**California Department of Education**

# Solicitation of Proposals for theIndependent Evaluation of Technical Assistance and Intervention Provided to Local Educational Agencies for Differentiated Assistance



Release Date – October 22, 2021

Contract Term: January 1, 2022 –June 30, 2023

Student Achievement and Support Division

California Department of Education

Attention: Anissa Sonnenburg

1430 N Street, Suite 6208

Sacramento, CA 95814

916-319-0302

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## Questions and Contact Information

Prior to submitting questions to the California Department of Education (CDE), Student Achievement and Support Division, please ensure that you have:

* Read the Solicitation for Proposals in its entirety
* Reviewed the Questions and Answers (Q & As) located at: [http://www.cde.ca.gov/fg/fo/r8/solicitationofproposals.asp](http://www.cde.ca.gov/fg/fo/r8/solicitationofproposals.asp%22%20%5Co%20%22Evaluation%20of%20Differentiated%20Assistance%20Questions%20and%20Answers.%20)
* Viewed the Independent Evaluation of the Technical Assistance and Intervention Provided to Local Educational Agencies for Differentiated Assistance Webinar posted on October 26,2021. For information and a link to the webinar, see the CDE web page<http://www.cde.ca.gov/fg/fo/r8/solicitationofproposalsrfp.asp>.

All questions and correspondence should be submitted by email through the System of Support Helpdesk at CASystemofSupport@cde.ca.gov using “Solicitation of Proposals” in the subject line.

NOTE: All questions regarding the Solicitation of Proposals and related requirements need to be submitted by 5 p.m. on Tuesday, November 2, 2021. All submitted supplemental questions with answers will be posted as part of the Q & As located at <http://www.cde.ca.gov/fg/fo/r8/solicitationofproposals.asp> on Thursday, November 4, 2021.

**The original proposal packet must be received by the CDE by 4 p.m. on Friday, November 12, 2021. Post mark will not be accepted. Mail the application packet to the address below. Additionally, an electronic copy of the proposal packet must be submitted to the CDE at** CASystemofSupport@cde.ca.gov **also by 4 p.m. on Friday, November 12, 2021.**

**Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.**

Student Achievement and Support Division

Attn: Anissa Sonnenburg, Education Administrator

California Department of Education

Attention: Solicitation for Proposals
 1430 N Street, Suite 6208
 Sacramento, CA 95814-5901

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## Solicitation of Proposals for the Independent Evaluation of Technical Assistance and Intervention Provided to Local Educational Agencies for Differentiated Assistance

### Critical Dates for the Application Process

| **Dates** | **Critical Events** |
| --- | --- |
| October 22, 2021 | Solicitation of Proposals and supporting documents are posted on the CDE Available Funding web page located at <https://www.cde.ca.gov/fg/fo/af/>.   |
| October 26, 2021 | Informational Webinar Posted –For information and link to the webinar, see the CDE web page <http://www.cde.ca.gov/fg/fo/r8/solicitationofproposalsrfp.asp>.  |
| November 2, 2021 | Deadline for submitting questions regarding the Solicitation of Proposals – All answers will be posted on a Questions & Answers web page.  |
| November 4, 2021 | Final update to the Questions & Answers posted - see the CDE web page <http://www.cde.ca.gov/fg/fo/r8/solicitationofproposals.asp> |
| Friday, November 12, 2021 | The original, printed hard copy, “wet” signature, **using blue ink** proposal packet must be mailed and received by the System of Support Office. on **Friday, November 12, 2021,** by4 p.m. the System of Support Office. **Additionally, an electronic copy of the proposal packet must be submitted to the CDE at** CASystemofSupport@cde.ca.gov **also by 4 p.m. on Friday, November 12, 2021.****Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.** |
| November 12-15, 2021 | Proposals are processed and screened. Applicants are notified if they have been disqualified based on the CDE screening of applications and eligibility criteria. |
| November 15-18, 2021  | Proposals are reviewed and scored.  |
| November 19, 2021  | Applicant interviews (based on passing score). **All applicants need to be available for an interview on this date** |
| Week of November 22, 2021 | Intent to Award posted on the CDE website   |
| December 2021 | Development of contract and Scope of Work. Contract is Executed. |
| January 1, 2022 | Start Date of Contract |

### Purpose

The CDE Student Achievement and Support Division (SASD) is soliciting proposals from eligible applicants for a contract to conduct an independent evaluation of the technical assistance provided to Local Educational Agencies (LEAs), pursuant to Sections 47607.3, 52071, and 52071.5 of California *Education Code*. This technical assistance is commonly referred to as Differentiated Assistance or Level 2 support, which is provided to LEAs that have been identified for individually designed assistance to address performance issues, including significant disparities in performance among student groups based on the California School Dashboard (Dashboard). Differentiated Assistance is focused on building the capacity of LEAs to develop and implement actions and services responsive to student and community needs.

Approval of a contract initiated as a result of this Solicitation of Proposals shall be contingent upon funding and program authorization provided to and by the CDE. Funding is described in **Section IV. Funding and Scope of the Project**. The successful proposal will be incorporated into the final contract, which is subject to approval from the executive director of the State Board of Education (SBE) and is a public document. All proposals and related documents submitted in response to this process shall become the property of the State of California.

Section 127 of the Education Omnibus Budget Trailer Bill (Assembly Bill 130, Chapter 44, Statutes of 2021)) and Section 37 of Assembly Bill 167 (Chapter 252, Statutes of 2021), signed by the Governor on July 9, 2021, and September 23, 2021, respectively, provide $400,000 for the CDE to contract for an independent evaluation of Technical Assistance (pursuant to California *Education Code (EC)*, Sections 47607.3, 52071, and 52071.5) commonly referred to as Differentiated Assistance. The CDE, in consultation with the California Collaborative for Educational Excellence (CCEE) and the executive director of the SBE, is hereby soliciting proposals for this evaluation. Any resulting contract shall be subject to the approval of the executive director of the SBE.

The selection of applications shall use a standardized scoring criteria and any contract executed shall be exempt from the Public Contract Code and the State Contracting Manual, shall not be subject to Article 6 (commencing with Section 999) of Chapter 6 of Division 4 of the Military and Veterans Code, and shall not be subject to the approval of the Department of General Services. Contracts awarded pursuant to this subdivision shall be exempt from the personal services contracting requirements of Article 4 (commencing with Section 19130) of Chapter 5 of Part 2 of Division 5 of Title 2 of the Government Code. Ultimately, this evaluation will result in a report developed under the contract with recommendations regarding improvements listed in **Section IV. Funding and Score of Project** and the Superintendent of Public Instruction shall provide the evaluation report to the chairs of the relevant policy committees and budget subcommittees of the Legislature, the executive director of the (SBE) or their designee,

and the Director of Finance by January 15, 2023.

### Background

#### System of Support

California’s Statewide System of Support (System of Support) provides assistance to school districts to meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. At its heart, the System of Support is focused on improving the outcomes of California’s students with a focus on building local capacity in the following areas:

* Support the continuous improvement of student performance in each of the eight state priorities areas described in *EC* 52060 (d) and 52066 (d);
* Address the gaps in achievement between student groups identified in *EC* 52052*;* and
* Improve outreach and collaboration with educational partners to ensure that goals, actions, and services described in school district and county office of education local control and accountability plans reflect the needs of students and the community, especially for historically underrepresented or low-achieving groups.

The System of Support is designed to offer such services effectively by

* Reducing redundancy across state and federal programs,
* Integrating guidance and resources across state and federal programs, and
* Supporting LEAs to meet identified student needs through the Local Control and Accountability Plan (LCAP) process.

The System of Support provides three levels of support to LEAs and schools, which are outlined and described in the table below.

| **Level of Support** | **Description of Supports Available** |
| --- | --- |
| Support for All LEAs and Schools(Level 1) | Various state and local agencies provide an array of support resources, tools, and technical assistance that all LEAs may use to improve student performance at the LEA and school level and to narrow disparities among student groups across the Local Control Funding Formula (LCFF) priorities, including recognition for success and the ability to share promising practices. |
| Differentiated Assistance(Level 2) | County superintendents, charter authorizers, the CDE, and the CCEE provide Differentiated Assistance for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups. |
| Intensive Intervention(Level 3) | The State Superintendent of Public Instruction with the approval of the State Board of Education, may do one of four intensive intervention measures listed under *EC* 52072 (c)*.* To be eligible for Level 3 support, a district must meet the criteria based on three years of three or more student group performance outcomes as reported on the Dashboard. Additionally, a district is only eligible for Level 3 support after the CCEE offers advice and assistance to the district and makes a recommendation to the State Superintendent of Public Instruction that the district has failed or is unable to implement the recommendations from the CCEE. Note: To date, no districts have been identified as eligible for Level 3 support. |

The CDE, the CCEE, and the SBE work collaboratively as the three state agencies to advance the purpose of the statewide System of Support (*EC* 52073). The state agencies are tasked with the responsibility of facilitating the work and supports being provided by the Geographic Lead Agencies and other lead agencies. Geographic Lead Agencies provide assistance and support to County Offices of Education (COE) within their defined geographic area through capacity building, identifying existing resources, and professional development opportunities in order to provide technical assistance to school districts, including Differentiated Assistance.

For more information about California’s System of Support and the Lead Agencies, please visit the CDE web page at [https://www.cde.ca.gov/sp/sw/t1/csss.asp](https://www.cde.ca.gov/sp/sw/t1/csss.asp%22%20%5Co%20%22California%20System%20of%20Support.%20).

#### California School Dashboard

The California School Dashboard (the Dashboard) was created to help parents and educators identify strengths and areas for improvement in their schools by reporting how districts, schools, and student groups are performing across state and local measures. Based on its performance, an LEA may be identified for support to improve student outcomes.

The LCFF law requires that the SBE adopt “evaluation rubrics” which have been incorporated in the design of the Dashboard. One purpose of the evaluation rubrics is to determine whether LEAs are eligible for Differentiated Assistance based on student group performance across the eight state priorities.

The Dashboard contains reports that display the performance of LEAs, schools, COE county run schools, and student groups on a set of state and local indicators to assist in identifying strengths, challenges, and areas needing improvement. State indicators apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state, and consist of the following:

* Chronic Absenteeism
* Suspension Rate
* English Learner Progress
* Graduation Rate
* Academic Performance
* College and Career

Local indicators apply at the LEA and charter school level and are based on data collected at the local level. Both types of indicators are drawn from the ten priority areas of the LCFF. For details and more information about the State and Local indictors for each of the LCFF priority areas, see the CDE web page at <https://www.cde.ca.gov/ta/ac/cm/>.

Performance on the **state indicators** is based on data from both the current and prior years. Any LEA, school, or student group with at least 30 students in both the current and prior year receives a **performance level** for each applicable state measure. There are **five** performance levels, and each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level.

Due to the circumstance of the COVID–19 pandemic and the suspension of certain data provided on the Dashboard, the CDE has not identified new LEAs for eligibility for Differentiated Assistance since 2019. Pursuant to AB 130, Section 123, LEAs identified for Differentiated Assistance based on the 2019 Dashboard shall retain that identification until the release of the 2022 Dashboard.

#### Differentiated Assistance

Differentiated Assistance is a key area of support for California’s public school accountability system. Differentiated Assistance is designed to reinforce the expectation that everyone can improve while also ensuring additional support is provided to LEAs that are struggling. It also includes an intentional focus on providing assistance in a manner that builds capacity of the LEA receiving assistance.

Differentiated Assistance, referred to as technical assistance in the *EC*, is intended to be targeted and customized assistance to LEAs that is consistent with the intent under the LCFF by providing the following:

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

For an LEA to be eligible for Differentiated Assistance, the same student group must meet the criteria in two different state priority areas. Eligibility for Differentiated Assistance is based on performance criteria set by the SBE, which are described in the table below.

**Note:** A Charter School will be identified for Differentiated Assistance if three or more student groups (or all the student groups if there are less than three student groups) met the criteria for one or more state or school priority identified in the charter for three out of four consecutive school years (*EC* 47607.3).

| **LCFF State Priority Areas 1-5** | **LFCC State Priority Areas 6-10** |
| --- | --- |
| Basic (Priority 1)* Not met for Two or More Years on Local Performance Indicator
 | School Climate (Priority 6)* Red on Suspension Rate Indicator, or
* Not Met for Two or More Years on Local Performance Indicator
 |
| Implementation of State Academic Standards (Priority 2)* Not Met for Two or More Years on Local Performance Indicator
 | Access to a Broad Course of Study (Priority 7)* Not Met for Two or More Years on Local Performance Indicator
 |
| Parent Engagement (Priority 3)* Not Met for Two or More Years on Local Performance Indicator
 | Outcomes in a Broad Course of Study (Priority 8)* Red on College/Career Indicator
 |
| Pupil Achievement (Priority 4)* Red on both English language arts and math tests, or
* Red on English language arts or math test and Orange on the other test, or
* Status of ‘Very Low’ on the English Learner Progress Indicator (ELPI) (EL student group only) (Note: ELPI Status Only is available in 2019)
 | Coordination of Services for Expelled Pupils – COEs Only (Priority 9)* Not Met for Two or More Years on Local Performance Indicator
 |
| Pupil Engagement (Priority 5)* Red on Graduation Rate Indicator, or
* Red on Chronic Absence Indicator
 | Coordination of Services for Foster Youth – COEs Only (Priority 10)* Not Met for Two or More Years on Local Performance Indicator
 |

The support providers of Differentiated Assistance vary based on the type of LEA eligible for support. For the purposes of this Solicitation of Proposals the focus is on Differentiated Assistance provided for the following LEAs by the following technical assistance providers:

| **Type of LEA** | **EC Section** | **Support Provider** | **Allowable Alternative Providers** |
| --- | --- | --- | --- |
| Charter School | 47607.03 (et al) | The county superintendent of schools in which the charter school is located | School District, COE, other charter school, geographic lead agency or CCEE |
| School District | 52071 (et al) | The county superintendent of schools | School District, COE, other charter school, geographic lead agency or CCEE |
| County Office of Education | 52071.5 (et al) | The California Superintendent of Schools | School District, COE, other charter school, geographic lead agency or CCEE |

The support provider offers Differentiated Assistance focused on building an LEA’s capacity to develop and implement actions responsive to pupil and community needs by identifying its strengths and weaknesses in regard to state priorities. This support includes the use of the Dashboard data or other relevant local data, including the data requirements in Section 122 of AB 130 (Committee on Budget, Chapter 44, Statutes of 2021) for the 2021-22 school year. As part of the process, LEAs need to document the continuous improvement work. Ultimately, the progress and activities of the continuous improvement process shall be reflected in an LEA’s LCAP or annual update.

### Funding and Scope of the Project

The applicant as a potential contractor must plan and budget for the costs of all tasks/subtasks and activities for an amount not to exceed $400,000.

The proposed term of the contract to be awarded under this Solicitation of Proposals is from January 1, 2022 through June 30, 2023. The term covers a period over two fiscal years, and a total of 18 months. The fiscal years defined in this Solicitation of Proposals are as follows:

* 2021–22: January 1, 2022—June 30, 2022
* 2022–23: July 1, 2022—June 30, 2023

The evaluation conducted shall include, but not be limited to, an examination of the state’s current accountability structures for Differentiated Assistance based on implementation beginning in the 2017–2018 school year, and recommendations regarding improvements in all of the following areas:

1. Delivering support to address needs identified by the Dashboard and other relevant federal, state and locally collected data.
2. Improving pupil outcomes, including those measured by state and federal accountability systems.
3. Improving the linkages between the Dashboard, technical assistance and intervention, and local control and accountability plans.
4. Aligning state and federal accountability, compliance, and support systems.
5. Identifying strategies and challenges for funding and supports in the current model and any recommended models.

The evaluation shall include input from a diverse group of educational partners, including, but not limited to, county, school district, and charter school administrators, school board members, members of governing bodies of charter schools, teachers, noncertificated staff, and parents and guardians of pupils enrolled in public schools.

On or before January 15, 2023, the Superintendent of Public Instruction shall provide the evaluation report to the chairs of the relevant policy committees and budget subcommittees of the Legislature, the executive director of the SBE or their designee, and the Director of Finance.

This Solicitation of Proposals seeks proposals for a contract that describe how applicants plan to effectively conduct an examination and provide recommendations of the state’s current accountability structures for Differentiated Assistance.

If awarded, the contractor will be responsible to work with the assigned contract monitor and other CDE staff to develop and finalize the Scope of Work in a timely manner in order to ensure contract execution for the start date of January 1, 2022.

### Eligibility Requirements

Applicants submitting proposals must have a minimum of four years of recent (within the last 7 years) full-time experience in conducting evaluation studies within the K-12 education setting.

#### Good Standing

In addition to the minimum experience requirement mentioned above, any potential contractor must be in good standing with the State of California in order to submit a proposal for the purposes of this Solicitation of Proposals. As part of the screening process (prior to the reviewing and scoring process), the CDE will check any contractor evaluations on file with the State of California. If performance by the applicant as a previous contractor for the State of California was unsatisfactory, they will be deemed ineligible.

### Proposal Review and Evaluation

Each proposal will be read and scored by at least two reviewers.

Only proposals receiving a Sufficient, Comprehensive, and Outstanding quality designation by two readers will be asked to participate in an interview to be scheduled **November 19, 2021. Note: All applicants need to be available for an interview on this date.** If during the review and scoring process two readers do not calibrate on the quality of the proposal, a third reader will be asked to read and score the application to determine the final quality score.

**Outstanding quality**–Answered questions and provided an exceptional workplan with information that was insightful with full details. The answers demonstrated the evaluator’s advanced understanding of the California System of Support, the Dashboard, Differentiated Assistance, and purpose of the evaluation. Additionally, the proposal clearly and fully described the advanced experience and expertise of the evaluator in the area of K-12 education, and a full plan of the work.

**Comprehensive quality**– Answered questions and provided a workplan with responses that demonstrated the evaluator’s full understanding of the California System of Support, the Dashboard, Differentiated Assistance, and purpose of the evaluation. Additionally, the proposal clearly described the experience and expertise of the evaluator in the area of K-12 education.

**Sufficient quality**–Answered questions succinctly and provided a workplan that demonstrated the evaluator’s proficient understanding of the California System of Support, the Dashboard, Differentiated Assistance, and purpose of the evaluation. Additionally, the proposal could have more clearly described its experience and expertise in the area of K-12 education.

**Developing quality**–Answered questions and provided a work plan; however, some answers did not fully address the questions and/or were vague, and showed a basic understanding of the California System of Support, the Dashboard, Differentiated Assistance, and purpose of the evaluation. Additionally, the proposal could have more clearly described its experience and expertise in the area of K-12 education.

**Weak quality**–Answered questions with answers that seemed general and inadequate for the needs of this evaluation to be conducted.

### Required Signatures in Blue Ink and Assurances

An original, hard copy, “wet” signature, **using blue ink**, is required on the application Cover Page from the organization Contract Designee and is due at the time of application submittal to the CDE by Friday, November 12, 2021 by 4 p.m. . **Signature stamps, electronic stamps,** or any form of **reproduced stamp** will not be accepted. Applications without a valid Designee signature **will be disqualified**. Original signatures on the Cover Page represent a certification that all of the forms submitted through this Solicitation of Proposals have been reviewed, acknowledged, and completed and will be binding and enforceable upon the applicant. All applicants are required to retain copies of signed documents for their records and for audit purposes.

### Cancellation, Modification, Rejection, Waiver and Disqualifications

1. The CDE reserves the right to cancel the solicitation and evaluation. The CDE is not required to award a contract.
2. The CDE may modify this Solicitation of Proposals by posting an addendum at <http://www.cde.ca.gov/fg/fo/r8/solicitationofproposalsrfp.asp.>
3. The CDE reserves the right to reject any or all proposals for any reasonable cause or reason. Such reasons for rejection include, but are not limited to: conditional or incomplete proposals, proposals containing alterations of form or other irregularities, proposals that do not address all stated requirements or that are otherwise unresponsive, proposals that do not meet technical standards, proposals from an applicant who has a conflict of interest or an unresolved dispute with the CDE, SBE or CCEE, proposals that include the costs for developing proposals or other costs incurred prior to the effective date of the contract, proposals that contain various options or alternatives, and proposals submitted from applicants for whom there is a risk of potential collusion.
4. The CDE, at its sole discretion, reserves the right to waive immaterial defects, request applicants to correct an immaterial defect or provide clarification at any time during the solicitation and evaluation process. The CDE’s waiver of an immaterial defect shall in no way modify the RFP document or excuse the applicant from full compliance with all requirements, if awarded the contract.
5. The following items will disqualify applications:
* Application due date: Any proposal received past the due date of 4 p.m. on Friday; November 12, 2021 **will be disqualified.** Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.
* Any applicants with an unsatisfactory performance evaluation for a previous contract with the State of California **will be disqualified.**
* Application Cover Page: Any application without an original Designee “wet” signature, **using blue ink**, **will be disqualified**.
* Applications must be submitted complete. Any submittals with any missing proposal sections or unanswered questions **will be disqualified**.
* Any other failure to comply with the requirements of this Solicitation of Proposals. Before submitting documents, each applicant should carefully proof-read its proposal for errors and adherence to the solicitation requirements.

### Proposal Requirements

Each proposal submitted must contain all the required items described in this section. Any proposal that does not include all the required items may be disqualified from consideration. Proposals should not exceed 15 pages excluding any resumes/curriculum vitae of identified personnel. Proposals can utilize tables and/or bullets to more clearly demonstrate main ideas. Proposals should be organized and submitted according to the order outline in the Proposal Checklist (Section XV).

Proposals submitted should provide the framework for the evaluation of Differentiated Assistance. Proposal questions allow the space to demonstrate the experience and expertise needed to provide a timely, high-quality evaluation, and report with insight and recommendations.

#### Proposal Elements

Provide complete responses to the following elements of the evaluation project.

1. Description of Organization and Experience (50% weighted score)
	1. Include the name and contact information for your organization (address, telephone number, fax number), as well as the name and contact information (telephone number and email address) of the principal contact for your application. Provide a brief history of the organization, including:
		* Number of years in business/practice
		* Senior member(s) and length of association
		* Whether the organization may have been known by a different name while under substantially the same management
		* Location of office where project team members will design and oversee the evaluation program
		* List of basic services generally provided by the organization
	2. Describe and demonstrate the organization’s capacity and ability to perform and administer all activities related to this project, including but not limited to evaluation research, study design and implementation, and high-stakes research projects, particularly those related to K-12 education.
	3. What is the organization’s understanding of the California education policies, especially those associated with the LCFF, the Dashboard, the System of Support, and Differentiated Assistance?
	4. What is the experience of the proposed project lead personnel that will demonstrate the organization’s qualifications and a description of the key work each will be performing as part of this project? Current resumes for key personnel must be included in the proposal per the Required Application Checklist (Attachment 1) and will not be counted in the page limits. Note: If selected and a contract executed, the assigned personnel, including the project lead, cannot be changed or substituted without a contract amendment.
2. Proposed Project Workplan (30% weighted score)

Based on the evaluation and project tasks outlined in **Section IV. Funding and Scope of Work**, describe in detail the workplan to accomplish the examination of the state’s current accountability structures for Differentiated Assistance from 2017-18 to 2021-22. At a minimum the workplan shall include the following:

* + 1. Time estimates for each significant segment of the work;
		2. Descriptions of how and which data will be collected and evaluated;
		3. The number of staff to be assigned (including supervisors where appropriate); the level of each of the staff members to be assigned; and any specialists or subcontractors who will be assigned; and
		4. Descriptions of how information and updates will be shared with the CDE during the project.
		5. Description of how the applicant will approach the design, data collection, analysis, and reporting as laid out in the requirements.
1. Proposed Budget and Costs (20% weighted score)
2. Provide an annual breakdown of the proposed fees and costs (including organization personnel) for the evaluation program. The total project cannot exceed $400,000.
3. Describe Applicant’s willingness to commit to the estimate provided, and what factors may influence the estimate in the event of programmatic changes. The budget should use the following budget lines and descriptions with totals:

| **Budget Classification** | **Description** | **Total** |
| --- | --- | --- |
| 1000/2000 | Personnel/Salaries | [Insert Total] |
| 3000 | Benefits | [Insert Total] |
| 4000 | Supplies | [Insert Total] |
| 5000 | Services, travel, Subcontracting\* | [Insert Total] |
| Indirect Costs | Percent of Indirect Costs | [Insert Total] |
| Total | N/A | [Insert Total] |

Subcontracting should not exceed 25 percent of the total contract costs and must be justified.

1. Conflict of Interest (Not scored or rated, but required. Failure to include may lead to a disqualification)
	* 1. Disclose any past or current business or other relationship with the CDE, CCEE (including CCEE Governing Board members), or (SBE) (including staff or board members).
2. References (Not scored or rated, but required. Failure to include may lead to a disqualification)
3. Provide a list of clients (including name, address, email address, and telephone number of contact person, as well as a description of the work performed) for whom Applicant has performed similar services.

### Payment and Invoicing Schedule

Once a contract has been executed as part of this Solicitation for Proposal it will contain the final and binding payment and invoicing terms. Generally, once work has begun, the contractor may submit invoices in arrears for work actually performed for CDE’s review, approval, and payment. Invoices shall be addressed to the named CDE contract monitor on a quarterly basis. The CDE will process properly submitted and undisputed invoices within 45 days of receipt. Each invoice is subject to a 10 percent withholding that will be released to the contractor after all services have been satisfactorily provided by the contractor and accepted by the CDE contract monitor and the contract is otherwise fully performed and concluded.

### Appeals

Applicants who wish to appeal the email notification of the CDE screening disqualification decision must submit a Letter of Appeal to the CDE within 15 days of the CDE’s action. **Appeals are limited to the ground that the CDE’s action(s) violate(s) a state or federal statute or regulation.** The professional judgment of the application reviewers will not be considered on appeal absent a showing that the CDE violated a state or federal statute or regulation. An applicant may be represented by counsel.

The Letter of Appeal must have an original, hard copy, “wet” signature, **using blue ink**, from the Authorized Signature or the Designee. The appeal should be mailed to:

Student Achievement and Support Division

Attn: Lindsay Tornatore, Director

California Department of Education

Re: Solicitation of Proposal Appeals— DA Evaluation

1430 N Street, Suite 6208

Sacramento, CA 95814

**The CDE must receive the Letter of Appeal** **within 15 calendar days of the email notification of disqualification posted on the CDE web page. Emailed letters of appeal will not be accepted.**

The Letter of Appeal shall include:

1. A clear and concise statement of the action being appealed;
2. The legal authority (statute and or regulation) replied upon for the appeal positions;
3. The specific evidence being submitted to support the appeal; and
4. The specific remedy sought.

## Attachment 1 – Required Proposal Checklist

Each of the items listed below must be included in both the hard copy and electronic emailed copy of the proposal submitted per section **I.** **Critical Dates for the Application Process** or the proposal will be DISQUALIFIED.

**The original proposal packet must be received by the CDE by 4 p.m. on Friday, November 12, 2021. Postmarks will not be accepted. Mail the application packet to the address below. Additionally, an electronic copy of the proposal packet must be submitted to the CDE at** CASystemofSupport@cde.ca.gov **also by 4 p.m. on Friday, November 12, 2021. Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.**

* This Application Checklist (all items are included and **page signed in blue ink**)
* Cover Page (Attachment 2) signed with “wet signature” in blue ink by contract designee (refer to section XII. Required Signatures in Blue Ink)
* Complete Proposal (must contain all the required elements listed below per section IX, Proposal Requirements)
	+ Description of Organization and Experience
	+ Proposed Project Workplan
	+ Proposed Budget and Costs
	+ Conflict of Interest
	+ References
	+ Proposal does not exceed 15 pages (excluding any resumes/curriculum vitae of identified personnel).

By signing this Application Checklist, I am affirming that this proposal is complete. I understand that incomplete submittals with any missing proposal requirements per section VIII. Cancellation, Modification, Rejection, Waiver and Disqualifications **will be disqualified**.

Name and Title: [Insert Name and Title]

Organization: [Insert Organization]

Contract Designee Signature: [Insert Designee Signature]

Date: [Insert Date]

## Attachment 2 – Application Cover Page

**Solicitation of Proposals**

**Independent Evaluation of the Technical Assistance and Intervention Provided to Local Education Agencies for Differentiated Assistance**

**Mail to:**

Student Achievement and Support Division

California Department of Education

Attention: Anissa Sonnenburg

1430 N Street, Suite 6208

Sacramento, CA 95814

**Email proposal copy to:**

CASystemofSupport@cde.ca.gov

Organization Name: [Insert Organization Name]

Federal Employer Identification Number: [Insert Federal Employer Identification Number]

Contract Designee Name: [Insert Contract Designee Name]

Contract Designee Professional Title: [Insert Contract Designee Professional Title]

Contract Designee Address: [Insert Contract Designee Address]
Contract Designee City, State, Zip Code: [Insert Contract Designee City, State, Zip Code]

Contract Designee Telephone Number: [Insert Contract Designee Telephone Number]

Contract Designee Email Address: [Insert Contract Designee Email Address]

I hereby certify that I have read, acknowledge, and agree to the terms as stated in the Solicitation of Proposals, as well as on all forms contained herein not requiring individual signature. I also understand that if the proposal receives a passing score, a representative(s) of the organization that have full knowledge of the proposal need to be available for an interview on November 19, 2021.

Contract Designee Signature (wet signature required in blue ink: [Insert Contract Designee Signature]

Date: [Insert Date]

## Attachment 3 – Scoring Rubric

**Proposal Element: Organization and Experience (with 50 percent weighted score)**

| **Outstanding** **10 points** | **Comprehensive** **8 points** | **Sufficient** **6 points** | **Developing** **4 points** | **Weak** **2 points** |
| --- | --- | --- | --- | --- |
| The proposal clearly and fully described the advanced experience, understanding, and expertise of the evaluator in the area of K-12 education, including knowledge of the LCFF, the Dashboard, the System of Support, and Differentiated Assistance. The experience of the proposed project lead personnel demonstrates the organization is highly qualified.  | The proposal fully described the experience, understanding, and expertise of the evaluator in the area of K-12 education, including knowledge of the LCFF, the Dashboard, the System of Support, and Differentiated Assistance. The experience of the proposed project lead personnel demonstrates the organization is highly qualified.  | The proposal was complete but could have more clearly described the experience, understanding, and expertise of the evaluator in the area of K-12 education. The experience of the proposed project lead personnel demonstrates the organization is qualified.  | The proposal did not fully address the questions and/or were vague, and showed a basic understanding of K-12 education. The experience of the proposed project lead personnel is lacking. | The proposal included answers that seemed general and inadequate for the needs of this evaluation to be conducted. |

**Proposal Element: Proposed Project Workplan (with 30 percent weighted score)**

| **Outstanding** **10 points** | **Comprehensive** **8 points** | **Sufficient** **6 points** | **Developing** **4 points** | **Weak** **2 points** |
| --- | --- | --- | --- | --- |
| The proposal clearly and fully described a detailed and thoughtful workplan with realistic time estimates, full details on how and which data will be collected, and clearly stated staff assignments. Additionally, the proposal gave a clear description of how evaluator will communicate with the CDE during the project and its approach to the design, data collection, analysis, and reporting as laid out in the requirements. | The proposal described a detailed and workplan with realistic time estimates, details on how and which data will be collected, and clearly stated staff assignments. Additionally, the proposal gave a clear description of how evaluator will communicate with the CDE during the project and its approach to the design, data collection, analysis, and reporting as laid out in the requirements. | The proposal was complete but could have more clearly described a workplan with realistic time estimates, details on how and which data will be collected, and clearly stated staff assignments. Additionally, the proposal gave a description of how evaluator will communicate with the CDE during the project and its approach to the design of the project. | The proposal did not fully address the questions and/or were vague, and showed a basic understanding of a project workplan. | The proposal included answers that seemed general and inadequate for the needs of this evaluation to be conducted. |

**Proposal Element: Proposed Budget and Costs (with 20 percent weighted score)**

| **Outstanding** **10 points** | **Comprehensive****8 points** | **Sufficient** **6 points** | **Developing** **4 points** | **Weak** **2 points** |
| --- | --- | --- | --- | --- |
| The proposed budget clearly and fully described a detailed annual breakdown of the proposed fees and costs using budget line items and full descriptions. The total project budget did not exceed $400,000. | The proposed budget described a detailed annual breakdown of the proposed fees and costs using budget lines and full descriptions. The total project budget did not exceed $400,000. | The proposed budget was complete but could have provided a more descriptive budget. The total project budget did not exceed $400,000. | The proposed budget did not fully address the needs of the project and lacked details. | The proposed budget was general and inadequate for the needs of this evaluation to be conducted. |