

California Center on Teaching Careers



<http://center.californiateach.org>

Tulare County
Office of Education
Jim Vidak, County Superintendent of Schools



Request for Proposals for the CalEd Program

Helping School Districts Address the Demand for Credentialed Teachers and Highly Qualified Administrators

Who Is Eligible to Apply?

A school district, county office of education, or charter school may apply for funding under this program to enhance the state's efforts to address teacher recruitment and retention issues throughout the state by assisting local educational agencies with attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders. *Note: eligible applicants **must** have a CD or CDS code issued by the California Department of Education in order to apply for this grant program.*

Available Funding

Grant awards of not less than \$100,000 and not more than \$1,250,000 per grant may be awarded. However, of the total amount of state funding available, \$6,496,358 is available for activities that support principals and other school leaders and the remaining \$2,942,119 is available for activities that result in new credentials authorizing teachers to provide instruction in special education, mathematics, science, and bilingual education. Applicants should note that demand for participation across the state may exceed available funding for the program and successful applicants might not receive their full budget request.

Project Period

Up to a maximum of three years, from 2017-18 through 2019-2020.

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Request for Proposals

CalEd Program

Section I: Introduction

Introduction

This Request for Proposals (RFP) is to provide grants of between \$100,000 and \$1,250,000 for a maximum period of three years (2017-18 through 2019-20) for eligible local educational agencies to address recruitment and retention issues by attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders. This grant program must be operated by an eligible school district, county office of education, or a charter school pursuant to and in conformity with the requirements of the federal Every Student Succeeds Act (ESSA) (20 U.S.C., Sec 6611(c)(3) and (4)). Eligible applicants must have a CD or CDS code issued by the California Department of Education and may partner with other entities for program activities (such as public or private postsecondary institutions; and private, nonprofit organizations that specialize in attracting or supporting the preparation and continued learning of teachers, principals, and other school leaders).

Applicants should note that as a condition of receiving a grant, grant recipients must provide an equal match of resources (including cash and/or in-kind support) for any funding received from this grant program to supplement the grant award. There will be at least 30 grants awarded statewide, ranging from not less than \$100,000 to not more than \$1,250,000 per grant.

This program is being administered by the [California Center on Teaching Careers](#) (“Center”) in consultation with the California Commission on Teacher Credentialing (“Commission”). Of the \$9,438,477 total amount of statewide funding available, \$6,496,358 will be allocated to recipients for activities that support principals and other school leaders, and \$2,942,119 will be allocated to recipients for activities that result in new credentials authorizing teachers to provide instruction in special education, mathematics, science, and bilingual education. Applicants may not propose programs outside of these statutory parameters. Applicants may apply for one or both types of allowable activities (i.e., principal/school leader-focused and teacher credential-focused) within a single grant application but if applying for both within a single application, applicants must clearly distinguish the activities and the budget for each of the two types, as directed in the narrative and the budget instructions.

The [Center](#), under the auspices of the Tulare County Office of Education, provides collaborative leadership on a statewide level to increase the teacher workforce, particularly in the recruitment of ethnically diverse, bilingual, math, science, and special education teachers. The program’s mission is to elevate the teaching profession through attracting new and existing talent to impact teaching and learning in California’s 21st Century classrooms. The Center supports a continuum of programs and services, integrated into a flexible technology-based system. Services are provided to potential and credentialed teachers, future and practicing administrators, Center satellite offices, and statewide

partners. Activities focus on stakeholder engagement, public relations and communications, digital platform access, dissemination of best practices, facilitation of collaborative efforts, and CalED grant coordination.

Consistent with the authorizing statute for this grant program (Appendix A), in determining grant recipients the Center, in consultation with the Commission, shall give positive consideration to applicants having one or more of the following characteristics:

- A demonstrated need for teachers authorized to provide instruction in special education, mathematics, science, and/or bilingual education
- A demonstrated need for school leadership development
- A demonstrated record of working with current science, technology, engineering, and mathematics (STEM) professionals to obtain a teaching credential to work in schools in need of STEM teachers
- Serving unduplicated pupils (as defined in EC Section 42238.02)
- Operating within a rural area
- Operating with a high number of teachers with emergency permits to staff classrooms
- Applying as part of a consortium of local educational agencies
- A demonstrated need to improve equitable access of all pupils to effective educators
- A geographic location that will promote an equitable distribution of grants statewide

In addition, the Center and the Commission shall also give positive consideration to applicants proposing to do any of the following:

- Recruit, train, and support new or existing educators to earn a credential that authorizes the holder of the credential to provide instruction in special education, mathematics, science, and/or bilingual education
- Provide activities to support the development of principals and other school leaders
- Provide high-quality new teacher and principal induction and mentoring
- Engage in regional collaboration with postsecondary educational institutions or other local educational agencies
- Participate in recruitment and hiring activities in coordination with the Center

Applicants may also propose programs that address components not specifically outlined in the authorizing statute; however, all programs must be consistent with the specified ESSA provisions, and programs outside of the statute's components will not qualify for positive consideration as specified by statute.

Applicants should also note the requirement for all grantees, regardless of the focus of the proposed programs, to provide data to the Center as specified for each year of program implementation.

Definitions of Terms Applicable to the CalEd Program

Definitions of terms relating to this program are provided in ESSA as well as in the authorizing statute for the CalEd program and are reproduced here for the applicant's information.

- (a) **“Applicant”** means a school district, charter school, or county office of education applying for program funds under the CalEd program. Eligible applicants must have a CD or CDS code issued by the California Department of Education. Applicants who are applying as a consortium must specify an eligible entity as the official applicant and grantee for the consortium. Applicants may not devolve or delegate the authority and responsibility for the grant program to any other member of the consortium, whether another eligible entity or a collaborative partner.
- (b) **“High quality professional development,” in accordance with ESSA provisions,** means professional development activities that are sustained (i.e., not stand-alone, one-day or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused in order to have a positive and lasting impact on classroom instruction and teacher performance, and/or, as applicable, on principal or other school leader performance. All professional development, including induction and mentoring, must be evidence-based in order to meet ESSA provisions.
- (c) **“Induction and mentoring”** means a sustained program of ongoing standards-based individualized growth and development for teachers, and/or principals and school leaders with on-site support provided by trained and experienced support providers and/or mentors familiar with the teacher’s area(s) of instruction and/or with school or district-level administration in a similar context, for a minimum period of at least one year.
- (d) **“Institutions of higher education”** means the California Community Colleges, the California State University, the University of California, and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program.
- (e) **“Participant”** means a teacher, principal, and/or other school leader who elects to participate in the CalEd Program.
- (f) **“Principal or other school leader”** means a principal, assistant principal, or other individual who is—
 - (A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and
 - (B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.
- (g) **“Program”** means the CalEd program.
- (h) **“Teacher training program”** means an undergraduate or graduate program of instruction conducted by a teacher preparation program approved by the Commission that includes a plan to provide instruction, coursework, and clearly defined fieldwork experiences, including student teaching, internship teaching, and/or residency teaching, that are designed to qualify participants enrolled in the Program for a teaching credential in special education, mathematics, science, and/or bilingual education authorizing instruction in kindergarten and grades 1 to 12, inclusive.

Key Dates in the Application Process

Date	Activity
September 11, 2017	RFP issued
September 20, 2017	Intent to Apply due
September 22, 2017 by 5 p.m.	Written questions about the RFP due to the Commission
September 29, 2016	Responses to written questions posted and distributed
October 27, 2017 by 5:00 p.m.	Electronic and Paper Copies of Proposals due
October 31-November 30, 2017	Review of applications
December 8, 2017	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFP are encouraged to submit a Notice of Intent to Apply (Appendix B) via email to CalEd@ctc.ca.gov by **September 20, 2017**. The purpose of this notice is to inform the Center and the Commission of interested applicants so that any additional information about the RFP may be provided, including responses to written questions (see below). Submission of a Notice of Intent to Apply is not a promise or obligation to submit a proposal, nor does a lack of a Notice of Intent to Apply disqualify or preclude an applicant from submitting a proposal in response to this RFP.

How to Submit Written Questions about this RFP

Applicants who have questions about information contained in this RFP may submit questions via email with "CalEd Questions" in the subject line **by 5:00 pm on September 22, 2017** to: CalEd@ctc.ca.gov.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Notice of Intent to Apply form and will also be posted on the Center's and the Commission's respective websites.

Section II: How to Respond to this RFP

Components to be Addressed in the Applicant's Response

Applicants interested in developing and implementing a CalEd program must provide a narrative response to this RFP. In order to be considered, responses must include all of the components described below. The response by each applicant will be evaluated based on the selection criteria indicated below. Electronic responses as well as required paper copies of responses to this RFP must be received according to the submission information provided in Section III, no later than 5:00 p.m. PDT on **October 27, 2017**. The proposals receiving the highest scores as calculated using the selection criteria summarized at the end of this section of the RFP will be recommended for funding to the Director of the Center in consultation with the Executive Director of the Commission.

When responding to the proposal components, applicants are reminded that the authorizing legislation requires the selection criteria for this grant program to include a higher degree of positive consideration to all of the following, as applicable to each prospective grantee.

- A demonstrated need for teachers authorized to provide instruction in special education mathematics, science, and/or bilingual education
- A demonstrated need for school leadership development
- A demonstrated record of working with current science, technology, engineering, and mathematics (STEM) professional to obtain a teaching credential to work in schools in need of STEM teachers
- Serving unduplicated pupils (as defined in EC Section 42238.02)
- Operating within a rural area
- Operating with a high number of teachers with emergency permits to staff classrooms
- Applying as part of a consortium of local educational agencies
- A demonstrated need to improve equitable access of all pupils to effective educators
- A geographic location that will promote an equitable distribution of grants statewide

To receive the bonus point(s) it is essential that the proposal provide substantiating documentation, as explained below, that confirms how the selection criteria are addressed in the proposal.

In addition, positive consideration will be given to applicants proposing to do any of the following:

- Recruit, train, and support new or existing educators to earn a credential that authorizes the holder of the credential to provide instruction in special education, mathematics, science, and/or bilingual education
- Provide activities to support the development of principals and other school leaders
- Provide high-quality new teacher and principal induction and mentoring
- Engage in regional collaboration with postsecondary educational institutions or other local educational agencies
- Participate in recruitment and hiring activities in coordination with the Center

How to Organize a Response to this RFP

The following information provides guidance to applicants for organizing a complete response to this RFP:

Responses must include a cover page (Appendix C1 for a single LEA applicant or Appendix C2 for an LEA Consortium application) that identifies a contact person at the applicant entity, along with contact information by telephone, fax, and email, and the signature of the superintendent/CEO of the applicant entity. Please note that this information will be used as the official contact information for the proposed program. Please make sure that the contact persons indicated are the appropriate individuals who have the knowledge and authority to speak for and/or to represent the program.

Following the cover page, applicants must provide a table of contents indicating where in the application each of the required responses can be found.

Selection Criteria for Response

1. Program design: need and rationale
2. Program activities, implementation plan and timeline (as applicable):
 - A. Activities to recruit, train, and support new or existing educators
 - B. Activities to support the development of principals/other school leaders
 - C. High quality new teacher and principal induction and mentoring
 - D. Regional collaboration with postsecondary educational institutions/others
 - E. Participation in recruitment and hiring activities in coordination with the Center
 - F. If applicable, other activities consistent with ESSA provisions
3. Quality of the key program personnel
4. Program management plan
5. Program improvement, data collection and reporting
6. Budget
7. Program Impact

Below are the specific directions for addressing each of the seven scored criteria.

1. Program Design: Need and Rationale (15 points)

The authorizing statute provides for a total of five key priority focus areas as a framework for designing the overall program and its intended goals and outcomes. These are:

- 1) Activities to support the development of principals/other school leaders
- 2) Activities to recruit, train, and support new or existing educators
- 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

Applicants may choose to address one, two, three, four or all five of these focus areas within their grant application. There is no competitive disadvantage for addressing only one focus area, and there is no competitive advantage for addressing all five focus areas. Therefore, applicants should design their programs keeping in mind local needs, local capacity to implement the program, and the budget available to support the successful implementation of the program's plan to accomplish the program's goals and outcomes.

Applicants may also choose to address one or more additional focus areas that, while not specifically included in the authorizing statute, are consistent with the provisions of ESSA.

In responding to this criterion, applicants should provide an overview of the need and the rationale for their program's design, including:

- If applicable to the program's design, how the program addresses activities that support the development of principals and other school leaders, and the rationale for including this component in the project's design. The program rationale may include such factors as, for example, the number of new or inexperienced principals and other school leaders, the achievement status of the district/school, the status of the teaching staff, and other types of relevant contextual information to demonstrate the need to support principals and other school leaders.
- If applicable to the program's design, how the program addresses activities that result in new credentials authorizing teachers to provide instruction in special education, mathematics, science and bilingual education, and the rationale for including this component in the project's design. Applicants addressing this component should also indicate the estimated number of fully qualified teachers needed in each area of need as well as the number of teachers who may be serving in these areas on emergency permits or other less than full credentials.
- If applicable to the program's design, how the program addresses activities that provide high-quality new teacher and/or new principal induction and mentoring, and the rationale for including this component in the project's design. The program rationale may include such factors as the local availability and accessibility of high-quality mentoring and induction services for one or both of these target groups, and any barriers to participation that may exist in the local context.
- If applicable to the program's design, how the program addresses engagement in regional collaboration with postsecondary educational institutions or other local educational agencies, and the rationale for including this component in the project's design.
- If applicable to the program's design, how the program intends to participate in recruitment and hiring activities in coordination with the Center, and the rationale for including this component in the project's design.
- If applicable to the program's design, how the program intends to design and implement activities not included in the statutory guidance but consistent with the applicable provisions of ESSA, and the rationale for including this component in the project's design.

The focus/foci of the proposed program will determine which of the Attachments B1-B6 should be submitted with your proposal. Note: The Center and the Commission would be interested in

receiving applications that include a focus on residencies as an approach to teacher and/or administrator preparation and licensing, although no extra points will be given to applications choosing to implement residency models.

2. Program Activities, Implementation Plan and Timeline (30 points)

As explained above, there are up to five key components for program activities, depending on which of the statutory focus area(s) described in Criterion 1 above are selected by the applicant to be included in this grant program. Also as explained above, applicants may choose to address any or all of these five priority focus areas. For **each** priority focus area identified under Criterion 1 above for inclusion in the program, a complete response to Criterion 2 should include:

- A description of the relevant program goals and outcomes, stated in **measurable** terms. For example, a program goal could be to increase the number of credentialed special education teachers by 5 new teachers, and the program's outcome could be to provide effective, high-quality special education instruction to 100 students now being served by a less than fully qualified special education teacher.
- An implementation plan for each planned activity in order to reach the stated goals and outcomes. Please note that all professional development activities must be consistent with the ESSA provisions and definitions of the qualities of high-quality professional development. A template for providing the implementation plan is included in this RFP as Attachments B1-B6. *One dedicated, customized template has been provided for each of the five priority focus areas and an additional sixth template has been provided for any activity/activities not specifically included in statute but which are consistent with ESSA provisions.* Applicants should fill out whichever template(s) apply to their program's design. The template includes information such as the goal, the planned activity/activities, the target participants, the individual responsible for assuring implementation, and the timeline for completion.
- Any additional narrative information needed to fully explain the program's implementation and plan to achieve the program's goals and objectives. The additional optional narrative should be used to add new or clarifying information rather than to simply repeat information in narrative format that is available in the table/chart.

Applicants are reminded that this is up to a three-year program and that not all goals and outcomes must be achieved in year one, but all should be achieved by the end of the maximum three-year funding period. Applicants should plan to accomplish their program's goals and outcomes as soon as feasible, given the budget available and the up to three year timeframe. Programs that only need one or two years, for example, to complete their activities may not need to budget for a third program year. There is no competitive advantage or disadvantage to specifying one, two or three years to accomplish the program's objectives and outcomes.

Note: If the program plans to provide induction and mentoring activities, the applicant must explain who will be providing participant support and mentoring, how these individuals will be selected and matched with the target participants, what the qualifications of support providers and/or

mentors are, how the support providers and/or mentors will be trained and supervised to assure the ongoing quality of the professional development provided to program participants, and how much contact is required between the mentee and the support provider/mentor.

3. Quality of the Key Program Personnel (5 points)

Applicants should describe the key personnel who will be responsible for planning and implementing the proposed program. Key personnel are individuals who have primary responsibility for critical aspects of the program, such as, for example, the program director, assistant or other administrators within the program, principals, other school leaders, teachers and/or teacher leaders with defined program responsibilities, and similar types of individuals, as applicable to the individual program. For **each** key program personnel, describe the following:

- Position name and name of individual filling this position, if known
- Description of responsibilities of each position within the program
- Time commitment of each position within the program
- Qualifications for the position (if not currently filled), or qualifications of the specific individual filling this position if known.

In addition, if the program is planning to use any outside or external consultants, professional developers, professional development specialists, or other key personnel critical to the successful operation and/or implementation of the program, similar information should be provided for each of these external individuals and/or entities.

4. Program management plan (5 points)

Applicants should describe how the program will be managed, including who has responsibility for the program as a whole, who has responsibility for budget and fiscal management of the program, who has responsibility for data collection, analysis and reporting, how the program is situated and will be governed within the overall administrative structure of the applicant LEA, and how the operation of the program's multiple activities and key personnel will be efficiently and effectively managed over the maximum three-year funding period.

5. Program improvement, data collection, and required reporting (5 points)

Applicants should describe their plan to collect, analyze, and use data from program participants in order to provide for ongoing program improvement each year of the program for the planned program outcomes, as follows:

- Who would be responsible for the data collection and analysis activities;
- What types of data would be collected;
- How the data obtained would be analyzed and used by key program personnel and others with responsibility for the effective operation of the program; and
- How the data would be used to document and disseminate achievement of the program's goals and outcomes.

In addition, applicants should state their assurance of compliance with requests for data collection and submission that will be made by the Center in order to meet statutory provisions for reporting

applicant. Please note that these criteria provide for one additional point each; therefore, applicant responses on the form are expected to be brief but must include substantiation that the applicant meets one or more of these positive consideration criteria.

One point for each of the following: (up to 9 total points possible)

- A demonstrated need for teachers authorized to teach Special Education, Mathematics, Science, or bilingual education
- A demonstrated need for school leadership development
- A demonstrated record of working with current STEM professionals to obtain a teaching credential to work in schools of need of STEM teachers
- Serving unduplicated pupils as defined in Section 42238.02
- Operating in a rural area
- Operating using a high number of teachers with emergency permits to staff classrooms
- Applying as part of a consortium of local educational agencies
- Demonstrated need to improve equitable access of all pupils to effective educators
- Geographic location to promote equitable distribution of grants statewide.

Section III

Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a CalEd Program must submit an electronic copy plus four paper copies of the proposal to the Commission. **All electronic proposals and written proposal copies must reach the Commission not later than 5:00 PDT on Friday, October 27, 2017.** Proposals that do not meet this deadline will not be evaluated.

Email the electronic copy to: CalEd@ctc.ca.gov

Mail or Deliver the four paper copies to:

Nadia Alam
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Proposal

Proposals should be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of a proposal is not more than 40 double spaced or 20 single spaced pages (not counting the

Attachment B template forms or the budget forms and information).

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Center and Commission staff members and rated according to the scoring criteria provided in this RFP.

A recommendation for awarding the grants will be made to the Director of the Center in consultation with the Executive Director of the Commission and will result in a grant award letter from the Center and grant acceptance conditions to be signed and returned by the grantee. Further information about the grant process will be provided to successful grantees following the awarding of the grant.

Funding Considerations and Requirements

Grantees will be expected to make appropriate yearly progress in implementing the CalEd program according to the program design submitted in the funded application. Funding for the period of the program through 2019-20 is contingent on satisfactory annual progress in implementing the program detailed in the initial application and the budget. Applicants are required to notify the Center immediately if any of the key contact persons or key program personnel change over the lifetime of the funded program.

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.

Attachment A

Statutory Positive Consideration Points

Directions: Provide a brief explanation of how the applicant meets each of these positive consideration areas, as applicable to the particular situation, attributes, and context of the applicant. If a criterion is not applicable, please indicate "Not applicable" in the response column. Note that although the response box is expandable, please keep your responses as brief as possible. If supporting documentation is not included to confirm the criteria, the point will not be awarded.

Positive Consideration Criterion (1 point each)	Applicant Response
Demonstrated need for Special Education, Mathematics, Science, or Bilingual Education teachers	
Demonstrated need for school leadership development	
Demonstrated record of working with STEM professionals to obtain a credential	
Serving unduplicated pupils as defined	
Operating in a rural area	
High number of emergency permit teachers	
Applying as part of a consortium of LEAs	
Demonstrated need to improve equitable access of all pupils to effective educators	
Geographic location	

**Attachment B: Program Design Response Templates B1-B6
(for responding to Selection Criterion 2)**

Note: the following templates are expandable and can be reproduced as needed to provide a complete response. The templates are not included in the narrative page count, but applicants should be as brief as possible to help reviewers understand the scope of the program's activities and implementation plans.

Appendix A Legislation

AB97 Budget Bill

6100-001-0890—For support of State Department of Education, payable from the Federal Trust Fund175,817,000

Schedule:

(1) 5205010-Curriculum Services116,220,000

28. Of the funds appropriated in Schedule (1) of this item, \$11,327,000 shall be provided to the Commission on Teacher Credentialing through an interagency agreement for a competitive grant program that assists local educational agencies in attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders in high-need subjects and schools.

SB83/AB99 Education Trailer Bills

SEC. 73.

(a) The California Educator Development (CalED) Program is hereby established as a grant program designed to enhance the state's efforts to address teacher recruitment and retention issues throughout the state by assisting local educational agencies with attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders.

(b) Subject to an appropriation in the annual Budget Act or another statute for purposes of this section, the Commission on Teacher Credentialing, in conjunction with the California Center on Teaching Careers, established in Section 45 of Chapter 29 of the Statutes of 2016 (Senate Bill 828 of the 2015–16 Regular Session), shall develop a competitive grant program that assists local educational agencies with the recruitment and retention of effective school leaders and educators pursuant to the requirements of the federal Every Student Succeeds Act (20 U.S.C. Sec. 6611(c)(3) and (4)).

(c) The California Center on Teaching Careers, in consultation with the Commission on Teacher Credentialing, shall issue a request for proposals to all school districts, charter schools, and county offices of education in the state to solicit applications for the CalED Program. The California Center on Teaching Careers shall issue one-time grants to successful applicants through a competitive process, and shall ensure all of the following:

(1) An amount equal to the maximum amount allowable by the federal Every Student Succeeds Act (20 U.S.C. Sec. 6611(c)(3)) is allocated to grant recipients for activities that support principals and other school leaders.

(2) The remaining amount is allocated to grant recipients for activities that result in new credentials authorizing teachers to provide instruction in special education, mathematics, science, and bilingual education, pursuant to the federal Every Student Succeeds Act (20 U.S.C. Sec. 6611(c)(4)).

(3) At least 30 grants are awarded statewide. Grants shall be in amounts not less than one hundred thousand dollars (\$100,000), and not more than one million two hundred fifty thousand dollars (\$1,250,000), per grant.

- (d) A grant recipient shall consist of one or more, or any combination, of the following:
- (1) School districts.
 - (2) County offices of education.
 - (3) Charter schools.
- (e) A grant recipient may partner with any or all of the following:
- (1) Private or public postsecondary educational institutions, as defined in Section 66010 of the Education Code.
 - (2) Private, nonprofit organizations that specialize in attracting, or supporting the preparation and continued learning of, teachers, principals, and other school leaders.
- (f) 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.
 - (2) Ensure activities proposed in the grant application conform to the activities in the federal Every Student Succeeds Act (20 U.S.C. Sec. 6611(c)(3) and (4)).
 - (3) Agree to report data to the California Center on Teaching Careers to allow for an evaluation of the effectiveness of the CalED Program.
- (g) When determining grant recipients, the California Center on Teaching Careers, in consultation with the Commission on Teacher Credentialing, shall do all of the following:
- (1) Give positive consideration to all of the following characteristics of an applicant:
 - (A) Having one or more of the following:
 - (i) A demonstrated need for teachers authorized to provide instruction in special education, mathematics, science, or bilingual education.
 - (ii) A demonstrated need for school leadership development.
 - (iii) A demonstrated record of working with current science, technology, engineering, and mathematics (STEM) professionals to obtain a teaching credential to work in schools in need of STEM teachers.
 - (B) Serving unduplicated pupils, as defined in Section 42238.02.
 - (C) Operating within a rural area.
 - (D) Operating using a high number of teachers with emergency permits to staff classrooms.
 - (E) Applying as part of a consortium of local educational agencies.
 - (F) A demonstrated need to improve equitable access of all pupils to effective educators.
 - (G) A geographic location that will promote an equitable distribution of grants statewide.
 - (2) Give positive consideration to applications that propose to do any of the following:
 - (A) Recruit, train, and support new or existing educators to earn a credential that authorizes the holder of the credential to provide instruction in special education, mathematics, science, or bilingual education.
 - (B) Provide activities to support the development of principals and other school leaders.
 - (C) Provide high-quality new teacher and principal induction and mentoring.
 - (D) Engage in regional collaboration with postsecondary educational institutions, as defined in Section 66010 of the Education Code, or other local educational agencies.
 - (E) Participate in recruitment and hiring activities in coordination with the California Center on Teaching Careers.
- (h) When determining grant recipients, the California Center on Teaching Careers, in consultation with the Commission on Teacher Credentialing, shall give greatest weight to the application

characteristics identified in paragraph (1) of subdivision (g).

(i) The California Center on Teaching Careers, in consultation with the Commission on Teacher Credentialing, shall review grant applications, select grant recipients, award grants, collect data, and report outcomes to the chairpersons and vice chairpersons of the budget committees of each house of the Legislature, the Legislative Analyst's Office, and the Department of Finance by October 1 of each year.

Appendix B

Notice of Intent to Apply for a CalEd Program

As indicated by the signature of the superintendent, CEO or designee below, it is the intent of the local education agency (LEA) identified below to apply for a grant to develop and implement a CalEd Program. The LEA understands that this Intent to Apply must be received by the Commission **by September 20, 2017** and that submission of this form does not require or otherwise obligate the institution to submit a proposal. A scanned copy of the signed Intent to Apply form may be emailed to CalEd@ctc.ca.gov or sent by postal mail to:

Commission on Teacher Credentialing
Attn: CalEd Grant Program
1900 Capitol Ave.
Sacramento, CA 95811-4213

Applicant LEA	
Signature	
Print Name	
Title	
Date	
Consortium Application	Yes No

Appendix C1
CalEd Program Application Cover Page
For a Single LEA Applicant
(not part of a Consortium)

The proposal should include one copy of this form from a single applicant school district, county office of education, or charter school. **Please note that this information will be used as the official contact information for your proposed program.** Please make sure that the contact persons indicated are the appropriate individuals who have the knowledge and authority to speak for and/or to represent the program.

This form should be the cover page to the application submitted to the Center.

1. Name of Applicant: _____

CD or CDS Code: _____

Mailing Address: _____

Contact Person: _____

Telephone: _____ **Fax:** _____

E-mail: _____

Fiscal Agent for the Program:

Name: _____

Agency: _____

Mailing Address: _____

Telephone: _____ **Fax:** _____

Email: _____

Administrative Approval from the Applicant

Name: _____

Position: _____

Signature: _____

Date: _____

Please provide the following background information *for this applicant*.

1. Is this applicant operating within a rural area?
 Yes No

2. Is this applicant serving unduplicated pupils, as defined in Education Code Section 42238.02?
Yes No

3. Indicate the applicant's total number of teachers: _____

4. Indicate the total number and percent of the applicant's teachers with emergency permits:
Total number: _____
Percent: _____

5. How many additional teachers are needed by the applicant who are authorized to provide instruction in:
 - a. Special Education: _____
 - b. Mathematics: _____
 - c. Science: _____
 - d. Bilingual Education: _____

6. If applicable, indicate the number and percent of principals and other school leaders who will be provided:
 - a. Induction and mentoring Number: _____ Percent _____
 - b. Other type of leadership development: Number _____ Percent _____

7. If applicable, indicate the number and percent of teachers who will be provided:
 - a. Induction and mentoring Number: _____ Percent _____
 - b. Other type of support/development: Number _____ Percent _____

8. What is the applicant's geographic location?

- North Coast
- Northeastern
- Capital
- Bay
- South Bay
- Delta Sierra
- Central Valley
- Costa Del Sur
- Southern
- RIMS
- Los Angeles



9. What is the focus of this application? Check all that apply.

- Recruit, train, and support new or existing educators to earn a credential in special education, mathematics, science, or bilingual education.
- Activities to support the development of principals and other school leaders.
- Provide high quality new teacher and principal induction and mentoring.
- Engage in regional collaboration with postsecondary educational institutions or other local educational agencies.
- Participate in recruitment and hiring activities in coordination with the California Center on Teaching Careers.
- Other activity/activities consistent with ESSA provisions

Appendix C2
CalEd Program Application Cover Page
For a Consortium Application

The proposal should include one copy of this form from the applicant school district, county office of education, or charter school serving as the official applicant on behalf of a consortium application. **Please note that this information will be used as the official contact information for your proposed program.** Please make sure that the contact persons indicated are the appropriate individuals who have the knowledge and authority to speak for and/or to represent the consortium program.

This form should be the cover page to the application submitted to the Center.

1. Name of Applicant on Behalf of the Consortium:

CD or CDS Code:

Mailing Address:

Contact Person:

Telephone:

Fax:

E-mail:

Indicate type of eligible applicant on behalf of the Consortium:

- School District
- County Office of Education
- Charter School

2. Fiscal Agent for the Program:

Name:

Agency:

Mailing Address:

Telephone:

Fax:

Email: _____

Administrative Approval from the Applicant

Name: _____

Position: _____

Signature: _____

Date: _____

List of Consortium Members:

Please provide the following background information *for the consortium as a whole*.

10. Are any of the Consortium members operating within a rural area?

Yes No

11. Are all the Consortium members serving unduplicated pupils, as defined in Education Code Section 42238.02?

Yes No

12. Indicate the Consortium's total number of teachers: _____

13. Indicate the total number and percent of the Consortium members' teachers with emergency permits:

Total number: _____

Percent: _____

14. How many additional teachers are needed within the Consortium who are authorized to provide instruction in:

a. Special Education: _____

b. Mathematics: _____

c. Science: _____

d. Bilingual Education: _____

15. If applicable, indicate the number and percent of Consortium principals and other school leaders who will be provided:

- a. Induction and mentoring Number: _____ Percent _____
- b. Other type of leadership development: Number _____ Percent _____

16. If applicable, indicate the number and percent of Consortium teachers who will be provided:

- a. Induction and mentoring Number: _____ Percent _____
- b. Other type of support/development: Number _____ Percent _____

17. What is the Consortium's geographic location?

- North Coast
- Northeastern
- Capital
- Bay
- South Bay
- Delta Sierra
- Central Valley
- Costa Del Sur
- Southern
- RIMS
- Los Angeles



18. What is the focus of this Consortium application? Check all that apply.

- Recruit, train, and support new or existing educators to earn a credential in special education, mathematics, science, or bilingual education.
- Activities to support the development of principals and other school leaders.
- Provide high quality new teacher and principal induction and mentoring.
- Engage in regional collaboration with postsecondary educational institutions or other local educational agencies.
- Participate in recruitment and hiring activities in coordination with the California Center on Teaching Careers.
- Other activity/activities consistent with ESSA provisions

Appendix D Program Yearly Summary Budget Form

Directions: Complete the worksheet using the categories as applicable to the planned program. See definitions in Appendix G as needed.

Note: This budget should reflect an estimate of the planned use of funds to operate the program over the maximum three-year funding period. An updated yearly budget will be required each year of the funded program based on actual expenditures.

Category	Year 1		Year 2		Year 3	
	Teachers	Principals and School Leaders	Teachers	Principals and School Leaders	Teachers	Principals and School Leaders
Personnel Salaries						
Benefits						
Release Time and/or Stipends (including professional development and/or mentoring)						
Recruitment, Preparation, and Professional Development for Teachers						
Professional Development for Principals/School Leaders						
Regional Collaboration Activities						
Participation in recruitment and hiring activities in coordination with the Center						
Travel						
Contractual						

Category	Year 1		Year 2		Year 3	
	Teachers	Principals and School Leaders	Teachers	Principals and School Leaders	Teachers	Principals and School Leaders
Supplies and/or Materials						
Program Administration						
Other (specify)						
Total						

Appendix E

Matching Funds Budget (Cost and/or In-Kind)

Directions: Complete the worksheet using the listed categories as applicable. If additional categories are necessary list in the spaces provided below.

Category	Year 1	Year 2	Year 3
Personnel Salaries			
Benefits			
Release Time and/or Stipends (including professional development and/or mentoring)			
Recruitment, Preparation, and Professional Development for Teachers			
Professional Development for Teachers			
Professional Development for Principals/School Leaders			
Regional Collaboration Activities			
Participation in recruitment and hiring activities in coordination with the Center			
Travel			
Contractual			
Supplies and/or Materials			
Program Administration			
Other (specify)			
Total			

Appendix F

Budget Narrative Instructions and Budget Definitions

Budget Narrative Instructions: For each of the line item budget categories on the First Program Year Budget Form (Appendix E) and the Matching Funds Budget (Appendix E) provide the details of how the totals of each line item were calculated. Below are clarifications of what type of information should be included for each line item.

Personnel Salaries: Use this line item if a portion of an employee's salary will be paid by the grant funds. Indicate the position(s) and the percent of time to be paid by the grant funds.

Benefits: Use this line item if a portion of an employee's benefits will be paid for by the grant funds. Indicate the position(s) and the percentage represented by the benefits total paid by the grant.

Release Time and/or Stipends: Use this line item to indicate the positions of any personnel who will be released to work on the grant and the amount/percentage of release time that will be paid by the grant funds. Also use this line item to indicate if any persons will be paid a stipend for activities relating to the grant program, and what activities the stipend will pay for. Include in this category any stipends paid for coaching/mentoring services provided to teachers and/or principals and other school leaders.

Recruitment, Preparation, and Professional Development for Teachers: Use this line item to indicate any tuition or fees relating to recruitment, preparation, and professional development for teachers, including recruitment activities; books, tuition, and fees, calculated for participants attending a California Community College and participants attending a CSU, UC or private four-year IHE for professional development activities relating to this grant program; any professional development for in-service teachers relating to this grant program; and any costs for induction fee support. Also use this line item to indicate any test fees (e.g., CPACE, CSET, RICA) and any credential fees to be paid on behalf of teacher participants through the grant funds.

Professional Development for Principals/School Leaders: Use this line item to indicate any tuition or fees relating to recruitment, preparation, and professional development for principals or other school leaders, including; books, tuition, and fees, calculated for participants attending a CSU, UC or private four-year IHE for professional development activities relating to this grant program; any professional development for in-service principals or other school leaders relating to this grant program; and any costs for principal/administrator induction fee support. Also use this line item to indicate any test fees (e.g., CPACE) and any credential fees to be paid on behalf of principals/other school leaders through the grant funds.

Regional Collaboration Activities: Use this line item to indicate any collaborative activities with IHEs and any other entities providing coursework and other services to participants not otherwise accounted for in the Personnel and/or the Release Time categories, and describe the type(s) and

amount(s) of expenditure(s).

Participation in recruitment and hiring activities in coordination with Center: Use this line item to indicate the type and cost of collaborative activity/activities with the Center for which program grant funds would be used.

Travel: Use this line item to indicate any travel for program purposes, including the purpose of the travel, the destination, who and how many would be traveling, and the cost.

Contractual: Use this line item to indicate the costs of any planned contracts for program services not otherwise accounted for in another line item. Provide the name of the contractor, the services to be provided, and the cost of the contract.

Supplies and/or Materials: Use this line item to indicate the type and cost of supplies, materials, and/or other consumable items that will be used by the program.

Program Administration: Use this line item for costs associated with administering this program not otherwise accounted for in other budget line items.

Other: Add any additional line items with associated expenditures for the professional development and support of teachers and/or principals and school leaders not included in the other budget categories and/or not addressed in the statutory guidance but consistent with ESSA provisions.