



MT. DIABLO
UNIFIED SCHOOL DISTRICT

PURCHASING & WAREHOUSE DEPARTMENT
2326 Bisso Lane, Concord, California 94520

REQUEST FOR PROPOSAL

#1950

2025 EXPANDED LEARNING PROGRAM SERVICES

**FOR
MT. DIABLO UNIFIED SCHOOL
DISTRICT**

DATE DUE: April 24, 2025 11:00 a.m.



NOTICE OF REQUEST FOR PROPOSALS
RFP #1950
2025 EXPANDED LEARNING PROGRAM SERVICES
FOR MT. DIABLO UNIFIED SCHOOL DISTRICT

The Mt. Diablo Unified School District (“District”) is requesting submission of Request for Proposals (“RFP”) from qualified firms, partnerships, corporations, associations, persons, or professional organizations (“Firm(s)”) for **RFP # 1950: 2025 Expanded Learning Programs for Mt. Diablo Unified School District**. RFP respondent(s) may be selected as a pool for this RFP.

RFP documents and specifications may be reviewed and/or downloaded from the Mt. Diablo Unified School District Website at: www.mdusd.org; go to Departments, Business Services, Purchasing & Warehouse, Bidding & Auction Information Tab. The IP address is as follows: <https://mdusdorg.finalsite.com/departments/business-services/purchasing-warehouse/bidinformation/non-construction-bids>.

Interested companies are invited to submit their original Proposals as described below to: **Mt. Diablo Unified School District, Attn: RFP#1950, Purchasing Department, 2326 Bisso Lane, Concord, CA 94520**. Facsimile (Fax) and digital copies of proposals will NOT be accepted.

This is a formal request for RFPs, but it is not an offer by the District to contract with any firm responding to this RFP. The District seeks to work with contractors that will collaborate with us to meet its needs to **provide expanded learning program services for Mt. Diablo Unified School District**.

Sealed Proposals must be received by 11:00 a.m. on Thursday, April 24, 2025. The district will not accept submittals received after this date and time. There will be no public RFP response opening on this RFP.

The District reserves the right to waive any informalities or irregularities in received submittals. Further, the District reserves the right to reject any submittals and to negotiate contract terms with one or more respondent firms for one or more of the work items. The District retains the sole discretion to determine compliance issues and whether a respondent is responsive, responsible and qualified.

Dr. Adam Clark
Board Clerk

Publication: Contra Costa Times March 27, 2025 and April 1, 2025



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**SECTION 1
GENERAL INFORMATION**

1.1 Purpose

Mt. Diablo Unified School District (hereafter, the District), is accepting proposals from qualified individuals, firms, partnerships, and corporations having specific experience in the area(s) identified in this Request for Proposal.

1.2 Objective

The objective is to enter into contracts with the selected Contractors to provide Expanded Learning Program Contract Services as identified by the Director of Strategic Supports and Interventions.

1.3 Method of Source Selection

Any questions regarding this bid should be submitted in writing either **by email** on company letterhead or company email to: **Elizabeth McClanahan, Director of Purchasing and Warehouse, Email: mcclanahane@mdusd.org**, Phone: (925) 825-7440 ext. 3740, **no later than 3:00 p.m. on April 17, 2025**. All questions will be answered and copies of both the questions and answers will be posted to the District’s designated web site for this Request for Proposal. An addendum to this bid may be issued if additional clarifications or information are necessary.

Failure of any bidder to receive or examine any form, instrument, addendum, or other bid document shall not relieve any bidder from any obligation with respect to his bid or to the contract. Submitting a bid shall be taken as conclusive evidence of compliance with this condition. Failure to meet this condition may result in rejection of any bid offered.

Projected Time Table

RFP/P Posting on District Website	Thursday, March 27, 2025
First Advertising Run Date	Thursday, March 27, 2025
Second Advertising Run Date	Tuesday, April 1, 2025
Final Question Submission Deadline	Thursday, April 17, 2025
Question and Answer Posting Response by 11:00 am	Monday, April 21, 2025
RFP/P Responses DUE by 11:00 am	Thursday, April 24, 2025
Anticipated Board Approval	Wednesday, May 14, 2025



The District must obtain approval from Mt. Diablo Unified School District Board of Trustees to enter into a contract or agreement with the Contractors for this project. The anticipated contract award date is **May 15, 2025**.

Term of the Contract: Three years, July 1, 2025-June 30, 2028, with two one-year options to renew, 2028-29 and 2029-30 for a maximum of five years.



SECTION 2

OVERVIEW OF MT. DIABLO UNIFIED SCHOOL DISTRICT, EXPANDED LEARNING PROGRAMS, AND DIVISION

2.1 General Overview of MDUSD

Mt. Diablo Unified School District (MDUSD), a TK-12 district located in Contra Costa County, California, is honored to serve more than 29,000 students at one of more than 56 school sites. The district spans 150 square miles and serves 9 municipalities including the cities of Concord, Pleasant Hill, Clayton, portions of Walnut Creek and Martinez, and the unincorporated areas of Lafayette, Clyde, Pacheco, Pittsburg, and Bay Point. As part of a richly diverse community, MDUSD families represent numerous ethnic communities, speaking nearly 50 different languages and dialects.

Student Diversity: Hispanic 41.8%, White 27.38%, Asian 8.73%, Filipino 3.46%, African American 3.23%, Pacific Islander .7%, American Indian/Alaskan Native .09%, two or more races 10.86%, and unreported 3.75%.

District Schools:

- High Schools – 5
- Alternative Schools and Programs – 14
- Middle Schools – 9
- Language Academy (Grades TK-8) – 1
- Elementary Schools – 27
- Adult Education Centers – 2

Learn more about us at www.mdusd.org.

MDUSD EXPANDED LEARNING PROGRAM

MDUSD has an increased need for expanded learning program contract providers to support the changing and diverse needs of our students and their parents/guardians.



2.2 Overview of Mt. Diablo Unified School District (MDUSD) Expanded Learning Programs:

The District Expanded Learning Programs strive to create and sustain welcoming environments where children and youth can access expanded learning opportunities and integrated education, health, cultural, and enrichment programs outside of school hours throughout the regular school year.

The District operates Expanded Learning Programs at 21 elementary and middle schools and two high schools. Over 3,000 students across 23 target schools participate in expanded learning programs from Monday - Friday until 6:00 pm. In these valuable after-school hours, students engage in academic and enrichment opportunities and youth development activities that foster their physical health and social-emotional learning/well-being and support their academic achievement. To meet these goals, the quality and success of the District's expanded learning programs is critical.

The District expanded learning and intersession/summer programs offer critical support to schools, students, and their families. In addition to providing children and youth with sanctuary, quality expanded learning programs support students academically and socially. District expanded learning programs serve a large proportion of youth who typically benefit from additional learning support, including students from economically disadvantaged households. Over 70% of students enrolled in our programs are identified as Unduplicated (Free and Reduced lunch, Foster Youth, and/or Multilingual Learner), comprising of 281 students receive Special Education services/support, 61 students receive Section 504 services/support, Gender: 49% Male, 51% Female, Ethnicity: 57% Latino, 32% White, 12% Asian, 12% African-American, 6% Filipino, 2% Hawaiian / Pacific Islander, 2% American Indian / Alaskan Native.

The District invites interested organizations to respond with proposals to serve a contractors in designing, planning, administering, and operating effective, high-quality comprehensive expanded learning programs in up to 21 targeted schools for students in grades TK-8 (2025/26 MDUSD Expanded Learning Program Schools & Proposed Targeted ADA. The District will be responsible for operating the 2 high school programs.

The Contractors will commit to providing expanded learning during the school year and supplemental programs (summer and intersession) that complement the regular school day program and support our priorities. to improve student achievement, health, and well-being. MDUSD is committed to providing engaging, inclusive, and safe expanded learning opportunities for students in MDUSD. Aligned with MDUSD's purpose, the district is committed to serving underserved communities to increase access and opportunities and close the achievement gap.

As outlined in MDUSD's Local Control Accountability Plan (LCAP), the district's goals are:



- **Goal 1:** *All students will receive a high-quality education in a safe and welcoming environment with high expectations and rigorous instruction according to the California State Standards that prepare them for college and their careers.*
- **Goal 2:** *Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds, ensuring they are college—and career-ready when they graduate.*
- **Goal 3:** *Families and communities will be informed and empowered as partners with Mt. Diablo Unified School District to support student learning and improve student outcomes.*
- **Goal 4:** *Focus scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and emerging bilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive partnerships between the students, families and staff.*
- **Goal 5:** *All students at Crossroads High School and Olympic High School will demonstrate a 6% increase in attendance rate and a 6% increase in on-pace graduation rate by June 2026, leading to an increase of 6% in graduation rates.*

2.3 MDUSD Expanded Learning Division

The Mt. Diablo Unified School District (MDUSD) Expanded Learning Division provides support, coordination, and alignment to expanded learning Contractors serving the 21 targeted TK-8 schools. Targeted TK-8 schools are located on sites with a high percentage of unduplicated students (Homeless, Foster Youth, English Learners, socioeconomically disadvantaged). Collaborative meetings with the Contractors are held weekly / bi-weekly to improve ongoing program implementation, staff development, recruitment, student support, and family engagement. The Expanded Learning Program design and evaluation is based on the MDUSD ASES ELOP Aligned Program Plan Guide, which states that regular participation in high-quality Expanded Learning programs benefits youth and contributes to other positive outcomes. The MDUSD Expanded Learning Division provides support for the overall program design and administration of after-school and intercession/summer programs by providing guidance related to fiscal and operational compliance, funding requirements, data tracking, and professional development to support the alignment of the after-school and intercession/summer program with school day initiatives



SECTION 3 SCOPE OF THE WORK

Introduction:

Mt. Diablo Unified School District (hereafter the District) seeks qualified Contractors who will work with the Director of Strategic Supports and Interventions and the Expanded Learning Program Division to develop robust and engaging activities for our Expanded Learning Program.

Scope of Work:

The District is currently seeking to procure Contractors who shall provide Expanded Learning services in designing, planning, coordinating, and operating an effective and high-quality after-school and intercession/summer program that aligns with the District's MDUSD ASES ELOP Aligned Program Plan Guide, the *Quality Standards for Expanded Learning.pdf, and MDUSD LCAP Goals.

The key elements in this RFP include:

Program Scope:

- **Serve students in grades:** TK-8 serving 180 school days and 30 identified intercession/summer days.
- **Number of Priority Schools:** 18 elementary and 3 middle (Programs are located on sites with a high percent of unduplicated students (Homeless, Foster Youth, English Learners, Socioeconomically disadvantaged).
 - 2024/25 MDUSD Expanded Learning Program Schools & Targeted ADA
- **Provide educational and enrichment opportunities.**

Collaborative Approach between District and Lead Agency(s):

- The Contractors will need to collaborate and adhere to the MDUSD ASES ELOP Aligned Program Plan Guide to ensure a cohesive and integrated approach.
- If MDUSD selects to collaborate with multiple agencies, clear communication and coordination will be key to ensure that agencies are aligned regarding district goals, responsibilities, and protocols.
- Understand and comply with requirements outlined in Expanded Learning, Exhibit A.



3.1 OPERATIONAL OVERSIGHT

The District's Expanded Learning programs and goals align with grant requirements. The grants provide guidelines for a comprehensive expanded learning program during the school year, intersession days, and summer program. The program consists of a balance of academic and enrichment activities, including daily physical activity components. The funds cannot be used to supplant school-day activities.

To meet After School Education and Safety (ASES) Funding Requirements at the 21 target schools, Expanded Learning programs must include the following:

- An educational and literacy component to provide tutoring and/or homework assistance
- Educational enrichment component
- Daily physical activity/recreation component
- Serve students daily, free to all unduplicated students
- The ASES legislation intends for elementary students to attend the program five (5) days per week. Elementary and Middle School After-School Programs must operate five days a week for at least 15 hours, commencing immediately after the regular school day and running until at least 6 p.m.

To meet Expanded Learning Opportunity Program (ELOP) Funding Requirements:

- Programs must operate hours that, combined with the school day instructional program, equal a minimum of 9 continuous hours on every regular instructional day. (School day hours count toward the 9 hours)
- Support TK-6th grade students
- Provide a program for 180 school days & 30 intersessions/summer days
- Must offer the program to all unduplicated TK-6 grade students
- Parallel ASES Compliance Reporting
- ELOP funding can not be used to provide school-day support (CDE Guidance)
- The legislation establishing the ELOP intends for Local Educational Agencies to offer all unduplicated pupils in classroom-based instructional programs access to comprehensive after-school and intersession/summer expanded learning opportunities. As defined in Section 42238.02, unduplicated pupils are given first-priority enrollment in the ELO Program.



Additional Program Requirements:

- Expanded Learning Contractors and school sites are expected to implement reasonable accommodations under Section 504 of the Americans with Disability Act to support MDUSD's students with disabilities. The standard for reasonableness must be determined on a case-by-case basis and aligned with MDUSD Expanded Learning Reasonable Accommodations (MDUSD Special outlines the process).
- The Contractors must adhere to and align with all Mt. Diablo Unified School District (MDUSD) safety policies and procedures
- The Contractors must utilize MDUSD's Student Nutrition meal program to provide after-school nutrition, follow all Food Service protocols and guidelines, and complete all related paperwork accurately and in a timely manner, as required by the federal meal program and MDUSD.
- All foods used in the program, including those used for cooking classes, must meet the nutrition standards in the District's Wellness Policy and Nutrition Guidelines. Food Products shall be free of prohibited additives. Sugar-sweetened beverages shall not be sold or served by Contractors to MDUSD students, staff, or families at any time on district property.
- The Contractors must provide required documentation to the District upon request for evaluation, audit, program monitoring, Categorical Program Monitoring (CPM) and/or other review processes.
- The Contractors shall not use confidential student data for any purpose other than providing services to the District pursuant to this Agreement.

3.2 ENROLLMENT AND ATTENDANCE MONTERING

Enrollment: Approved Contractors must be familiar with CDE guidelines of ASES and ELOP Programs when working with a unique population defined as foster youth, McKinney-Vento, Multilingual Learner, and students that qualify with free-reduced lunch status. Contractors must prioritize enrollment for any child that is homeless, defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care.

Contractors will work with the District to align and follow MDUSD expanded learning enrollment policies, which include, but are not limited to, enrollment priorities, application process, acceptance notification, waitlist procedures, behavior guidelines, parental expectations, student expectations, and procedure for removing students from expanded learning programs. Contractors must provide the written enrollment policy to all families who apply for the program.



- The District has identified 2025 Expanded Learning Program Enrollment Criteria and priority for determining student enrollment.
- The intent of the legislation in establishing the Expanded Learning Opportunities Program (ELO Program or ELP) is for Local Educational Agencies to offer all unduplicated pupils in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities. First priority enrollment is given to students who are identified by the program as unhoused youth and students who are identified by the program as being in foster care. (EC sections 8483(c)(1)(A), 8483.1(d)(1)(A)) followed by unduplicated students

Enrollment Reports:

- Contractors will provide the District quarterly reports showing that the program was offered to all unduplicated pupils. The report shall document the outreach conducted using culturally and linguistically appropriate communication channels. Examples include, but are not limited to, the website, email communication, handouts, announcements, etc.

Attendance Expectations:

Contractors must be aware of all required attendance submission protocol and procedures to ensure good standing status with the District and CDE. All attendance documentation shall be monitored and managed for accuracy by the Contractors, Site Coordinator, and occasional audit requests by the District and CDE. This includes accurate completion and daily maintenance of student sign in/out sheets, weekly inputting and submission of attendance data into the Mt. Diablo Unified School District (MDUSD) online attendance system, and monthly submission of scanned electronic attendance records to the MDUSD Expanded Learning Division. Contractors are also responsible for conducting internal audits of attendance records to ensure that program sites maintain accurate, verifiable data on student attendance. All program records must be maintained for five years for auditing purposes.

Attendance Reports:

- Attendance Reports. Contractors will provide the District with monthly attendance reports using the Mt. Diablo Unified School District (MDUSD) online attendance system and will maintain required attendance reports, including completing mandatory monthly reports.
- Accuracy. Contractors must ensure the accuracy of all attendance data submitted. They may be held liable for any attendance errors and/or discrepancies that result in monies returned or paid back to the District and/or the California Department of Education.
- Elementary and middle school after-school programs must operate 5 days/week, for at least 15 hours/week, commencing immediately at the end of the regular school day and running until at least 6 p.m. The legislation intends those elementary students attend the



program five (5) days per week. In order to develop an age-appropriate after-school program for middle or junior high school pupils, programs established pursuant to this article may implement a flexible attendance schedule for those pupils.

- The District has established Early Release and Late Arrival Policies, and required documentation (EC 8483(a)(1)) that must be implemented at each expanded learning and intercession/summer program attendance. *Exhibit A* of the contract outlines further details of required hours and attendance expectations.

Contractors that fail to meet calculated attendance will trigger California Department of Education intervention and contract funding levels may be reduced. Schools must earn 85% of average daily attendance to be in good standing for full funding. Failure to achieve attendance targets may result in a contractor being removed from the MDUSD approved Contractors list.

3.3 STAFFING

- The Contractors must ensure that all staff members directly supervising pupils meet the minimum Proposal district requirements for an instructional aide, pursuant to the district's policies (EC 8483.4).
- The student-to-staff ratio must not exceed twenty-to-one (20:1) for Grades 1st - 5th students (EC 8483.4.); except that ELOP programs serving transitional kindergarten and/or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1 (10:1).
- The Contractors and any subcontractors must comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as Mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code sections 11164 – 11174.
- The Contractors will participate in technical assistance, training, orientation, monthly meetings, and other support and resource development activities provided by the District and collaborative partners in program planning, implementation, and evaluation. These include regular meetings (attendance required) with the Expanded Learning Division Administrators to ensure collaboration with the school's programs. The Contractors understand and agree to participate in all meetings facilitated by the District to address program success, areas of concern, contractual issues, and general troubleshooting. (EC 8483.3(c)(4)).
- The contractors are responsible for hiring, retaining, and providing professional development opportunities for qualified staff to provide services to MDUSD students in a culturally and linguistically competent and age-appropriate manner, focusing on youth development strategies.



3.4 DOCUMENTATION, EVALUATION, AND MONITORING

The Contractors are expected to provide MDUSD with the required documentation upon request for evaluation, audit, investigations, program monitoring, Categorical Program Monitoring (CPM), or other review processes.

Data Collection and Analysis:

Work with the District to collect and analyze data on student enrollment, attendance, academic performance, student satisfaction, and parent satisfaction. The Contractors will conduct such data collection and analysis activities in conformity with this Agreement. The Contractors shall only access and use confidential student information for performing duties on behalf of MDUSD under this Agreement, or with prior written parent consent, or other provision of federal and state law permitting access to confidential student information. The Contractors shall not use confidential student data for any purpose other than providing services to the District pursuant to this Agreement.

Quality Action Plan: Continuous Quality Improvement (CQI):

The Contractors will develop a Quality Action Plan (QAP) annually with the District and school site administrators.

Accountability and Monitoring Documents:

The Contractors will provide to the District the requested program accountability documents and reports, including, but not limited to:

- Financial reports
- Documentary evidence that any staff who will directly supervise pupils meets the instructional aide Proposal pursuant to the Education Code.
- Additional reports and documentation for monitoring purposes.
- All records, including attendance, hard copies, payroll, and financial documents, must be maintained by the Contractors and made available for District review for five (5) years.

Invoicing:

The Contractors will abide by fiscal CDE and District Guidelines to submit monthly invoices that include but are not limited to:

- Total number of students served for the month
- Average daily attendance (ADA) of student participants
- Cost per student based on ADA for the month.

The Contractors will use the District Invoice Template to submit all monthly invoice accounting documents.



3.5 PROGRAMMATIC OVERSIGHT

The District's expanded learning program aims to support student success in school through academic support, social-emotional development, and educational enrichment. Collaboration among the district, school site administrator, and Contractors is integral to developing an effective expanded learning program aligned with the district's LCAP.

The District's expanded learning program must include the following program components:

- Educational and literacy elements must provide tutoring and/or homework assistance to help students meet state standards in one or more core academic subjects: reading/language arts, mathematics, history, and social studies. (EC 8482.3(c)(1)).
- Educational enrichment elements may include but are not limited to positive youth development strategies, recreation, and prevention activities. Such activities involve the visual and performing arts, music, STEM, physical activity, health/nutrition promotion, general recreation, career awareness and work preparation, community service-learning, and other youth development and leadership activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum. (EC 8482.3(c) (2))
- Physical and health activity element.
- Programs must operate a minimum of fifteen (15) hours per week, structured at least three hours per day during the school year and nine hours per day during intercession/summer programs.
- The Contractors will provide program components that align with and coordinate with the School's Plan for Student Achievement (SPSA).
- The Contractors will collaborate with the District and other outside agencies/service providers to implement supplemental services for students in math, literacy, sports, and other enrichment opportunities to be determined.

Please note that the list of operational and programmatic compliance requirements above is not exhaustive. The Contractors are expected to know and comply with these and other district, state, and federal requirements not listed here, including but not limited to state and federal laws and requirements outlined in the District Board policies. The Contractors selected to serve a school site must sign the District Independent Services Contract and Exhibit A and be approved by the MDUSD Governing Board.

Organizations that apply to be contractors must comply with all requirements outlined in the Contract, Exhibit A, and this RFP. For example, while a copy of the organization's current insurance coverage is required with this application, should the organization be chosen, it must attain the level of insurance outlined in the contract.



SECTION 4 EVALUATION AND SELECTION

4.0 Submittal Format, Content, and Submission

Proposers shall abide by these format, content, and submission requirements and procedures. The District reserves the right to reject any Submittals that fail to meet these requirements and procedures.

4.1 Submittal Format

Proposers shall use only prescribed forms contained in section 4.2.2 of this RFP. Proposers may copy the forms for use in their submission, but substituted forms or formats are unacceptable.

4.2 Submittal Content

Proposers shall provide the information requested below through the linked form in section 4.2.2 Submittal Submission. This should include information that demonstrates that the Proposer meets the Scope of work requirements specified in Section 3.0 above.

Any material that a Proposer considers as confidential but does not meet the disclosure exemption requirements of applicable public disclosure laws, including but not limited to the California Public Records Act, should not be included in the Proposer's response, as it may be subject to disclosure and made available to the public. By submitting materials in response to this RFP, Proposers are (1) consenting to the release of such materials by the District if requested under any applicable public disclosure laws without further notice to them and (2) agreeing to indemnify and hold the District harmless for such release of the materials.

4.2.1 Minimum Qualifications

Proposers should review the *Minimum Qualifications, Section A*. Any Submittal that fails to demonstrate that the proposing agency meets these minimum requirements as outlined therein will be considered non-responsive and will not be eligible for review for possible award of this RFP.

4.2.2 Submittal Submission

Responses to this RFP must be submitted as stated below to the following address no later than 11:00 a.m., on April 24, 2025. Facsimile (Fax) and digital copies of proposals will NOT be accepted.

- Delivered to:
Mt. Diablo Unified School District
Purchasing & Warehouse Department
Attn: RFP # 1950
2326 Bisso Lane
Concord, CA 94520-4802



- **Copies.** **One original, one copy, and digital copy on USB stick** must be submitted on or before the Submittal Deadline. Consultants shall submit one (1) original proposal marked “MASTER” all required identical copies. Envelopes containing the original and the copies should be sealed and marked with “**RFP 1950**”.
- **Discrepancies.** If discrepancies are found between the copies, or between the original and copy or copies, the original "MASTER" will provide the basis for resolving such discrepancies. If one document is not clearly marked “MASTER”, Mt. Diablo Unified School District reserves the right to use the original as the Master.

4.3 District’s Evaluation / Selection Process

4.3.1 Overall Evaluation Process

This section describes the District's criteria for analyzing and evaluating the Submittals. It is the District’s intent to create a prequalified pool of potential service providers capable of delivering the best overall service packages to meet the District's program standards. The District will select agencies from the prequalified pool to enter into negotiations for the award of contract(s). Proposers should note that being added to the prequalified list does not guarantee a contract award and that being selected for a contract award does not imply acceptance by the District of all the terms of the submittal. The District may negotiate the terms of the submittals prior to finalizing any contract award. This RFP does not in any way limit the District’s right to solicit contracts for similar or identical services if, in the District’s sole and absolute discretion, it determines the pool of contractors are not fully capable of satisfying its needs.

4.3.2 Evaluation Panel

The District intends to evaluate the Submittals generally in accordance with the criteria detailed below. The District will convene a panel whose membership will include people with knowledge of the services requested through this RFP to review, evaluate and score the Submittals.

4.3.3 Evaluation Phases

The evaluation process will consist of the phases specified below with the following allocation of points:

Evaluation Phase	Maximum Points	Comments
Section A. MINIMUM QUALIFICATIONS AND CONTRACT ACCEPTANCE	Pass/Fail	Must pass to continue to the next phase of evaluation
Section B. ORGANIZATIONAL CAPACITY	50	
Section C. STATEMENT OF EXPERIENCE AND PAST PERFORMANCE	50	
TOTAL	100	

Minimum Qualification (Pass/Fail):



The Submittals will be reviewed by the District staff for minimum qualifications. The evaluation results at this phase shall be based on pass/fail criteria. Only those Submittals that meet the minimum qualifications and contract acceptance will be advanced to the next phases of the evaluation. The District has established the minimum qualifications detailed in Section A as required to participate in this opportunity.

Section A: MINIMUM QUALIFICATIONS

Any submittal that does not demonstrate that the proposer meets these minimum qualifications by the deadline for submittals will be considered non-responsive and will not be eligible for consideration for award of this RFP.

1. 2 years of experience providing Expanded Learning Programs to youth in the TK-12 age range.
2. 2 years of experience hiring, retaining, and providing professional development of appropriately qualified staff to provide services to MDUSD students in a culturally, linguistically and age-appropriate manner with a focus on youth development strategies and social-emotional learning.
3. 2 years of experience effectively and consistently engaging a large number of diverse students in high quality expanded learning programs on a school site.
4. 2 years of experience maintaining collaborative relationships with school site leadership in the development and implementation of a quality after school and/or summer program that supports district and school site goals.
5. 2 years of experience partnering with a school community and actively engaging families in support of positive youth outcomes.
6. If offering an after-school program, I agree to operate on an MDUSD school site for every instructional day in accordance with hours outlined in the contract.
7. If offering a summer program, I agree to operate on an MDUSD school site in accordance with the hours and number of days outlined in the contract.
8. I have reviewed the MDUSD sample contract template provided with the Request for Qualifications; if selected as a Lead Agency, I agree to use the contract template provided by MDUSD. No redlining of the contract will be accepted.
9. I have reviewed MDUSD sample contract template and agree to fulfill all compliance and fiscal policies of the Mt. Diablo Unified School District and the California Department of Education, including: agency administration manual; fiscal and personnel policies; cost allocation plans, insurance requirements, etc.



Section B: ORGANIZATIONAL CAPACITY - up to fifty (50) points

1. The extent to which the organization's goals are in alignment with the District's goals, MDUSD's Goals and the Expanded Learning Program's goals. *Total of up to ten (10) points.*
2. The degree to which the organization has experience in the hiring, retention, and provision of professional development to appropriately qualified staff to provide services to MDUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies. *Total of up to ten (10) points.*
3. The extent to which the organization's systems, policies, and/or requirements will ensure that staff provide culturally responsive services to the community they serve including policies and training to support the district's goal of safe and supportive schools. Cultural responsiveness is defined as behaviors, attitudes, and policies that enable effective work in a cross-cultural situation. *Total of up to ten (10) points.*
4. The degree to which the organization will provide administrative support and have the processes in place that the organization will utilize to assure that the contract requirements and program activities are met in accordance with CDE requirements for Expanded Learning Program (hours per day, days per week, attendance process). *Total of up to ten (10) points.*
5. The degree to which the organization has administrative systems in place to provide the necessary infrastructure to ensure that program staff comply with fiscal policies of the MDUSD and CDE, including descriptions of the agency's administrative process with respect to fiscal and personnel policies, budgeting and cost allocation plans and enrollment. *Total of up to ten (10) points.*

Section C: STATEMENT OF EXPERIENCE & PAST PERFORMANCE - up to fifty (50) points

1. The organization's experience in after-school and/or summer programming. *Total of up to twenty (20) points.*
 - a. Number of years and list school sites running after school and summer programs;
 - b. Enrollment policies;
 - c. Parent & family communication;
 - d. Programmatic student experience and how your organization partners with students and families to tailor to the needs of the school community;
 - e. Outreach for focal populations.
2. The organization's application of youth development and social emotional learning strategies for after school line staff for after school supervisors. *Total of up to fifteen (15) points.*
 - a. Describe the framework that your agency endorses
 - b. Describe the training plan and overall follow-up / coaching available to staff
 - c. Please provide samples of the professional development offered at your agency on this topic.



3. The organization’s process to ensure they collaborate with a school site administrator to develop the after-school program plan. *Total of up to fifteen (15) points.*
 - a. Showing process of collaborating with a District for after-school and summer programs.

At the conclusion of the evaluation phases, submittals will be evaluated and scored by a selection committee made up of individuals with expertise in Expanded Learning Programs.

4.4 Contract Award

This Request for Proposals (RFP) for Expanded Learning Programs for After-School & Summer Program Lead Agencies will be awarded to one, or possibly a pool of Respondents. The term of the **RFP shall be a minimum of three years and a maximum of five years beginning July 1, 2025.**

The RFP committee will recommend one or more Respondents to the School Board for consideration of award on **May 14, 2025.**

4.5 Errors and Omissions in RFP

Proposers are responsible for reviewing all portions of this RFP. Proposers are to promptly notify the District in writing, if they discover any ambiguity, discrepancy, omission, or other error in the RFP. Any such notification should be sent by email to Elizabeth McClanahan at mcclanahane@mdusd.org promptly after discovery, but in no event later than **4:00 P.M. (PST) on April 17, 2025.** The email must be a direct email to this address; it cannot be a “reply” or part of a thread. The subject line of the email must state: *RFP #1950 ERRORS AND OMISSIONS IN RFP.* Modifications and clarifications will be made by addenda as provided below.

4.6 Questions and Objections Regarding the RFP

Any questions and/or objections concerning the substance of this RFP including the Scope of Work, requirements, and evaluation criteria must be submitted, in writing, via email to Elizabeth McClanahan at mcclanahane@mdusd.org, by **4:00 P.M. (PST) on April 17, 2025.** The email must be a direct email to this address; it cannot be a “reply” or part of a thread. The subject line of the email must state: **RFP #1950 QUESTIONS** (2025 Expanded Learning Programs). Proposers who fail to do so will waive all further rights to protest, based on these specifications and requirements.



If necessary, a “Questions and Answers” or Addenda document will be developed from all submitted questions and posted on the District’s Non-Construction Bids portal (Business Services, Purchasing & Warehouse, Bid Information, Non-Construction Bids:

<https://www.mdusd.org/departments/business-services/purchasing-warehouse/bid-information/non-construction-bids>.

It is the responsibility of the Proposer to check the portal for the Questions and Answers document and any addenda.

4.7 Change Notices

The District may modify the RFP, prior to the submittal due date, by issuing an addendum, which will be posted on the District’s Non-Construction Bids portal. Proposers shall be responsible for ensuring that their submittals reflect any and all RFP addenda issued by the District prior to the submittal due date regardless of when their submittal is submitted. Therefore, the District recommends that Proposers visit the portal frequently, particularly during the run up to the submittal due date, to determine if they have downloaded any and all addendum/addenda and documents.

4.8 Term of Submittal

Submission of a response to this RFP signifies that the proposed services and fees/cost are valid for 120 calendar days from the submittal due date and that the quoted fees are genuine and not the result of collusion or any other anti-competitive activity.

4.9 Revision of Submittals

A proposer may revise a submittal on the proposer’s own initiative at any time before the deadline for submission of submittals. The proposer must submit the revised submittal in the same manner as the original. A revised submittal must be received on or before the submittal due date. In no case will a statement of intent to submit a revised submittal, or commencement of a revision process, extend the submittal due date for any proposer.

At any time during the evaluation process, the District may require a proposer to provide oral or written clarification of its submittal. The District reserves the right to make an award without further clarifications of submittals received.



4.10 Errors and Omissions in Submittals

Failure by the District to object to an error, omission, or deviation in any Submittal will in no way modify the RFP or excuse the proposer from full compliance with the specifications of the RFP or any contract awarded pursuant to the RFP.

4.11 Financial Responsibility

The District accepts no financial responsibility for any costs incurred by any proposer in responding to this RFP. Submissions of the RFP will become the property of the District and may be used by the District in any way deemed appropriate.

4.12 Reservation of Rights by the District

The issuance of this RFP does not constitute an agreement by the District that any contract will actually be entered into by the District. The District expressly reserves the right at any time to:

- Waive or correct any defect or informality in any response, submittal, or submittal procedure.
- Reject any or all submittals.
- Reissue a Request for Submittals.
- Prior to submission deadline for submittals, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment, or services to be provided under this RFP, or the requirements for contents or format of the submittals.
- Procure any materials, equipment or services specified in this RFP by any other means;
or
- Determine that no project will be pursued.

4.13 No Waiver

No waiver by the District of any provision of this RFP shall be implied from any failure by the District to recognize or take action on account of any failure by a proposer to observe any provision of this RFP.



4.14 PROTEST PROCEDURES

4.14.1 Protest of Non-Responsiveness Determination

Within five (5) working days of the District's issuance of a notice of non-responsiveness, any Proposer who believes that the District has incorrectly determined that its Proposal is non-responsive may submit a written notice of protest. Such notice of protest must be received by the District on or before the fifth working day following the District's issuance of the notice of non-responsiveness. The notice of protest must include a written statement specifying in detail each and every one of the grounds asserted for the protest. The protest must be signed by an individual authorized to represent the Proposer, and must cite the law, rule, local ordinance, procedure, or RFP provision on which the protest is based. In addition, the protestor must specify facts and evidence sufficient for the District to determine the validity of the protest.

4.14.2 Delivery of Protests

All protests must be received by their respective due dates. **Protests must be delivered via email to Elizabeth McClanahan, mcclanahane@mdusd.org.** The email must be a direct email to this address; it cannot be a “reply” or part of a thread. **The subject line of the email must state: RFP #1950 PROTEST (2025 Expanded Learning Programs).** Protests sent by any means or format other than as specified here or that are not received before their respective due dates will not be considered.



SECTION 5 PROPOSAL FORMAT AND CONTENT

Economy of Preparation:

The submission of proposals should be prepared simply and economically, providing a straightforward and concise explanation of capabilities that will satisfy the Request for Proposals (RFP) requirements. Technical literature, including samples of similar work performed and other service providers' support elements, may be included in an optional volume of the RFP. Emphasis should be placed on the completeness and clarity of content when submitting the RFP. Submission of the RFP should be prepared on standard 8-1/2 x 11 paper and with tabs separating the major sections.

1) Cover Letter:

- Identify core team.
- Provide name of contact person, phone number, fax number, and email.
- Summarize consultants' history and projects most relevant to the DISTRICT project.

2) Table of Contents:

- Sections and page numbers for requested information.

3) Executive Summary:

- Responses shall demonstrate how they summarize the consultant's overview of the project and indicate the project's complexity and the consultant's ability to resolve inherent project problems.

4) General Information About Consultant:

- Provide general information as called for in the section entitled Instructions to Consultants. References Submit information regarding three (3) comparable Expanded Learning Program Services that the vendor has completed within the last four (4) years. Provide the contact's name, address, telephone number, and contact person for each reference.

5) Other Information:

- Responses to *Narrative Response Questions (5.1)*
- Consultants are invited to submit other information relevant to the selection process.



5.1 NARRATIVE RESPONSE QUESTIONS

Please respond to the narrative questions below and address the program criteria listed in the right column. Narrative responses should align and connect to [MDUSD ASES ELOP Aligned Program Plan Guide](#), the [*Quality Standards for Expanded Learning.pdf](#), [MDUSD LCAP Goals](#), and *Exhibit A* which will be included in all contracts.

Narrative responses should be submitted to the MDUSD Expanded Learning RFP Narrative. Responses should be in 12pt font and no less than 1.15 spaced. Organizations may include “Optional” attachments after the narrative questions.

<p style="text-align: center;">Questions</p>	<p style="text-align: center;">Program Criteria</p> <p><i>Your responses should consider how you will provide and incorporate the program criteria listed.</i></p>
<p>How will your agency provide a safe and supportive environment for ALL students in the MDUSD Expanded Learning programs that support diversity, access, and equity?</p>	<ul style="list-style-type: none"> ● What training and support will you provide to staff to develop positive relationships and create safe and supportive expanded learning programs? ● Describe how your organization’s systems, policies, and staff will deliver culturally responsive and inclusive services to all students and families aligned with the district’s goal of fostering safe and supportive schools and alternatives to exclusion from programs.
<p>How will your agency provide Active and Engaged Learning, Skill Building, and Youth Voice and Leadership in the MDUSD Expanded Learning programs?</p>	<ul style="list-style-type: none"> ● Describe how you will provide an educational and literacy component which includes: reading/language arts, mathematics, and science, tutoring and/or homework assistance. Share examples of programming and curricula used to improve student learning. ● Describe how you will provide an educational enrichment component. Activities might involve the visual and performing arts, music, STEM, physical activity, health/nutrition, social emotional learning, general recreation, career awareness and work preparation activities, community service-learning, and other youth development activities based on student needs and interests. ● Describe and provide examples of how you will develop students’ skill and leadership opportunities, emphasizing 21st Century Skills, Youth Voice and Development, College and Career Readiness, and Collaboration.



<p>How will your agency provide Quality Staff in the MDUSD Expanded Learning programs?</p>	<ul style="list-style-type: none"> ● Describe how you will recruit, hire, evaluate, retain, and provide professional development to highly qualified and culturally responsive staff who can deliver age-appropriate and supportive services to District students. Also consider how you would work with volunteers of all ages. ● Describe your professional development and coaching plan for staff to develop essential skills, support student belonging, engagement, and leadership opportunities.
<p>How will your agency support Collaborative Partnerships in the MDUSD Expanded Learning programs?</p>	<ul style="list-style-type: none"> ● Describe how you will ensure regular and ongoing communication and collaboration with the school and district? Share a collaborative partnership your organization has experience in a school/district setting. ● Describe how you will ensure regular and ongoing collaboration, communication, and input with students, family, and community stakeholders? ● Describe how you will gather feedback from school and district teams to ensure and align your program with site and district initiatives and programs.
<p>How will your agency provide Program Management in the MDUSD Expanded Learning programs?</p>	<ul style="list-style-type: none"> ● Describe your organization's experience with implementing ASES/ELOP program requirements? Share a success and a challenge that your organization faced. ● Describe how your organization's administrative systems and infrastructure will comply with District and CDE, fiscal and personnel policies, budgeting and cost allocation plans, and average daily attendance (ADA) requirements. ● Describe how your organization will ensure the program maintains a minimum of 85% of the CDE required average daily attendance and complies with the CDE staff to student ratio.
<p>Budget and Budget Narrative</p>	<ul style="list-style-type: none"> ● Describe how your organization determines annual cost per student and provide a budget narrative showing how you will allocate funds to run a high-quality comprehensive expanded learning program. Budgets must be based on the grant requirements detailed in Section 3.4 Documentation, Evaluation, and Monitoring.