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REQUEST FOR PROPOSALS FOR EXTERNAL EVALUATION SERVICES

for the 21st Century California School Leadership Academy
(21CSLA) Initiative — Cohort 3

ISSUED BY:

The California Collaborative for Educational Excellence (CCEE) and the Marin
County Office of Education (MCOE), Administrative Agent for the CCEE

ISSUED ON:

October 8, 2026

PROPOSALS DUE:

November 5, 2026

Table of Contents

I. Timelines.....	3
II. Purpose.....	3
III. Background and Context.....	4
IV. 21st Century California School Leadership Academy — Cohort 3	4
V. Scope of Evaluation Services	5
VI. General Proposal Information	8
VII. Proposal Specifications/Requirements for Submittal	9
VIII. Rights of the CCEE/MCOE	12
IX. Submission Details	12
X. Receipt of Proposals; Contact Information	13
Appendix A: Cohort 3 Evaluation Questions and Anticipated Deliverable Schedule	14

The California Collaborative for Educational Excellence (“CCEE”) and the Marin County Office of Education (“MCOE”) invite qualified organizations (“Respondents”) to submit proposals (“Proposals”) in response to this Request for Proposals (“RFP”). Proposals shall comply with the requirements set forth herein. The CCEE/MCOE is not required by law to use an RFP process but has elected to do so for the particular services described herein in order to seek qualified parties who meet the unique service needs of the CCEE.

I. Timelines

Activity	Date
Release of Request for Proposals	October 8, 2026
Questions from Respondents Due (if any)	October 15, 2026 at 4:00 p.m. (Pacific Time)
Responses to Respondents’ Questions (if any)	October 22, 2026
Due Date for Proposals	November 5, 2026 at 4:00 p.m. (Pacific Time)
Finalist Selected No Earlier Than:	November 19, 2026
Work to Begin No Earlier Than:	December 1, 2026
Duration of Services	Through fiscal year 2026–27, with the possibility of annual renewal.

Note: All dates are preliminary and subject to change.

II. Purpose

The California Collaborative for Educational Excellence (CCEE) is soliciting an agency, individual, or consortium to conduct formative and summative evaluation services for Cohort 3 of the 21st Century California School Leadership Academy (21CSLA) initiative within California’s Statewide System of Support. The selected Respondent will design and implement a rigorous, practical, and improvement-oriented evaluation that produces annual formative evaluation reports during each year of the Cohort 3 program grant term (October 1, 2026 through September 30, 2029). These annual reports will provide timely findings, analysis, and recommendations to support continuous learning and improvement. At the conclusion of the grant term, the selected Respondent will produce a summative evaluation report that synthesizes findings across all three years and assesses the effectiveness, impact, and future direction of the 21CSLA initiative.

The evaluation will support CCEE and the California Department of Education (CDE) in administering 21CSLA by assessing program effectiveness and grantee performance against established criteria and measures and informing continuous improvement and future program decisions. The evaluation will also help CCEE, CDE, the State Board of Education (SBE), the 21CSLA State Center, Regional Academies, and other state partners understand the impact of 21CSLA on school leaders, schools, and students; the quality and reach of its professional learning, coaching, and communities of practice; its fidelity to Cohort 3 metrics, deliverables, and applicable Title II requirements; and its use of continuous improvement to refine, scale, and sustain effective practices across the Statewide System of Support (SSOS).

III. Background and Context

Established by the Legislature in 2013 with the enactment of the Local Control Funding Formula (“LCFF”), the CCEE became operational in 2015 to “advise and assist” local educational agencies (“LEAs”) with achieving the goals set forth in their Local Control and Accountability Plans (“LCAPs”). (Ed. Code § 52074.) CCEE is an integral part of California’s Statewide System of Support, which is designed to build the capacity of LEAs to support the continuous improvement of pupil performance, address the achievement gaps between pupil subgroups, and improve outreach and collaboration with stakeholders to ensure that LCAPs reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations (Ed. Code § 52059.5).

The 2019 Education Budget Trailer Bill, effective July 1, 2019, established the 21st Century California School Leadership Academy (Ed. Code § 44690), with the provision that it provides statewide professional learning opportunities “in a manner that is consistent with the statewide system of support.” Assembly Bill 181 (Chapter 52, Statutes of 2022) amended Education Code section 44690 to authorize CCEE to coordinate the external evaluation and to provide that, as a condition of receiving funds, grantees shall provide program data and participate in the external evaluation. CCEE coordinates the external evaluation in partnership with CDE and SBE, consistent with Education Code section 44690.

A separate Request for Applications (RFA) process for the selection of Cohort 3 grantees was completed in 2026. Successful grantees were identified to develop and implement statewide professional learning for instructional leaders through the 21CSLA initiative, with the Cohort 3 grant cycle extending from October 1, 2026 through September 30, 2029. Two conditions distinguish Cohort 3 from its predecessor and shape the evaluation described in this RFP:

- **A new grant calendar and funding cycle.** Cohort 3 operates on an October 1–September 30 program year (not the prior July–June fiscal year), and Regional Academies are funded at a minimum of \$1 million per year. Evaluation milestones, baseline windows, and reporting are re-anchored accordingly, and expanded data analysis expectations will be finalized with state agency partners. Respondents should anticipate aligning evaluation activities to the Cohort 3 grant cycle while structuring the annual evaluation work and reporting cycle, most likely, from January 1 through December 31.
- **A more forward-focused student outcomes program design.** The Cohort 3 RFA connects Regional Academy success to increased student achievement, closing performance gaps among student groups, and service to Title II–eligible school leaders as federally defined (ESEA § 8101(44)). The evaluation will focus on evidence of changes in leadership practice and school conditions that are expected to contribute to improved student outcomes, while identifying opportunities to strengthen longitudinal data collection and better understand longer-term impact. State agency partners (CDE, SBE, and CCEE) may recommend additional requirements, which will be incorporated into the final scope of work.

IV. 21st Century California School Leadership Academy — Cohort 3

The 21CSLA initiative was established by Senate Bill 75, Section 26, Statutes of 2019, which added Article 5 (commencing with Section 44690) to Chapter 3.1 of Part 25 of Division 3 of Title II of the California

Education Code. The law specifies that the professional learning provided through 21CSLA will be made free of charge to local educational agencies that receive federal Title II funds and include the following:

- Training and coaching for principals and other school leaders in critical areas identified by the CDE and CCEE, in consultation with the Executive Director of the State Board of Education (SBE).
- Training mentors for novice principals and teachers.
- Training coaches to support leaders in high-need settings.
- Training for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts.

The 21CSLA initiative is delivered through a State Center and Regional Academies. Per Education Code section 44690, CDE and CCEE, with SBE approval, shall identify criteria and measures to assess the performance of the grantees in performing the duties specified in the 21CSLA initiative. All successful grantees will track and monitor progress on the metrics identified in the Cohort 3 21CSLA Request for Applications and the Center's Cohort 3 metrics and deliverables. CCEE and CDE will evaluate each grantee's performance and success in fulfilling the purpose of this program using those metrics and through the formative and summative assessment of the initiative conducted under this RFP.

While the state has appropriated additional funds to the 21CSLA initiative through past budget acts, the scope of this evaluation is limited to the professional learning provided with federal Title II funds, as specified in the Cohort 3 21CSLA Request for Applications and the Center's Cohort 3 metrics and deliverables.

At the conclusion of each grant term, CDE and CCEE may renew the selection of the grantees or reopen the selection process for some or all of the previously awarded grantees. Grant awards are contingent on continued annual federal funding by Congress and California State Budget authority, and funding amounts may be adjusted with each annual budget act.

V. Scope of Evaluation Services

CCEE is soliciting proposals for an agency, individual, or consortium to conduct formative and summative evaluations of the 21CSLA Cohort 3 initiative. The anticipated evaluation contract term extends from the 2026–27 fiscal year through December 30, 2029, to allow for final summative reporting following the close of the Cohort 3 grant cycle.

Cross-Cutting Responsibilities

Across all program years, the selected Respondent will be expected to:

- Review and build upon prior 21CSLA evaluation plans, data sources, findings, instruments, and presentations; complete transition activities related to Cohort 2 final reporting; use findings from [Cohorts 1 and 2](#) to inform and strengthen the Cohort 3 evaluation, as directed by CCEE.
- Serve as an independent, mixed-methods thought partner to CCEE, CDE, SBE, and the 21CSLA Center, operationalizing recommendations collaboratively.
- Develop, refine, and maintain an evaluation plan and logic model or theory of action aligned with statutory responsibilities, Cohort 3 grant expectations, and CCEE priorities, updated annually to reflect revisions to Cohort 3 deliverables and the evolving policy environment.

- Align all instruments, constructs, and reporting to the California Professional Standards for Education Leaders (CPSEL) and the Quality Professional Learning Standards (QPLS).
- Leverage the Center’s statewide database and data-analyst capacity as the primary participation and attendance data source, and coordinate instruments with the Center to avoid duplication and minimize respondent burden.
- Maintain human-subjects protections and Family Educational Rights and Privacy Act (FERPA) compliance, and coordinate educator release forms for surveys, focus groups, interviews, and observations, if applicable.
- Attend and participate in relevant virtual and in-person meetings with the 21CSLA Center, Regional Academies, CCEE, CDE, SBE, and other Statewide System of Support partners, and present interim findings at least twice per program year.
- Provide timely formative findings, data visualizations, and actionable recommendations that support continuous improvement, including identification of exemplars, promising practices, and conditions that support or hinder impact.
- Prepare annual and final reports, executive summaries, thematic briefs, presentations, and other dissemination materials.

Evaluation Questions

Evaluation questions and measures will be finalized collaboratively during the start-up phase. At a minimum, the evaluation is organized around five questions aligned with the Cohort 3 RFA and the Center’s Cohort 3 deliverable areas:

1. *Impact. How does 21CSLA make progress in relation to specified metrics and achieve its intended goals?* This includes the impact of 21CSLA on school leaders, schools, and students — including measurable change in leader knowledge and practice and, over time, in school conditions and student outcomes.
2. *Effective Professional Learning. How does 21CSLA exemplify and sustain effective professional learning for leaders?* Based on 21CSLA’s eight effective features and how they are implemented, differentiated, adapted, scaled, sustained and aligned to CPSEL and QPLS.
3. *Access and Opportunity. How does 21CSLA contribute to the recruitment, development, and retention of effective and diverse school leaders, particularly in schools and communities with the greatest need?* This includes examining how 21CSLA expands pathways into leadership, supports leaders’ growth and advancement, and strengthens the conditions that contribute to their persistence and retention, particularly in historically underserved and high-need settings.
4. *Reach, Fidelity, and Compliance. To what extent are Regional Academies and the Center meeting Cohort 3 metrics and deliverables, achieving effective region-wide reach, and serving Title II–eligible school leaders as defined in ESEA § 8101(44) with Title II funds?*
5. *Continuous Improvement and Scaling. How does 21CSLA use data and continuous-improvement cycles to refine, scale, and sustain effective practices across the SSOS and state, and what policy and sustainability recommendations follow?*

Data, Methods, and Measurement Requirements

To address limitations observed in the Cohort 2 evaluation and make use of the data infrastructure now available, the selected Respondent will meet the following requirements:

- Response-rate improvement. Leverage the Center registration/database to access a role-validated participant sample to distribute survey questions and schedule follow-up interviews. Align response rates and document any non-response analysis with the Center response rate analyses.
- Role disaggregation and Title II documentation. Disaggregate participation and impact by role against the ESEA § 8101(44) school-leader definition, and confirm which participants are served with Title II funds versus other funding sources for survey distribution.
- Outcome measurement with stated limits. Pursue the logic-model pathway from professional learning to leader practice, school conditions, and student outcomes, including California School Dashboard indicators and local data, where feasible, while stating attribution limitations transparently.
- Coaching instruments: Where applicable, collaborate with the Center to access relevant operational coaching instruments (coaching-log application, pre/post summative tool, validated coaching participant survey, and program-assessment tool) rather than fielding parallel instruments.
- Deliverable-area mapping. Maintain a Center/Regional Academy deliverable-tracking matrix mapped to the Cohort 3 area structure, including areas elevated in Cohort 3 (such as Digitally Mediated Learning and Continuous Improvement & Research) that were outside the Cohort 2 evaluation focus.
- Mixed methods. Combine the participant survey, focus groups with Regional Academy and Center leaders, document review, and Center database analytics, triangulating across sources.

Evaluation Deliverables and Timeline

The Respondent will propose a detailed work plan and deliverable schedule aligned to an annual evaluation cycle running from January through December of each program year. Annual evaluation reports will be due in December following the conclusion of each respective program year. The third and final evaluation year will conclude on December 30, 2029, with the final summative evaluation report due by that date. The following represents CCEE’s anticipated minimum deliverables; a detailed anticipated schedule is provided in Appendix A.

Year 1: 2026–27 (Baseline / Reflective)

- Start-up, document review, and Cohort 2 transition activities.
- Evaluation plan and logic model / theory of change with an explicit pathway from professional learning to leader practice, school conditions, and student outcomes.
- Instrument package, including reconciliation and validation of Center coaching instruments.
- Baseline data report, with participation disaggregated by role against the Title II definition.

- Year 1 reflective/formative report and presentation, including practices to scale and a strategy to assess classroom impact. Performance on the grant administration measures of effectiveness approved by the state agency team will be reviewed annually to inform grantee renewal decisions.

Year 2: 2027–28 (Formative)

- Updated evaluation plan reflecting Cohort 3 deliverable changes and any governance changes.
- Formative impact and compliance analysis, including early evidence on impact pathways, region-wide reach, fidelity to metrics, and Title II compliance.
- Up to two thematic briefs suitable for field dissemination.
- Year 2 annual formative report and presentation addressing all five evaluation questions.
- Performance on the grant administration measures of effectiveness approved by the state agency team will be reviewed annually to inform grantee renewal decisions.

Year 3: 2028–29 (Formative / Summative)

- Cumulative outcome analysis of leader, school, and student outcomes, including Dashboard indicators and local data, where feasible, with explicit attribution limits.
- Exemplars catalog of documented strategies, structures, and local impact exemplars suitable for statewide replication.
- Final summative evaluation report, executive summary, and presentation, synthesizing findings across the full grant cycle with policy recommendations and an explicit emphasis on scaling, spread, and sustainability.
- Performance on the grant administration measures of effectiveness approved by the state agency team will be reviewed annually to inform grantee renewal decisions, if applicable.

CCEE may refine deliverables annually based on emerging needs, available funding, and findings from the evaluation. CCEE will evaluate the Respondent’s performance and success in fulfilling the evaluation services. At the conclusion of each contract term, CCEE may renew the selected Respondent for another term. Contract renewal is contingent on continued annual federal funding by Congress and California State Budget authority.

VI. 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 remain responsible for all work performed by staff, subcontractors, and consultants.

B. Minimum Qualifications for Respondents

Respondents must have a minimum of five years of recent (within the last seven years) full-time experience in conducting evaluation studies within the educational setting. Demonstrated experience with mixed-methods evaluations, longitudinal studies, education policy, leadership development, and complex systems or capacity-building initiatives is strongly preferred.

Please see Section VII.E., Qualifications of Respondent Personnel, for additional information pertaining to personnel requirements.

C. Questions and Clarifications

Respondents must submit questions and requests for clarifications or additional information regarding this RFP, in writing only, to Michelle Magyar (the “CCEE Contact”) at mmagyar@ccee-ca.org no later than **October 15, 2026, at 4:00 p.m. (Pacific Time)**. CCEE will endeavor to provide responses and clarifications via CCEE’s website at ccee-ca.org by **October 22, 2026**. At its discretion, the CCEE may respond to questions that are submitted late or not in proper form. The CCEE 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 CCEE’s website and incorporating any answer or information provided by CCEE into their Proposals. Respondents shall not contact any other CCEE or MCOE employee or agent regarding this RFP except for the CCEE Contact identified above.

VII. Proposal Specifications/Requirements for Submittal

Each Respondent must submit a Proposal that contains all of the required items listed in this section. Any Proposal that does not include all required items may be disqualified from consideration, but the CCEE reserves the right to consider Proposals that do not meet all the requirements, at CCEE’s sole discretion. Proposals should be no longer than 15 pages, excluding curricula vitae of identified personnel. Proposals can utilize tables and/or bullets to more clearly communicate main ideas and flow of work.

A. Cover Letter

A signed cover letter identifying the Respondent, principal contact, and commitment to perform the proposed work.

B. Scope of Project

A narrative addressing all elements of this RFP and the Respondent’s understanding of the work, including the Cohort 3 evaluation questions, data and measurement requirements, and deliverable schedule.

C. Description of Respondent Organization (1-page maximum)

Include the name and contact information for your organization (address, telephone 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 core services generally provided by the organization and how these services have previously demonstrated growth and improvement in building capacity.

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 this project. This includes a demonstration of the Respondent's experience in evaluation research, study design and implementation, use of quantitative, qualitative, and mixed-method approaches, and high-stakes research projects, particularly those related to education and leadership development. The Proposal should also reflect the Respondent's understanding of California education policies, especially those associated with the statute outlining the 21st Century California School Leadership Academy, the Local Control Funding Formula, the California School Dashboard, and the Statewide System of Support, as well as broader education policy and research as it relates to the work outlined in this RFP.

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.

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 the Scope of Evaluation Services, including the qualifications of each and what each individual 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

Identify a dedicated Project Lead with at least three years of recent experience (within the last seven years) managing projects of comparable size, scope, and complexity. Describe how the Project Lead will serve as the primary contact for CCEE and coordinate, manage, and monitor staff, subcontractors, and consultants.

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 the CCEE's prior written approval. Any substitute personnel shall meet or exceed the qualifications and experience of the originally proposed personnel.

E.3. Subcontracts

Describe all proposed subcontractors, their responsibilities, rationale for selection, and qualifications. All subcontracted work remains the responsibility of the Prime Contractor. For each proposed subcontractor, include:

- A description of the activities and functions to be performed.
- A brief explanation of why the subcontractor was selected.
- Résumés for each consultant or subcontractor staff member 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. Proposed Work Plan

Please include a description of the Respondent's proposed work plan to accomplish the duties described above in Section V., Scope of Evaluation Services. The work plan shall include time estimates for each significant segment of the work, the number of staff to be assigned, including supervisors where appropriate, the level of each of the staff members to be assigned, and any specialists or subcontractors who will be assigned.

G. Conflict of Interest

Please disclose any past or current business or other relationship with the CCEE, CDE, CCEE Governing Board members, or MCOE.

H. Costs and Fees (1-page maximum)

Provide a detailed multi-year budget with an annual not-to-exceed amount of up to \$175,000 per year, fee structure, staffing costs, travel assumptions, deliverable costs, and any other relevant expenses. Explain factors that could affect costs if programmatic changes occur. The proposed budget must include:

- Cost to complete proposed deliverables.
- Fee structure, such as hourly rates, fixed deliverable rates, or a combination of hourly and fixed rates.
- Annual not-to-exceed amounts.
- Any additional relevant fees or costs.

Due to CCEE's annual fiscal year of July 1 to June 30, the budget will need to be written such that it is fiscal-year to fiscal-year with the ability to extend it at the exclusive option of CCEE.

Example: December 1, 2026 to June 30, 2027
 July 1, 2027 to June 30, 2028
 July 1, 2028 to June 30, 2029
 July 1, 2029 to December 30, 2029

Annual funding for this evaluation is contingent on continued federal funding by Congress and California State Budget authority, and funding amounts may be adjusted at each budget act. Respondents' cost estimates may be a factor in awarding the contract. Since an RFP is not required, the CCEE/MCOE is not obligated to accept a bid based on cost estimates.

I. Ownership of Materials and Intellectual Property Rights

All reports, documentation, and materials generated through the award will be the property of CCEE and a public record and as such, are potentially subject to public viewing and disclosure pursuant to applicable laws, including the California Public Records Act (Gov. Code § 7922.535 et seq.).

Selected Respondents may retain ownership of pre-existing intellectual property but grant CCEE a license to use and distribute project deliverables for educational purposes.

J. References (one-half page maximum)

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

K. Submission Review Rubric

All Proposals will be evaluated using the following criteria, with a total available point value of 60 points:

Evaluation Criterion	Reviewer Score and Multiplier	Maximum Weighted Points
Understanding of the 21CSLA Cohort 3 Context	x 1.00	
Understanding of Evaluation Purpose and Priorities	x 1.00	
Evaluation Design and Methodology	x 1.25	
Annual Formative Evaluation Approach	x 1.25	
Summative Evaluation Approach	x 1.25	
Approach to Measuring Leader, School, and Student Impact	x 1.25	
Data Quality, Response Rates, and Title II Documentation	x 1.00	
Partner Engagement and Partnership	x 1.25	
Organizational Capacity and Relevant Experience	x 1.25	
Qualifications of Project Lead and Team	x .75	
Work Plan, Timeline, and Deliverables	x .75	
Cost, Cost Effectiveness, and Completeness of Proposal	x .75	
Total Possible Points		60.00

VIII. Rights of the CCEE/MCOE

This RFP does not commit the CCEE/MCOE to award a contract or pay any costs incurred in the preparation of a response to this RFP. CCEE/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 CCEE/MCOE is not required by law to use an RFP process but has elected to do so for the particular services described herein in order to seek qualified parties who meet the CCEE's unique service needs. The CCEE/MCOE reserves the right to accept all or part of any Proposal or to cancel in part or in its entirety the RFP. The CCEE/MCOE further reserves the right to select the Respondent(s) that it considers to be in the best interests of the CCEE.

IX. Submission Details

A. As noted above, the CCEE/MCOE will begin accepting Proposals upon the date of issuance of this RFP, and will continue to accept Proposals until **November 5, 2026 at 4:00 p.m. (Pacific Time)**.

B. To be considered in the initial evaluation, Respondents must submit an electronically signed copy of the original Proposal (as a PDF) via email to Michelle Magyar, mmagyar@ccee-ca.org, with the subject line: "21CSLA Cohort 3 Evaluation RFP Submission." Hard copy Proposals may not be accepted.

- C.** Respondents shall be solely responsible for ensuring their Proposal arrives to the CCEE by the deadline set forth above in order to be eligible for CCEE's initial selection process. The CCEE/MCOE will not be held responsible for any Respondent errors or omissions in the preparation of their Proposal.
- D.** 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.
- E.** The CCEE/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 CCEE/MCOE may also waive or decline to waive irregularities in any Proposal. The CCEE/MCOE further reserves the right to select the Proposal(s) that it considers to be in the best interests of the CCEE.
- F.** The CCEE/MCOE may begin negotiations with selected Respondents at the CCEE's discretion.
- G.** Upon selecting a Respondent, the CCEE/MCOE shall provide an agreement for negotiation by the Parties.
- H.** All Proposals submitted in response to the RFP become the property of the CCEE and a public record and, as such, may be subject to public viewing and disclosure pursuant to applicable laws, including the California Public Records Act (Gov. Code § 7922.535 et seq.).

X. Receipt of Proposals; Contact Information

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

All inquiries or questions for additional information should be directed in writing to the CCEE Contact, Michelle Magyar, mmagyar@ccee-ca.org, by **October 15, 2026, at 4:00 p.m. (Pacific Time)**. CCEE 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.

Respondents must submit an electronically signed copy of the original Proposal (as a PDF) via email to the CCEE Contact, Michelle Magyar, mmagyar@ccee-ca.org, by **November 5, 2026, at 4:00 p.m. (Pacific Time)** with the subject line: "21CSLA Cohort 3 Evaluation RFP Submission."

Appendix A: Cohort 3 Evaluation Questions and Anticipated Deliverable Schedule

The Cohort 3 evaluation is organized around the five evaluation questions identified in Section V of this RFP, which align with the Cohort 3 Regional Academy RFA and the Center’s Cohort 3 metrics and deliverables. Grantee-level metrics are identified in the Cohort 3 21CSLA Request for Applications and the Center’s Cohort 3 Year 1 metrics and deliverables; these metrics will be included in, but not limited to, all phases of the evaluation as referenced in Section V. The table below presents CCEE’s anticipated deliverable schedule, which will be finalized collaboratively with the selected Respondent during the start-up phase. All due dates are keyed to the October–September program year, and annual reports are due no later than December 30 following each program year. The final program report will be due by December 30, 2029.

ID	Deliverable	Target Due Date
YEAR 1 — 2026–27 (Baseline / Reflective)		
D1.1	Start-up, document review, and Cohort 2 transition activities.	December 30, 2026
D1.2	Evaluation Plan and Logic Model / Theory of Change — explicit pathway from professional learning to leader practice, school conditions, and student outcomes, with a realistic measurement and attribution plan and named limitations	January 1, 2027
D1.3	Instrument Package — revised participant survey embedded in Center registration/database to raise response rates; role-validated sampling; reconciliation and validation of Center coaching instruments to avoid duplicate data collection	March 31, 2027
D1.4	Baseline Data Report — Cohort 3 baselines for participation, reach, and leader practice; participation disaggregated by role against ESEA § 8101(44); documentation of Title II–funded vs. other-funded participants	June 30, 2027
D1.5	Year 1 Reflective/Formative Report — deliverable-area progress mapped to the Cohort 3 area structure; practices to scale and a strategy to assess leader practices and classroom impact	December 30, 2027
YEAR 2 — 2027–28 (Formative)		
D2.1	Updated Evaluation Plan — revised to reflect Cohort 3 deliverable changes (e.g., Digitally Mediated Learning; Continuous Improvement & Research) and any governance changes	January 1, 2028
D2.2	Formative Impact and Compliance Analysis — early evidence on impact pathways; role-disaggregated participation and impact; region-wide reach; fidelity to metrics and Title II compliance; guidance on scaling high-impact elements	June 30, 2028
D2.3	Up to two (2) Thematic Briefs — concise, practice-facing syntheses on priority topics, suitable for field dissemination	Ongoing; by September 30, 2028

D2.4	Year 2 Annual Formative Report — cumulative findings against all five evaluation questions; Center/Regional Academy deliverable progress	December 30, 2028
YEAR 3 — 2028–29 (Formative / Summative)		
D3.1	Cumulative Outcome Analysis — leader, school, and student outcomes, including California School Dashboard–linked performance-gap indicators where feasible, with explicit attribution limits	June 30, 2029
D3.2	Exemplars Catalog — documented strategies, structures, and local impact exemplars suitable for statewide replication	June 30, 2029
D3.3	Final Summative Evaluation Report — synthesis across the full grant cycle with policy recommendations and an explicit emphasis on scaling, spread, and sustainability	December 30, 2029

Reporting and Engagement Cadence

Activity	Timing	Primary Audience
Interim findings presentations	At least twice per program year	CCEE, CDE, SBE, Center, SSOS partners
Annual evaluation report	December	CCEE, CDE, SBE
Thematic briefs (Year 2+)	As produced	Field / SSOS dissemination
Final summative report	December 30, 2029	CCEE, CDE, SBE, Legislature/policy audiences
Thought-partner check-ins	Quarterly or as needed	Center and CCEE staff

Note: Funding, deliverable dates, and named state-agency roles are subject to continued federal and state budget authority and to any restructuring of the state agencies referenced herein.