

Creation of a User-Friendly Clearinghouse for Evidence-Based Literacy and Mathematics Resources RFP

Questions and Clarifications

April 3, 2026

Below are the California Collaborative for Educational Excellence's ("CCEE") responses to questions and requests for clarification received from prospective Respondents regarding the [Request for Proposals](#) for the Creation of a User-Friendly Clearinghouse for Evidence-Based Literacy and Mathematics Resources (the "RFP"), issued on March 13, 2026. 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 as submitted, and may have been edited for clarity, but have not been altered in substance. CCEE will presume that all Respondents have read and understood all of the responses provided herein upon submittal of any Proposal.

Eligibility To Apply

QUESTION 1 Who is eligible to apply to the RFP?

***RESPONSE:** The CCEE is seeking proposals from qualified organizations to support the creation of a user-friendly clearinghouse for evidence-based literacy and mathematics resources for use by local educational agencies. The clearinghouse will be integrated with CCEE's existing [Statewide System of Support Resource Hub](#) and the scope of services includes enhancing the existing [System of Support Resource Hub's](#) functionality and usability overall. Qualified organizations, including but not limited to, sole proprietorships, partnerships, public or private agencies, and/or nonprofit organizations may submit proposals in response to this RFP. The Respondent must be legally constituted and qualified to do business within the State of California. Respondents must describe their capacity and ability to deliver services outlined in Section IV of the RFP, including the Functional Requirements, User Experience and Design, Technical Requirements, and Innovation Features.*

Timeline/Budget

QUESTION 2 The RFP references two different project durations. Section I (Timeline) states the duration of services is "through fiscal year 2026–27, with the possibility of annual renewal for up to 4 years." Section IV (Scope of Services) states "the tentative project duration will extend from July 1, 2026 through June 30, 2030" and asks respondents to propose a timeline across design, building, QA testing, and improvement phases through that end date. Should respondents prepare a four-year project plan and budget through June 30, 2030, or should the proposal be scoped to fiscal year 2026–27 with optional renewal years treated separately?

***RESPONSE:** The Budget Act of 2025 allocated funding to the CCEE to convene the*

Statewide Literacy and Mathematics Networks and achieve the legislative goals outlined in Section III. of the RFP. The funding provided for this purpose is available through June 30, 2030. However, due to the year-to-year nature of the CCEE's operational funding, while proposals should include a multi-year project plan, timeline, and budget, any contract with the selected Respondent(s) will need to be written such that it is for a single fiscal year with the ability to extend it to the next fiscal year at the exclusive option of the CCEE. Therefore, the proposed four-year timeline and related budget for this project must include an annual detailed breakdown of the proposed fees and costs corresponding with the activities and phases described in the proposal for each year. The total annual fees and costs must be stated as a "not-to-exceed" amount. Accordingly, the total proposed project budget would equal the sum of the annual not-to-exceed amounts across the four years (July 1, 2026 - June 30, 2030). Respondents' cost estimates may be a factor in awarding the contract.

QUESTION 3 Is there an anticipated budget range for the RFP?

RESPONSE: Respondents are invited to propose a budget that includes fair and reasonable cost estimates to fulfill all activities and deliverables outlined in Section IV of the RFP. In developing a proposed budget, Respondents should be mindful of the total funds allocated for each Network. These funds are available through June 30, 2030, and will be used to support any and all costs associated with achieving the Networks' goals, including but not limited to the work outlined in this RFP. The proposed budget must include an annual detailed breakdown of the proposed fees and costs for the activities described in the Proposal to meet specified goals. The total annual fees and costs must be stated as a "not-to-exceed" amount. Respondents' cost estimates may be a factor in awarding the contract.

Technical Components

QUESTION 4 How many resources currently exist in the System of Support Resource Hub?

RESPONSE: There are currently 462 resources in the [CCEE Statewide System of Support Resource Hub](#).

QUESTION 5 Is it a requirement that the current resources housed in the SSOS Resource Hub remain available and maintained within the redesigned clearinghouse, even if they have not been vetted through the new governance process?

RESPONSE: There is no requirement that the criteria for identifying and vetting materials for inclusion in the clearinghouse for evidence-based mathematics and literacy resources be applied to existing resources currently housed in the Statewide System of Support Resource Hub. The clearinghouses for evidence-based mathematics

and literacy resources are intended to be integrated with the CCEE Statewide System of Support Resource Hub as outlined in the Overarching Goals section of the Scope of Services (see Section IV.A. in the RFP). Determining the best method of integration will likely require communication and coordination between the selected Respondent and existing CCEE staff and contractors.

QUESTION 6 Is the RFP seeking a new platform for the Statewide System of Support Resource Hub, or seeking support around enhancing the current platform?

RESPONSE: The CCEE is seeking proposals to enhance the CCEE's System of Support Resource Hub to enable LEAs to efficiently locate evidence-based mathematics and literacy resources. The user-friendly clearinghouse for evidence-based mathematics and literacy resources will be integrated with CCEE's existing Statewide System of Support Resource Hub, and the RFP's scope of services includes enhancing the existing System of Support Resource Hub's functionality and usability overall. Whether a new platform for the Statewide System of Support Resource Hub is necessary to accomplish the goals set forth in the RFP has yet to be determined and will be decided by the CCEE in consultation with the selected project team/s.

QUESTION 7 What process will be used to migrate content to the new system?

RESPONSE: The CCEE is seeking proposals to enhance the CCEE's System of Support Resource Hub to enable LEAs to efficiently locate evidence-based mathematics and literacy resources. The user-friendly clearinghouse for evidence-based mathematics and literacy resources will be integrated with CCEE's existing Statewide System of Support Resource Hub, and the RFP's scope of services includes enhancing the existing System of Support Resource Hub's functionality and usability overall. Whether a new platform for the Statewide System of Support Resource Hub is necessary to accomplish the goals set forth in the RFP has yet to be determined and will be decided by the CCEE in consultation with the selected project team/s. Thus, the extent to which content needs to migrate to a "new system" is unknown at this time.

Regarding adding content/resources to the clearinghouse for evidence-based mathematics and literacy resources, the selected project team/s must design and implement a process for users to submit (i.e., upload) resources for review, approval, updating, and posting on the site that avoids copyright infringement. This includes a process for vetting the resource submission against agreed-upon criteria for inclusion (e.g., is the resource evidence-based?) developed in collaboration with the Networks (see Section IV. A. of this RFP).

QUESTION 8 Can the CCEE provide information about the current technology stack, CMS/framework, hosting environment, APIs, and data structures?

RESPONSE: The CCEE System of Support Resource Hub is a custom-built web application hosted on Amazon Web Services. It uses a headless WordPress CMS for static content management.

QUESTION 9 Is CCEE open to a full rebuild of the resource hub if that proves more efficient or scalable than modifying the existing platform?

RESPONSE: The CCEE's goal is to enhance the existing CCEE Statewide System of Support Resource Hub's functionality and usability overall as indicated in Section IV. of the RFP. Whether a full rebuild or modification of the Statewide System of Support Resource Hub is necessary to accomplish the goals set forth in the RFP has yet to be determined, and will be decided by the CCEE in consultation with the selected project team/s. Respondents may include a proposed plan and budget in their project proposals for a full rebuild of the technical components of the System of Support Resource Hub, along with a description of how the plan supports increased efficiency and scalability.

QUESTION 10 If multiple open-source CMS options can meet the requirements within a comparable budget, does CCEE have a preferred platform? Should Respondents prioritize WordPress given its use across several CCEE-associated websites?

RESPONSE: While the CCEE currently leverages WordPress for CCEE's website as well as the System of Support Resource Hub, the CCEE is open to multiple CMS options, so long as the chosen platform outlined in the proposal meets the functional and technical requirements outlined in Section IV of the RFP. If multiple platforms are available within a proposed budget range, the CCEE in consultation with the selected project team/s, will decide the option that best accomplishes the goals set forth in the RFP.

QUESTION 11 Besides WCAG 2.1 AA compliance:

- Are multilingual interfaces or translation workflows required?
- Are captioning/transcript standards required for video content?
- Does CCEE expect AI-enabled accessibility features (e.g., auto-captioning, translation, readability tools)?

RESPONSE: Section IV. B. of the RFP outlines minimum accessibility requirements, including WCAG 2.1 AA compliance. However, Respondents are encouraged to propose additional design elements to maximize accessibility in their proposal, including, but not limited to, multilingual interfaces, translation workflows, captioning of video content, etc. The CCEE will collaborate with the selected Respondent to ensure that the site is ADA compliant. This may require the selected Respondent to test and remediate content before it is posted on the website and to coordinate with the CCEE to develop an internal process that ensures the website is accessible.

QUESTION 12 Does CCEE have an existing branding guide, design system, UI standards, or accessibility style guide the clearinghouse must follow?

RESPONSE: The CCEE Statewide System of Support Resource Hub and Toolkit were designed using the brand guidelines found [here](#). Brand guidelines and design expectations may change and will be clearly articulated to the selected Respondent.

QUESTION 13 Should respondents plan for technical integration between the clearinghouse and evaluation systems (e.g., API sharing, ingestion of evaluator-generated findings)?

RESPONSE: Selected respondents for both RFPs will be required to work collaboratively to evaluate the impact of the Statewide Literacy and Mathematics Networks, as needed, to accomplish legislative goals. For example, because creation of a clearinghouse for evidence-based mathematics and literacy resources is a legislatively-mandated goal for each Network, evaluating the activities and outcomes of the Networks will require some level of collaboration and information/data sharing. The CCEE will help coordinate collaborative efforts between the selected respondents.

QUESTION 14 Does CCEE anticipate maintaining an internal technical team to sustain the system thereafter? Or should respondents propose a sustainability model that includes ongoing contractor involvement?

RESPONSE: The Budget Act of 2025 allocated funding to the CCEE to convene the Statewide Literacy and Mathematics Networks and achieve the legislative goals outlined in Section IV. of the RFP. The funding provided for this purpose is only available through June 30, 2030. For this reason, Section D, Technical Requirements, of the Scope of Services in the RFP requires a proposed transition plan for the CCEE to administer and maintain the Statewide System of Support Resource Hub and clearinghouses for evidence-based mathematics and literacy resources after completion of enhancements and following the conclusion of this project. This may include documentation and staff training for long-term maintenance and sustainability. Although possible, ongoing contractor involvement beyond the duration of this project would be subject to available funding and negotiation at that time.

QUESTION 15 Will contractors be permitted to maintain internal development copies of non-proprietary components?

- May the contractor maintain a parallel internal instance for internal organizational use (e.g., supporting other statewide grants), provided the full solution is delivered to CCEE?

RESPONSE: As described in Section IV.F. Ownership of Materials, “Respondents are hereby notified of the following provisions which will be incorporated into any contract entered into as a result of this RFP. CCEE/MCOE reserves the right to alter or amend these terms

during the negotiations process. All reports, documentation, and materials generated in the course of providing services to the CCEE shall be the property of CCEE and shall be provided to CCEE upon full completion of services. Notwithstanding the foregoing, the selected Respondent shall retain all rights, title and interest in and to any and all of its software, materials, tools, forms, documentation, training and implementation materials and intellectual property (collectively, "Contractor Materials")."

QUESTION 16 What level of collaboration does CCEE envision (e.g., shared analytics dashboards, data exchange, joint workflows for best-practice identification)?

RESPONSE: The selected Respondent is expected to provide CCEE with shared analytics dashboards as identified in Section IV. of the RFP. Proposals should include ways for the CCEE to readily and independently access site analytics (e.g., creation of a dashboard) to monitor engagement. Respondents must also be equipped to prepare reports on system analytics and engagement on a regular basis for the Networks to consider to improve the site/platform (see Section IV. A. iv. of the Scope of Services section of this RFP). The selected Respondent should also anticipate collaborating in a project management workflow with CCEE staff in order to achieve the deliverables of the project.

QUESTION 17 Do the aggregate resources (being developed and/or curated from these networks) generally take shape in the form of curriculum road-maps and criteria, assessment strategies, teaching/learning guides, PD materials, best-practice models, etc. and pragmatically end up being collections of files, videos, presentations, documents, info-graphics, and maybe even more complex objects like PD courses or course sequences?

RESPONSE: Pursuant to Section IV. A. iii. of the RFP, the selected project team/s will work closely with the CCEE and the Networks on the development of criteria for identifying the type of materials to house on the site.

Network Support

QUESTION 18 How is the Statewide Mathematics Network defining "evidence-based" practices and resources for mathematics instruction?

RESPONSE: The Statewide Mathematics Network will establish a working definition for "evidence-based" practices and resources for mathematics instruction in the context of the clearinghouse. Per Section III of the RFP, the working definition will align with the Mathematics Framework adopted by the State Board of Education pursuant to Section 60207 of the Education Code, and the use of data to support effective instruction. Pursuant to Section IV. A. iii. of the RFP, the selected project team/s will work closely with the CCEE and the Networks on the development of criteria for identifying and vetting materials to house on the site.

QUESTION 19 How is the Statewide Literacy Network defining "evidence-based" practices and resources for literacy instruction?

RESPONSE: The Statewide Literacy Network will establish a working definition for “evidence-based” practices and resources for literacy instruction in the context of the clearinghouse. Per Section III of the RFP, the working definition will align with the English Language Arts/English Language Development Framework adopted by the State Board of Education pursuant to Section 60207 of the Education Code, the English Learner Roadmap, the Literacy Roadmap, and the use of data to support effective instruction. Pursuant to Section IV. A. iii. of the RFP, the selected project team/s will work closely with the CCEE and the Networks on the development of criteria for identifying and vetting materials to house on the site.

QUESTION 20 Are the networks evaluating resources owned by the districts, OER, or a combination?

RESPONSE: Pursuant to Section IV. A. iii. of the RFP, the selected project team/s will work closely with the CCEE and the Networks on the development of criteria for identifying and vetting materials to house on the site. Materials may include, but are not limited to, resources developed and/or submitted by Statewide Mathematics and Literacy Leads, local educational agencies, state and federal education entities, research entities, public, private, and non-profit entities, etc.

QUESTION 21 What is the composition of the networks?

RESPONSE: The CCEE convenes existing state and federally funded literacy and mathematics leads, the California Department of Education, and the State Board of Education as part of these networks. Due to the evolving nature of literacy and mathematics needs across the state, the number of members and composition of each network is anticipated to shift to address those needs.

QUESTION 22 Could CCEE provide additional detail on the anticipated frequency of Network Convenings and the expected level of contractor participation—for example, whether the contractor would attend in an observational/listening capacity, present platform updates, or facilitate feedback sessions?

RESPONSE: The CCEE anticipates that each network will convene at least two times in person and two times virtually each calendar year. However, the frequency of both in person and virtual convenings may fluctuate depending on the progress and needs of the Networks. In person meetings may take place across the state. Participation in the

network convenings may include co-learning with network participants, presenting platform updates, facilitating feedback sessions, and for evaluation purposes. The CCEE will collaborate with the selected Respondent(s) to determine participation and timing of network convenings to support the project. Respondents should refer to Sections IV. A. iii-v. of the RFP for more information on expectations for the selected project team/s to engage with the Networks.

QUESTION 23 How many new literacy and mathematics resources does CCEE anticipate the networks will produce or contribute annually?

RESPONSE: At this time, CCEE is not in a position to provide a response.

QUESTION 24 Does CCEE anticipate that future statewide initiatives beyond literacy and mathematics (e.g., MTSS, SEL, CLSD, CAL-MSCS, CCLA, etc.) will eventually make use of this clearinghouse?

RESPONSE: Section IV. A. of the RFP outlines the intention of ensuring the CCEE Statewide System of Support Resource Hub is comprehensive and incorporates or references other existing resource repositories as seen on the [System of Support Toolkit](#). The CCEE Statewide System of Support Resource Hub currently hosts resources from many System of Support initiatives, including MTSS, CCLA, and CLSD. CCEE anticipates continuing to host resources provided by educational partners on the Resource Hub and continuing to leverage and promote other resource repositories serving the field. The clearinghouses for evidence-based resources in mathematics and literacy created through this RFP and integrated with the Statewide System of Support Resource Hub will be accessible to the public, including current and future statewide initiatives.

QUESTION 25 Will the clearinghouse contractor be responsible for vetting all submitted resources? Or will Literacy/Mathematics Networks conduct vetting prior to submission, with the clearinghouse team responsible only for ingestion, formatting, tagging, and publishing?

RESPONSE: It is anticipated that the evidence-based mathematics and literacy resources will be vetted against criteria established by the CCEE and the Statewide Mathematics and Literacy Networks. However, the Respondent must provide a clearly outlined process for users to submit resources to be vetted per Section C, User Experience and Design, of the Scope of Services in the RFP. This process may include a plan for submission, formatting, tagging, and publishing the resource once reviewed. It is possible the selected project team/s will be asked to incorporate the criteria established by the CCEE and the Statewide Mathematics and Literacy Networks to vet submitted resources, to the extent that criteria can be automated as part of the submission/upload process.