

CalEd RFP Questions

Eligible Applicants

1. *Are charter school management organizations eligible applicants for this grant program?*

Response: No. As stated in statute, eligible applicants are school districts, charter schools, and county offices of education. Each applicant must have a CD or CDS code.

2. *We have 4 or 5 charter management organizations (with separate CDS codes) who intend to participate in seeking the grant. Is it possible to change who the Applicant LEA is if we need to do that between September 20th and the grant deadline in October? Can it change after that, or is it fixed?*

Response: Charter management organizations are not eligible applicants for this grant program. Charter schools with a CD or CDS code are eligible applicants. Applicants may change the applicant LEA at any time prior to submitting the grant application. Once the grant application has been submitted, the applicant LEA identified in the grant application cannot be changed.

Budget and Matching Funds

3. *Is the grant amount per year or over the 3 years? For example, would you grant someone \$100,000 (up to \$1.25m) per year for three years or \$33K per year over three years?*

Response: This is a one-time grant. Applicants must provide a yearly budget and a budget narrative (Appendix D in the RFP) that indicate the use of the total amount of requested funding over the up to three year program implementation time frame. As stated in the RFP, "Funds to grantees will be distributed in two annual payments each qualifying year (fall and spring). The first payment will be 50% of the annual budget amount, and the second payment will be 50% of the annual budget amount."

4. *In terms of "matching funds" are districts required to match funds line by line? For example, if we designate \$5,000 for travel from the grant funds does the district need to contribute \$5,000 to travel as well? Or, does the district just need to match the total grant funds with district funds or in-kind support (e.g., salaries, etc.)*

Response: Applicants are not required to match funds line by line. Applicants must indicate in the budget and budget narrative where and how matching funds will be used within the planned program.

5. *If writing one application for both administrator-focus and teacher-focus is the total of the whole application \$1,250,000 or can each component be for \$1,250,000?*

Response: The maximum possible total amount of a single grant is \$1,250,000 regardless of the focus of the proposed program or the number of proposed program components. Applicants should keep in mind when designing their proposed programs that the amount of state funding available for this grant program is limited, and that statute specifies awarding at least 30 grants statewide.

6. *If writing one application for both administrator-focus and teacher-focus programs is it possible for one focus to be funded and not the other?*

Response: Yes.

7. *Are there restrictions to uses of the funds? Can funds be used as stipends or reimbursements for expenses towards a credential, including tuition reimbursement for a bachelor's degree or professional development? Can funds also be used to provide a stipend for mentors and salary and benefits for positions to run program activities?*

Response: The allowable budget categories and the explanation of the uses of these funds is provided within the RFP. Please see Appendix F for clarification on the use of program funds. There is no restriction on how matching funds may be used within the planned program.

8. *Is there "carry-over" or an extension of funds not used within the proposed time frame for activities?*

Response: There is no "carry-over" or extension of funds not used within the proposed time frame. Applicants must submit annual budgets for each planned program year, up to three years. Funded applicants will also provide a yearly expenditure report at the end of each program year. The funds provided to grantees for each subsequent program year after the first year will take into consideration the amount of funds expended during the prior year. Further details on fiscal arrangements will be provided to funded programs.

9. *What funding sources can be used for the 1:1 match? State funds? Federal funds (e.g., Title II?) LCAP? Other?*

Response: It is up to the applicant to identify the sources of matching funds. As indicated in the RFP, matching funds can be cash and/or in-kind.

10. *Is the cash matching requirement the responsibility of the lead applicant, or the project partners?*

Response: As specified in the authorizing legislation, "As a condition of receiving a grant, a grant recipient shall do all of the following: (1) Provide an equal match of resources for any funding received from this program to supplement the grant award" ...

Thus, the responsibility for assuring that matching funds/resources are provided rests with the applicant for the grant, but the source of matching funds may include project partners.

Uses of Funds/Program Activities

11. *In the application, it appears that the grant permits additional hiring for grant management. Who can fill the role of the manager of the grant? We have an organization we all work with who has been convening our local work for the last 2 years. Would the grant make it possible for us to engage them to assist in grant management?*

Response: While there is a line item in the budget for "program administration," applicants intending to use grant and/or matching funds for program administration purposes must determine the most appropriate and effective use of available funding with respect to program administration, including personnel and related program management operations. Applicants should also keep in mind there is a selection criterion regarding Program Impact which addresses and provides points for the most effective use of the limited grant funds to achieve statutory program purposes.

12. *Could you provide some suggestions or examples of how a program could collaborate or coordinate with the Center?*

Response: Examples of potential activities for coordinating with the Center include but are not limited to:

- a. Participating in scheduled monthly Zoom conferences
- b. Attending Best Practices Conference at end of year
- c. Attending recruitment events - virtual and face-to-face
- d. Joining the Center's data collection system
- e. Joining a "group alike" – webinar for grantees
- f. Sharing best practices with the Center
- g. Sharing innovative research with the Center
- h. Hosting a job fair with technical assistance provided through the Center
- i. Implementing the Center's tool kit for "Grow Your Own"

13. *May 1 LEA submit multiple applications for the same or different focuses? If submitting multiple applications, will each submission be taken into separate consideration or*

would the funding of one submission diminish the likely hood [sic] of another being funded because of the distribution of funds across the state?

Response: An LEA applicant may not submit multiple applications for the same statutory focus area (see below). An LEA applicant may submit more than one application provided that each application has a different statutory focus from the other applications from that same LEA. Each application will be evaluated independently on its own merits with respect to the selection criteria.

Statutory focus areas:

1. Activities to support the development of principals/other school leaders
2. Activities to recruit, train, and support new or existing educators in special education, math, science, and/or bilingual education
3. Activities to provide high-quality new teacher and principal induction and mentoring
4. Engaging in regional collaboration with postsecondary educational institutions or other local educational agencies
5. Participation in recruitment and hiring activities in coordination with the Center

14. *Participant is defined as “teacher, principal, and/or other school leader who elects to participate in the CalEd Program;” however, in proposing to “Recruit, train, and support **new** or existing educators,” can this include non-teachers, such as classified staff, student teachers, and substitute and non-credentialed teachers?*

Response: Yes, if the purpose of these activities is to recruit, train, and/or support these individuals to become credentialed California teachers in special education, mathematics, science, and/or bilingual education in order to meet local staffing needs.

15. *Do participants have to be district employees; could stipends and support be provided to students at IHE partners?*

Response: Yes, if these students are California teacher candidates in the areas of special education, mathematics, science, and/or bilingual education.

16. *Can a participant hold a teaching credential as long as a new authorization, i.e. bilingual, or credential, i.e. education specialist, is added through participation in the program?*

Response: Yes.

17. *Do activities for the program have to be new activities or can the grant be written as an extension in support for current activities that support the goals of the CalEd Program?*

Response: The grant funds are intended to supplement and not supplant current local efforts. Grant funds may be used for additional activities to support the

goals of the CalEd program that are not currently being funded within the applicant LEA. Applicants should keep in mind when designing their programs that this is a one-time grant opportunity.

18. *If we were to receive both a CalEd and a Classified Credentialing Grant, could we use funding from both to support classified staff (e.g., instructional aides for special education who wanted to earn a special education credential)?*

Response: Yes. However, applicants should keep in mind when designing their programs that grant funds from both of these grant programs are intended to supplement and not supplant current local efforts and/ or other grant funding. In addition, applicants should keep in mind the statutory requirement that program activities are to result in new credentials authorizing teachers to provide instruction in special education, mathematics, science, and/or bilingual education.

19. *In our plan to “provide high-quality new teacher and principal induction and mentoring,” would it be allowable to use grant funding to pay for some or all of the costs associated with teacher induction or new principal induction?*

Response: Yes.

20. *What is your definition of “residency?” Part of our need for school leadership development is providing ways for existing teacher-leaders to move into administration. Could grant funding pay a stipend for teachers working on administrative credentials to serve a partial day as an administrative intern?*

Response: Administrator residency programs typically prepare new principals/school administrators through intensive study, a mentored residency, and induction support once employed as a principal or other school administrator.

Applicants should keep in mind when designing their programs and program budgets that the statewide CalEd grant funding available for administrator-related activities is limited (total amount statewide of \$6,496,358).

Grant funding could potentially pay a stipend if a teacher serving as an administrative intern is not already being paid a full-time salary by the applicant employer. Applicants should keep in mind that teachers/administrator interns who are already being paid a full-time salary cannot be paid a stipend for work done during the regular school day, and that state grant money can be used to supplement but not to supplant district fiscal obligations.

21. *We currently have targeted case managers working with bilingual students, and instructional aides working in special ed classrooms. In many cases these staff already*

have their BA or BS degree. Would a CalEd grant be appropriate to support them in completing teaching credentials in either bilingual education or special education?

Response: Yes.

22. *What types of data or other information can applicants use to substantiate the need for a CalEd program?*

Response: Since the statutory purpose of the CalEd program is to “enhance the state’s efforts to address teacher recruitment and retention issues,” it would be appropriate to provide information about specific teacher shortages in the applicant’s LEA such as, for example, the number/percent of vacancies in special education, mathematics, science, and bilingual education, the number of teachers working in these areas on less than full credentials by credential type and content areas (e.g., teachers serving on PIPs, STPs, Emergency Credentials, waivers, etc.) Applicants can also describe current efforts to address teacher recruitment and retention in these shortage areas that have been tried but have not fully met LEA staffing needs.

Similarly, in the case of a program designed to serve principals and other school leaders, it would be appropriate to provide data on the shortage of and/or number of vacancies for principals or other school leaders, the number of principals or other school leaders serving on less than full credentials, and the number/percent of principals and other school leaders who need professional development/continued learning to improve their effectiveness on the job.

Application Scoring Criteria and Submission

23. *We plan to submit letters of support as appendices to the grant. Will these count toward the 40 page limit?*

Response: It is not necessary to provide letters of support. If letters of support are provided, they will not count toward the 40 page limit nor will they count towards meeting the scoring criteria.

24. *What criteria will be used to judge the Program Impact?*

Response: The criteria for the Program Impact section of the application are provided in the RFP under “Section 7. Program Impact.” As stated in the RFP, for this criterion “Applicants should explain how their program represents a maximum impact to meet the need of the intended participants based on the requested amount of state funding along with the required matching funds.”