

MARIN COUNTY OFFICE OF EDUCATION

REQUEST FOR PROPOSALS (RFP) **English Language Arts/English Language Development** **Instructional Materials Follow Up Adoption Guidance**

ISSUED BY:

The Marin County Office of Education (MCOE)
MCOE 2026-RFP-001

ISSUED ON:

Friday, August 1, 2025

DEADLINE TO SUBMIT PROPOSALS:

Wednesday, August 13, 2025



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students

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REQUEST FOR PROPOSALS (RFP)

English Language Arts/English Language Development Instructional Materials Follow Up Adoption Guidance

The Marin County Office of Education (“MCOE”) invites qualified organizations (“Respondents”) to submit proposals (“Proposals”) in response to this Request for Proposals (“RFP”). Proposals shall comply with the requirements set forth herein.

I. Timeline

Activity	Date
Release of Request for Proposals	August 1, 2025
Deadline for Submission of Questions	August 6, 2025 at 4:00 p.m. (PST)
Responses to Questions Posted Online	August 11, 2025
Deadline to Submit Proposals	August 13, 2025 at 4:00 P.M. (PST)
Announcement of Awardee	August 15, 2025 at 4:00 P.M. (PST)
Date Work Begins	August 18, 2025
Due Date of First Draft	September 17, 2025
Due Date of Final Draft	October 10, 2025
Proposed Date of Adoption	November 5, 2025
Duration of Services	Fiscal Year 2025 - 2026
<i>Note: All dates are preliminary and subject to change.</i>	

II. Purpose

The English Language Arts/English Language Development (ELA/ELD) Instructional Materials Follow-up Adoption Guidance will support the current instructional materials evaluation criteria in the *ELA/ELD Framework* (Chapter 12) and provide specific guidance to publishers and content developers on (as delineated in AB 121 (Committee on Budget, Chapter 8, Statutes of 2025), Section 89:

- Enabling local educational agencies to adopt a set of materials that, in combination, address all of the state standards and components of the framework. This includes materials that focus on the teaching of specific skills and standards that are a subset of the entire *ELA/ELD Framework*. The guidance will also clearly designate which standards a set of materials effectively address.
- Aligning to evidence-based means of teaching foundational reading skills, which include explicit and systematic instruction in print concepts, phonological awareness, phonics and word recognition, and fluency, while simultaneously attending to oral and written language development, vocabulary and background knowledge, and comprehension, including tiered

supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.

III. **Background and Legislative Goals**

The 2025 State Budget - SB 101 (Weiner, Chapter 4, Statutes of 2025) required the State Board of Education (SBE) to conduct a follow-up adoption of ELA/ELD materials to ensure the state list stays current and relevant to California's evolving classrooms and instructional approaches. While *ELA/ELD Framework* continues to reflect sound evidence-based practices, the current list of adopted instructional materials includes only those materials that were developed for the 2015 adoption.

The *ELA/ELD Framework* was designed to support the implementation of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and the California English Language Development Standards (CA ELD Standards). The *ELA/ELD Framework* incorporated the two interrelated sets of standards to guide instructional approaches for the teaching of reading, writing, and communication in English across a range of personal and academic contexts. The *ELA/ELD Framework*, in particular the evaluation criteria in Chapter 12, also provided publishers and content developers with specific criteria for creating instructional materials, which framed the state-level evaluation of ELA/ELD instructional materials and the subsequent adoption of recommended programs by the SBE in 2015.

Since the adoption of the *ELA/ELD Framework*, the state has developed additional literacy guidance to support its implementation. This includes the 2017 English Learner Roadmap that provides policy guidance, the 2020 State Literacy Plan (updated in 2025) that includes age- and grade-band priorities, the 2025 Literacy Roadmap that includes practical framework implementation guidance by grade level, and the Preschool Through Third Grade (P–3) Learning Progressions. While the *ELA/ELD Framework's* evidence-based guiding principles remain sound and highly effective at addressing achievement gaps, data continues to show persistent gaps in achievement among student groups, including students from historically vulnerable student populations.

Relevant statutory requirements set forth in Section 89 of AB 121, Chapter 8 of the Statutes of 2025:

(a) For the 2025–26 fiscal year, two hundred fifty thousand dollars (\$250,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction to allocate to the administrative agent selected pursuant to Section 52074 of the Education Code, subject to the approval of the executive director of the State Board of Education, to partner with one or more research organizations, institutions of higher education, or other nonprofit organization with expertise in evidenced-based literacy instruction to develop guidance for the state board to adopt by January 31, 2026 to support the follow-up adoption conducted pursuant to Section 60227 of the Education Code and subsequent implementation of English Language Arts/English Language Development instructional materials by the Instructional Quality Commission and the State Board of Education.

(b) The research organizations, institutions of higher education, or other nonprofit organizations selected pursuant to subdivision (a) shall provide guidance for the adoption and implementation of English Language Arts/English Language Development instructional

materials that does all of the following:

(1) Evaluates and includes materials that focus on the teaching of specific skills and standards that are a subset of the entire English Language Arts/English Language Development Framework and clearly designate which standards they effectively address, enabling local educational agencies to adopt a set of materials that, in combination, address all of the state standards and components of the framework.

(2) Is aligned to evidence-based means of teaching foundational reading skills, which shall include explicit and systematic instruction in print concepts, phonological awareness, phonics and word recognition, and fluency, attending to oral language development, vocabulary and background knowledge, and comprehension, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.

(3) Conforms to all of the following:

(A) The English Language Arts/English Language Development Framework.

(B) Includes foundational skills, language development, content knowledge, meaning making, and effective expression.

(C) Incorporates media literacy content included in the English Language Arts/English Language Development Framework.

(c) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made in subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2025–26 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2025–26 fiscal year.

IV. Scope of Services

The Marin County Office of Education (MCOE) is seeking proposals from research organizations, institutions of higher education, or other nonprofit organization with expertise in evidenced-based literacy instruction to develop guidance for the SBE to adopt by the November 5-6, 2025 SBE Board Meeting pursuant to the Schedule of Significant Events approved by the SBE in July 2025 to support the follow-up adoption conducted pursuant to Section 60227 of the Education Code and subsequent implementation of English Language Arts/English Language Development instructional materials by the Instructional Quality Commission and the State Board of Education. (Note: the legislated deadline is January 31, 2026.)

Respondents must include the following components in their Proposal:

- Overall Approach: Describe how their organization will approach the development of guidance to accompany and inform the submission of programs for follow-up adoption consideration.
- Collaborative Planning: Describe how their organization plans to work collaboratively with the SBE and CDE staff, as needed during the development of the draft.
- Organizational Capacity: Respondents must also describe how their organization has the

capacity to deliver the final draft of the guidance to the CDE by the specified due date on the project timeline to ensure the document is ready to be presented to the SBE for adoption at their November 2025 meeting, which is prior to the legislative adoption deadline of January 31, 2026 (see SBE-adopted Schedule of Significant Events at <https://www.cde.ca.gov/be/cc/cd/elaeldfupadopttimeline.asp>). This anticipated early adoption date ensures that providers have sufficient time to prepare quality instructional materials for consideration.

V. **General Proposal Information**

A. **Respondents' Eligibility**

Sole proprietorships, partnerships, and public or private agencies may submit proposals in response to this RFP. The Respondent must be legally constituted and qualified to do business within the State of California.

The Respondent responding to this RFP must serve as the Prime Contractor and will be the responsible entity for ensuring that all tasks and activities are successfully completed.

B. **Minimum Qualifications for Respondents**

Respondents must have a minimum of five years of recent (within the last seven years) experience related to researching, analyzing and recommending evidence-based best practices related to the implementation/utilization of California's ELA/ELD learning standards and California's ELA/ELD curriculum framework. Respondents must have a minimum of five years of recent (within the last seven years) experience working within the California educational context and have familiarity with key California education policy including curriculum and instructional practices and evidence-based means of teaching foundational reading skills. Please see Section VI.E., Qualifications of Respondent Personnel, for additional information pertaining to personnel requirements.

C. **Questions and Clarifications**

Respondents may submit questions and requests for clarifications or additional information regarding this RFP, in writing, via email to Sally Chacon at schacon@marinschools.org by 4:00 P.M. (PST) on August 6, 2025. The subject line of the email must state: "RFP QUESTIONS: ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT (ELA/ELD)".

The MCOE will endeavor to provide responses and clarifications by August 11, 2025. At its discretion, the MCOE may respond to questions that are submitted late or not in proper format. All submitted questions and responses will be posted publicly on the MCOE website at [MCOE Request for Proposals](#).

The MCOE reserves the right to rephrase or not answer any question or inquiry submitted, regardless of timing or form of the question. Respondents are solely responsible for monitoring any questions or answers posted on the MCOE website and incorporating any answer or information provided by MCOE into their Proposals. Respondents shall not contact any other MCOE employee or agent regarding this RFP except for the MCOE Contact identified above.

VI. Proposal Specifications/Requirements for Submittal

Each Respondent must submit a Proposal that contains all the required items listed in this section. Any Proposal that does not include all required items may be disqualified from consideration, but the MCOE reserves the right to consider Proposals that do not meet all the requirements, at its sole discretion. Proposals should not be any longer than 15 pages, excluding curricula vitarum of identified personnel. Proposals can utilize tables and/or bullets to clearly communicate main ideas and flow of work.

A. Cover Letter (2 page maximum)**B. Scope of Services**

Please refer to Section IV., Scope of Services.

C. Description of Respondent Organization (1 page maximum)

Include the name and contact information for your organization (address, telephone number, fax number), as well as the name and contact information (telephone number and email address) of the principal contact for your 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

D. Organizational Capacity and Previous Experience (2 page maximum)

Proposals must describe and demonstrate the Respondent's capacity and ability to perform and administer all activities related to activities they are proposing in Section IV., Scope of Services. This includes a demonstration of the Respondent's experience in researching, analyzing and guiding utilization of evidence-based best practices in literacy instruction.

Proposals must also reflect the Respondent's understanding of the requirements of this project, as outlined in the authorizing legislation.

If the Respondent will be subcontracting a portion of the work, the Proposal must describe and demonstrate the subcontractor's capacity and ability to perform the portion of the work in which the subcontractor will be involved. The Proposal must establish that all proposed subcontractors meet the eligibility requirements set forth under Section V.A., Respondents' Eligibility

E. Qualifications of Respondent Personnel (2 page maximum, including Organization Chart)

Please include the name of all individuals proposed by the organization to perform the duties described above in Section IV, Scope of Services, including the qualifications of each and what each would be doing. Current résumés for each individual must be included as attachments to the submitted Proposal and will not be counted in the page limits.

E.1. Project Lead

Proposals must identify a dedicated Project Lead by name and include descriptions of how the proposed Project Lead meets the qualifications described herein. The Proposal must describe how the Project Lead will effectively coordinate, manage, and monitor the efforts of assigned staff, including subcontractors and/or consultants, to ensure that all tasks, activities and functions are completed in an effective and timely manner.

The Project Lead will serve as the primary contact for MCOE and will be expected to provide regular updates and ongoing communications with identified MCOE staff.

E.2. Changes to Key Personnel

Once a Respondent is selected, the assigned project personnel, including the Project Lead, cannot be changed or substituted without MCOE's prior written approval. Any substitute personnel shall meet or exceed the qualifications and experience level of the previously assigned project staff/personnel.

E.3. Subcontracts

A subcontract is defined as any and all agreements between a Respondent and another entity, individual or business, for the accomplishment of any task, or component of a task, in whole or part, described in this RFP. All work assigned to subcontractors remains the responsibility of the selected Respondent. For each proposed subcontractor, the Respondent must include:

- a) Description of the activities and functions that will be performed by the subcontractor/consultant;
- b) Brief explanation as to why the subcontractor was selected; and
- c) Curricula vitae for each consultant or personnel of a subcontractor who will be assigned to the project.

E.4. Organization Chart

An organization chart, including organizational titles, project roles, and names should be included with the Proposal.

F. Conflict of Interest

Please disclose any past or current business or other relationship(s) with instructional materials publishers.

G. Project Budget (1 page maximum)

Provide a detailed breakdown of the proposed costs for the activities described in the Proposal. The total annual fees and costs must be stated as a "not to exceed" amount. Describe Respondent's willingness to commit to the estimate provided, and what factors may influence the estimate in the event of technical and programmatic changes.

Regardless of the method of delivery and content area (see Section IV., Scope of Services), please include:

- Cost to complete proposed deliverable
- Fee structure (e.g., hourly rate, fixed rate deliverable, or a combination of hourly rate within a fixed rate, not to exceed deliverable)

- Any additional relevant fees/costs

Respondents' cost estimates may be a factor in awarding the contract.

H. References (Half page maximum)

Provide a list of clients (including name, address, email address, and telephone number of contact person, as well as a bullet description of the work performed) for whom Respondent has performed similar services.

VII. Rights of the Marin County Office of Education

This RFP does not commit the MCOE to award a contract or pay any costs incurred in the preparation of a response to this RFP. MCOE, at its sole discretion, may reject all Proposals and/or enter into direct negotiations with a Respondent or other party and enter into an agreement for all or part of the services set forth herein outside of the RFP process. The MCOE reserves the right to accept all or part of any Proposal or to cancel in part or in its entirety the RFP. The MCOE further reserves the right to select the Respondent(s) that it considers to be in the best interests of MCOE.

VIII. Submission Details

- A. As noted above, MCOE will begin accepting Proposals upon the date of issuance of this RFP, and will continue to accept Proposals until August 13, 2025 at 4:00 P.M. (PST). While MCOE will begin reviewing Proposals submitted by this deadline, Proposals may be submitted after the deadline, and, at its discretion, MCOE may review those Proposals as needed for this RFP or future service needs, which work may commence after the date identified in the timeline above. Regardless of the timing of submitting a Proposal, MCOE may reach out to Respondents at any time MCOE determines that it has a need for the resources and/or services proposed. Proposals that are submitted after the deadline must still adhere to all other requirements of this RFP.
- B. Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to Sally Chacon at schacon@marinschools.org with the subject line: "RFP SUBMISSION: ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT (ELA/ELD)." Hard copy Proposals may not be accepted.
- C. Respondent shall be solely responsible for ensuring its Proposal arrives to MCOE by the deadline set forth above in order to be eligible for MCOE's initial selection process. The MCOE shall not be responsible for any technical issues with email delivery.
- D. All Proposals should be verified before submission. Adjustments may not be permitted after submission. The MCOE will not be held responsible for any Respondent errors or omissions in the preparation of their Proposal.
- E. Any costs incurred by the Respondents in the preparation of any information or material submitted in response to this RFP shall be the Respondent's sole responsibility.
- F. The MCOE reserves the right to reject any and/or all Proposals, or to refuse to negotiate or withhold the award of any contract, for any or no reason. The MCOE may also waive or

decline to waive irregularities in any Proposal. The MCOE reserves the right to select the Proposal(s) that it considers to be in the best interests of the MCOE.

- G. The MCOE may begin negotiations with selected Respondents at the MCOE's discretion.
- H. Upon selection of a Respondent, the MCOE shall provide an agreement for negotiation by the Parties.
- I. All Proposals submitted in response to the RFP become the property of MCOE and a public record and, as such, are subject to public disclosure.

IX. Receipt of Proposals; Contact Information

Respondents are not to contact MCOE, including Marin County Board members, the Marin County Superintendent or any other employee or representative of the MCOE, apart from the MCOE contact identified herein, regarding this RFP. Contacting such officials, employees and/or representatives, other than the MCOE contact identified herein, may result in the Respondent's disqualification. MCOE shall not be bound by any statement made by any MCOE employee or agent regarding this RFP and/or the work set forth herein, except for the responses provided by the MCOE contact as set forth herein.

All inquiries or questions for additional information should be directed in writing to the MCOE contact, Sally Chacon at schacon@marinschools.org by August 6, 2025 by 4:00 P.M. (PST). MCOE will make every effort to respond, but any failure or delay in responding shall not excuse a Respondent's failure to comply with any requirements for submission set forth herein, including the submission deadline.

In order to be considered in the initial evaluation of timely Proposals, Respondents must submit an electronic signed copy of the original Proposal (as a PDF) via email to the MCOE contact, Sally Chacon at schacon@marinschools.org by August 13, 2025 at 4:00 P.M. (PST) with the subject line: "RFP SUBMISSION: ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT (ELA/ELD)."