



Classified RFP – Questions and Answers October 2016

The Commission has received over 160 Intents to Apply for this RFP. If you are a smaller LEA with fewer than 25 classified staff members who would participate in this program, you may want to collaborate with your local county office of education or another LEA near you to form a consortium and submit a consortium application.

Please note that once submitted and reviewed, applications will become public documents. Please do not include any confidential information within your application.

Application and Selection Criteria

Question 1: My question is about the sub-parts of section 5 not adding up to 55 points. Just wondering if it should be 60, or if one of the sub-components should not be there. Just wondering about the point structure for section 5.

Response 1: The subparts of section 5 should add up to 60 points. The RFP has been corrected and reposted to reflect 60 points in the scoring rubric.

Question 2: Are there any priorities for selection established that might guide us in efforts to complete the application?

Response 2: Within the RFP, the selection criteria are specified in Section II–How to Respond to this RFP.

Who May Apply and Who May Participate

Question 3: If a participant in the program transitions from a classified position to a certificated position and enters a University Intern credentialing program, will they continue to be eligible for tuition reimbursement while teaching and earning their credential through an alternative certification route?

Response 3: Yes.

Question 4: Are SELPAs eligible to apply for this opportunity?

Response 4: No. See the authorizing legislation, Education Code § 44392 (a). Applicants must be a school district, charter school, or county office of education.

Question 5: Are Nonpublic Schools eligible to apply?

Response 5: No. See the authorizing legislation, Education Code § 44392(e). Eligible classified employees must be currently working in a public school.

Question 6: For charter schools, are programs only allowed to be run by each charter school or can a Charter Management Organization run the program?

Response 6: A charter management organization may apply on behalf of one or more of its schools.



Classified RFP – Questions and Answers

October 2016

Question 7:

- May a County office administer the program on behalf of ALL districts in the County?
- Will you accept an RFP from a consortium of districts within one county? If so, do each of the districts need to submit an intent to apply?
- Are applicants able to form a consortium?
- We are a COE and would like to partner with our smaller districts who will not be able to have the grant for themselves thereby preparing teachers who would be eligible to work in their districts as well as our COE.
- As a small district, can we piggyback on to a larger district if we have one or two people interested?

Response 7: A county office of education may organize a consortium of interested districts for purposes of applying for this grant program. Applicants may also form a consortium for this purpose. Only one proposal is required from the consortium and a single LEA must be the lead sponsor.

Question 8: Will this include career pathway into Special Education teaching positions including but not limited to Moderate-Severe, Resource, Speech/Language Pathologist, School Nurses, Adapted Physical Education, and School Psychologists?

Question 9: Will the program support career pathway into Child Development and Migrant Education teaching positions such as but not limited to Associate Teachers, Site Supervisors, and Director permitted teachers?

Response 8 and 9: The authorizing legislation indicates that the program is for meeting the applicant entity's needs for individuals to obtain a multiple subject, single subject, or education specialist teaching credential. This program does not address credential categories other than these three.

Question 10: Can an IHE (Loyola Marymount University) submit the application on behalf of a group of Charter Schools. LMU has partnerships with KIPP, Green Dot, and PUC. Rather than have each CMO submit an application, we would like to submit one application that can be written by LMU.

Response 10: No. Eligible applicants for this grant are specified in the authorizing legislation as being a "school district, charter school, or county office of education."

Question 11:

- Are classified employees that currently hold a Bachelor's eligible for the program?
- Can the Classified School Employee Teacher Credentialing Program support classified staff who already possess a bachelor's degree in the pursuit of a teaching credential in a graduate teacher training program?

Response 11: Yes, if they are seeking a multiple subject, single subject, or education specialist credential.

Question 12: Does the classified employee have to be working on a school site? Can it be an accountant in the district's Business Services office? Or the manager of our warehouse?

Response 12: Any classified employee of the district is potentially eligible to participate in the program if the employee meets the criteria for participation.



Classified RFP – Questions and Answers October 2016

Participant Requirements and Obligations

Question 13: Would the Commission under Ed. Code §44420 revoke a teaching credential for an individual that fails to complete a year of classroom instruction in the district for each year that they received assistance as required in the program guidelines?

Response 13: This provision of the Education Code relates to a breach of contract with the employing district; accordingly, discipline would only be imposed by the Commission in those instances where the individual breaches a contract with their employing district.

Question 14:

- Would there be any penalty to a district that non-reelected a teacher that came into teaching through the program, but were unsuccessful in the classroom?
- What happens if the participant receives funding for three years and they are released from probation at the end of their second year?

Response 14: There is no penalty to the district if a teacher who came through this Program is non-reelected or released from probation.

Question 15:

- If the "Participant Commitment and Agreement" form is mandatory for all participants receiving services leading to a credential, and they are not able to fulfill the requirement of teaching one year for every year they participated in the credentialing program, would they be required to pay that money back (\$4,000 per year)?
- If a participant drops mid-way through the program, what is the consequence? Do they pay back the funds they have already received?
- The grant requires participants to work one year as a teacher in the district for each year they are part of the program. What happens if a participant does not fulfill this requirement? If the money is to be repaid, what is the proposed mechanism to do so?
- If there is a cut in education related funding and there are not as positions for the participants to fill, how will they be held accountable?

Response 15: There is no payback requirement within this grant program.

Question 16: What is the obligation of the participant - financially and for the program?

Response 16: The responsibilities of program participants are described on page 2 of the RFP. Per Education Code Section 44393 (d), participants must either have an AA degree or have successfully completed two years of postsecondary education at the time of enrollment in a funded Program.

Participant must also commit to accomplishing all of the following:

- (A) Graduate from an institution of higher education with a bachelor's degree;
- (B) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential; and
- (C) Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that he or she received assistance for books, fees, and tuition while attending an institution of higher education under the Program.

See also Appendix E, the Participant Commitment Form.



Classified RFP – Questions and Answers October 2016

Question 17: If the participant is starting with an AA, do they have to complete both their BA and teaching credential prior to the end of the grant period?

Response 17: No.

Budget and Costs

Question 18: Assuming we have a high-level of interest of classified employees wishing to take advantage of this potential opportunity, what would be the maximum award for our district?

Response 18: As indicated in the RFP, successful applicants will have a month following notification of funding to survey the interested potential participants in the district, charter school, or county office of education, as applicable to the applicant agency, and indicate the final numbers of participants the program would like to enroll. Final determinations of allocations of participant slots will be made after this information is received from all successful applicants.

Question 19: What will be the process for staff that do not follow through with the program for whatever reason? Will the participants (MCOE) be reimbursed?

Response 19: No, there will not be any reimbursement to grantees under those circumstances.

Question 20: The grant mentions cost of books, fees, and tuition. Can participants opt out of one or the other options listed?

Question 20: The applicant should indicate how it intends to expend the \$4,000 per participant within the response to the RFP, including completing the budget form and budget narrative.

Question 21: Does the district get \$4,000 per year per participant and what does that cover?

Response 21: The allocation for each funded participant slot will be \$4,000. It is expected that the allocation will cover items such as tuition, books, and fees for participants. It is up to the applicant to indicate in the response to the RFP how these funds will be allocated across budget categories.

Question 22: What is the obligation of the district - financially and for the program?

Response 22: If funded, the district would receive \$4,000 per allocated participant slot. Expenditures relating to this amount should be explained in the budget and the budget narrative. Any expenditure beyond that amount is an applicant-level decision. However, applicants will be expected to carry out the program as designed and as described in the response to the RFP.

Question 23: There has been a limit in the past regarding district costs associated with grant programs, are those same limits in place for this grant?

Response 23: Applicants should fill out the budget form and budget justification within the limits of the maximum \$4,000 per participant available. Applicants should keep in mind that budget and cost-effectiveness will be considered as part of the selection criteria.

Question 24: Before moving forward I want to make sure I understand this program, we the charter school would submit an application, and in-turn we (the employer) would receive the grant and reimburse the "classified employee" that is in a credential program for tuition, books etc., is that correct? Or, are the funds paid directly to the "classified employee"?



Classified RFP – Questions and Answers

October 2016

Response 24: Successful applicants are awarded the grant funds, and may either reimburse program participants for tuition, fees, books, etc., or make arrangements to pay these costs directly to collaborating postsecondary institutions on behalf of the participants. The classified participants will not directly receive grant funds from the Commission.

Question 25: Typically, if a classified employee needs to complete student teaching, we require them to request an unpaid leave of absence for that time. You're asking us to let you know how we will reasonably accommodate these individuals for this purpose. Can the \$4,000 be used for the classified employee to do student teaching while he/she is on unpaid leave?

Response 25: The program funds are to be used to provide tuition, fees, books, and other supportive services for participants. The funding cannot be given as a stipend to classified employees who are doing student teaching on an unpaid leave. One of the selection criteria specified in the RFP addresses district capacity and willingness to accommodate the participation of classified employees in the Program, including completing credential requirements. Participants in the program may complete an intern preparation program instead of a traditional student teaching program.

Program Design and Administration

Question 26: Can you further define "Program Administration" and how it is different from "Other" and "Other Support Services for Participants" (listed as budget categories).

Response 26: "Program administration" refers to the activities that will be conducted by the applicant to administer the program (e.g., personnel time to work with the participants and to supervise collaborative arrangements, fiscal management of the project, data collection and reporting to the Commission, etc.) "Other" refers to any additional category not specifically listed on the budget form that the applicant finds is needed in order to carry out the program as designed by the applicant. "Other Support Services" may include additional support provided to participants beyond tuition, fees, and books such as, for example, tutoring, transportation, etc.

Question 27:

- What is a developmentally sequenced job? Is this a sequence for the participant or the program? Are there examples that might be shared?
- What exactly is meant by "developmentally sequenced series of job descriptions" and how do you see it factoring into a successfully funded grant proposal?
- Are developmentally sequenced job descriptions for each entry-level classified school employee position (from Administrative Secretary I to Vehicle Equipment Mechanic I) required?

Response 27: The authorizing legislation (Education Code Section 44393 (b)(4)) specifies that a requirement for all applicants is "the extent to which a developmentally sequenced series of job descriptions leads from an entry-level classified school employee position to an entry-level teaching position in that school district, charter school, or county office of education." It is possible that not every classified position will have equal potential for the creation of a clear developmental sequence. The Commission does not have examples to share with applicants.



Classified RFP – Questions and Answers October 2016

Question 28: Are there any future tools that will be provided to use for evaluation purposes?

Response 28: Information about mandatory data collection and reporting is provided in Section II of the RFP. Further information regarding program data will be made available to successful applicants.

Question 29: Will any paperwork need to be reviewed prior to being used for the grant awarded program or will participants (MCOE) have total authorization?

Response 29: It is expected that the applicant would implement the program design presented in the application.

Question 30: Will CCTC do any personal evaluations of the standing participants of the program?

Response 30: This is an applicant-level responsibility. However, applicants will need to report these data to the Commission as evidence of program implementation, and applicants are expected to closely follow the progress of participants within the program, as indicated in Section II of the RFP.

Question 31:

- Are participants allowed to enter the program at any year during the five year window of the grant or is their access limited to the initial cohort?
- Can we add participants at year 2 or 3 after the candidate works on their AA, completes that and thus becomes eligible for the program?
- If a participant drops the program in the middle of the cycle due to unforeseen circumstances, can we add a participant on a waiting list?

Response 31: Participants should base their request for participant slots on the initial cohort. It is possible that in the future there may be an opportunity for additional slots, but this would depend on how many participants are funded for the initial cohort across the state and the time to completion for the initial cohort participants.

Question 32: Can BUSD utilize more than one institution of higher learning via separate articulation agreements?

Response 32: Yes.

Question 33: The program design component of the RFP identifies one or more local institutions of higher education that will serve as Program partners with which an LEA will have a written articulation agreement applicable to the Classified School Employee Teacher Credentialing Program. If our LEA is selected to receive a grant and then one of our eligible classified employees is already enrolled in an IHE for which we do not have an articulation agreement in place, are we able to then work with that IHE to establish an agreement to allow the participant in the Program? In other words, can additional Program partners be added after an LEA is selected to receive a grant?

Response 33: Districts may work with multiple postsecondary institutions to meet the needs of its classified participants, and may add additional institutions along with additional articulation agreements to meet those needs. However, the maximum grant amount per participant will be \$4,000 regardless of what postsecondary institution the participants may be attending.



Classified RFP – Questions and Answers

October 2016

Question 34: Is this a program the district has to come up with or is the program dictated by the CTC?

Question 34: Submission of an application for this Program is optional on the part of the district. If the district chooses to submit an application, the authorizing legislation as well as the selection criteria described in the RFP provide direction as to what the program must include. Within those parameters, applicants may design their programs to fit their local needs for certificated teachers.

Question 35:

- Does the district need to guarantee teaching positions for the individuals? What if they are hired by another district in the geographic area?
- Is there going to be a required timeframe in which we will be required to place a candidate who has completed their credential program and have obtained their credential? What will be expected of us? What happens, if at the time they are finished, we don't have any openings in the area for which they are credentialed?

Response 35: The district does not need to guarantee a teaching position for individuals who successfully complete the Program and earn their credential. Participants may be employed by another district if the original employing district does not have an available position.

Question 36: We currently partner with several universities for unpaid fieldwork as well as paid Internships. Do those partnerships count towards the "required partnership" component? For example, CSU, San Bernardino...we have semi-annual partnership meetings to discuss program changes and updates and we are able to contact them directly for recruitment for positions we have available. We have hired several Intern candidates from their program.

Response 36: There is no "required partnership" for this grant program; however, there is a requirement for collaboration with participating institutions of higher education through which the classified participants will ultimately complete a baccalaureate degree and teacher credential program. These collaborative arrangements should focus on advising and supporting program participants to enroll in coursework and to complete the requirements for the baccalaureate degree and the credential.

Question 37: Will we have the authority to screen out candidates, for this opportunity, if we determine they are unqualified or not a good fit for the program? What happens if the District determines a candidate is not a fit for teaching at any point during the program? Will we have the ability to terminate the agreement with that individual (i.e., non-reelect him/her)?

Response 37: Yes, this is an applicant-level responsibility.

Question 38: Do we need to know an exact number of candidates, or have selected our candidates, prior to submission of the RFP?

Response 38: As indicated in the RFP, applicants should provide an estimated number of participants for purpose of the grant application. Following notification of funding, successful applicants will have a month to survey the eligible participants and make a final determination of the number of requested participant slots and the academic status of the intended participants. Applicants are not guaranteed to be allocated all of the requested number of slots due to overwhelming statewide demand for participation in the Program.



Classified RFP – Questions and Answers
October 2016

Submission Information

Question 39: Does the 20 page maximum for single spaced proposals also include counting the Cover Page, Table of Contents, and/or Appendix D, E, and F?

Response 39: No.