Partnership

The CDE shall give up to five priority points to applicants that incorporate at least one formal partnership with an IHE or a consortium of IHEs. This partnership should consist of, at a minimum, experts in the field providing ongoing content and instructional guidance to project participants.

Applications must describe, in detail, the extent and nature of proposed partnerships with any IHE, or consortium of IHEs, including the specific role that each IHE would play in providing PL both regionally and statewide, as well as in support of the resource repository.

Letters of commitment from each IHE must be included as attachments.

#### Timeline

Applications must include a detailed timeline that identifies which tasks and sub-tasks will occur in each month of the contract that results from this RFA, for fiscal years 2022–23 and 2023–24. This timeline will be entered into the online RFA application.

#### Organization Structure and Personnel Resources

The content of this section must describe how the applicant proposes to organize its resources necessary to complete the tasks and deliverables contained in RFA Section 3: Scope of Project. This section of the application must address the following:

##### 1. Project Director

Identify by name, the Project Director to be employed by the Prime Contractor, and describe how the proposed Project Director meets the minimum qualifications stated below. The application must describe how the applicant’s Project Director will effectively coordinate, manage, and monitor the efforts of the assigned staff, including subcontractors and/or consultants, to ensure that all tasks/subtasks, activities, and functions are completed effectively and in a timely manner. The Project Director identified in the application will be listed as the successful applicant’s Contract Monitor of the contract that results from this RFA. The Project Director is responsible for ensuring completion of all project deliverables, tasks, and subtasks.

Project Director must have, at a minimum, a Master’s degree in a field relating to K–12 education in History-Social Science and experience working in professional learning, public policy, and/or business administration. Additionally, the Project Director must have two years of recent experience (within the last five years) in managing a project comparable to the size and scope of the services described in this RFA.

The Project Director must be accessible to the CDE Contract Monitor at all times during normal CDE business hours. In addition to other specified responsibilities, the Project Director will be responsible for all matters related to the applicant’s project staff/personnel including, but not limited to:

* + 1. Supervising, reviewing, monitoring, training, and directing all project staff/personnel.
		2. Overseeing personnel assigned to complete the required work as specified.
		3. Maintaining project files.
		4. Implementing and maintaining quality control procedures to manage conflicts, ensure product accuracy, and identify critical reviews and milestones.
		5. Submitting monthly progress reports and invoices in a timely matter.

##### 2. Fiscal Manager

Identify by name the Fiscal Manager to be employed by the Prime Contractor, and describe how the proposed Fiscal Manager meets the minimum qualifications stated herein. The application must describe the fiscal accounting processes and budgetary controls that will be employed to ensure the responsible use and management of contract funds and accurate invoicing.

The Fiscal Manager is the applicant’s fiscal person responsible for fiscal oversight and management of support staff, invoicing, and accounting for this entire project.

The Fiscal Manager must possess, at a minimum, a degree in accounting or related field, and have at least two years of recent experience (within the last five years) providing fiscal oversight and management of large complex contracts and/or grants comparable to the size and scope of the services described in this RFA.

##### 3. Key Personnel

Identify by name and job position title all Key Personnel who will exercise a management, oversight and/or administrative role (including, but not limited to, attorneys, consultants, and advisors) on behalf of the applicant or who will have significant responsibility for completing or assisting with the completion of tasks described in RFA Section 3: Scope of Project.

Key Personnel are defined as those people in conjunction with the Project Director who will exercise a management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors, and/or independent consultants performing tasks and activities) or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA. Key Personnel do not include clerical staff.

* 1. Key Personnel Qualifications

Describe in detail how the proposed Key Personnel identified above meet the minimum qualifications stated below. The application must describe the expertise and professional qualifications of all Key Personnel, including, but not limited to:

i. A Master’s or Doctorate degree in education, education research, or a related field.

ii. A minimum of two years of experience and demonstrated work history conducting the tasks as described in this RFA.

Assigned Key Personnel must be capable of assisting the Project Director in all aspects of project work.

##### 4. Changes to Key Personnel Requirements

The application must acknowledge and ensure that the successful applicant cannot change or substitute the assigned Project Director, Fiscal Manager, Key Personnel (including, subcontractors or independent consultants, if identified as Key Personnel) without the CDE Contract Monitor’s prior approval and formal amendment approved by the DGS. The substitute Project Director, Fiscal Manager, and Key Personnel shall meet or exceed the qualifications and experience level of the previously assigned Project Director, Fiscal Manager, and Key Personnel. The application must specify that the applicant will comply with the Changes to Key Personnel Requirements.

##### 5. Current Résumés/Curricula Vitae

Provide résumés/curricula vitae for all Key Personnel (Project Director, Fiscal Manager, other Key Personnel, subcontractors, and independent consultants) identified who will exercise a management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors and/or independent consultants performing tasks and activities) or who will have significant responsibility for completing or assisting with the completion of tasks.

Résumés must be provided for the following, including but not limited to, the Project Director, the Fiscal Manager, any subcontractors and/or independent consultants, managers, supervisors, and all other Key Personnel identified by the applicant.

Résumés should not include personal information such as social security number, home address, home telephone number, marital status, sex, birthdate, etc.

##### 6. Subcontractors

Provide the full legal names of all proposed subcontractors that will be used to perform services. For each subcontractor, include:

* 1. A clear description of the functions, activities, and responsibilities that will be performed by each subcontractor and/or independent consultant.
	2. A brief explanation as to why the subcontractor or independent consultant was selected including expertise, knowledge, specialty, past experience, etc.
	3. A résumé for each subcontractor’s Key Personnel and independent consultants. To the extent possible, résumés should not include personal information such as social security number, home address, home telephone number, marital status, sex, birthdate, etc. All subcontractors must conform to all requirements of this RFA.
	4. A commitment letter, signed by an official representative of each potential subcontractor or independent consultant, acknowledging their intended participation/availability and confirmation that they have been made aware of the terms and conditions of the proposed contract. A commitment letter is required for all potential subcontractors. No cost should be included in the commitment letter.

##### 7. Organization Chart

Include an organization chart showing the hierarchy of Key Personnel working on this project. The organization chart must show the relationship between the applicants’ Project Director, Fiscal Manager, and all Key Personnel of the applicant’s organization and all other parties (subcontractors and/or independent consultants) that will have primary responsibility for managing, directing, overseeing and/or conducting the work of the project.

Additionally, the organization chart must include for the Prime Contractor, the job position title and name of Key Personnel, subcontractors and/or independent consultants identified above, as well as, the job position title and name of each supervisor who has approval authority over Key Personnel, subcontractors and/or independent consultants and the relationship of the individuals to the applicant.

## IV. General Application Information

### A. Applicant Eligibility

A COE, or a consortium of COEs, may submit an application in response to this RFA. If a consortium of COEs submits an application, one COE must be identified as the Lead Applicant. The Lead Applicant must be a COE with demonstrated abilities and expertise developing, implementing, and supporting COEs developing and expanding ethnic studies courses. All applicants must be legally constituted and qualified to do business within the State of California.

The Lead Applicant responding to this RFA and selected to enter into a contract agreement with the CDE must serve as the Prime Contractor and will be the responsible entity in ensuring that all tasks and activities are competently and successfully completed. In the event the applicant is subcontracting more than 25 percent to any one subcontractor, then that subcontractor must also meet the minimum qualifications listed below.

#### Minimum Qualifications for Applicants

The COE responding to this RFA must serve as the Prime Contractor and therefore must meet the Minimum Qualification for applicants as stated in this section. The Prime Contractor must have the experience and qualifications to provide oversight to all proposed subcontractors and review and approve work products created by all proposed subcontractors.

The Prime Contractor must be a COE with demonstrated abilities and expertise in supporting LEAs in ethnic studies PL, including developing and implementing ethnic studies curriculum and courses. The Prime Contractor shall be responsible for:

1. The performance of any services provided through funds awarded under this contract by partners, consultants, or other organizations;
2. Ensuring that any new instructional materials, including curriculum, developed as a result of this contract, are available as open educational resources; and
3. Submitting the required reports to account for the use of contract funds.

Applicants must have a minimum of two years (within the last five years) of recent experience in:

1. Designing and implementing large-scale professional development opportunities; and
2. Designing and maintaining online platforms to support educators, administrators, and paraprofessionals in public K–12 educational settings.

Professional development refers to skills and knowledge that will increase the efficacy of teachers and/or administrators in their educational roles as they relate to new and expanded ethnic studies courses. All proposed professional development must be research-based to ensure successful outcomes. Examples of professional development approaches include but are not limited to coaching, CoPs, and technical assistance.

Applicants’ professional development offerings must be grounded, supported, and validated in current research. Per AB 130, Section 132, the PL provided shall be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

### B. Request for Applications Schedule of Events

| **Activity** | **Tentative Action Date** |
| --- | --- |
| RFA Released | Week of December 27, 2021 |
| Technical Assistance Webinar | January 4, 2022 |
| Intent to Apply Deadline  | January 12, 2022, 4 p.m. |
| Applications Due | February 7, 2022, 4 p.m. |
| Review of the Proposals  | February 8–18, 2022  |
| Posting of Intent to Award and Appeals Period Begins | March 7, 2022 |
| Appeals Due | March 14, 2022, 4 p.m. |
| Post Final Award | March 18, 2022 |
| Anticipated Contract Start Date | July 1, 2022, or upon DGS approval, whichever is later |

### C. Contract Funding and Time Period

#### Funding

Contract funding that results from this RFA is contingent upon the availability of funds, including appropriation in the annual Budget Act. The total amount projected to be available for this project is $5 million.

If insufficient funds are appropriated in the annual Budget Act for any portion of the work in this contract, or if any other funds upon which this contract is contingent are reduced or no longer available, the CDE may cancel the contract, or portion thereof, with no liability of any kind accruing to or against the CDE, its employees, agents, contractors, or representatives. The applicant shall not be obligated to perform any work, or the contract may be amended by the CDE and the successful applicant to reflect a reduction of work and the reduced appropriation subject to appropriate government agency approval.

#### Time Period

It is anticipated that the contract start date will begin on July 1, 2022, or upon DGS approval (whichever is later) and will be completed on June 30, 2024. The actual start date of the contract is contingent upon approval of the agreement by the DGS.

The contract period covers two fiscal years, for a total of 24 months:

* 2022–23: July 1, 2022–June 30, 2023
* 2023–24: July 1, 2023–June 30, 2024

#### Option to Renew

This contract is not renewable, nor will extensions be granted.

### D. Intent to Apply

Applicants are required to submit an online Intent to Apply (Attachment 9) by January 12, 2022, no later than 4 p.m. Applicants should submit their Intent to Apply at <https://surveys2.cde.ca.gov/go/espd-intent.asp>. **The Intent to Apply does not require an organization to submit an application; however, an application that was not preceded by an Intent to Apply by the deadline of January 12, 2022, will not be accepted.**

The Intent to Apply must be signed by the applicant or the applicant’s representative and include the title of the person signing the Intent to Apply and show the date of submission.

Applications for which the Intent to Apply has not been received by the date and time specified shall not be accepted.

### E. Questions and Clarifications

Applicants may submit questions, requests for clarification, concerns, and/or comments (hereinafter referred to collectively as “questions”) regarding this RFA. All questions must be submitted in writing and may be submitted through email to ESMCPD@cde.ca.gov. The applicant must include the organization’s name, email address, and telephone number with its submission of questions. The applicant should specify the relevant section, task/subtask, and page number of the RFA for each question submitted. At its discretion, the CDE may not respond to questions that are submitted late or not in proper form. The CDE reserves the right to rephrase or not answer any question submitted.

### F. Definitions

* “Applicant” shall mean each and every COE that submits an application in response to the RFA.
* “CDE Business Hours” shall be from 8:00 a.m. to 5:00 p.m. PST/PDT.
* “Contractor” shall mean the successful applicant selected by the CDE as the COE to administer its proposal and subsequent contract to support the accomplishment of any tasks described in this RFA.
* “Fiscal year” means the state fiscal year July 1 through and including the following June 30.
* “Key Personnel” are defined as those people in conjunction with the Project Director who will exercise a major management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors and/or independent consultants performing tasks and activities) or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA. Key Personnel does not include clerical staff.
* “Local educational agency (LEA)” means a county office of education, school district, state special school, or direct-funded charter school as described in *EC* Section 47651.
* “Prime Contractor” shall be defined as the entity that is identified as the successful applicant through this RFA and is the responsible entity in ensuring that all tasks and activities are competently and successfully completed once the contract is executed. The Prime Contractor must have the experience and qualifications to provide oversight to all proposed subcontractors and review and approve work products created by all proposed subcontractors.
* “Specifications” shall mean the minimum specifications required by the CDE for a task, subtask, or activity. Specifications provided in this RFA represent a comprehensive outline of the detail required in the applicant’s proposal for successful accomplishment of a task, subtask, or activity.
* “Subcontract” shall mean any and all agreement(s) between the Prime Contractor and another entity (including but not limited to an individual or business) for the accomplishment of any task, subtask, or activity, in whole or in part, described in this RFA, or to provide goods or services in support of the work described in this RFA.
* “Subcontractor” shall mean each and every entity (including but not limited to an individual or business) with whom the Prime Contractor enters into any agreement for the accomplishment of any task, subtask, or activity, in whole or in part, described in this RFA, or to provide goods or services in support of the work described in this RFA. All persons who are not employees of the Prime Contractor are to be considered subcontractors.
* “Successful applicant” shall mean the COE selected by the CDE to administer its proposal and subsequent contract to support the accomplishment of any task(s) described in this RFA.
* “Working day” shall mean days Monday through Friday, inclusive, but exclusive of the CDE-observed holidays.

## **V. Additional Specifications**

### A. Application Attachments

The applicant must upload the following attachments to the online RFA application. Applications that do not provide all of the correctly completed forms/attachments as required by the RFA may be rejected as non-responsive.

#### Proposed Budget (RFA Attachment 1)

The application must include a Proposed Project Budget Summary (Form B) and Projected Budget Detail (Form C) for fiscal years 2022–23 and 2023–24 on the template(s) provided on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ethnicstudiespd21rfa.asp>.

#### Budget Narrative (RFA Attachment 2)

The application must include a Proposed Budget Narrative for fiscal years 2022–23 and 2023–24 on the template(s) provided and downloaded from the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ethnicstudiespd21rfa.asp>.

#### Letters of Commitment (RFA Attachment 3)

A subcontractor commitment letter, signed by an official representative of each potential subcontractor or independent consultant, acknowledging their intended participation/availability and confirmation that they have been made aware of the terms and conditions of the proposed contract, is required for each potential subcontractor who will provide services in the applicant’s application. No cost should be included in the commitment letter. Each letter must be completed, signed and dated with an original signature included in the original application.

#### Resumes and/or Curricula Vitae (RFA Attachment 4)

The application must upload resumes and/or curriculum vitae from all applicable project personnel.

#### Organization Chart (RFA Attachment 5)

The application must include an organizational chart specific to the proposed project.

#### Contractor Certification Clauses (CCC 04/2017) (RFA Attachment 6)

Contractor Certification Clauses. The CCC 04/2017 must be completed, signed and dated with an original signature on the form and attached to the online application. The CCC 04/2017 is available at [https://www.dgs.ca.gov/OLS/Resources/Page-Content/Office-of-Legal-Services-Resources-List-Folder/Standard-Contract-Language](https://www.dgs.ca.gov/OLS/Resources/Page-Content/Office-of-Legal-Services-Resources-List-Folder/Standard-Contract-Language%22%20%5Co%20%22Contractor%20Certification%20Clauses).

#### California Civil Rights Laws Certification (RFA Attachment 7)

California Civil Rights Laws Certification must be completed, signed and dated with an original signature on the form uploaded to the application. This form is available at [https://www.dgs.ca.gov/OLS/Forms](https://www.dgs.ca.gov/OLS/Forms%22%20%5Co%20%22California%20Civil%20Rights%20Laws%20Certification%20).

#### Payee Data Record (STD.204) (RFA Attachment 8)

The Payee Data Record (STD. 204) must be fully completed, signed, and dated with an original signature on the form included with the online application. The Payee Data Record STD. 204 is available at <https://www.documents.dgs.ca.gov/dgs/fmc/pdf/std204.pdf>.

#### Proof of Intent to Apply (RFA Attachment 9)

Upload a copy of proof of submission of an Intent to Apply. This proof of submission will be in the form of an email received upon submission of the Intent to Apply on or before the deadline of January 12, 2022, by 4 p.m.

### B. Evaluation Process

Each application, including the Proposed Project Budget (Summary and Detail) and Proposed Budget Narrative, shall be evaluated to determine responsiveness to the general requirements and components, as well as format and content requirements, as described in this RFA. Each application will be evaluated per the criteria in the included rubric and the requirements specified in this RFA to determine the quality and degree of responsiveness to the requirements in this RFA. The evaluation process is designed to determine the quality of the applicant’s submission.

Complete applications submitted by the deadline will be reviewed and evaluated by a reading panel of CDE staff with expertise in ethnic studies and/or PL using the scoring rubric provided. Reviewers will certify that they have no conflicts of interest relating to applicants. Members of the reading panel will be instructed to take a holistic approach in the application review process to rank and evaluate each application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.

Each application will receive a single score. Although scores from the review of the applications are important, they are not the sole determiners for funding. When selecting the project to award, the panelists will consider statutory requirements that prioritize the use of contract funds over a broad geographical area to implement evidence-based activities that serve a diverse range of students, **with a particular emphasis on how the successful applicant ensures the resources and activities provided will directly impact teachers and students in classrooms across the state.** Applicants may be invited to interview with CDE or SBE staff as part of the selection process. All costs associated with the interviews will be the responsibility of the applicant.

The proposed awardee is subject to approval by the Executive Director of the SBE. The CDE reserves the right to not make an award if no application submitted meets the requirements of this RFA.

### C. Technical Assistance

CDE staff will conduct a virtual application information session to provide an overview of the RFA and offer potential applicants the opportunity to ask clarifying questions. The date and time of the information session is **January 4, 2022, from 1:30–3 p.m.** Register at <https://us02web.zoom.us/webinar/register/WN_sPGTWKv6Rca2aKn_c-OTDw>.

### D. Appeals Process

The CDE must receive requests for appeal on the grounds that the CDE failed to **correctly apply the standards for reviewing the application** no later than

**4 p.m. on March 14, 2022.** Only the Applicant may electronically submit an appeal via the link on the CDE ESPD Project RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ethnicstudiespd21rfa.asp>. Appeals submitted via means other than the electronic link will **not** be accepted.

## VI. Rubric

The scoring rubric is valued at a maximum of 80 points. The contract may not necessarily be awarded to the application that has the highest score. These scores are advisory to the panelists who will make the final decisions to ensure that the applications meet the goals and requirements of the program. The table below displays the maximum point values for each section:

| **Application Task** | **Description** | **Point Value** |
| --- | --- | --- |
| Background | Context and Experience Relevant to This Project | 12 |
| Task 2 | Ethnic Studies Collaboration Committee, Professional Learning, and Community of Practice Activities | 12 |
| Task 3 | General Services to Support Professional Development | 15 |
| Task 4 | Development and Support of Online Resource Repository | 9 |
| Priority Points | Institute of Higher Education Partnership | 5 |
| Timeline | Timeline | 2 |
| Organization, Structure, and Personnel Resources | Organization, Structure, and Personnel Resources | 12 |
| Budget: Part 1 | Proposed Project Budget (Forms B and C) | 2 |
| Budget: Part 2 | Proposed Budget Narrative | 2 |
| Attachment 1 | Organization Chart | 3 |
| Attachment 2 | Resumes and/or Curricula Vitae | 3 |
| Attachment 3 | Commitment Letters | 3 |
| **Total Points** | **Total Points** | **80** |

| **Background—Context and Experience Relevant to This Project** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| 1. Application clearly and convincingly describes any previous experience and/or expertise in developing and delivering high-quality PL for teachers, administrators, and paraprofessionals that is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration. | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 2. Application clearly and convincingly describes any previous experience and/or expertise in providing ethnic studies PL, and/or providing resources related to ethnic studies, to educators, including teachers, administrators, and paraprofessionals. | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 3. Application clearly and convincingly describes any previous experience and/or expertise in collecting and vetting materials and other resources to be made available for educators in implementing the ESMC adopted pursuant to *EC* Section 51226.7*.* | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 4. Application clearly and convincingly describes any previous experience and/or ability to develop and maintain an online resource repository, with specific references to how this repository would support ethnic studies courses that are aligned to the ESMCadopted pursuant to *EC* Section 51226.7. | Point Value0 | Point Value1 | Point Value2 | Point Value3 |

| **Task 2—Ethnic Studies Collaboration Committee, Professional Learning, and Community of Practice Activities** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| 2.1 Applicant clearly and convincingly describes how the successful applicant will work in close collaboration with partner agencies and the CDE to develop and review professional development resources that support this project.  | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 2.2 Applicant clearly and convincingly:* Describes the content and logistics of at least three statewide PL programs throughout the school year.
* Explains how PL activities will be planned and collaboratively coordinated, reflect QPLS standards, include at least one session specifically developed for district and school leadership, be updated to incorporate feedback from previous participants, and be made accessible to underrepresented regions and rural areas, as necessary and feasible.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 2.3 Applicant clearly and convincingly describes how the applicant will provide planning and logistical support for regional CoPs conducted throughout the school year.  | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 2.4 Applicant clearly and convincingly describes how it will provide ongoing content and instructional support to educators, administrators, and paraprofessionals in between scheduled statewide and regional CoPs. This might include informal times to provide support and guidance, assistance with reviewing or incorporating classroom resources, and assistance with content-related questions. | Point Value0 | Point Value1 | Point Value2 | Point Value3 |

| **Task 3—General Services to Support Professional Development** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| 3.1 Application clearly and convincingly:* Describes the scholars, facilitators, and trainers who are ethnic studies experts and why they were identified for professional development trainings.
* Describes in detail how the professional development content and activities will align with the intent of the Legislature and/or the ESMC adopted pursuant to *EC* Section 51226.7.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 3.2 Applicant clearly and convincingly:* Describes how the applicant will maintain a professional development online registration system and keep a record of professional development trainers and participants.
* Provides a detailed description of how the successful applicant supports a regional structure for delivery of professional development services through regional professional development trainings.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 3.3 Applicant clearly and convincingly:* Describes the primary learning strategies and key curricula that will form the basis of PL offered to educators, including teachers, administrators, and paraprofessionals.
* Describes how the strategies, curricula, and resources used align with the ESMC adopted pursuant to *EC* Section 51226.7, as well as how it might expand upon it.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 3.4 Applicant clearly and convincingly:* Describes how the history, interests, and concerns of the community, as well as local student backgrounds, will be reflected in and inform all strategies, curricula, and resources chosen for PL.
* Describes how all PL will incorporate activities and content that teach about understanding and diversity of opinions, and avoid the use of biased, divisive, or hateful speech.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 3.5 Applicant clearly and convincingly:* Describes how the contractor will obtain feedback from participants, at the last session of each professional development training, regarding the effectiveness of the training for application in the classroom or school, including the increased long-term capacity of educators, including teachers, administrators, and paraprofessionals to address the goals of the contract after the contract has ended.
* Describes how the applicant will conduct follow up surveys to participants encouraging them to share their reflections on the impact of the professional development to their instructional leadership and practice.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |

| **Task 4—Development and Support of Online Resource Repository** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| 4.1 Application clearly and convincingly:* Describes how the successful applicant will work with the CDE and selected partner agencies/and or subcontractor(s), as applicable, to oversee the development, ongoing maintenance, and sharing of an online resource repository that supports new and expanded ethnic studies courses for grades nine through twelve.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 4.2 Application clearly and convincingly: * Describes, in detail, the methodology for and who will be involved in reviewing existing and creating new resources to support ethnic studies in grades nine through twelve that will be shared in the resource repository.
* These resources include, but are not limited to:
* Resources that incorporate the content of ethnic studies, which is accessible to students in a variety of backgrounds and contexts;
* Pedagogical and instructional resources that offer a variety of strategies for teaching ethnic studies content;
* Resources that specifically reflect the history, interests, and concerns of the local student population; and
* Resources that help LEAs explain new and expanded ethnic studies courses and content to the public.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| 4.3 Application clearly and convincingly describes how the proposed resources that will be included in the resource repository align with the ESMC adopted pursuant to *EC* Section 51226.7. If applicable, describes how the proposed activities and resources used by the contractor to provide regional training might *expand upon* the ESMCadopted pursuant to *EC* Section 51226.7. | Point Value0 | Point Value1 | Point Value2 | Point Value3 |

| **Priority Points—Institute of Higher Education Partnership** **The CDE shall award up to five priority points to applicants that propose concrete partnerships with an IHE or a consortium of IHEs.** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| Application clearly and convincingly identifies and thoroughly describes at least one formal partnership with an IHE or a consortium of IHEs. This partnership consists of, at a minimum, experts in the field providing ongoing content and instructional guidance to project participants.  | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| If applicable, Letters of Commitment addressed to the Lead Applicant and signed by the COE and the Dean of the specific department within the IHE(s), as applicable, are included.Letters are detailed and specific as to the amount of the IHE’s involvement with the project. | Point Value0 | Point Value1 | Point Value2 | N/A(Scale of 0–2) |

| **Timeline** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| A detailed timeline is included as part of the RFA online application, broken down by task and sub-task, for fiscal years 2022–23 and 2023–24. | Point Value0 | Point Value1 | Point Value2 | N/A(Scale of 0–2) |

| **Organization, Structure, and Personnel Resources** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| Project DirectorApplication clearly and convincingly:* Identifies a Project Director that meets the minimum qualifications included in the RFA.
* Describes how this person will coordinate, manage, and monitor the efforts of assigned staff, including subcontractors and/or consultants, to ensure that all tasks/subtasks, activities, and functions are completed effectively in a timely manner.
* Ensures that the Project Director will be accessible to the CDE Contract Monitor at all times during normal CDE business hours, and will be responsible for all matters related to the applicant’s project staff and personnel.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| Fiscal ManagerApplication clearly and convincingly:* Identifies the Fiscal Manager and describes how the proposed Fiscal Manager meets the minimum qualifications stated herein.
* Describes the fiscal accounting processes and budgetary controls that will be employed to ensure the responsible use and management of contract funds and accurate invoicing.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| Key PersonnelApplication clearly and convincingly:* Identifies all Key Personnel who will exercise a management, oversight and/or administrative role (including, but not limited to, attorneys, consultants, and advisors) on behalf of the applicant or who will have significant responsibility for completing or assisting with the completion of tasks described in RFA Section 3: Scope of Project.
* Describes in detail how the proposed Key Personnel identified above meet the minimum qualifications as described in this RFA.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| SubcontractorsFor each identified subcontractor, the application provides:* A clear description of the functions, activities, and responsibilities that will be performed by each subcontractor and/or independent consultants.
* A brief explanation as to why the subcontractor or independent consultant(s) was selected including expertise, knowledge, specialty, past experience, etc.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |

| **Budget** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| Includes a Proposed Project Budget Summary (Form B) and Proposed Budget Detail (Form C) including allowable costs for the project performance period from July 1, 2022, through June 30, 2024. Identified costs align with responses to Tasks 1 through 4. | Point Value0 | Point Value1 | Point Value2 | N/A(Scale of 0–2) |
| Provides a detailed Proposed Budget Narrative for each line-item included in the two-year performance period. The narrative includes a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.  | Point Value0 | Point Value1 | Point Value2 | N/A(Scale of 0–2) |

| **Other Attachments** | **Requirement Not Addressed** | **Requirement Partially Addressed** | **Requirement Met** | **Requirement Exceeded** |
| --- | --- | --- | --- | --- |
| An updated organization chart is included, with the Project Director, Fiscal Manager, and other Key Personnel identified. The organization chart:* Shows the hierarchy of Key Personnel working on this project, including the relationship between the applicants’ Project Director, Fiscal Manager, and all other Key Personnel of the applicant’s organization and all other parties (subcontractors and/or independent consultants) that will have primary responsibility for managing, directing, overseeing and/or conducting the work of the project.
* Includes, for the Prime Contractor, the job position title and name of Key Personnel, subcontractors and/or independent consultants identified above, as well as, the job position title and name of each supervisor who has approval authority over other Key Personnel, subcontractors and/or independent consultants and the relationship of the individuals to the applicant.
 | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| Resumes or curricula vitae are included for each applicable team member.Resumes and/or curricula vitae include skills, experiences, and/or content knowledge that specifically or exceptionally prepare applicants for the project.  | Point Value0 | Point Value1 | Point Value2 | Point Value3 |
| A commitment letter, signed by an official representative of each potential subcontractor or independent consultant, acknowledging their intended participation/availability and confirmation that they have been made aware of the terms and conditions of the proposed contract. | Point Value0 | Point Value1 | Point Value2 | Point Value3 |

## Appendices

## Appendix A: Online Application Instructions

Applicants should use the instructions below for filling out the Ethnic Studies Professional Development (ESPD) Request for Applications (RFA) online application, a link to which will be available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ethnicstudiespd21rfa.asp> shortly after the RFA is released. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. **The California Department of Education (CDE) must receive your online submission no later than 4 p.m. on Monday, February 7, 2022. Incomplete or late applications will not be considered.**

A county office of application (COE), or a consortium of COEs, may submit an application in response to this RFA. If a consortium of COEs submits an application, one COE must be identified as the Lead Applicant. The Lead Applicant must be a COE with demonstrated abilities and expertise developing, implementing, and supporting COEs developing and expanding ethnic studies courses. All applicants must be legally constituted and qualified to do business within the State of California.

Please note:

* The Lead Applicant will receive email confirmation of the information submitted. If changes need to be made, the Lead Applicant must resubmit the entire application prior to the submission deadline.
* The last submitted application will be the one considered for review.
* The CDE is not able to modify the application information after it is submitted.

You must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

### Saving Responses

You must select the Save Responses button on the first page of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This address will allow you to return to your application.

###

### Applicant Information

| Application Field | Instructions |
| --- | --- |
| **Project Director Information** | Please list the name of the person who will serve as the Project Director of the contract. This person will be the main point of contact between the CDE and the Prime Contractor.  |
| First Name | Please provide the first name of the Project Director. |
| Last Name | Please provide the last name of the Project Director. |
| Title | Please provide the title of the Project Director. |
| Office | Please provide the name of the Project Director’s office. |
| Telephone | Please provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed. |
| Telephone Extension | Please provide the Project Director’s telephone extension number, if necessary. |
| Email Address | Please provide the Project Director’s email address. Most communication with the Contractor will be through email, so please ensure the email address is correctly inputted. |
| **Name of Entity Applying** | Please provide the name of the COE applying for the contract. |
| **Applicant Address (Lead Applicant)** | Please provide the address of the COE applying for this contract. |
| Street Address(Ex: 1430 N Street) | Please provide the street address of the applying entity. |
| City | Please provide the city where the applying entity is located. |
| State(e.g., CA) | Please provide the state where the applying entity is located. |
| Zip Code(5-digit: 00000) | Please provide the zip code where the applying entity is located. |
| **Fiscal Manager Information (optional)** | Please list the name of the person who will serve as the Fiscal Manager of the contract if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the contract.  |
| First Name | Please provide the first name of the Fiscal Manager. |
| Last Name | Please provide the last name of the Fiscal Manager. |
| Title | Please provide the title of the Fiscal Manager. |
| Telephone Number | Please provide the Fiscal Manager’s telephone number. |
| Telephone Extension | Please provide the Fiscal Manager’s telephone extension number, if needed. |
| Email Address | Please provide the Fiscal Manager’s email address. |

|  |  |
| --- | --- |
| Institute of Higher Education (IHE) Partners  | Please list any IHE partners for this contract.  |
| COE Partners | If applying as a consortium of COEs, list any COE partners for this contract.  |

### Application Narrative

| Application Field | Instructions |
| --- | --- |
| **Background**(2,500 character max) | Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality professional learning (PL) for teachers, administrators, and paraprofessionals that is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration. |
| **Background**(2,500 character max) | Describe the applicant’s previous experience and/or expertise in providing ethnic studies PL, and/or providing resources related to ethnic studies, to educators, including teachers, administrators, and paraprofessionals. |
| **Background**(2,500 character max) | Describe the applicant’s previous experience and/or expertise in collecting and vetting materials and other resources to be made available for educators in implementing the Ethnic Studies Model Curriculum (ESMC) adopted pursuant to California *Education Code* (*EC*) Section 51226.7*.* |
| **Background**(2,500 character max) | Describe the applicant’s previous experience and/or ability to develop and maintain an online resource repository, with specific references to how this repository would support ethnic studies courses that are aligned to the ESMCadopted pursuant to *EC* Section 51226.7. |
| **Task 1** | Review each subtask and check each box indicating that the applicant will ensure ongoing compliance with each subtask.  |
| **Task 2**(5,000 character max) | Describe how the applicant will work in close collaboration with partner agencies to meet monthly or bi-monthly to develop and review professional development and instructional resources that support this project. Members will be recruited as defined in Task 3.1. The successful applicant or represented partner agencies will host these meetings, prepare agendas with CDE Contract Monitor review and approval, and provide participants with detailed written summaries of meeting minutes.  |

| Application Field | Instructions |
| --- | --- |
| **Task 2**(2,500 character max) | Describe how the applicant will provide planning and logistical support for at least three statewide PL programs related to this project throughout the school year. The applicant must explain how the PL activities proposed will be planned and collaboratively coordinated, reflect Quality Professional Learning Standards (QPLS), include at least one session specifically developed for district and school leadership, be updated to incorporate feedback from previous participants, and be made accessible to underrepresented regions and rural areas, as necessary and feasible. The applicant must acknowledge and ensure that the costs for all professional development training, including travel of participants (excluding CDE staff), are to be provided by the successful applicant. Honoraria and substitute costs will not be reimbursed for this task.  |
| **Task 2**(2,500 character max) | Describe how the applicant will provide planning and logistical support for regional communities of practice (CoPs) conducted throughout the school year. Regional CoPs should include representative content area teachers, leaders, paraprofessionals, specialists from local educational agencies (LEAs), and, where appropriate, professional development providers. Regional CoPs should reflect a cross section of regional, urban, rural, racial, ethnic, and other demographic characteristics, and should be made accessible to underrepresented regions and rural areas, as necessary and feasible. The applicant must acknowledge and ensure that the costs for all professional development training, including travel of participants (excluding CDE staff), are to be provided by the applicant. Honoraria and substitute costs will not be reimbursed for this task.  |
| **Task 2**(2,500 character max) | Describe how the applicant will provide ongoing content and instructional support to educators, administrators, and paraprofessionals in between scheduled statewide and regional CoPs. This might include informal times to provide support and guidance, assistance with reviewing or incorporating classroom resources, and assistance with content-related questions. |

| Application Field | Instructions |
| --- | --- |
| **Task 3**(2,500 character max) | Describe how, beginning in the first implementation year (2022–23), the applicant will recruit and retain scholars, facilitators, or trainers who are ethnic studies experts for professional development trainings by October 1, 2022. These are professionals in California and other states who have experience in and knowledge of instruction in ethnic studies, including, but not limited to, scholars from IHEs. In addition to serving as active members on the collaboration committee, partnerships should consist of experts in the field providing specific content at regional and statewide CoPs, as well as ongoing content and instructional support for educators, administrators, and paraprofessionals.All scholars, trainers and/or facilitators must align content presented and developed to the intent of the Legislature and be pre-approved by the CDE Contract Monitor. |
| **Task 3**(2,500 character max) | Describe how the applicant will maintain a professional development online registration system and keep a record of professional development trainers and participants. The applicant must provide a detailed description of how the successful applicant supports a regional structure for delivery of professional development services through regional trainings. The online registration system must adhere to CDE standards of data privacy and confidentiality. |
| **Task 3**(2,500 character max) | Describe the primary learning strategies and key curricula that will form the basis of PL offered to educators, including teachers, administrators, and paraprofessionals, as part of this project. This includes how the strategies, curricula, and resources used align with the ESMC adopted pursuant to *EC* Section 51226.7, as well as how it might expand upon it. |

| Application Field | Instructions |
| --- | --- |
| **Task 3**(2,500 character max) | Provide a detailed description of how the history, interests, and concerns of the community, as well as local student backgrounds, will be reflected in and inform all strategies, curricula, and resources chosen for PL. The applicant must also describe how all PL will incorporate activities and content that teach about understanding and diversity of opinions, and avoid the use of biased, divisive, or hateful speech.  |
| **Task 3**(2,500 character max) | Describe how the applicant will obtain feedback from participants, at the last session of each professional development training, regarding the effectiveness of the training for application in the classroom or school, including the increased long-term capacity of educators, including teachers, administrators, and paraprofessionals to address the goals of the contract after the contract has ended. Results of the participant feedback will be reported in the monthly report. The applicant must also conduct follow up surveys to participants encouraging them to share their reflections on the impact of the professional development to their instructional leadership and practice. These follow up surveys will be conducted no more than one month after the professional development activities are concluded and findings must be used to inform and improve training activities. The results of the participant feedback and follow up surveys will be analyzed, synthesized, and presented in the annual report. |
| **Task 4**(2,500 character max) | Describe how the applicant will work with the CDE and selected partner agencies/and or subcontractor(s), as applicable, to oversee the development, ongoing maintenance, and sharing of an online resource repository that supports new and expanded ethnic studies courses for grades nine through twelve. |

| Application Field | Instructions |
| --- | --- |
| **Task 4**(2,500 character max) | Describe, in detail, the methodology for, and who will be involved in, reviewing existing and creating new resources to support ethnic studies in grades nine through twelve that will be shared in the resource repository. These resources must include, but are not limited to: * Resources that incorporate the content of ethnic studies, which is accessible to students in a variety of backgrounds and contexts;
* Pedagogical and instructional resources that offer a variety of strategies for teaching ethnic studies content;
* Resources that specifically reflect the local history, interests, and concerns of the student population; and
* Resources that are aligned to the State Board of Education (SBE)-adopted ESMC and help LEAs explain new and expanded ethnic studies courses and content to the public.
 |
| **Task 4**(2,500 character max) | Describe how the proposed resources that will be included in the resource repository align with the ESMC adopted pursuant to *EC* Section 51226.7. If applicable, the applicant must describe how the proposed activities and resources used by the Contractor to provide regional training might *expand upon* the ESMCadopted pursuant to *EC* Section 51226.7. |
| **Task 4** | Please select the checkbox to declare:The online repository of resources will be maintained by the Contractor or partner agency/subcontractor. This platform must be accessible, user-friendly, and without space or size limitations. Maintenance of resources relating to this project within this platform will be continued by the Contractor following the end of this contract. |

| Application Field | Instructions |
| --- | --- |
| **Priority Points**—**Higher Education Partnership**(2,500 character max) | If applicable, describe how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE. |
| **Priority Points**—**Higher Education Partnership**(2,500 character max) | If applicable, provide Letters of Commitment addressed to the Lead Applicant and signed by the COE and the Dean of the specific department within the IHE(s), as applicable. There will be an opportunity to upload these documents at the end of the RFA online application. |
| **Timeline** | Applications must include a detailed timeline that identifies which tasks and sub-tasks will occur in each month of the contract that results from this RFA, for fiscal years 2022–23 and 2023–24. This item will be entered into the RFA online application. |
| **Organization, Structure, and Personnel Resources** | Identify by name of the Project Director to be employed by the Prime Contractor, and describe how the proposed Project Director meets the minimum qualifications stated below. The application must describe how the applicant’s Project Director will effectively coordinate, manage, and monitor the efforts of the assigned staff, including subcontractors and/or consultants, to ensure that all tasks/subtasks, activities, and functions are completed effectively and in a timely manner. The Project Director identified in the application will be listed as the successful applicant’s Contract Monitor of the contract that results from this RFA. The Project Director is responsible for ensuring completion of all project deliverables, tasks, and subtasks. |

| Application Field | Instructions |
| --- | --- |
| **Organization, Structure, and Personnel Resources** | Project Director must have, at a minimum, a Master’s degree in a field relating to kindergarten through grade twelve (K–12) education in History-Social Science and experience working in professional learning, public policy, or business administration. Additionally, the Project Director must have two years of recent experience (within the last five years) in managing a project comparable to the size and scope of the services described in this RFA.The Project Director must be accessible to the CDE Contract Monitor at all times during normal CDE business hours. In addition to other specified responsibilities, the Project Director will be responsible for all matters related to the applicant’s project staff/personnel including, but not limited to:1. Supervising, reviewing, monitoring, training, and directing all project staff/personnel.
2. Overseeing personnel assigned to complete the required work as specified.
3. Maintaining project files.
4. Implementing and maintaining quality control procedures to manage conflicts, ensure product accuracy, identify critical reviews and milestones.
5. Submitting monthly progress reports and invoices in a timely matter.
 |
| **Organization, Structure, and Personnel Resources** | Identify by name the Fiscal Manager to be employed by the Prime Contractor, and describe how the proposed Fiscal Manager meets the minimum qualifications stated herein. The application must describe the fiscal accounting processes and budgetary controls that will be employed to ensure the responsible use and management of contract funds and accurate invoicing. |

| Application Field | Instructions |
| --- | --- |
| **Organization, Structure, and Personnel Resources** | The Fiscal Manager is the applicant’s fiscal person responsible for fiscal oversight and management of support staff, invoicing, and accounting for this entire project.The Fiscal Manager must possess, at a minimum, a degree in accounting or related field, and have at least two years of recent experience (within the last five years) providing fiscal oversight and management of large complex contracts comparable to the size and scope of the services described in this RFA. |
| **Organization, Structure, and Personnel Resources** | Identify by name and job position title of all Key Personnel who will exercise a management, oversight and/or administrative role (including, but not limited to, attorneys, consultants, and advisors) on behalf of the applicant or who will have significant responsibility for completing or assisting with the completion of tasks described in RFA Section 3: Scope of Project.Key Personnel are defined as those people in conjunction with the Project Director who will exercise a management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors, and/or independent consultants performing tasks and activities) or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA. Key Personnel do not include clerical staff. |
| **Organization, Structure, and Personnel Resources** | Describe in detail how the proposed Key Personnel identified above meet the minimum qualifications stated below. The application must describe the expertise and professional qualifications of all Key Personnel, including, but not limited to:1. A Master’s or Doctorate degree in education, education research, or a related field.
2. A minimum of two years of experience and demonstrated work history conducting the tasks as described in this RFA.
 |

| Application Field | Instructions |
| --- | --- |
| **Organization, Structure, and Personnel Resources** | Please select the checkbox to declare: The applicant cannot change or substitute the assigned Project Director, Fiscal Manager, other Key Personnel (including, subcontractors or independent consultants, if identified as Key Personnel) without the CDE Contract Monitor’s prior approval and formal amendment approved by the Department of General Services. The substitute Project Director, Fiscal Manager, and Key Personnel shall meet or exceed the qualifications and experience level of the previously assigned Project Director, Fiscal Manager, and Key Personnel. The applicant will comply with the Changes to Key Personnel Requirements, as outlined on page 22 of this RFA. |
| **Organization, Structure, and Personnel Resources** | Provide résumés or curricula vitae for all Key Personnel (Project Director, Fiscal Manager, other Key Personnel, subcontractors or independent consultants) identified who will exercise a management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors and/or independent consultants performing task and activities) or who will have significant responsibility for completing or assisting with the completion of tasks. There will be an opportunity to upload all resumes or curricula vitae at the end of the RFA online application. |

| Application Field | Instructions |
| --- | --- |
| **Organization, Structure, and Personnel Resources** | Provide the full legal names of all proposed subcontractors that will be used to perform services. For each subcontractor, include:1. A clear description of the functions, activities, and responsibilities that will be performed by each subcontractor and/or independent consultants.
2. A brief explanation as to why the subcontractor or independent consultant was selected including expertise, knowledge, specialty, past experience, etc.
3. A résumé or curriculum vitae for each subcontractor’s Key Personnel and/or independent consultants. To the extent possible, résumés or curricula vitae should not include personal information such as social security number, home address, home telephone number, marital status, sex, birthdate, etc. All subcontractors must conform to all requirements of this RFA.
4. A commitment letter, signed by an official representative of each potential subcontractor or independent consultant, acknowledging their intended participation/availability and confirmation that they have been made aware of the terms and conditions of the proposed contract. A commitment letter is required for all potential subcontractors. No cost should be included in the commitment letter.
 |

|  |  |
| --- | --- |
| Application Field | Instructions |
| **Organization, Structure, and Personnel Resources** | Include an organization chart showing the hierarchy of Key Personnel working on this project. The organization chart must show the relationship between the applicants’ Project Director, Fiscal Manager, and all Key Personnel of the applicant’s organization and all other parties (subcontractors and/or independent consultants) that will have primary responsibility for managing, directing, overseeing and/or conducting the work of the project.Additionally, the organization chart must include for the Prime Contractor, the job position title and name of Key Personnel, subcontractors and/or independent consultants identified above, as well as, the job position title and name of each supervisor who has approval authority over Key Personnel, subcontractors and/or independent consultants and the relationship of the individuals to the applicant.There will be an opportunity to upload the organization chart at the end of the online RFA application. |
| **Budget** | Complete the ESPD Project Proposed Project Budget Summary (Form B) and Budget Detail (Form C) including allowable costs for the project’s performance period from July 1, 2022, through June 30, 2024.  |
| **Budget** | Complete the Proposed Budget Narrative on the template provided.  |

### Electronic Signature

| Application Field | Instructions |
| --- | --- |
| **Project Statement of Assurances** | Please select the checkbox to declare:I have reviewed the Project Statement of Assurances (Form A) and hereby certify that each of the requirements contained therein will be met. |
| **Signature by Authorizing Official** | The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below. I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. |

### Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the following items, in the order they are presented below:

* + 1. Proposed Budget (Forms B and C)
		2. Budget Narrative
		3. Signed Letters of Commitment
		4. Resumes and/or Curricula Vitae
		5. Organization Chart
		6. Contractor Certification Clauses (CCC 04/2017)
		7. California Civil Rights Laws Certification
		8. Payee Data Record (STD. 204)
		9. Proof of Submission of Intent to Apply

Information on obtaining these forms is included in the Application Checklist, available from the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/ethnicstudiespd21rfa.asp>.

These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20 MB.

## Appendix B: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**Certificated salaries are salaries that require a credential or permit issued by the California Commission on Teacher Credentialing (CTC). List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency [LEA] capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these contract funds, must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, and other operating expenditures.**Travel and Conference:** Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. **Contracting Services:** Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, trainings, and technical assistance activities. |
| **7000** | **Indirect** if applicable (not to exceed California Department of Education (CDE)-approved rate) Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. |

## Appendix C: Authorizing Legislation

Assembly Bill (AB) 130, Section 132 (Statutes of 2021)
of the Education Omnibus Trailer Bill

***SEC. 132.*** *(a) For the 2021–22 fiscal year, the sum of five million dollars ($5,000,000) is hereby appropriated from the General Fund to the State Department of Education to provide professional development and resources to support local educational agencies offering new and expanded ethnic studies courses.*

*(b) (1) The State Department of Education, in collaboration with, and subject to the approval of, the executive director of the State Board of Education, shall enter into a contract with a county office of education or consortium of county offices of education for purposes specified in subdivision (a).*

*(2) When performing the activities specified in subdivision (c), the contracted county office of education or consortium of county offices of education may enter into appropriate contracts for support and services.*

*(c) Funds appropriated in subdivision (a) shall be used for both of the following:*

*(1) To provide professional development and regional training for teachers, administrators, and paraprofessionals to support creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the ethnic studies model curriculum adopted pursuant to Section 51226.7 of the Education Code as a guide.*

*(2) To provide access to an online repository of resources to support ethnic studies courses. This includes the collection and review of materials to be made available for educators to use in implementing the ethnic studies model curriculum adopted pursuant to Section 51226.7 of the Education Code.*

*(d) Professional learning provided pursuant to this section shall be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.*

*(e) (1) For the 2021–22 fiscal year, the sum of fifty million dollars ($50,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction for allocation to school districts, county offices of education, charter schools, and state special schools serving pupils in grades 9 to 12, inclusive. Funds shall be allocated on a per-pupil basis to support the creation or expansion of ethnic studies course offerings.*

*(2) Funds appropriated in paragraph (1) may be used to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the ethnic studies model curriculum adopted pursuant to Section 51226.7 of the Education Code as a guide.*

*(3) The allocation of funds pursuant to paragraph (1) of this subdivision is contingent upon the enactment of Assembly Bill 101 of the 2021–22 Regular Session.*

*(f) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivisions (a) and (e) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.*

## Form A: Project Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the Ethnic Studies Professional Development Contract Project will be met:

If contractor seek(s) to make a change in the work plan and/or budget, a contract amendment must be requested and approved by the California Department of Education (CDE) Contract Monitor and the respective CDE Office prior to making any changes in the activities or expenditures of the project. Amendment approval is contingent upon approval by the Department of General Services (DGS).

All of the parties entering into this contract agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the contract. Contractor agrees to obtain a timely audit where required in accordance with applicable audit guidelines.

Contractor must ensure administrative indirect costs do not exceed the CDE-approved rate as posted on the CDE Indirect Cost Rates (ICR) web page at <https://www.cde.ca.gov/fg/ac/ic>.

All subcontracts pursuant to this contract must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the contract. Contractor must submit a formal request to the CDE Contract Monitor for review.

Contractor will be adaptive, be responsive, and work with the statewide agencies to ensure coherence with existing systems of support and professional learning (PL) within the state.

Contractor will work collaboratively to build the capacity of local educational agencies (LEAs) statewide through PL aligned to the *Quality Professional Learning Standards*.

Contractor will provide information and all reports according to the predetermined reporting schedule. Reports shall include at a minimum, activities accomplished, the impact of these activities, and the number of educators, including district and site leaders, teachers, LEAs, and counties impacted by these activities, and any other data requested by the CDE. Contractor will ensure that all documents align with the CDE’s WebART and 508 compliance requirements (as specified in Section 3).

Contractor will ensure that no single participant in an eligible partnership (i.e., no single institution of higher education) “may use more than 50 percent” of the contract. The provision focuses not on which partner receives the funds, but on which partner directly uses or benefits from them.

Contractor will ensure all parties comply with state and CDE contract terms and conditions.

Contractor will ensure that contract funds are used to supplement and not supplant funding that will otherwise be used to support proposed activities.

Contractor will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule (Title 2, Code of Federal Regulations, Chapter I, Chapter II, Part 200, et al.).

Contractor will ensure that any new PL or course materials, including curriculum, developed as a result of this contract, are available as open educational resources. Any deliverable and/or material developed as a result of this contract, including new PL or course materials, is owned by the CDE.

Contractor commits to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available on the U.S. Department of Education FERPA web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

California Department of Education
October 2021

1. Veto Message, Office of the Governor, September 30, 2020. Accessed October 13, 2021. <https://www.gov.ca.gov/wp-content/uploads/2020/09/AB-331.pdf>. [↑](#footnote-ref-2)
2. AB 101 Signing Message, Office of the Governor, October 8, 2021. Accessed October 13, 2021.<https://www.gov.ca.gov/wp-content/uploads/2021/10/AB-101-Signing-Message-PDF.pdf>. [↑](#footnote-ref-3)