

California Commission on Teacher Credentialing



Request for Proposals To Develop and Implement Four-Year Integrated Programs Leading to a Baccalaureate Degree and Teaching Credential

Integrated Teacher Preparation Program Grant

Who Is Eligible to Apply?

Any baccalaureate degree granting postsecondary institution that offers an accredited program of professional teacher preparation leading to a preliminary multiple or single subject teaching credential, or an education specialist instruction credential, may apply. Eligible applicants are not required to offer a Commission-approved subject matter program in order to apply for this grant.

Available Funding

Grant awards of up to \$250,000 are available for the purpose of developing a new four-year integrated preparation program or adapting an existing five year integrated program to a four year integrated program. The Commission must grant priority to proposals for the establishment of four-year integrated programs of professional preparation designed to do both of the following: (a) produce teachers with either an education specialist instruction credential or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education; and (b) partner with a California Community College to create a four-year integrated program of professional preparation.

Project Period

Two years, from 2016-17 through June 30, 2018, with reporting requirements extending up to three years after the first cohort of graduates completes the program.

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Request for Proposals

Integrated Teacher Preparation Programs

Section I: Introduction

Introduction

This Request for Proposals is to provide grant awards of up to \$250,000 each to postsecondary institutions for the development of four-year integrated programs of professional preparation including student teaching. The 2016-17 Budget Act (Appendix A) authorizes the Commission on Teacher Credentialing to allocate one-year and two-year grants to public and private postsecondary institutions to develop and implement four-year teacher preparation programs that integrate subject matter and pedagogy and/or to adapt an existing Commission-approved five year integrated program to a four year program.

Integrated programs funded under this grant must be designed to allow a student to earn a baccalaureate degree and a preliminary multiple or single subject teaching credential, or an education specialist instruction credential, within four years of study¹. Applicants should note that the authorizing legislation requires the Commission to give priority to integrated programs of professional preparation designed to do both of the following: (a) produce teachers with either an education specialist instruction credential or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education; and (b) partner with a California Community College to create a four-year integrated program of professional preparation. It is the Commission's expectation that grantees will be implementing the new or adapted program(s) by the 2018-19 academic year; however, applicants are encouraged to implement the new or adapted program if possible by the 2017-18 academic year in order to help increase the supply of credentialed teachers for California schools.

Additional Information for Applicants

Initial Program Review

It is important to note that applicants proposing a new educator preparation program, rather than modifying an existing program, must still submit their proposed program through the Initial Program Review process to ensure alignment with all relevant Commission-adopted standards. The Commission will make every effort to expedite the review and approval of any programs that result from this grant competition and planning process.

¹ *Applicants may submit a proposal for a concurrent multiple or single subject/education specialist integrated program of 4.5 years duration, but candidates must be able to earn at least one credential within the initial four year program period and the second credential within the additional half-year.*

Allowable Activities and Use of Funds

Grant funds may be used for any proper purpose in support of planning for a four-year integrated program of professional preparation, including, but not limited to, any of the following:

- To provide faculty release time to develop new courses or to redesign existing courses;
- To provide program coordinators release time to facilitate collaboration between subject-matter faculty and educator preparation faculty;
- To create summer courses for students in a four-year integrated program of professional preparation; and
- To recruit individuals for participation as students in four-year integrated programs of professional preparation.

Responses to this Request for Proposals will be evaluated on a competitive basis.

Key Dates in the Application Process

Date	Activity
September 8, 2016	RFP issued
September 23, 2016	Intent to Apply due
September 23, 2016	Written questions about the RFP due to the Commission
October 3, 2016	Responses to written questions posted and distributed
October 28, 2016 by 5 p.m.	RFP Proposals due to the Commission
November 3-15, 2016	Review of applications
November 22, 2016	Announcement of Award of the Grant

Notice of Intent to Apply

Entities with an interest in responding to this RFP are encouraged to submit via email to contracts@ctc.ca.gov by **September 23, 2016** a Notice of Intent to Apply (Appendix B). The purpose of this notice is to inform 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 an Intent to Apply is not a promise or obligation to submit a proposal, nor does a lack of an 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 "Integrated Programs" in the subject line **by September 23, 2016** to: contracts@ctc.ca.gov.

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

Section II: How to Respond to this RFP

Components to be Addressed in the Applicant's Response

Postsecondary institutions interested in developing and implementing an Integrated Teacher Preparation Program must provide a narrative response to this Request for Proposals. 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. Responses to this RFP must reach the Commission on Teacher Credentialing according to the submission information provided in Section III no later than 5 p.m. PDT on **October 28, 2016**. The proposals determined to have the highest scores as calculated within the selection criteria summarized at the end of this section of the RFP will be recommended to the Executive Director for funding.

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

Responses should include a cover page (Appendix C) that identifies a contact person at the applicant entity, along with contact information by telephone, fax, and email, and the signature of the president/chief executive officer of the applicant entity.

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

1. Provide an overview of the intended Integrated Program of Professional Preparation (10 points)

Integrated Teacher Preparation programs must offer a program inclusive of student teaching that allows a candidate to earn a baccalaureate degree and a preliminary credential in four years. Although applicants may apply for funding to develop an integrated program in any content area of need, the enabling legislation for this program grants priority to the areas of single subject mathematics and science, bilingual education, and special education. An applicant that proposes to offer a four-year integrated teacher preparation program may additionally propose an integrated program of 4.5 years duration that includes an Education Specialist credential but the program must be structured and organized in a manner that allows candidates to earn at least one credential within the initial four years of the program and the second credential within the additional half-year.

For all applicants, describe the institution's currently-approved teacher preparation programs and pathways, and if applicable, Commission-approved subject matter programs.

For applicants applying for a new integrated program, describe the purpose, credential area(s), need for, and length of the integrated program of professional educator preparation for which you are applying, and provide an overview of the intended program planning process.

For applicants applying to adapt an existing integrated program from a five-year to a four-year program, describe the credential area(s) to be addressed and provide an overview of the planning process to adapt the program from a five-year integrated program to a four-year integrated program, including what elements of the current five year program will be adapted.

2. Describe the target candidates for the planned integrated program (10 points)

Explain how the applicant will identify and recruit the potential candidates into the program, including, the following: candidates interested in possessing education specialist credentials, single subject teaching credentials in science or mathematics, or teaching in the area of bilingual education.

3. Describe how the program will collaborate with other entities and/or programs to provide the subject matter preparation component of the integrated program (10 points)

Applicants are encouraged to explore options for collaboration with a variety of subject matter preparation programs and institutions in order to broaden the scope and appeal of the planned integrated program for potential candidates. For example, applicants may collaborate with a Commission-approved subject matter program, and/or with arts and sciences faculty, and/or with community college faculty. Applicants should note, however, that the enabling legislation gives priority to applicants who partner with a California Community College.

Explain how the institution will actively collaborate with other entities and/or programs, including but not limited to partnering with a California Community College, to create or adapt a four-year integrated program of professional preparation.

4. Describe the approach to planning the following tasks and activities associated with developing a transition plan to create a new four year or adapt an existing five year integrated program of professional preparation.

A. Development of the Planning Process (15 points)

Describe:

- 1) Who will be involved in the development or adaption of the four-year integrated program of professional preparation?
- 2) What is the development plan?
- 3) What is the timeline for the implementation of the four-year integrated program?
- 4) What are the roles and responsibilities of those individuals involved in developing the program?
- 5) What governance structure will be in place for the proposed new or adapted four-year integrated program of professional preparation?

B. Mandatory Data Collection and Reporting Requirement (15 points)

The following data are required to be collected and submitted to the Commission during the years of funding and for three years after the first cohort completes the program.

Describe the plan to collect, analyze and report the following data to the Commission:

- 1) A description of the four-year integrated program's design and features.
- 2) The planned date of program implementation.
- 3) The number of graduates of the four-year integrated program.
- 4) The number and type of credentials earned by candidates enrolled in the four-year integrated program.
- 5) The time taken to earn a degree and credential for candidates in the four-year integrated program.
- 6) Any other data the program will be collecting for the purpose of documenting the effectiveness of the program and identifying effective practices in program design and implementation.
- 7) A description of the challenges and lessons learned that arose from the transition planning process and/or implementation.

C. Identify Key Faculty and Staff (10 points)

Provide a chart that identifies the key faculty and staff to be involved in the program planning process, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which staff will be responsible for the overall management of the project, for the fiscal management of the project, and for providing the required project data indicated above. In addition, explain the relationship and governance of the project within the institution in terms of internal oversight, management, and reporting.

D. Provide a Timeline for Key Planning Activities (10 points)

The timeline should identify all significant activities and events by quarter and by year for each of the one or two project years, as planned by the applicant, including the expected date for completion of the program planning process and of initial implementation of the planned integrated program. The Commission's expectation is that the new or adapted program will be implemented no later than fall 2018, or sooner if feasible. Time must be allowed for Initial Program Review is a new educator preparation program will be proposed as part of this work.

5. Provide a Yearly Budget and Budget Narrative (10 points)

Provide a budget for each planned year of the project (one or two years), using the budget form provided in Appendix D. In addition, provide a budget narrative explaining how each of these costs was determined. Applicants should be aware that the cost-effectiveness of the applicant's plan to use the available funding will be a factor in determining the grant award recommendations to the Commission. Cost-effectiveness factors may include attention to the

most efficient use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning the four-year integrated program.

As indicated above, the funding authorizes the use of grant funds for any proper purpose in support of planning and developing a four-year integrated program of professional preparation including, but not limited to, any of the following:

- a. To provide faculty release time to develop new courses or redesign existing courses.
- b. To provide program coordinators to assist in collaboration with subject-matter professors and pedagogy professors.
- c. To create summer courses for students in a four-year integrated program of professional preparation.
- d. To recruit individuals for participation as students in four-year integrated programs of professional preparation.

Summary Review of Selection Criteria

Proposal Component	Points
1. Integrated Program Overview	10
2. Target Candidates (<i>Legislative Priority</i>)	10
3. Collaboration, Community College(s) (<i>Legislative Priority</i>)	10
4. Key Planning Tasks and Activities (50 points total)	
4A. Development of Transition Plan Process	15
4B. Mandatory Data Collection and Reporting Requirement	15
4C. Identification of Key Staff	10
4D. Timeline and Task Analysis	10
5. Budget and Budget Narrative	10
6. Overall thoroughness and clarity of the responses to criteria 1-5 above	10
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for an Integrated Program must submit an electronic copy plus four paper copies of the proposal to the Commission. **All Proposals (electronic and paper) must reach the Commission office by 5:00 p.m. PDT on Friday, October 28, 2016.** Proposals received after this time will not be evaluated.

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

Mail or Deliver the four paper copies to:

Adrienne Trapnell
Fiscal and Business Services
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.

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 Commission staff members and rated according to the scoring criteria provided in this RFP.

A recommendation for awarding the grant will be made to the Executive Director and will result in a grant award letter from the Commission 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

The grantee will be expected to make appropriate yearly progress in implementing the program planning process according to the plan provided in the funded application. Applicants should note that as a condition of receipt of a grant, the postsecondary institution must report outcome data as specified in the RFP during both the grant period and for three years following completion by the first cohort of candidates in the integrated program funded under this grant.

Grantees may use funds for program administration purposes. No additional funds will be allocated or made available for program administration purposes beyond the annual yearly grant award. Grantees may apply an indirect cost rate to the grant funds. No additional funds will be allocated or made available for indirect cost purposes beyond the annual yearly grant award.

Funds to grantees will be distributed in two annual payments. The first payment will be 50% of the annual budget amount, and the second payment will be 50% of the annual budget amount.

Appendix A Legislation

Integrated Programs

360-002-0001—For support of the Commission on Teacher Credentialing 10,000,000

Schedule:

5386-Integrated
Teacher Preparation
(1) Grant 10,000,000

Provisions:

- Of the funds appropriated in Schedule (1), \$10,000,000 is provided on a one-time basis for a competitive grant program to allocate one-year and two-year grants to public and private postsecondary institutions to develop and implement four-year teacher preparation programs that integrate subject matter and pedagogy, pursuant to
1. Section 44259.1 of the Education Code.
 2. Funds shall be available for encumbrance and expenditure through June 30, 2018.

Section 44259.1 of the Education Code is amended to read:

44259.1. (a) (1) An integrated program of professional preparation shall enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary educational institutions. An integrated program shall provide opportunities for candidates to complete intensive field experiences, including student teaching, in public elementary and secondary schools early in the undergraduate sequence. The development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units within postsecondary educational institutions and local public elementary and secondary school districts.

(2) A postsecondary educational institution may offer a four-year or five-year integrated program of professional preparation that allows a student to earn a baccalaureate degree and a preliminary multiple or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, including student teaching requirements, concurrently and within four or five years of study.

(3) The commission shall encourage postsecondary educational institutions to offer integrated programs of professional preparation that follow the guidelines developed pursuant to this section. In approving integrated programs, the commission shall not compromise or reduce its standards of subject matter preparation pursuant to Article 6 (commencing with Section 44310) or its standards of professional preparation pursuant to paragraph (3) of subdivision (b) of Section 44259.

(4) The commission shall, as part of its accreditation process, collect information about integrated programs of professional preparation, including which postsecondary educational

institutions offer integrated programs of professional preparation and the number and type of credentials the programs produce.

(b) (1) Commencing with the 2005–06 school year, an integrated program offered by the California State University shall be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, and a baccalaureate degree. Recommendation for each shall be contingent upon satisfactory completion of the requirements for each.

(2) By July 1, 2004, the Chancellor of the California State University, in consultation with California State University faculty members, shall develop a framework defining appropriate balance for an integrated program of general education, subject matter preparation, and professional education courses, for both lower division and upper division students, including an appropriate range of units to be taken in professional education courses. In developing the framework, the Chancellor of the California State University and California State University faculty members shall consult with the Academic Senate for the California Community Colleges on matters related to the effective and efficient use of, and appropriate role for, lower division coursework in an integrated program.

(c) (1) By January 1, 2005, the Chancellor of the California State University and the Chancellor of the California Community Colleges shall collaboratively ensure that both of the following occur:

(A) Lower division coursework completed by a community college student transferring to a California State University integrated program is articulated with the corresponding coursework of the California State University.

(B) The articulated community college lower division coursework is accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(2) Commencing with the 2005–06 school year, each campus of the California State University shall invite the community colleges in its region that send significant numbers of transfer students to that campus to enter into articulation agreements. These articulation agreements shall be based on a fully transferable education curriculum that is developed pursuant to the framework developed under paragraph (2) of subdivision (b). Approval of one or more of the articulation agreements will enable the coursework of a community college student to be accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(d) A postbaccalaureate program of professional preparation shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited postsecondary educational institutions. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the postsecondary educational institution and local public elementary and secondary school districts.

(e) (1) The commission shall develop and implement a program to award grants of up to two hundred fifty thousand dollars (\$250,000) each to postsecondary educational institutions for the development of transition plans to guide the creation of four-year integrated programs of professional preparation including student teaching.

(2) A postsecondary educational institution awarded a grant under this subdivision may use the transition plan to create a new four-year integrated program of professional preparation or to adapt an existing integrated program of professional preparation to a four-year integrated program of professional preparation.

(3) A postsecondary educational institution awarded a grant under this subdivision may use grant funds for any proper purpose in support of planning for a four-year integrated program of professional preparation, including, but not limited to, any of the following:

(A) To provide faculty release time to redesign existing courses.

(B) To provide program coordinators to assist in collaboration with subject-matter professors and pedagogy professors.

(C) To create summer courses for students in a four-year integrated program of professional preparation.

(D) To recruit individuals for participation as students in four-year integrated programs of professional preparation.

(4) In awarding grants pursuant to the program, the commission shall grant priority to proposals for the establishment of four-year integrated programs of professional preparation designed to do both of the following:

(A) Produce teachers with either an education specialist instruction credential authorizing the holder to teach special education or a single subject teaching credential in the areas of mathematics or science, or teaching in the area of bilingual education.

(B) Partner with a California Community College to create a four-year integrated program of professional preparation.

(5) As a condition of the receipt of a grant, a postsecondary educational institution shall provide to the commission program and outcome data for at least three years after receiving the grant. The information shall include program design and features, the number of graduates, the number and type of credentials earned, the time taken to earn a degree and credential, and any other information the commission may require for the purpose of documenting the effect of the grant and identifying effective practices in program design and implementation.

(6) The requirements of this subdivision are contingent upon the appropriation of funds for the purposes of this subdivision in the annual Budget Act or another statute.

(7) The commission may use up to one hundred thousand dollars (\$100,000) to administer the grants pursuant to Department of Finance approval.

Appendix B

Intent to Apply for Development and Implementation of Four-Year Integrated Teacher Preparation Programs

As indicated by the signature of the dean or designee below, it is the intent of the institution identified below to apply for a one or two year grant to develop and implement four-year teacher preparation programs that integrate subject matter and pedagogy. The institution understands that this Intent to Apply must be received by the **Commission by September 23, 2016** and that submission of this form does not require or otherwise obligate the institution to submit a proposal to the Commission. A scanned copy of the signed Intent to Apply form may be emailed to contracts@ctc.ca.gov or sent by postal mail to:

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

Institution	
Integrated Program Credential Area(s) to be Addressed	
Signature	
Print Name	
Title	
Date	

Appendix C
Application Cover Page
Integrated Teacher Preparation Program

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

1. Name of Applicant:

Mailing Address:

Contact Person:

Telephone:

Fax:

E-mail:

2. Fiscal Agent for the Program:

Name:

Agency:

Mailing Address:

Telephone:

Fax:

Email:

3. Administrative Approval from the President/CEO of the Applicant Institution:

Name:

Title:

Signature:

Date:

Appendix D Budget Forms

Directions: Complete the worksheet using the listed categories as applicable. If additional categories are necessary that are not included, list in spaces provided below. All categories must be detailed in the budget narrative. Note that payment will be based on actual costs invoiced biannually.

Category	Year 1	Year 2	Total Costs
Faculty Release Time			
Travel			
Administration			
Consultant Fees			
Recruitment Activities			
Other (specify)			
Grand Total			

Appendix E

Budget Definitions

Directions: For each of the line item budget categories on the Budget Form, provide the details of how the yearly total was calculated. Below are clarifications of what type of information should be included for each line item.

Faculty Release Time: 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.

Travel: Use this line item to indicate any travel expenses necessary to accomplish the activities of this grant. Note that all travel expenses must comply with the state per diem guidelines provided at: <http://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>.

Recruitment Activities: Use this line item to indicate any recruitment activities not otherwise accounted for in the Personnel and/or the Release Time categories, and describe the type(s) and amount(s) of expenditure(s).

Consultant fees: Use this line item to indicate costs associated with consultant services, if it is determined that consultant services are necessary to accomplish the activities of the grant.

Administration: Use this category to indicate any administrative costs charged to the grant, including but not limited to, salary and benefits.

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.