

## **Request for Proposals (RFP) for Direct Technical Assistance Support**

### **Questions and Clarifications**

June 5, 2026

*Below are the California Collaborative for Educational Excellence's ("CCEE") responses to questions and requests for clarification received from prospective Respondents, by the deadline of May 27, 2026, regarding the [Request for Proposals](#) for Direct Technical Assistance Support (the "RFP"), issued on May 18, 2026. CCEE staff has endeavored to respond as thoroughly as possible, and cited relevant language from the RFP. CCEE will presume that all Respondents will be presumed to have read and understood all of the responses provided herein upon submittal of any Proposal.*

### **Budget and Fees**

**Q:** Is there a maximum contract value or budget ceiling per respondent? What is the maximum funding amount or budget range for this RFP?

**RESPONSE:** CCEE does not have a set budget for this project or a maximum dollar amount per single award. CCEE anticipates that there will be variations in proposed budgets and awards depending upon the approaches that Respondents take to address the requirements set forth in the RFP and the needs of identified LEAs. As stated in the RFP at Section VI.B, Scope of Project with Costs and Fees, CCEE has asked Respondents to provide an annual breakdown of the fees and costs (including for organization personnel) for their proposed scope of work. The total annual fees and costs must be stated as a "not to exceed" amount.

**Q:** Are we allowed to include indirect costs in our calculations of the proposed fees? Should contractors incorporate anticipated travel costs into their proposed fees, or will travel be reimbursed separately?

**RESPONSE:** As stated in the RFP at Section VI.B, Scope of Project with Costs and Fees, Respondents must provide an annual breakdown of the proposed fees and costs (including for organization personnel) for the project, and the total annual fees and costs must be stated as a "not to exceed" amount. Respondents should structure their budget proposals to reflect all anticipated costs associated with delivering the services outlined in the RFP. CCEE does not prescribe specific budget line items or categories; Respondents have flexibility in how they present costs within their proposed "not to exceed" amount.

**Q:** Would CCEE prefer respondents to provide estimated maximum hours and costs allocated separately across each individual deliverable category (A-H), or provide broader service-area estimates that may flexibly support multiple deliverables depending on identified LEA needs?

**RESPONSE:** As stated in the RFP at Section VI.B, Scope of Project with Costs and Fees, if a Respondent is not designing their own method of delivery, they may follow the format provided in the RFP, which includes a breakdown of proposed fees and costs for each service area (A-H). However, the RFP also acknowledges that Respondents may design their own method of delivery. CCEE recognizes that technical assistance priorities and LEA implementation needs may evolve throughout the contract period. Respondents should propose a fee structure that both demonstrates their approach to the scope of services and

allows for the flexibility needed to respond to LEA needs, while maintaining the required "not to exceed" amount.

### **Scope of Services**

**Q:** May a Prime contractor submit a proposal that addresses only a subset of the service areas listed (A-H) rather than all of them? Can a respondent be selected to provide a subset of the eight service areas rather than all of them?

**RESPONSE:** Yes. Respondents may submit proposals that address a subset of the service areas (A-H) outlined in Section IV, Scope of Services of the RFP. CCEE will select Respondents based on their expertise and ability to support the facilitation of continuous improvement for local educational agencies pursuant to Education Code 52074. CCEE anticipates selecting providers with varied areas of expertise to meet the diverse needs of partner LEAs.

**Q:** Does CCEE expect selected respondents to provide technical assistance through a combination of coaching, professional learning, and implementation tools, or may respondents focus on a specific area of expertise? How does CCEE view the development and use of data dashboards, progress monitoring tools, and family engagement measurement systems as eligible Direct Technical Assistance under this RFP?

**RESPONSE:** As outlined in Section IV, Scope of Services, CCEE is seeking submissions of services that will support CCEE in facilitating continuous improvement for local educational agencies pursuant to Education Code 52074. The eight service areas (A-H) describe the range of services that may be provided. Respondents may focus on specific areas of expertise within the scope of services. Tools, resources, and methodologies that support the deliverables outlined in the RFP and align with CCEE's Direct Technical Assistance Framework and Theory of Action (described in Section III, Background and Context) are appropriate components of technical assistance. Respondents should describe their proposed approach, including any tools or resources, in their proposal.

**Q:** Can CCEE clarify what is meant by "support in the development and evaluation of curriculum" in Scope item H? Is this referring to curriculum adoption processes, instructional materials review, or something else?

**RESPONSE:** As stated in the RFP at Section IV, Scope of Services (H), selected Respondents will "Support LEAs in the development and evaluation of curriculum, instruction, and assessment, including differentiated instruction for students-at-risk and the integration of students with disabilities." This may include, but is not limited to, supporting LEAs with curriculum adoption processes, instructional materials review and evaluation, curriculum implementation support, and assessment practices. The specific nature of support will depend on the identified needs of the partner LEA and the expertise of the selected Respondent.

**Q:** The RFP notes that respondents may optionally describe their capacity to provide professional learning to CCEE staff (Section IV). Is this optional scope evaluated separately, or is it factored into the main selection rubric?

**RESPONSE:** As stated in the RFP at Section IV, Scope of Services, "Respondents may also describe their ability to increase CCEE's capacity to engage in the work identified above by providing professional learning to CCEE staff on quality improvement, equity centered leadership and turnaround practices." This is an optional component of a Respondent's proposal. Pursuant to Section VI.I, Submission Review Rubric, all proposals will be evaluated based on Proposal Quality, Project Experience/Organizational Approach, and Team Strength. Respondents who choose to include this optional scope should describe their approach and capacity in their proposal; it will be considered as part of the overall evaluation of the Respondent's qualifications and organizational capacity.

### **LEA ASSIGNMENT AND PROVIDER CAPACITY**

**Q:** How many LEAs does CCEE anticipate assigning to each selected vendor in 2026-27? Approximately how many LEAs or districts does CCEE anticipate assigning to a selected respondent during a typical contract year? Is the CCEE looking for partners that have unlimited capacity, or might there be a place for a partner who could take on a small number of districts per year?

**RESPONSE:** There is no specific number of LEAs that CCEE will assign to each selected Respondent. CCEE will determine the number of LEAs assigned per Respondent dependent on the Respondent's expertise, proposed capacity, and ability to support the facilitation of continuous improvement for local educational agencies pursuant to Education Code 52074. Respondents should clearly describe their organizational capacity and proposed scope of work in their proposal. CCEE welcomes proposals from organizations of varying sizes and capacity levels, from those able to support a small number of LEAs to those with capacity to support multiple LEAs simultaneously.

**Q:** Can you please clarify the process by which approved providers are matched to LEAs and schools seeking support? What criteria does CCEE use to match third-party DTA providers to specific districts (e.g., geography, content expertise, district demographics, language capacity)?

**RESPONSE:** CCEE will assign LEAs to Respondents who have expertise in the areas of focus of the partner LEA. Matching decisions will be based on alignment between the identified needs of the LEA and the expertise, approach, and capacity of selected Respondents as described in their proposals. As outlined throughout the RFP, CCEE's work focuses on supporting LEAs to improve outcomes for historically underrepresented, under-served, or low-achieving student groups, and matching decisions will reflect this priority.

**Q:** Approximately how many providers are currently approved within the DTA provider pool, and what have been the typical size, scope, and duration of engagements awarded to providers? During the 2025-26 academic year, how many districts received DTA support in total? How many distinct third-party providers delivered DTA services this year?

**RESPONSE:** CCEE has entered into agreements with selected Respondents whose expertise and capacity meet the unique service needs of CCEE and partner LEAs. The size, scope, and duration of engagements vary based on the identified needs of each LEA and the services proposed by selected Respondents. As stated in the RFP at Section I, Timelines, agreements

with selected Respondents will be executed in the 2026-27 fiscal year using 2026-27 funds, contingent upon continued state funding by the Legislature and authorization in the California State Budget, and annual extensions may be possible. Start and stop timelines to complete the work will vary depending on the scope of work and the partner LEA, and the final timeline and scope of work will be agreed upon with the LEAs and the selected Respondents.

**Q:** Are there specific areas of expertise or technical assistance where CCEE is especially interested in expanding provider capacity for the coming year?

**RESPONSE:** As outlined in Section IV, Scope of Services, CCEE is seeking submissions across all eight service areas (A-H) to support continuous improvement for local educational agencies pursuant to Education Code 52074. All areas of expertise described in the Scope of Services are of interest to CCEE. Respondents should propose services that align with their demonstrated expertise and the requirements outlined in the RFP.

**Q:** How many contractors does CCEE anticipate selecting from this RFP cycle? Can CCEE confirm whether it intends to select multiple partners with complementary areas of expertise to support LEAs?

**RESPONSE:** CCEE anticipates selecting multiple Respondents with varied areas of expertise and capacity to meet the diverse needs of partner LEAs. As stated in the RFP at Section VII, Rights of the CCEE/MCOE, "CCEE reserves the right to select the Respondents that it considers to be in the best interests of the CCEE." The number of contractors selected will depend on the quality of proposals received and CCEE's assessment of how proposed services align with the needs of partner LEAs.

### **PROPOSAL SUBMISSION REQUIREMENTS**

**Q:** The RFP specifies a 20-page limit inclusive of résumés. For larger organizations proposing a multidisciplinary team, this constraint may make it difficult to fully demonstrate staff qualifications. Would CCEE consider either (a) increasing the page limit for organizations above a certain staff size, (b) excluding résumés from the page count, or (c) allowing résumés to be submitted as a separate appendix? If the 20-page limit is firm, does CCEE have guidance on how many staff résumés are expected?

**RESPONSE:** As stated in the RFP at Section VI, Proposal Specifications/Requirements for Submittal, "Proposals should not be any longer than 20 pages, including résumés of identified personnel." The 20-page limit applies to all Respondents. CCEE recognizes that Respondents will need to make strategic decisions about how to present their qualifications, approach, and team within this limit. As stated in the RFP, "Proposals can utilize tables and/or bullets to communicate the main ideas and flow of work more clearly." Respondents should focus on demonstrating their capacity to meet the requirements of the RFP, and may use concise formatting to effectively present team qualifications within the page limit.

**Q:** Will CCEE conduct interviews with finalists prior to selection, or will awards be made solely on the basis of written proposals?

**RESPONSE:** As stated in the RFP at Section VIII, Submission Details (G and H), "The CCEE/MCOE may begin negotiations with selected Respondents at the CCEE's discretion. Upon selecting a Respondent, the CCEE/MCOE shall provide an agreement for negotiation by the Parties." Pursuant to Section VI.I, Submission Review Rubric, all proposals will be evaluated based on the criteria outlined in the rubric. CCEE reserves the right to request additional information or conduct discussions with Respondents as needed during the review process.

### **DTA PROGRAM CONTEXT AND IMPLEMENTATION**

**Q:** What level of choice exists for participating LEAs? Are they assigned to work on this? What level of agency do the LEAs have in whether to work with the selected partner and what to work on?

**RESPONSE:** As outlined in Section III, Background and Context, CCEE provides Direct Technical Assistance to advise and assist LEAs in achieving the goals set forth in their Local Control and Accountability Plans (LCAPs) and to support continuous improvement. The nature of CCEE's engagement with LEAs varies based on statutory requirements and the specific circumstances of each LEA. Once a Respondent is matched with an LEA, the final timeline and scope of work will be agreed upon with the LEA and the selected Respondent. CCEE's approach is collaborative and focused on building the capacity of LEAs to support continuous improvement.

**Q:** Does CCEE have a standard intensity model for DTA engagements (e.g., number of coaching sessions per leader per year) that vendors should plan around? To what extent are vendors expected to use CCEE's existing DTA tools and protocols, and is there flexibility to supplement with vendor-developed resources?

**RESPONSE:** There is no standard intensity model that applies to all DTA engagements. As stated in the RFP at Section III, Background and Context, CCEE's Direct Technical Assistance process utilizes the Coherence Framework and instructional components aligned with the eight Local Control Funding Formula (LCFF) priority areas. The intensity, structure, and approach of support will vary depending on the scope of work and the needs of the partner LEA. Respondents should describe their proposed approach, including any tools, protocols, or resources they plan to use, in their proposal. As noted in the response regarding data dashboards and tools, methodologies and resources that align with CCEE's Direct Technical Assistance Framework and Theory of Action are appropriate components of technical assistance.

**Q:** What leadership roles are typically the primary focus of DTA coaching engagements—central office, site leadership, or both? Does CCEE have expectations or preferences around in-person vs. virtual delivery for coaching, direct support, and professional development?

**RESPONSE:** As outlined in Section III, Background and Context, "CCEE supports the quality of teaching, and the quality of school district and school-site leadership." DTA engagements may focus on various leadership levels depending on the needs of the partner LEA. The specific focus will be determined based on the identified needs of each LEA and will be reflected in the agreed-upon scope of work between the LEA and the selected Respondent.

Regarding delivery modality, CCEE does not prescribe in-person or virtual delivery preferences. Respondents should describe their proposed approach to service delivery in their proposal.

**Q:** When DTA engagements involve support for instructional practices (Scope item D), is there typically a specific content area focus, or is support expected to be content-agnostic?

**RESPONSE:** As stated in the RFP at Section IV, Scope of Services (D), selected Respondents will "Provide LEAs with support and guidance to improve instructional practices and cultivate coherent systems to positively impact student outcomes." The specific focus of support will depend on the identified needs of the partner LEA. Some engagements may focus on specific content areas, while others may address instructional practices more broadly. Respondents should describe their areas of expertise and proposed approach in their proposal.

**Q:** Can CCEE describe what vendor participation in internal continuous improvement processes (Scope item B) looks like in practice, including expected time commitment?

**RESPONSE:** As stated in the RFP at Section IV, Scope of Services (B), selected Respondents will "Collaborate with CCEE and partners to engage in internal continuous improvement processes." The nature and time commitment for this collaboration will vary depending on the scope of work and the needs of the engagement. This may include participation in planning meetings, coordination with CCEE staff and partner agencies, and engagement in reflective processes to support continuous improvement. Respondents should describe their proposed approach and capacity for collaboration in their proposal.

**Q:** Who are the "partner agencies" referenced in the scope of services, and what role would vendors be expected to play in coordinating with them?

**RESPONSE:** As outlined in Section III, Background and Context, CCEE is part of the Statewide System of Support and may coordinate and facilitate assistance provided by governmental agencies. Partner agencies may include county offices of education (COEs), the California Department of Education (CDE), and other entities that support LEAs. As stated in the RFP at Section IV, Scope of Services (A), selected Respondents will "Provide coaching and support to the LEA to identify and help sustain the work needed to achieve systemic improvement in collaboration with the LEA, their COE, and other partner agencies." The specific nature of coordination will depend on the needs of each LEA and will be determined as part of the agreed-upon scope of work.

**Q:** Could CCEE clarify which student groups are covered under "historically underrepresented, under-served, or low-achieving student groups"? Specifically, are multilingual learners (MLLs) among the intended focus populations for this opportunity?

**RESPONSE:** As stated in the RFP at Section III, Background and Context, CCEE's work includes "successfully addressing the needs of special pupil populations, including, but not limited to, English learners, pupils eligible to receive a free or reduced-price meal, pupils in foster care, and individuals with exceptional needs." The statute outlining CCEE's mission

(Education Code 52074) charges CCEE with supporting LEAs to address achievement gaps and improve outcomes for historically underrepresented or low-achieving populations. Multilingual learners (also referred to as English learners) are among the student populations that CCEE's work is designed to support.

### **CONTRACT AND REPORTING REQUIREMENTS**

**Q:** Would you be issuing this award, if awarded, using the California Model Agreement or not?

**RESPONSE:** Pursuant to Section VIII, Submission Details (H), "Upon selecting a Respondent, the CCEE/MCOE shall provide an agreement for negotiation by the Parties." The specific contract terms will be negotiated with selected Respondents.

**Q:** Will contractors be required to submit periodic fiscal reports, narrative progress reports, or other documentation as part of contract management? If so, can you provide any available information about the expected reporting format, frequency, and content?

**RESPONSE:** Reporting requirements will be specified in the agreement negotiated with selected Respondents pursuant to Section VIII, Submission Details (H) of the RFP. CCEE anticipates that selected Respondents will be required to provide documentation regarding services provided and outcomes achieved, but specific reporting requirements will be determined during the contract negotiation process.

**Q:** Are all FCSS-created materials subject to CCEE ownership or license terms? What if we are planning to use materials that have already been created and used by our office—would those also be subject to CCEE ownership?

**RESPONSE:** As stated in the RFP at Section VI.G, Ownership of Program Data, Materials, and Intellectual Property Rights, "All program data, reports, documents, and other items specifically generated for CCEE in the course of providing services to CCEE shall be the property of CCEE." However, "Contractor retains all rights, title and interest in and to any and all of the Contractor's software, materials, tools, forms, documentation, training and implementation materials, and intellectual property (collectively, 'Contractor Materials')." Additionally, "Contractor agrees to grant CCEE a free, transferable, non-exclusive license to use, reproduce and distribute all information and content created by Contractor and provided to CCEE under this Agreement," subject to the conditions specified in the RFP. Materials created prior to the agreement and brought into the engagement remain the property of the Contractor, but materials specifically created for CCEE as part of the services provided under the agreement are subject to the terms outlined in Section VI.G.

**Q:** How much support/communication is expected between the CCEE and the partners selected to do this work? Is that cadence already decided, or will that be designed once partners are selected?

**RESPONSE:** The level and frequency of communication between CCEE and selected Respondents will vary depending on the scope of work and the needs of the engagement. As

stated in the RFP at Section VI.E.1, Project Lead, "The Project Lead will serve as the primary contact for the CCEE." The specific communication cadence and expectations will be established as part of the scope of work agreed upon with the LEA and selected Respondent, and may evolve throughout the engagement to support effective collaboration and continuous improvement.

**Q:** Given that contract execution is contingent upon state budget authorization, what is the anticipated timeline between selection notification and contract execution?

**RESPONSE:** As stated in the RFP at Section I, Timelines, "Agreements with selected respondents will be executed in the 2026-27 fiscal year using 2026-27 funds, contingent upon continued state funding by the Legislature and authorization in the California State Budget," and "Work to Begin No Earlier Than July 1, 2026." Pursuant to Section VIII, Submission Details (G and H), CCEE may begin negotiations with selected Respondents at CCEE's discretion, and upon selecting a Respondent, CCEE/MCOE shall provide an agreement for negotiation by the Parties. The specific timeline will depend on the state budget authorization process and the negotiation timeline with selected Respondents.