

**California Commission on Teacher Credentialing
California Community Colleges Chancellor's Office**



**California
Community
Colleges**

**Request for Proposals
for California Community College (CCC) Teacher Credentialing
Partnership Pilot Program Grants**

Introduction

A key purpose of the California Community College (CCC) Teacher Credentialing Partnership Pilot Program Grants is to provide funding to three community college(s) in areas of the state with low rates of K-12 credentialed public school teachers to form a collaborative with one or more institutions of higher education with a Commission-approved teacher preparation program and a physical presence in California, and one or more Local Education Agencies that have difficulty recruiting qualified teachers. Collaborative(s) may include more than one community college and more than one institution of high education offering a Commission-approved teacher preparation program. One community college must be the official applicant for the collaborative regardless of the number of partner institutions in the collaborative.

The purpose of this collaborative is to create distance-learning opportunities at the local community college whereby an individual seeking a teaching credential, who possesses a baccalaureate degree, who is currently teaching on a short-term staff permit or a provisional internship permit, and who lives in an area with low college-going rates or limited access to Commission-approved teacher preparation programs, may access Commission-approved teacher preparation coursework at the community college location to earn a preliminary teaching credential.

For the purposes of this grant, it is expected that the community college(s) and the institution(s) of higher education maintain specific roles while working in partnership towards this effort. The role of the community college(s) is to provide the physical space, technology, and infrastructure associated with offering distance-learning opportunities provided by one or more Commission-approved teacher preparation programs, and to provide guidance and support to the candidates participating in the Commission-approved teacher preparation program. The role of the institution(s) of higher education is to work in collaboration with the

community college to provide via distance-learning the coursework and other components associated with the approved teacher preparation program.

Additionally, candidates enrolling in this distance-learning teacher education program opportunity must meet these three requirements: (1) must possess a baccalaureate degree; (2) must have short-term or provisional intern permit; and (3) must be employed in a partner Local Education Agency.

Available Funding

Three grant awards, not to exceed five hundred thousand dollars (\$500,000) each, are available to qualified California Community College applicants.

Who is Eligible to Apply?

Eligible applicants for the California Community College (CCC) Teacher Credentialing Partnership Pilot Program Grants are California Community Colleges interested in collaborating with California institutions of higher education (IHEs) with Commission-approved teacher preparation programs, and Local Education Agencies (LEAs) to offer teacher preparation at the local community college via distance learning. Priority may be given to collaborative(s) that:

- Are located in areas of the state with low rates of TK-12 credentialed public school teachers.
- Demonstrate that its teacher credentialing program or programs meet a documented labor market demand of the collaborative(s) target region.
- Identify the resources necessary to offer a teacher preparation program or programs to meet identified local needs.

Project Period

Three years from receipt of the allocation with reporting requirements as specified by the Legislative Analyst's Office due no later than April 1, 2023.

Due Date for Receipt of Proposals at the Commission Office

Monday, June 1, 2020 by 5:00 PM PST

Proposals, both written and electronic, received after the above date and time will not be accepted or considered.

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Request for Proposals California Community College (CCC) Teacher Credentialing Partnership Pilot Program

Section I: Introduction

Introduction

Grant awards of \$500,000 each are available to three California Community Colleges for one-time startup costs to collaborate with one or more California institution(s) of higher education with a Commission-approved teacher education program, and one or more Local Education Agencies with a need for qualified staff. The purpose of this collaboration is to create distance-learning opportunities for individuals who hold a baccalaureate degree, are currently teaching on a short-term staff permit or a provisional internship permit, and live in an area with low college-going rates or limited access to Commission-approved teacher preparation programs to earn a preliminary teaching credential.

For the purposes of this RFP, a collaborative must be comprised of at least one community college, at least one LEA, and at least one Commission-approved teacher preparation program at an institution of higher education. The California Community College must be the lead applicant for the collaborative. In partnership, the collaborative will offer teacher credential coursework at the community college or colleges via distance learning.

The California Community College (CCC) Teacher Credentialing Partnership Pilot Program will span three calendar years, 2020 through 2022. During these years, it is expected that grant recipients will use the one-time startup funds to: develop an initial partnership or deepen a current partnership; prepare infrastructure, policies, procedures, and professional development for implementation of a distance-learning program; and implement the program no later than fall of 2022.

Information for Applicants

Applicants should note the following provisions of the authorizing statute with respect to mandates regarding the context of the community college. Community colleges interested in this grant opportunity must:

- Be located in areas of the state with low rates of K-12 credentialed public-school teachers,

- Demonstrate that its degree program or programs meet the documented labor market demand of target region, and
- Identify the resources necessary to offer its degree program or programs.

Key Dates in the Application Process

- March 18, 2020: Request for Proposal (RFP) issued
- April 3, 2020: Intent to Apply due (optional)
- April 10, 2020: Written questions about the RFP due to the Commission on Teacher Credentialing
- April 24, 2020: Responses to written questions posted and distributed
- **June 1, 2020: RFP proposals must be received by the Commission**
- June 2-26, 2020: Review of proposals
- July 1, 2020: 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 CCCTeacherPartnershipPilot@ctc.ca.gov by **April 3, 2020**. The purpose of this notice is to inform the Commission and the California Community College Chancellor’s Office 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 form is not a promise or obligation to submit a proposal.

How to Submit Written Questions about this RFP

Applicants who have questions about information contained in this RFP are invited to submit questions via email by **April 10, 2020 by 5:00 PM** to CCCTeacherPartnershipPilot@ctc.ca.gov. Only questions written and submitted before this deadline will be answered. There will be no other technical assistance provided to applicants from the Commission on Teacher Credentialing or the California Community College Chancellor’s Office regarding this RFP.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form, and the answers will be posted on the Commission’s and the Chancellor’s Office website. Questions submitted after the **April 10, 2020** deadline will not be answered.

Section II: How to Respond to this RFP

Note: A chart including definitions for many items in this Request for Proposal (RFP) can be found in [Appendix G](#).

Applicants must provide a narrative response to this Request for Proposal (RFP) as described in the section titled “Components to Address in the Applicant’s Response”, below. In order to be considered, responses must include all of the components indicated. Responses to this RFP must reach the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **5:00 PM on Monday, June 1, 2020**.

Responses must 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 or authorized designee of the applicant Community College entity.

Important Note: The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.

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

Components to Address in the Applicant’s Response

Directions: Provide a narrative response to each of the following components.

1. Overview of the California Community College (CCC) Teacher Credentialing Partnership Pilot Program Partnership between the Applicant California Community College (CCC), any additional partner California Community College(s), the Eligible Collaborating Institution of Higher Education (IHE), and the partnering Local Education Agency (LEA) (10 points)

Provide an overview of the proposed CCC Teacher Credentialing Partnership Pilot Program partnership between the Community College(s), the eligible IHE(s), and the LEA(s). Describe how the partnership will be organized, what the roles of the applicant CCC, other CCCs if applicable, IHE(s), and LEA(s) are within the partnership. Explain the factors that will make the partnership effective in offering high quality teacher preparation coursework remotely at the participating community college(s).

2. Local Need for K-12 Credentialed Public School Teachers (15 points)

Describe and provide data to support that the applicant Community College is located in an area of the state with low rates of K-12 credentialed public school teachers. Applicants are required to identify the percentage of Short Term Staff Permit (STSPs) and Provisional Intern Permit (PIPs) credential holders in the partnership LEA(s) per credential area (Multiple Subject, Single Subject, and Education Specialist).

3. Description of the California Community College Teacher Credentialing Partnership Pilot Program Use of Start Up Funds (20 points)

Describe each of the following:

- **Developing Initial Partnership or Deepening a Current Partnership**
 - Describe the plan for developing or deepening a partnership between the Community College(s)(CCC), Institution(s) of Higher Education (IHE), and Local Educational Agencies(LEA)
 - Describe the components of the partnership plan that will build and sustain the capacity to implement the distance-learning program after the conclusion of state grant funding

- **Planning for Implementation**
 - To offer a high quality distance-learning teacher credentialing degree program or programs in partnership with a Commission-approved teacher preparation program, describe the resources the applicant CCC currently has and what resources are needed to build and support the infrastructure for distance-learning
 - For purposes of this RFP, consider infrastructure resources as both technology and staffing.
 - Discuss what style(s) of distance-learning approaches would be implemented to meet the needs of individuals in the local area who possess a baccalaureate degree and are teaching with a short-term or provisional inter permit to earn a preliminary teaching credential
 - Describe the type(s) of professional development staff and instructors would likely need to effectively implement a distance-learning program
 - Discuss what coursework might need to be developed by the IHE, in partnership with the CCC, to implement a distance-learning program at the partner community college(s)
 - Describe the plan to recruit individuals who hold a baccalaureate degree and are currently teaching on a Short-term Staff Permit or Provisional Internship Permit within the partner LEA(s)

- **Implementation of Pilot Teacher Preparation Distance Learning Program**
 - Describe the timeline for the three years of program development and implementation, including when the initial cohort of candidates would begin coursework as a result of this grant program.

In responding to this criterion, applicants may include a chart indicating the range of planning/partnership-developing activities, proposed calendar for these activities, and participants from the CCC, IHE, and LEA as applicable for each planned activity.

4. Key Program Personnel, Shared Program Governance, and Identified Resources (15 points)

- a) Provide a chart that identifies the leadership staff who will be responsible for the shared leadership of the California Community College Teacher Credentialing Partnership Pilot Program, including name, position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which staff will be responsible for (1) the overall management of the California Community College Teacher Credentialing Partnership Pilot Program, (2) for the fiscal management of the program, (3) for assuring that the program functions as a partnership, and (4) for providing the required program data indicated in Criterion 5 below.
- b) Identify other key staff who may not have direct program administration responsibilities but who will be playing important roles in implementing the California Community College Teacher Credentialing Partnership Pilot Program. Other key staff must include individuals serving within the planned program such as university instructors, fieldwork supervisors, local educational agency mentor/collaborating teachers, community college teaching assistants, professional development providers, technology personnel, and others whose services and contributions are critical to the successful implementation of the program.

5. Data Collection and Evaluation Reporting (10 points)

The authorizing legislation for this grant program states that it is the Legislative Analyst's Office (LAO) responsibility to provide a report regarding the California Community College Teacher Credentialing Partnership Pilot Program to the Legislature on or before April 1, 2023. Applicants must provide an assurance that, if funded, they will respond to requests for data collection, evaluation, and reporting, as listed below, from either the LAO or the Chancellor's Office, but not limited to:

- a) Number of eligible individuals (a) applying to the program, and (b) enrolling in the program;
- b) Demographic information such as age, gender, race/ethnicity for both applicants, those enrolling in the program, and completers;
- c) Basic academic information CBEST, CSET, and TPA scores;
- d) For enrolled individuals, number serving on (a) short-term or provisional permits, (b) intern credential, (c) some other teacher permit or credential, and (d) not currently teaching;

- e) Number completing program and receiving preliminary teaching credential, with a breakdown for the type of credential received;
- f) For program completers, time taken to complete program and total number of units taken; for non-completers, number of units taken;
- g) For program completers, attempts to collect data on the number that (a) continues teaching at their high-need school, (b) teaches in another high-need school, (c) teaches in a non high-need school, and (d) does not teach/stops teaching;
- h) Actual annual expenditures over life of grant/program.

6. Budgets and Budget Narratives (30 points)

This RFP awards one-time funding of \$500,000 each to three eligible California Community Colleges to implement the California Community College Teacher Credentialing Partnership Pilot program.

Allowable Activities and Use of Funds

Grant funding may be used for, but is not limited to, any or all of the following:

- a) Professional development for designing and implementing effective distance learning;
- b) Deploying a teaching assistant for the community college classroom or classrooms where courses are offered via distance learning;
- c) Technology upgrades for the community college classroom or classrooms where the distance learning courses are offered;
- d) Student retention, outreach, or engagement;
- e) Data monitoring and data systems infrastructure;
- f) Cross system alignment; and/or
- g) Other startup costs that are necessary for developing and implementing a pilot program.

All allowable costs must meet three primary criteria:

- 1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations;
- 2) The cost must be allocable to the funding source activities; and
- 3) The cost must not be a general expense required to carry out the fiscal agent's overall responsibilities (i.e., not supplanting).

However, even if the costs meet the prior three criteria, the costs must be approved within the application annual workplan/budget summary of the individual fiscal agent. Otherwise, they are not allowable within that year without annual workplan/budget summary and/or detail changes. The State has the discretion to impose special conditions above and beyond the funding source which would also determine allowability of cost.

Budgets and Budget Narratives for the First Program Year

Applicants should keep in mind the intent of the authorizing legislation to provide funding based on a total allowable grant-funded expenditure of \$500,000 per funded California Community College to operate this grant program with its partner institutions/agencies. The funds are intended to provide direct services and/or related services that directly benefit participating students who have limited access to Commission-approved teacher preparation programs at higher education institutions. When building the program budget for use of the grant funds, applicants must be able to identify how each planned expenditure directly relates to the purpose and intended outcomes of the program.

The Chancellor's Office recognizes that it may be difficult for applicants to determine the exact budget allocation planned until participation in the program is confirmed. Therefore, applicants should provide their best estimates in developing the initial first-year program budget. Successful applicants will be given additional time to recruit and/or identify participants and determine needs in order to effectively implement program design before a final first-year budget is required to be submitted to the Chancellor's Office.

To encourage institutionalization and/or sustainability of the CCC Teacher Credentialing Partnership program after the three years of funding for development and implementation of the pilot program, as noted in the "Components" section above, applicants must describe how they would progress in sustaining the IHE partnerships, and how the applicant would strengthen and/or maintain its existing online credentialing program.

Applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for the grant funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the program when determining costs to be funded by the grant funds ([See Appendix E](#)).

Successful applicants will resubmit both of these budget forms within three months of receiving notification of the grant award. Further information and guidance about this process will be provided to applicants awarded a grant.

a. Completion of Application Budget/Application Budget Detail Sheet

Application Budget: The Application Budget ([Appendix D](#)) is to be signed by the Project Director and the District Chief Business Officer/Designee (if chosen for funding, four (4) originals in an ink color other than black will be requested in hard copy).

Application Budget Detail Sheet: The Application Budget Detail Sheet ([Appendix E](#)) must include the cost of each budget classification requested, indicating specific rates and amounts. It is expected that this breakdown will be highly detailed. Following any award, the applicable Chancellor's Office designated project monitor will be the final arbiter regarding what constitutes sufficient detail.

b. Indirect Administrative Costs:

The Indirect Administrative Costs (overhead) for the district cannot exceed four percent (4%) of the Total Direct Costs (line 8 of the Application Budget). No additional grant fund expenditures for program administration purposes will be allowed. Program funds are for direct services to the project only and are intended to supplement, not supplant existing programs.

The purpose of submitting a budget is to determine whether the project is well-planned and reasonable in scope. Technical errors in the budget submitted can be changed if the project is recommended for funding, as long as the change/request is reasonable and does not exceed the maximum amount allowable.

Summary Review of Proposal Components

Grant applicants are scored based on a 100-point scale as indicated in the list following:

1. Overview of the California Community College Teacher Credentialing Partnership between the Applicant California Community College (CCC) and the Eligible Collaborating Institution of Higher Education (IHE). **Maximum points: 10**
2. Local Need for K-12 Credentialed Public-School Teachers. **Maximum points: 15**
3. Description of the California Community College Teacher Credentialing Partnership Pilot Program Use of Start Up Funds. **Maximum points: 20**
4. Key Program Personnel and Shared Program Governance. **Maximum points: 15**
5. Data Collection and Evaluation Reporting. **Maximum points: 10**
6. Budget and Budget Narratives. **Maximum points: 30**

Total points possible: 100

Section III: Application Submission and Process for Application Review

How to Submit the Proposal

Applicants who wish to compete for funding for a California Community College Teacher Credentialing Partnership Pilot Program Grant must submit **ALL** of the following:

1. An electronic copy of the entire grant application via email to:
CCCTeacherPartnershipPilot@ctc.ca.gov
2. Four paper copies of the entire grant application

All proposals—both electronic and paper—must reach the Commission office by 5:00 PM PDT on June 1, 2020. Proposals received after this time will not be accepted, reviewed, or evaluated.

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

Mail or deliver the four paper copies to:

Cara Mendoza
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 1/2 x 11 page, with one-inch margins on all sides, using 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 30 double-spaced or 15 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 technical compliance screening will then be read by a team of Commission and California Community College Chancellor's Office staff members and rated according to the scoring criteria provided in the RFP.

A recommendation from the Commission for awarding the grants will be submitted to the California Community College, Chancellor's Office. The California Community College, Chancellor's Office will generate a grant award letter, Terms and Conditions document, and a Grant Agreement Face Sheet to be signed and returned to the California Community College, Chancellor's Office by each grantee. Further information about the grant process will be provided to grantees following the awarding of grants.

Funding Considerations

The California Community Colleges, Chancellor's Office agrees to pay the Grantee a total amount not to exceed the "Grant Funds" amount stated on a fully executed grant agreement, which shall be used as set forth in the Application Budget. Payment shall be made as follows:

- an advance payment of 90 percent of the total amount of first-year budgeting of this Grant Agreement will be paid as soon as feasible after the Grant Agreement is fully executed;
- a final payment will be calculated based on the final expenditure report. If the total expenditure of funds by that date is less than the advance payment, the Chancellor's Office may invoice the Grantee for the excess amount.

Appendix A

Authorizing Legislation

SEC. 3. Article 5 (commencing with Section 78060) is added to Chapter 1 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

Article 5. California Community College Teacher Credentialing Partnership Pilot Act

78060. This section shall be known, and may be cited, as the California Community College Teacher Credentialing Partnership Pilot Act.

78061. (a) The California Community College Teacher Credentialing Partnership Pilot Program is hereby established for both of the following purposes:

(1) To encourage accredited degree-granting institutions of higher education with a physical presence in this state to collaborate with one or more community colleges to offer teacher credentialing coursework remotely at the participating community college or colleges.

(2) To bring opportunities to earn teacher credentialing degrees to areas with low college-going rates or limited access to teacher-credentialing, degree-granting higher education institutions.

(b) (1) The Commission on Teacher Credentialing, in coordination with the Chancellor of the California Community Colleges, may award up to three grants, not to exceed five hundred thousand dollars (\$500,000) each, to collaboratives formed for the purpose of offering teacher credential coursework remotely at a participating community college or colleges. For the purposes of this section, a collaborative shall be comprised of at least one community college and at least one accredited degree-granting institution of higher education.

(2) (A) Priority for the receipt of grant funds may be given to a collaborative that meets all of the following:

- i. Is located in areas of the state with low rates of K–12 credentialed public school teachers.
- ii. Demonstrates that its teacher credentialing degree program or programs meet a documented labor market demand of the collaborative’s target region.
- iii. Identifies the resources necessary to offer a teacher credentialing degree program or programs.

(B) The funds granted under this subdivision shall be for one-time startup costs of the collaborative for the purposes of developing and implementing its pilot program. These costs may include any, or any combination, including all, of the following:

- i. Professional development for effective distance learning.
- ii. Deploying a teaching assistant for the community college classroom or classrooms where courses are offered via distance learning.

- iii. Technology upgrades for the community college classroom or classrooms where the distance learning courses are offered.
- iv. Student retention, outreach, or engagement.
- v. Data monitoring and systems infrastructure.
- vi. Cross system alignment.
- vii. Other startup costs that are necessary for developing and implementing its pilot program.

(C) Each pilot program implemented under this section shall do all of the following:

- i. Utilize courses currently offered by the collaborating accredited degree-granting institution or institutions of higher education, which may be one or more California State University or University of California campuses, or one or more independent institutions of higher education, as defined in Section 66010, with a physical presence in this state.
- ii. Include, as a primary target population to take courses under the pilot program, teachers who hold a baccalaureate degree and are currently teaching on a short-term staff permit or a provisional internship permit.
- iii. Charge no more than the standard tuition and fees of the collaborating accredited teacher-credentialing, degree-granting institution or institutions of higher education.
- iv. Involve current faculty from the collaborating accredited degree-granting institution or institutions of higher education as faculty for courses offered under the pilot program, which shall be current courses of that institution or institutions.

(c) (1) It is the intent of the Legislature that no collaborative funded under this section may be terminated abruptly, thus leaving its enrolled students without a way to earn a teaching credential under this section.

(2) As a condition of an agreement for the receipt of a grant under this section, each collaborative shall ensure that every student who enrolls in its pilot program before an announcement of the termination of the collaborative has an opportunity to complete the coursework necessary to obtain a teaching credential under this section.

(d) A collaborative shall not offer a teacher credentialing degree program under this section unless that program has been accredited by the Commission on Teacher Credentialing's Committee on Accreditation on the basis of standards of program quality and effectiveness.

(e) Grants awarded under this section shall be awarded only to the extent that funding for this section is provided in the annual Budget Act.

(f) (1) On or before April 1, 2023, the Legislative Analyst's Office shall submit a report to the Legislature, pursuant to Section 9795 of the Government Code, and to the Department of Finance on the implementation of the program established pursuant to this section.

(2) The requirement for submitting a report imposed under paragraph (1) is inoperative on April 1, 2027, pursuant to Section 10231.5 of the Government Code.

Appendix B
Intent to Apply for a California Community College (CCC)
Teacher Credentialing Partnership Pilot Program Grant
(Optional)

[Link to Appendix B](#)

As indicated by the signature of the Community College President or authorized administrator below, it is the intent of the institution identified below to apply for a California Community College (CCC) Teacher Credentialing Partnership Pilot Program Grant as specified in this RFP.

The institution understands that this optional Intent to Apply must be received by the Commission **by April 3 2020** and that submission of this form does not require or otherwise obligate the institution to submit a proposal to the Commission. Applicants may submit proposals to the Commission without submitting an Intent form.

Those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to CCCTeacherPartnershipPilot@ctc.ca.gov or send by postal mail to:

Commission on Teacher Credentialing
Attn: California Community College (CCC) Teacher
Credentialing Partnership Pilot Program Grant
1900 Capitol Ave.
Sacramento, CA 95811-4213

Please use the link at the top of this page to access the Intent to Apply form

Appendix C
Application Cover Page

California Community College (CCC) Teacher Credentialing Partnership Pilot Program Grant
This form should be the cover page to the application submitted to the Commission.

[Link to Appendix C](#)

Appendix D Application Budget

[Link to Appendix D](#)

Appendix E
Application Budget—Detail Sheet

[Link to Appendix E](#)

Appendix F

Partnership Signature Page and Pilot Program Summary

California Community College (CCC) Teacher Credentialing Partnership Pilot Program Grant

All partners in this pilot program will sign this page assuring their commitment to the obligations required by this RFP and any resulting grant agreements, between California Community College(s), Institution(s) of Higher Education, and Local Education Agencies.

[Link to Appendix F](#)

Appendix G

Definitions

Clinical Practice: The field experiences a teacher candidate has in the public schools as part of teacher preparation. These experiences may include observation, tutoring, teaching small groups of students and whole class instruction. Student teaching is one component of clinical practice and there must be a total of 600 hours of clinical practice across the arc of the program.

Commission-approved teacher preparation program ([link to Approved Program dashboard](#)): A teacher preparation program that is approved by the Commission on Teacher Credentialing. The program includes both coursework and clinical practice and completion of the program makes an individual eligible for a California Preliminary Teaching Credential.

Cooperating/Master Teacher: The experienced teacher who hosts a student teacher in his or her classroom. The teacher must have the knowledge and experience and have completed the identified professional development identified in the Program Standards.

Distance Learning/Education: Instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology (Note to reviewers: link to draft definition ready by November 2019—if it is ready by release time January 3).

District Employed Supervisor: The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who assesses student teachers.

Intern: A teacher of record who holds a District or University Intern Credential but who is still completing pedagogical preparation for the preliminary teaching credential. Information on the distribution of individuals teaching on an Intern Credential by school district can be found on the [Educator Supply Dashboard](#): Interns, Permits, and Waivers section.

Intern Mentor: The experienced teacher who serves as a mentor to an individual teaching on an Intern Credential. The teacher must have the knowledge and experience and have completed the identified professional development identified in the Program Standards.

[Program Standards:](#) The requirements that a Commission-approved teacher preparation program must meet.

Program Supervisor: An educator employed by the Commission-approved teacher preparation program who supervises the candidate (student teacher or intern) as specified in the adopted Program Standards.

[Provisional Intern Permit \(PIP\)](#): A permit that allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. Information on the distribution of individuals teaching on a PIP by school district can be found on the [Educator Supply Dashboard](#): Interns, Permits, and Waivers section.

[Short Term Staff Permit \(STSP\)](#): A permit that is available at the request of an employing agency to fill an acute staffing need. Information on the distribution of individuals teaching on a STSP by school district can be found on the [Educator Supply Dashboard](#): Interns, Permits, and Waivers section.

Solo Teaching: The activities in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. Each student teacher's clinical practice must include a minimum of four weeks of solo or co-teaching or the equivalent.

Supervised Clinical Practice: Under the guidance and supervision of both a district employed supervisor and a program supervisor, the field experiences a teacher candidate has in the public schools as part of teacher preparation. These experiences may include observation, tutoring, teaching small groups of students and whole class instruction. Student teaching is one component of clinical practice and there must be a total of 600 hours of clinical practice across the arc of the program.