

Request for Proposals (RFP) for Independent Evaluation Services for the Reading Instruction and Intervention Grant Program

Questions and Clarifications

March 4, 2022

Below are the CCEE's responses to questions and requests for clarification that CCEE received from prospective Respondents by the deadline of February 23, 2022, at 4 p.m., regarding the Request for Proposals ("RFP") for Reading Instruction and Intervention Grant Program 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.

REQUIREMENTS

- Is the statewide CCEE evaluator allowed to bid on this specific evaluation?

***RESPONSE:** Potential Respondents meeting the criteria set forth in Section VI.A. of the RFP, Respondents' Eligibility, are eligible to submit a Proposal. As stated in that section, CCEE seeks to enter into a contract with a nonprofit entity to conduct the evaluation. The Respondent must be legally constituted and qualified to do business as a nonprofit entity within the State of California. The Respondent to this RFP must serve as the Prime Contractor and will be the responsible entity in ensuring that all tasks and activities are successfully completed. Respondents are requested to disclose any past or current business or other relationship with the CCEE, CDE/SBE, CCEE Governing Board members, or MCOE under Section VII. G., Conflict of Interest, of the RFP.*

- How many client references are you requesting? Is there a minimum or maximum number of references?

***RESPONSE:** There is no minimum or maximum number of references that may be submitted under Section VII. J., References, of the RFP.*

- What is included in the 20-page limit? Are the following documents included in the page limit: cover page, cover letter, TOC, references, or are they exempt from the page limit?

***RESPONSE:** The Proposal must address all parts of Section VII, Proposal Specifications/Requirements for Submittal, of the RFP. The completed Proposal must be no more than 20 pages. The page limit does not include résumés of identified personnel. Proposals can utilize tables and/or bullets to more clearly communicate main ideas and flow of work.*

PARTICIPATION SELECTION/ENGAGEMENT

- Are there any small business or minority- or women-owned participant requirements?

***RESPONSE:** No. Potential Respondents meeting the criteria set forth in Section VI.A. of the RFP, Respondents' Eligibility, are eligible to submit a Proposal. As stated in that section, CCEE seeks to enter into a contract with a nonprofit entity to conduct the evaluation. The Respondent must be legally*

constituted and qualified to do business as a nonprofit entity within the State of California. The Respondent to this RFP must serve as the Prime Contractor and will be the responsible entity in ensuring that all tasks and activities are successfully completed.

- Does CCEE anticipate that Statewide System of Support partners may be willing and able to engage in randomized controlled trials?

***RESPONSE:** The CCEE anticipates that the selected Respondent(s) for the CCEE's Reading Instruction and Intervention Grant Program may be willing and able to participate in the research methodology that is recommended by the independent evaluator. This may include, but is not limited to randomized control trials.*

- Will CCEE and/or the statewide evaluator assist with securing participation in the evaluation by teachers, other school staff, and district staff?

***RESPONSE:** The CCEE, in collaboration with the California Department of Education (CDE) and the State Board of Education (SBE), will support the independent evaluator with recruitment for program data collection that is necessary to support the effective evaluation of the program. This program data collection may include participation from teachers, other school staff and district staff.*

READING INSTRUCTION AND INTERVENTION GRANT PROGRAM

- What is the current state of *implementation* for the grant program?

***RESPONSE:** The CDE, in coordination with the CCEE, is currently reviewing all Proposals for the Reading Instruction and Intervention Grant Program that were submitted by January 28, 2022. The expected notification date of the selected Respondent(s) is March 18, 2022.*

DATA COLLECTION & REPORTING

- What support will CCEE offer the evaluator to plan, schedule, and host the convenings with “CCEE, CDE, representatives of the Statewide System of Support, designated COEs, and select partners” (page 6 of 19)?

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

- Are the convenings where the evaluators 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) 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.

- Will CCEE and/or the statewide evaluator enable access to student data needed for the evaluation?

RESPONSE: The CCEE and CDE will collaborate with the successful Respondent to determine the data indicators that will be collected and analyzed to sufficiently meet the needs of the evaluation. This may include, but not be limited to, the collection of student data, subject to the appropriate privacy safeguards.

- What is the scope of the planning evaluation? Should the evaluator plan on conducting statewide analysis of data to identify potential participants, for instance?

RESPONSE: The planning evaluation should provide information on the professional learning program design to determine the needs the program should address. This may include, but is not limited to, determining which partners/stakeholders to include in the program, the number of participants to include in the program, and clarifying outcomes. Using this information, it is anticipated that the CCEE partner on the Reading Instruction and Intervention Grant Program will tailor the program to include professional learning opportunities that are more likely to achieve the intended outcomes and results.

- For the summative evaluation, should the evaluator plan for executing any rigorous quasi-experimental design strategies?

RESPONSE: The Respondent(s) should propose an evaluation plan aligned with the requirements of the Reading Instruction and Intervention Grant Program identified in Section 144 of Assembly Bill 130, to generate and disseminate professional learning opportunities for educators across the state in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils' executive functioning skills. The evaluation plan may include, but may not be limited to the evaluation of evidence-based strategies or programs through randomized controlled trials, or other methodologies with controlled comparison group designs to determine any statistically significant difference in student outcomes.