**Request for Proposals (RFP) for Independent Evaluation Services
for the High-Quality Online Instructional Materials Initiative**
Questions and Clarifications
February 24, 2022

Below are the CCEE's responses to questions and requests for clarification that CCEE received from prospective Respondents by the deadline of February 14, 2022, at 4 p.m., regarding the Request for Proposals ("RFP") for Independent Evaluation Services for the High-Quality Online Instructional Materials Initiative issued on January 31, 2022. For any questions and requests for clarification that were submitted after the deadline, CCEE cannot guarantee that such questions and responses are included herein. CCEE staff has endeavored to respond as thoroughly as possible, and cited relevant language from the RFP where appropriate. Questions and requests for clarification that are similar or on the same topic have been grouped together for ease of navigation and response. Questions that were submitted are not necessarily provided verbatim, and may have been edited for clarity, but have not been altered in substance. Respondents will be presumed to have read and understood the responses provided herein upon submittal of a Proposal.

BUDGET

● Can you please clarify the terms for any subsequent award from this RFP, i.e., will it be established as a fixed price agreement based on specific deliverables or will the selected contractor bill on a time and materials basis?

RESPONSE: The award for the accepted Proposal will be based upon a fixed price agreement for specific deliverables delineated in the scope of work of the agreement.

PROJECT TIMELINES

● Can you clarify the expected timeline for the planning, development, and rollout of the online repository and/or provide a link to or copy of the solicitation for that selection process? Understanding the requirements for the selected county office of education ("COE") to identify and curate the high-quality online materials repository will help us to develop an aligned workplan and timeline for our Proposal.

RESPONSE: The California Department of Education ("CDE"), in consultation with the CCEE, attended the California County Superintendents Educational Services Association ("CCSESA") regular meeting with county superintendents of schools on November 8, 2021. The CDE/CCEE team presented an overview of the program requirements as outlined in Section 144 of Assembly Bill 130, (Committee on Budget) Education Finance: Education Omnibus Budget Trailer Bill, Chapter 44, Statutes of 2021, revised in Section 41 of Assembly Bill 167, (Committee on Budget) Education Finance: Education Omnibus Budget Trailer Bill, Chapter 252, Statutes of 2021. In addition to the legislatively defined requirements in the Trailer Bills, a set of distinguishing characteristics were outlined in the program requirements overview to clarify that the selected COE must demonstrate capacity in these characteristics to support the project successfully. These distinguishing characteristics were derived by the CDE and CCEE from experiences supporting existing online platforms (e.g., California Educators Together) and include the following areas:

- *Technological Capacity (e.g., leveraging and linking existing platforms and resources and supporting the expansion of resources through a learning management system)*
- *Professional Learning Opportunities (e.g., designing, curating, and maintaining resources aligned with TK-12 academic core and Career Technical Education ("CTE") content standards and frameworks, and aligning to the digital learning integration and standards guidance)*
- *Project Management and Evaluation (e.g., measuring and analyzing success metrics such as resource usage and engagement)*
- *Communications and Training (e.g., coordinating with the statewide System of Support to recruit and train new users and provide regular training on upgrades and new features in the system)*
- *Maintenance and Ongoing Technical Support (e.g., providing real-time monitoring of the system through automated jobs and security upgrades and offering a statewide help desk)*

All COEs received the High-Quality Online Instructional Materials Survey of Interest and Input, a voluntary survey to report interest in being considered for the project and provide an overview of relevant experience. The timeline communicated to the COEs specified that the project was anticipated to begin no later than May 2022 and will conclude by June 30, 2024, to support the legislatively required report that is due on or before October 1, 2024.

ONLINE RESOURCE REPOSITORY

- What is the current state of *implementation* for the online repository of high-quality open education resources?

  RESPONSE: The CDE, in consultation with the CCEE, selected the Kern County Superintendent of Schools (KCSOS) as the lead agency for the High-Quality Instructional Materials initiative on December 15, 2021. Currently, the KCSOS and the CDE are working on developing a scope of work for the 2022–2023 fiscal year.

- Have staff been identified or hired to carry out the work of developing a statewide online repository?

  RESPONSE: The CDE, in consultation with the CCEE, selected the Kern County Superintendent of Schools (KCSOS) as the lead agency for the High-Quality Instructional Materials initiative on December 15, 2021. Currently, the KCSOS and the CDE are working on developing a scope of work for the 2022–2023 fiscal year.

- Has CCEE developed a theory of action specific to the online repository of instructional materials?

  RESPONSE: The CCEE applies its Theory of Action to all organizational projects and initiatives. As specified in Section V of the RFP, the required theory of change or logic model that is developed to measure the effectiveness of the online repository must align to the CCEE Theory of Action and Quality, Relevance, and Usability (QRU) rubric.

- Has CCEE made any decisions on the extent to which the online repository of instructional materials will be aligned with existing school district textbook adoption processes?

  RESPONSE: No. The CCEE is not currently looking into aligning the instructional materials with existing school district textbook adoption processes. The KCSOS and the CDE are currently looking at ways to:

1. *Develop and curate easy-to-use resources for local educational agencies and educators.*
2. *Develop a transparent process for vetting materials to ensure quality and alignment with state academic standards, which may include, but not be limited to, the creation of standardized rubrics for the review of materials.*
3. *Develop a transparent process for vetting materials to ensure quality and alignment with state academic standards, which may include, but not be limited to, the creation of standardized rubrics for the review of materials.*
4. *Provide guidance and resources for local educational agencies and educators regarding the implementation and use of open educational resources, including professional learning opportunities and opportunities for collaboration among peers.*

- Is the online repository of high-quality open education resources envisioned at the grade, unit, module, or lesson level of content?

  RESPONSE: For the 2022–2023 fiscal year, the high-quality online instructional materials will target the lesson and module level of content.

- What subjects and grades will the online repository of high-quality instructional materials address?

  RESPONSE: The high-quality online instructional materials will address all content areas and all grade spans. The first year will focus on resources for English Language Arts, English Language Development, Mathematics, Science, History, Social Emotional Learning and CTE for transitional kindergarten through grade twelve.

DATA COLLECTION & REPORTING

- What support will CCEE offer the selected Respondent to plan, schedule, and host the convenings with "CCEE, CDE, representatives of the Statewide System of Support, designated COEs, and select partners" (page 7 of the RFP)?

  RESPONSE: CCEE will coordinate the convenings that bring these representatives together. The selected Respondent's plan for attending and presenting at these convenings should be factored into the proposed overall workplan and schedule. Consistent with regular project team check-ins, these convenings will provide the selected Respondent with the opportunity to share recent program data and findings with CCEE, CDE, representatives from the Statewide System of Support, designated COEs, and select partners.

- Are the convenings where the selected Respondent will present interim data and reports, at least twice a year, expected to be in-person convenings or will they be remote?

  RESPONSE: The majority of the convenings will be remote. In the event that an in-person meeting is scheduled, CCEE will cover the costs for travel and lodging.

- Will the convenings with contractors from other required statewide evaluations (e.g., Learning Acceleration System and Reading Intervention initiatives) be planned, organized, and hosted by CCEE, and will these be in-person or remote meetings?

  RESPONSE: The convenings will be planned, organized, and hosted by CCEE. The majority of the convenings will be remote meetings. In the event that an in-person meeting is scheduled, CCEE will cover the costs for travel and lodging.