

# California Commission on Teacher Credentialing



## Request for Applications Diverse Education Leaders Pipeline Initiative Grant Program

### Who Is Eligible to Apply?

Eligible applicants for the Diverse Education Leaders Pipeline Initiative Grant Program (DELPI Grant) are local education agencies (LEAs), or a consortium of LEAs, interested in securing grant funding to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California's education workforce.

### Available Funding

For the 2023-24 fiscal year, the Superintendent of Public Instruction allocated the sum of ten million dollars (\$10,000,000) from the funding appropriated in SB 141, Section 112 of the Budget Act of 2023 to the Commission on Teacher Credentialing to establish the Diverse Education Leaders Pipeline Initiative program. Grant program efforts must include the preparation of candidates to earn an Administrative Services Credential, increase the diversity among school administrators, and cultivate culturally responsive administrators. One-time, non-renewable grant awards of up to \$30,000 per administrative candidate are available to eligible LEA grantees through June 30, 2027, for the purpose of paying administrator credential program costs of coursework, books, exams, fees, coaching, mentoring, and training costs, as applicable, and as outlined in the authorizing legislation ([Appendix A](#)).

Applicants should note that demand for participation across the state may exceed funding for the program and not all administrator candidate slots requested by each successful grant applicant may ultimately be authorized. A total of 333 administrator candidate slots are available statewide for this round of funding. *If grant funds remain after this Request for Applications (RFA), another RFA may be released spring 2024.*

### Project Period

Upon grant award through June 30, 2027.

### Due Date for Receipt of Applications Emailed to the Commission:

**Friday, April 5, 2024, by 5:00 p.m.**

All emailed applications must be received at the Commission by this date and time.

Email: [DELPIGrant@ctc.ca.gov](mailto:DELPIGrant@ctc.ca.gov)

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# **Request for Applications**

## **Diverse Education Leaders Pipeline Initiative Grant Program**

### **Section I: Introduction**

#### **Introduction**

The Diverse Education Leaders Pipeline Initiative (DELPI) Grant Program is intended to provide support to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce. The program shall have the following goals: (1) increase the diversity among public school administrators to promote school environments that better represent and reflect the diversity of the pupils served, (2) cultivate culturally responsive public school administrators, (3) build capacity and partnerships between local educational agencies, nonprofit educational service providers, and institutions of higher education to meet the needs of administrator candidates, and (4) increase the quality of school administrators by incorporating culturally diverse practices.

This Request for Applications (RFA) is to provide a grant award of up to \$30,000 in one-time, non-renewable grant-funded support per participating administrative candidate, through June 30, 2027, for eligible local education agency (LEA) applicants to support the preparation of eligible staff to earn a preliminary Administrative Services Credential. The DELPI Grant must be operated by eligible LEA applicants as defined in the authorizing legislation ([Appendix A](#)):

- a school district,
- a county office of education,
- a charter school,
- a regional occupational center or program operated by a joint powers authority or county office of education.

LEAs as defined above may apply for the grant program. Priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teacher workforce, have a higher percentage than other applicants of enrolled unduplicated pupils, as defined in Education Code section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

- (A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.
- (B) A school that is located in either a rural location or a densely populated region.

#### **Program and Candidate Obligations**

Authorizing legislation ([Appendix A](#)) requires a service commitment from candidates using grant funding. Participating administrator candidates shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years. The candidate shall also commit in the written agreement to annually report to their sponsoring local educational agency where they

are employed and their current contact information until they have completed their service requirement. Upon receiving the preliminary Administrative Services Credential, the candidate has four years to complete the two-year service requirement.

### **Allowable Activities and Use of Funds**

This grant funding is available for encumbrance until June 30, 2027. In making these grants available, the Commission intends that the grantees use these funds efficiently and effectively to administer a Diverse Education Leaders Pipeline Initiative Grant Program to expand the pool of diverse and culturally responsive administrators. Grant recipients shall not charge a sponsored candidate a fee to participate in the DELPI Grant Program.

Per statute ([Appendix A](#)), grant funding may be used to cover the cost of:

- Administrator program coursework, books, and/or fees, including Administrative Services Credential clear induction costs for candidates.
- Coaching, mentoring, and training costs for candidates and current administrators and candidates to serve and educate diverse pupil populations, engage diverse families, and support and retain a diverse educator workforce.
- Developing support systems for a diverse administrator workforce that reflects a local educational agency community's diversity.
- Program administration costs (may not exceed more than 5 percent of the grant award per candidate).

Each candidate in the DELPI Grant Program may receive a maximum of \$30,000 in one-time, non-renewable grant-funded support.

### **Non-Allowable Activities and Use of Funds**

Grant funds may not be used to fund any of the following activities:

- Reimbursing expenditures incurred by candidates prior to the program's grant funding.
- Supplanting of existing funding and efforts, including any costs associated with operating the LEA.
- Acquiring equipment for administrative or personal use.
- Purchasing technology (e.g., cell phones, laptops, cameras, etc.)
- Purchasing instructional supplies
- Acquiring furniture (e.g., bookcases, chairs, desks, filing cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities.
- Purchasing food services, refreshments, banquets, meals
- Purchasing, renting, remodeling, or construction of a space.
- Purchasing memberships in professional organizations.
- Purchasing promotional favors, such as bumper stickers, pencils, pens, or T-shirts.
- Subscribing to journals or magazines.
- Traveling to professional conferences unless it is demonstrated that attending significantly advances the grant program.

## Additional Information for Applicants

Applicants should refer to the [full text of the authorizing legislation](#) with respect to their monitoring and fiscal obligations if awarded a Diverse Education Leaders Pipeline Initiative Grant. Awarded LEA grantees must report annually to the Commission on Teacher Credentialing beginning on or before July 31 of the first year after receiving a grant award and continue throughout the project period and continue until each cohort has met the service commitment (potentially up to July 2031). For more information, please review the “Mandatory Data Collection and Reporting Requirements” guidelines in [Section II](#).

## Additional Information for Applicants – Charter Schools and Charter Management Organizations (CMO)

Applicants from charter schools should note the following regarding eligibility to apply for and potentially receive a Diverse Education Leaders Pipeline Initiative Grant:

- The application must be submitted by a charter school with a CDS Code. It cannot be submitted by a CMO. The applicant charter school may apply as a single school or as the lead applicant for a consortium of charter schools.
- A CMO may partner with the applicant charter school, but the named charter school must be in the lead role as described in the proposal. The charter school identified must be the manager of the Diverse Education Leaders Pipeline Initiative Grant program and can be assisted by any of its partners.
- The signature on the cover page must be from an administrator/leader from the applicant charter school with the CDS code. The CEO of a CMO is not an acceptable signer on behalf of the applicant and submission of a signature from a CEO rather than from the applicant charter schools will result in the proposal being deemed ineligible.
- The fiscal agent must be from the charter school that is submitting the application. The funds for this grant opportunity are Proposition 98 funds and can ONLY be distributed to an entity with a CDS code. If the CMO, or other business organization, is listed as the fiscal agent on the cover page, the proposal will be deemed ineligible.

## Key Dates in the Application Process

Date	Activity
January 12, 2024	Request for Application (RFA) issued
February 16, 2024	Written questions about the RFA due to the Commission
February 16, 2024	Intent to Apply due
February 23, 2024	Responses to written questions posted and distributed
<b>April 5, 2024</b>	<b>RFA Proposals must be received by the Commission</b>
April 8 – May 10, 2024	Review of proposals
May 10, 2024	Announcement of Grant Awards

## Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit a Notice of Intent to Apply ([Appendix B](#)) by **February 16, 2024**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA 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, and a lack of submitting a Notice of Intent to Apply does not disqualify or preclude an applicant from submitting a proposal in response to this RFA.

### **How to Submit Written Questions about this RFA**

Applicants who have questions about information contained in this RFA may submit questions via email with “DELPI Grant Program Questions” in the subject line by **February 16, 2024**, to: [DELPIGrant@ctc.ca.gov](mailto:DELPIGrant@ctc.ca.gov).

Responses to written questions submitted by the deadline will be distributed to those who submit the Notice of Intent to Apply form and will also be posted on the [Commission’s website](#).

## Section II: How to Respond to this RFA

### Components to be Addressed in the Applicant's Response

Applicants must provide a narrative response to this Request for Applications (RFA) as described in the [Selection Criteria for Applicant Response](#). To be considered, responses must include all components of the criteria, as indicated. The response by each applicant will be evaluated based on the selection criteria summarized at the end of this section. The applications receiving the highest scores as calculated using the selection criteria will be recommended to the Executive Director of the Commission on Teacher Credentialing for funding. Applicants should note that demand for participation across the state may exceed funding for the program and not all administrator candidate slots requested by each successful grant applicant may ultimately be authorized. A total of 333 administrator candidate slots are available statewide for this round of funding.

Responses must include a **Cover Page** ([Appendix C](#)) that identifies the contact person at the applicant entity responsible for the day-to-day grant oversight, the person authorized to sign the grant award agreement, the person responsible for data oversight, the fiscal agent contact information, and the signature of the superintendent of the applicant entity.

**Important note:** The Commission will use the contact information provided on the cover page as the points 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. Additionally, if the contact person changes during the grant award period, it is the grantee's responsibility to provide updated contact information to the Commission in a timely manner.

### Selection Criteria for Applicant Responses

**Directions:** Provide a narrative response to each of the following criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant's proposed Diverse Education Leaders Pipeline Initiative Grant Program addresses the specified criteria. See [Appendix D](#) for a list of definitions used in this RFA.

#### 1. Local Administrator Needs and Requested Number of Program Candidates (25 points)

- a. **Local Need:** Applicants should describe and provide data to support the local need for diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive. *It should be clear from the evidence provided that the applicant LEA currently has and/or is projected to continue to have administrative vacancies so that there are administrative positions available for candidates to fill as they complete their two-year service requirement.*

Applicants should also include:

- i. A table comparing the demographics of the LEA's potential administrator candidates (to be enrolled in the grant program), current administrators, and students.

- ii. The applicant’s efforts to recruit candidates and administrators from one or more schools that have a higher percentage of enrolled unduplicated pupils, as defined in Section 42238.02 of the Education Code. This data should also be reflected in [Appendix E](#), Statutory Priority Points.
  - iii. The applicant’s prior and current efforts to meet the demand for diverse and culturally responsive administrators, including recruitment efforts and professional development for existing administrators.
- b. **Capacity:** Applicants should describe their capacity, ability, willingness, and interest to support staff in earning a Preliminary Administrative Services Credential. Applicants should include the specific needs to be addressed by the grant program, including:
- i. The target number of candidates requested per year reflects the number of eligible and interested staff in the LEA without a Preliminary Administrative Services Credential.
  - ii. The target number of current administrators who will receive coaching and training to serve and educate diverse pupil populations, engage diverse families, and support and retain a diverse educator workforce.
- Note: Current administrators are not considered eligible candidates to generate funding; however, a subset of grant funds generated by an eligible administrator candidate may be used to support coaching, training, and mentoring support to address the needs of current administrator(s) in an effort to retain diverse and culturally responsive administrator(s).
- c. **Commitment:** Applicants should describe current practices that demonstrate a commitment to administrative diversity, as evidenced by mission statements, recruitment material, or any other relevant data. Applicants should also describe current practices that demonstrate a commitment to culturally responsive school leadership, as evidenced by programmatic pedagogy, curriculum, professional development, or any other relevant data. Hyperlinks to specific evidence highlighting the LEA’s current work are allowable.

## 2. Recruitment Plan (10 points)

- a. **Candidate Recruitment:** Applicants should describe their candidate recruitment plan, including how the applicant will:
- i. Recruit and enroll candidates in the DELPI Grant program.
  - ii. Determine that each potential candidate will meet the minimum requirements of a Preliminary Administrative Services Credential. Refer to [CL-574c](#) to review the requirements for the five-year Preliminary Administrative Services Credential.
  - iii. Determine how each potential candidate increases the diversity among public school administrators to better represent and reflect the diversity of the pupils served.
  - iv. Determine how potential candidates have shown a commitment to culturally responsive practices or shown a commitment to learning and implementing culturally responsive practices.
  - v. Establish priorities for the selection of candidates if actual potential candidates



exceed the number of awarded candidate slots.

- b. **Consortium (if applicable):** If applying as a consortium, applicants should describe how the lead LEA will involve and support consortium member(s) in the grant program's recruitment plan to ensure consistency and coherence across multiple school sites and administrations.

### 3. Implementation Plan (20 points)

Applicants should provide an overview of the proposed grant program to be operated by the LEA. The overview should address each of the following elements:

- a. **Program Overview:** The program overview should describe each of the following:
  - i. The program structure and the supporting theory of action.
  - ii. The types of support candidates will be provided by the LEA and/or partner(s) to advance the program's goals. In the response, include the manners in which the supports will be implemented (e.g., frequency, timing within the academic year). Candidate support may be demonstrated in a variety of ways, including expenditures listed in [Criteria 7](#).
  - iii. The month and year that the program would begin and enroll the first cohort of administrator candidates. *Please note that this is not a planning grant, and only Program Administration costs may be claimed per actively enrolled administrator candidate.*
  - iv. Consortium (if applicable): If applying as a consortium, applicants should describe how program consistency and coherence will be assured across multiple school sites and school administrations.
- b. **Current Administrator Support (if applicable):** If applicants are also supporting current administrators through participating administrator candidate funds, as applicable, applicants should:
  - i. Describe the types of support current administrators will be provided by the LEA and/or partner(s) to advance the program's goals.
  - ii. Describe the training necessary for current administrators to mentor culturally responsive administrator candidates.
  - iii. Describe how the program will determine sufficient annual progress of current administrators to allow them to continue to receive support from the program.

### 4. Partnership Overview (15 points)

Applicants should describe a plan involving active participation between one or more local educational agencies, institutions of higher education, Commission-approved Preliminary Services Credential program, and/or nonprofit educational service providers to meet the needs of administrator candidates with a focus on improving outcomes for pupils and strengthening California's educator workforce. Applicants must address the following:

- i. **Partnership Structure:** Describe how the partnership between local educational agencies, institutions of higher education, Commission-approved Preliminary Administrative Services Credential programs and/or nonprofit educational service

providers is or will be organized, including what the roles of the applicant LEA and partner(s) are or will be within the partnership.

- ii. **Partner Commitment:** Describe each partner’s current practices that demonstrate a commitment to supporting administrative diversity and culturally responsive school leadership, as evidenced by mission statements, material, programmatic pedagogy, curriculum, professional development, or any other relevant data. Hyperlinks to specific evidence highlighting the partners’ current work are allowable.
- iii. **Partnership Overview:** Describe how the LEA and partner(s) will collaborate to train, place, and retain diverse and culturally responsive administrators. Describe the factors that will make the partnership effective in operating the grant program. Provide evidence of authentic partnership between the applicant and the partner(s) (e.g., MOUs, vision statements, aligned training, etc.). Applicants may provide hyperlinks to specific evidence.
- iv. **Partnership Agreement(s):** Applicants proposing a partnership between one or more local educational agencies, nonprofit educational service provider(s), and a Commission-approved preparation program offered by an LEA or a regionally accredited IHE partner must submit a Partnership Agreement. **Complete and submit a signed Partnership Agreement ([Appendix F](#)) for each partner.** It is expected that if the application represents a consortium, each LEA partner will sign an agreement with the applicant LEA, including partner LEAs within a county office of education.

## 5. Key Program Personnel (5 points)

Applicants should address the following:

- a. **LEA Personnel for Grant Planning, Implementation, and Governance:** Explain who from the LEA will be involved in the development of the grant program, and what their roles will be in both the development and implementation of the program. Indicate what governance structure will be in place for the proposed program within the applicant’s organization.

Provide a table that identifies key staff to be involved in the grant planning and implementation processes:

- i. Position title, and grant-related responsibilities,
  - ii. The full-time equivalent (FTE) of each position reflecting the amount of time dedicated towards the grant (not their full-time employment status),
  - iii. Identify staff responsible for the overall management of the project,
  - iv. Identify staff responsible for the fiscal management of the project, and
  - v. Identify staff responsible for providing the required project data indicated in [Criteria 6](#).
- b. **Partner Personnel for Grant Planning and Implementation:** For each partner, explain who will be involved in the development of the grant program, and what their roles will be in both the development and implementation of the program.

Provide a table that identifies key partner staff involved in grant planning and implementation processes:

- i. Position title, and grant-related responsibilities,
- ii. The partnering institution staff represents, and
- vi. The full-time equivalent (FTE) of each position reflecting the amount of time dedicated towards the grant (not their full-time employment status).

## 6. Budget and Budget Narrative (10 points)

Provide a budget and narrative for the proposed Diverse Education Leaders Pipeline Grant Program, using the tables on the Budget ([Appendix G](#)) for annual grant funds, and provide the budget narrative on the form. Note, that for any costs related to supporting current administrators, use the “other” budget category.

Eligible LEAs may receive \$30,000 per candidate, through June 30, 2027. In planning budget expenditures, it is expected that applicants will project the number of new candidates per year. The funds are intended to provide a maximum of direct and/or related services that benefit each candidate.

Please note: Support for current administrators is budgeted from each projected candidate. The “other” budget category may also be used to support both current administrators and administrative candidates in group settings (i.e., affinity groups, professional development). If a candidate slot is not filled, the funds generated by the unfilled slot may not be used to support current administrator(s) in the LEA. Because grant funds are generated per candidate in the LEA grant program, LEA grantees will disburse and track grant funds per actively enrolled candidate. Grant funds may not be expended on projected candidates, potential candidates, or as a lump sum per budget category. LEAs must commit to filling the requested slots. If awarded, future grant funds may be reduced to reflect actual filled slots.

There are no matching funds requirement for the Diverse Education Leaders Pipeline Grant Program. Authorizing legislation states that a local educational agency receiving a grant shall not use more than 5 percent of a grant award for program administration costs. Grant recipients shall not charge a sponsored candidate a fee to participate in the Diverse Education Leaders Pipeline Initiative program.

Applicants should collaborate with their partners to consider the most efficient and effective use of time, fiscal resources, material resources, candidates’ needs, and the expertise and preparation of those involved in planning and implementing the program.

It is expected that the annual budget outlined in Appendix G will be the annual expenditures for the Diverse Education Leaders Pipeline Grant over the life of the grant. Each year, program leadership will be asked to update expenditures, as necessary, relative to the approved program components. **Once program components have been approved, no additional program components may be added.** Only the sum number of expenditures in the approved program components may be updated yearly. Additionally, please review the [Non-Allowable Activities and Use of Funds](#).

## 7. Mandatory Data Collection and Reporting Requirements (5 points)

Applicants should describe their current or future processes to collect, analyze, report, and use of [required data](#) regarding the outcomes of the Diverse Education Leaders Pipeline Grant Program for continuous improvement.

**Required Data:** A roster of Diverse Education Leaders Pipeline candidates will be collected annually and submitted to the Commission. The following data will be required:

- The number of candidates employed by the local educational agency, or within a consortium, selected to participate in the grant program.
- The number of administrators employed by the local educational agency, or within a consortium, selected to participate in the grant program.
- Information regarding the credentialing, gender, ethnicity, first language, and tenure of the program candidates and administrators participating in the grant program.
- The range of total financial support provided to candidates, such as books, fees, and tuition support.
- The range of support provided to candidates and administrators, such as coaching, training, and mentoring activities.
- The number of candidates that earn their Preliminary and/or Clear Administrative Services Credential.
- The number of candidates that have completed the two-year service requirement.
- The number and percentage of program candidates or administrators who teach/work in a school with a higher percentage of unduplicated pupils, as defined in Section 42238.02 of the Education Code.
- The number of candidates and administrators retained the following academic year.
- The types of culturally relevant support provided to administrator candidates and administrators to improve retention and the education, engagement, and retention of diverse pupils, families, and educators.
- The impact the partnership(s) had on candidates and administrators to train, place, and retain diverse and culturally responsive administrators.
- The impact of the program on pupil academic and school climate outcomes in participating local educational agencies, especially with historically underserved pupil subgroups.
- Best practices found to be effective in implementing the grant program.
- Factors promoting or hindering program implementation.
- Lessons learned to inform potential future investments in this type of grant program.

**Note:** These data types may change as a result of any future legislation concerning the Diverse Education Leaders Pipeline Grant Program.

## 8. Grant Assurances (5 points)

Applicants must complete and sign the Grant Assurances form ([Appendix H](#)). Appendix H requires the LEA applicant's grant lead to assure the Commission that the LEA will comply with all reporting and legislative mandates, should the LEA be awarded a Diverse Education Leaders

Pipeline Initiative Grant.

### 9. Grant Stewardship and Accreditation Status (5 points)

Applicants must complete and submit the Grant Stewardship and Accreditation Status form ([Appendix I](#)). Appendix I requires applicant LEAs to indicate whether the applicant LEA and/or the proposed partner IHE have been awarded a state-funded grant administered by the Commission and requires the applicant LEA to indicate the LEA's accreditation status (if applicable) and the accreditation status of the proposed partner IHE.

State-funded grant competitions have been readily available since 2016, and as recently as 2023. LEA applicants applying for this grant opportunity will be assessed on stewardship of past grant awards. The degree to which LEA applicants/partners that previously received Commission-administered grants have repeatedly missed reporting deadlines, have not responded to Commission staff emails/calls, have not informed the Commission of program leadership changes, have used grant funds outside of the approved grant program, or otherwise exhibited poor stewardship of grant funds will be considered. Past stewardship of state-funded grants administered by the Commission may affect whether the LEA will be awarded grant funds.

Additionally, Appendix I requires the applicant LEA to know the accreditation status of the applicant LEA and the proposed partner(s). As accreditation is a step in an institution's continuous improvement process, applications will not be affected if LEA applicants/IHE partners have an accreditation finding of "Accreditation with Stipulations." It is important to the Commission that applicant LEAs know the accreditation status of all partners included in the grant program and consider that status when developing a partnership for the grant program. For assistance in completing this table, refer to the [Accreditation Report](#) page on the Commission's website.

### Summary Review of the Selection Criteria

Proposal Component	Maximum Points
1. Local Administrator Needs and Requested Number of Program Candidates	25
2. Recruitment Plan	10
3. Implementation Plan	20
4. Partnership Overview	15
5. Key Program Personnel	5
6. Budget and Budget Narrative	10
7. Mandatory Data Collection and Reporting Requirements	5
8. Grant Assurances	5
9. Grant Stewardship and Accreditation Status	5
<b>Total Points Possible</b>	<b>100</b>

## Section III: Application Submission and Process for Application Review

### How to Submit the Application

Applicants who wish to compete for funding for a Diverse Education Leaders Pipeline Grant must submit **ALL** of the following in one combined PDF document, in this order:

1. [Appendix C](#): Application Cover Page
2. [Component 1](#): Local Administrator Needs and Requested Number of Program Candidates
3. [Appendix E](#): Statutory Priority Points
4. [Component 2](#): Recruitment Plan
5. [Component 3](#): Implementation Plan
6. [Component 4](#): Partnership Overview
7. [Appendix F](#): Partnership Agreement(s)
8. [Component 5](#): Key Program Personnel
9. [Component 6](#): Budget and Budget Narrative
10. [Appendix G](#): Budget Overview Form
11. [Component 7](#): Mandatory Data Collection and Reporting Requirement
12. [Appendix H](#): Grant Assurances
13. [Appendix I](#): Grant Stewardship and Accreditation Status

Applications must reach the Commission office by **5:00 p.m. on Friday, April 5, 2024**. Emailed applications must be received by this date and time.

Email the electronic copy to: [DELPIGrant@ctc.ca.gov](mailto:DELPIGrant@ctc.ca.gov)

Applications not received as noted will not be accepted, reviewed, or evaluated. Commission staff will send an email confirming receipt of each submitted application. If an applicant does not receive a confirmation email, the Commission has not received the application.

### 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 standard 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 (excluding appendices). Conciseness and brevity are appreciated to the greatest extent possible.

### 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 RFA.

A recommendation for awarding the grants 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 each grantee. Further information about the grant process will be provided to grantees following the awarding of the grants.

### **Funding Considerations**

The grantee will be expected to make appropriate yearly progress in implementing the Diverse Education Leaders Pipeline Grant Program according to the program design provided in the funded application. Funding for the Diverse Education Leaders Pipeline Grant Program is contingent on satisfactory annual progress in implementing the program detailed in the initial application, annual certification of candidates, updated annual budget plan expenditures, and the reporting of annual data as specified in the RFA.

Grant funds will be distributed annually in two total payments each fiscal year. The first payment will be 90 percent of the total budget amount, distributed in the fall, and the second payment will be the remaining 10 percent of the budget amount, distributed after the program submits its final data report.

An end-of-year budget form and program report will be collected annually and will be subject to Commission review and approval. Any unspent or unencumbered funds in a given year will affect the following year's budget disbursement such that the next year disbursement will be adjusted to include funds that had not been spent during the previous year.

If the Commission is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn an administrator credential or failed to meet their commitment pursuant to this section, the Commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a credential or meet their administrator commitment above a 10-percent attrition rate, as outlined in the authorizing legislation ([Appendix A](#)).

Note: Each Diverse Education Leaders Pipeline Grant candidate may only receive a maximum of \$30,000 total in support from the grant funds.

## **Appendix A**

### **Authorizing Legislation**

#### **SB 141 Section 112 (Chap. 48, Stats. 2023)**

(a) For the 2023–24 fiscal year, the Superintendent of Public Instruction shall allocate the sum of ten million dollars (\$10,000,000) from the funding appropriated in Provision 3 of Item 6100-488 of the Budget Act of 2023 to the Commission on Teacher Credentialing to establish the Diverse Education Leaders Pipeline Initiative program, as set forth in this section.

(b) The purpose of the program is to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce. The program shall have the following goals:

(1) Increasing diversity among public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to promote school environments that better represent and reflect the diversity of the pupils served.

(2) Cultivating culturally responsive public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, through professional development that centers diversity, equity, and inclusion.

(3) Mitigating or removing administrator credentialing costs for aspiring public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, and administrator preparation and induction programs.

(4) Promoting improved academic and school climate outcomes for all pupils, especially historically underserved pupil subgroups.

(5) Tracking and publicly reporting recruitment, retention, and demographic data for educators that benefit from this program to inform policy, legislation, and practice.

(6) Build capacity and partnerships between local educational agencies, nonprofit educational service providers, and institutions of higher education to meet the needs of administrator candidates with a focus on improving outcomes for pupils and strengthening California’s educator workforce.

(7) Increasing quality school administrators statewide and incorporating culturally diverse practices that prove effective towards increasing local educational agency and schoolsite leadership.

(c) For purposes of this section, the following definitions apply:

(1) “Administrator candidate” means an individual with a teaching or services credential eligible to pursue an administrative services credential, including individuals who will apply or who have applied to administrator programs.



(2) “Grant recipient” means a local educational agency or a consortium of local educational agencies that is awarded a grant pursuant to this section.

(3) “Institution of higher education” means a California postsecondary college or university accredited by the Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(4) “Local educational agency” means a school district, county office of education, charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.

(5) “Nonprofit educational service provider” means either of the following:

(A) A California nonprofit entity accredited by the Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(B) A California nonprofit entity in partnership with a local educational agency or institution of higher education accredited by the California Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(d) When selecting grant recipients, the Commission on Teacher Credentialing shall do both of the following:

(1) Develop criteria for the awarding of competitive grants and an application process, request necessary data from participating local educational agencies, and award grants consistent with this section. Successful applicants shall demonstrate an understanding of how diverse and culturally competent school leadership affects pupil academic success and social-emotional well-being, family engagement, and the retention of a diverse educator workforce.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of enrolled unduplicated pupils, as defined in Section 42238.02 of the Education Code, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(e) Grant recipients awarded funding pursuant to this section shall demonstrate a commitment to administrator diversity and culturally responsive school leadership, as evidenced by programmatic pedagogy, curriculum, coursework, mission statements, or any other relevant data, and shall receive an amount of up to thirty thousand dollars (\$30,000) per administrator candidate.

(f) (1) Permissible uses of funding allocated pursuant to this section include, but are not limited to, all of the following:

(A) Coaching, training, and mentoring activities for current administrators and administrator candidates to serve and educate diverse pupil populations, engage diverse families, and support and retain a diverse educator workforce.

(B) Developing support systems for a diverse administrator workforce that reflects a local educational agency community's diversity.

(C) Paying for or reimbursing administrator program costs.

(D) Paying for or reimbursing administrator credentialing costs, including administrative services credential clear induction programs.

(2) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(3) In performing these activities, a grant recipient is highly encouraged to partner with an institution of higher education or a nonprofit educational service provider, or both, as applicable. These partnerships may require that grant recipients provide fiscal support to partner organizations to support their capacity for meaningful collaboration and implementation of the Diverse Education Leaders Pipeline Initiative program.

(g) An administrator candidate shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years. The administrator candidate shall also commit in the written agreement to annually report to their sponsoring local educational agency where they are employed and their current contact information until they have completed their service requirement. Upon receiving the preliminary administrator credential, the administrator candidate has four years to complete the two-year service requirement.

(h) If a candidate is unable to complete a school year of service, that school year may still be counted toward the required two complete school years if any of the following occur:

(1) The candidate has completed at least one-half of the school year.

(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year.

(3) The candidate was not able to serve as an administrator due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.

(4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2601 et seq.) or similar state law.

(5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(i) (1) If the Commission on Teacher Credentialing is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn an administrator credential or failed to meet their commitment pursuant to this section, the

Commission on Teacher Credentialing shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a credential or meet their administrator commitment above a 10-percent attrition rate.

(2) The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate served at least one year at a public school in California.

(j) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (i), the Commission on Teacher Credentialing shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the Commission on Teacher Credentialing. If the grant recipient fails to make the required payment within 60 days, the Commission on Teacher Credentialing shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the Commission on Teacher Credentialing from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(k) An amount recovered by the Commission on Teacher Credentialing or deducted by the Controller pursuant to subdivision (j) shall be deposited into the Proposition 98 Reversion Account.

(l) Grant recipients may recover from a sponsored candidate who fails to earn an administrator credential, or who fails to complete the period of placement, the amount of grant funding invested in the administrator candidate's training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the administrator candidate served at least one year, but less than two years, at a public school in California.

(m) Grant recipients shall not charge a sponsored candidate a fee to participate in the Diverse Education Leaders Pipeline Initiative program.

(n) On or before June 30, 2027, the Commission on Teacher Credentialing shall submit a report on the Diverse Education Leaders Pipeline Initiative program to the Department of Finance and the appropriate policy and fiscal committees of both houses of the Legislature. The report shall include an evaluation of the program, including, but not limited to, all of the following information:

(1) The number of local educational agencies awarded a grant and the number of institutions of higher education and nonprofit educational service providers that were included in grantee partnerships.

(2) The number of administrator candidates supported by the grant award and the number of individuals who obtained an administrative services credential and employment as an administrator as a result of the program.

(3) Any relevant demographic data for each participating local educational agency, including the racial, ethnic, and gender demographics and first language of each administrator candidate supported by the grant award.

(4) The types of culturally relevant support provided to administrator candidates and administrators to improve retention and the education, engagement, and retention of diverse pupils, families, and educators.

(5) Where applicable, the impact of the program on pupil academic and school climate outcomes in participating local educational agencies.

## [Fillable RFA Appendices](#)

### **Appendix B Notice of Intent to Apply Diverse Education Leaders Pipeline Initiative Grant Program**

The form below is provided for reference. Please access the fillable electronic version of [Appendix B- Notice of Intent to Apply](#). Carefully read and follow the directions and complete the form.

It is the intent of the institution identified in the form to apply for a Diverse Education Leaders Pipeline Initiative Grant Program to secure grant funding to recruit eligible administrative candidates to earn a Preliminary Administrative Services Credential and participate in a program designed to train, place, and retain diverse and culturally responsive administrators.

The institution understands that this optional Intent to Apply form must be received by the Commission by **February 16, 2024**, and that submission of this form does not require or otherwise obligate the institution to submit a proposal to the Commission. Those who submit an intent form will be emailed any additional information regarding the application process that may become available.

- LEA Name:
- CD/CDS Code:
- Grant Applicant Lead's Name:
- Grant Applicant Lead's Email:
- Consortium Application:

**Appendix C**  
**Application Cover Page**  
**Diverse Education Leaders Pipeline Initiative Grant Program**

The form below is provided for reference. Please access the fillable electronic version of [Appendix C- Application Cover Page](#) available on the Commission’s Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

**LEA Applicant Information**

- Name of LEA Applicant:
- Complete Mailing Address:
- CD/CDS Code:

**Contact Information (Person responsible for day-to-day grant oversight)**

- Name of LEA Grant Lead:
- Title:
- Telephone:
- Email:

**Contact Information (Person authorized to sign grant award agreement)**

- Name of LEA Signatory:
- Title:
- Telephone:
- Email:

**LEA Data Agent Information (Person responsible for grant data oversight)**

- Name of Data Agent:
- Title:
- Telephone:
- Email:

**LEA Fiscal Agent Information (Person responsible for grant budget oversight)**

- Name of Fiscal Agent:
- Agency:
- Telephone:
- Email:

<p><b>Consortium application?</b> List all partner LEA(s). A Partnership Agreement (<a href="#">Appendix F</a>) is required for each consortium member listed. If not applying as a consortium, leave blank.</p>

## Appendix D Glossary

### Diverse Education Leaders Pipeline Initiative Grant Program

**Administrator:** An individual who is currently an administrator with the LEA and has already earned a preliminary or clear Administrative Services Credential. Current administrators may not be considered candidates.

**Administrator Candidate (Candidate):** An individual with a teaching or services credential eligible to pursue an Administrative Services Credential, including individuals who will apply or who have applied to administrator programs. See [Administrative Services Credential](#).

**Administrator program costs (tuition, books, and/or fees):** Use this line item for costs relating to the tuition and/or fees for candidates.

**Administrative Services Credential:** LEA applicants must verify that each candidate satisfies all of the following Administrative Services Credential requirements, according to [CL-574c](#):

1. Possess a valid prerequisite credential (see Terms and Definitions).
2. Complete one of the following:
  - a. A Commission-approved program of specialized and professional preparation in administrative services, including the Administrative Performance Assessment (APA), resulting in the formal recommendation of the program sponsor or,
  - b. A one-year Commission-approved administrative services intern program consisting of supervised in-service training resulting in the formal recommendation by the California college or university where the program was completed or,
  - c. Achieve a passing score on the California Preliminary Administrative Credential Examination (CPACE), administered by Evaluation Systems, Pearson
    1. Passing examination scores must be used for credentialing purposes within ten years of the passing exam date.
    2. Individuals who pass the above examination may apply directly to the Commission for the credential.
    3. Include an original score report showing passage of the examination with the application.
3. Satisfy the [basic skills requirement](#). See Commission [leaflet CL-667](#), entitled Basic Skills Requirement, for additional information.
4. Complete five years of full-time experience (see Terms and Definitions).
5. Verify employment in an administrative position on form [CL-777](#).

**Administrative Services Credential application fees:** Use this line item for payments on behalf of administrative candidates and/or reimbursements for Preliminary Administrative Services Credential application fees.

**Administrative Services Credential induction costs:** Use this line item for costs relating to Administrative Services Credential induction costs for candidates who complete the program and earn a Preliminary Administrative Services Credential.

**Coaching, training, and mentoring activities costs:** For candidates and/or administrators, use this line item for costs relating to serving and educating diverse pupil populations, engaging diverse families, and supporting and retaining a diverse educator workforce.

**Commission:** The California Commission on Teacher Credentialing.

**Consortium:** Two or more eligible LEAs forming a grant partnership. A county office of education supporting eligible LEAs within its network is considered a consortium.

**Encumbrance:** A planned expenditure of grant funds.

**Institution of higher education (IHE):** A California postsecondary college or university accredited by the Commission on Teacher Credentialing to offer a preparation program for an Administrative Services Credential.

**Local educational agency (LEA):** A school district, county office of education, charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.

**Other costs:** Use this line item for any additional cost(s) not included in any other budget category to support candidates and/or current administrators.

**Nonprofit educational service provider costs:** Use this line item for costs relating to the nonprofit educational service provider for candidates and/or administrators. Nonprofit education service providers means either of the following: (A) a California nonprofit entity accredited by the Commission on Teacher Credentialing to offer a preparation program for an administrative services credential, or (B) a California nonprofit entity in partnership with a local educational agency or institution of higher education accredited by the California Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

**Program administration costs:** Use this line item for costs relating to program administration not included in any other budget category. Authorizing legislation indicates a 5% cap on program administration costs per candidate.

**Release time costs:** Use this line item for funds provided to candidates as release time for their work in the grant program or for program-related substitute teacher costs.

**Unduplicated pupils:** Priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teacher workforce, have a higher percentage than other applicants of enrolled unduplicated pupils, as defined in Education Code section 42238.02, and have one or more schools that exhibit one or both of the following



characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.



## Appendix F Partnership Agreements Diverse Education Leaders Pipeline Initiative Grant Program

The form below is provided for reference. Please access the fillable electronic version of [Appendix F- Partnership Agreements](#) available on the Commission’s Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

**Administrative Approval from both the Superintendent or Authorized Administrator of the applicant local education agency (LEA) and the Authorized Administrator of the Applicant Partner.**

***\*It is expected that if the application represents a consortium, all LEA consortium partners will sign these agreements\* By signing below, I affirm that a partnership is in effect and will be provided as outlined in [Section II](#) of this application through June 30, 2027.***

Name of Signatory:	
Title of Signatory:	
LEA Signatory Represents:	
Signature: <i>(Electronic signatures are acceptable)</i>	
Date:	

***Administrative Approval from an Authorized Administrator of the Applicant’s IHE/LEA/ Nonprofit Educational Service Provider Partner.*** It is expected that ALL partners will sign these agreements. *By signing below, I affirm that a partnership is in effect partnership is in effect and will be provided as outlined in [Section II](#) of this application through June 30, 2027.*

Name of Signatory:	
Title of Signatory:	
IHE/LEA/Nonprofit Partner Signatory Represents:	
Signature: <i>(Electronic signatures are acceptable)</i>	
Date:	

## Appendix G Budget Overview Form Diverse Education Leaders Pipeline Initiative Grant Program

The form below is provided for reference. Please access the fillable electronic version of [Appendix G- Budget Overview Form](#) available on the Commission’s Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

**Directions:** In the table, please indicate the total grant funds **PER candidate**. Candidates may only receive a maximum of \$30,000 in total support from grant funds. When allocating funds in the “Other” program component, applicants may choose to propose supports that will benefit administrative candidates and/or current administrators (e.g., culturally relevant professional learning or release time for participation in an affinity group comprised of administrative candidates and current administrators).

Program Component	Grant Funds Amount
Candidate: Administrator program costs (tuition, books, exams, and/or fees)	
Candidate: Administrative Services Credential application fees	
Candidate: Coaching, mentoring, and training costs	
Candidate: Administrative Services Credential induction costs	
Candidate: Release time	
Nonprofit educational service provider costs	
Program Administration (five percent (5%) cap)	
Other: (describe all “other” below)	
<b>Total Grant Funds per Candidate (\$30,000 maximum per candidate)</b>	

**Directions:** In the table, please indicate the number of requested NEW administrator candidate slots that will be supported per year. Then, calculate the total annual grant funds by multiplying the total number of candidate slots requested by the total grant funds per candidate.

Fiscal Year of the Grant	Administrator Candidates	Total Grant Funds
Year 1 (2024-25)		
Year 2 (2025-26)		
Year 3 (2026-27)		
<b>Total Across all Three Years</b>		

**Budget Narrative – Grant Funds:** For each budget category with requested grant funds indicated above, the budget narrative should explain how each of the budget category costs were determined. If a budget category has multiple costs, break down and explain each of those costs. For example, if \$500 is being allocated for induction for each candidate who is recommended for a Preliminary Administrative Services Credential, provide a justification for why that amount is appropriate for the number of candidates. A grantee could write, “The induction program at XYZ LEA costs \$500 per candidate.”

1. Candidate: Administrator program costs (tuition, books, exams, and/or fees)
2. Candidate: Administrative Services Credential application fees
3. Candidate: Coaching, mentoring, and training costs
4. Candidate: Administrative Services Credential induction costs
5. Candidate: Release time
6. Nonprofit educational service provider costs
7. Program Administration (five percent (5%) cap)
8. Other:

## Appendix H Grant Assurances Diverse Education Leaders Pipeline Initiative Grant Program

The form below is provided for reference. Please access the fillable electronic version of [Appendix H- Grant Assurances](#) available on the Commission’s Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

The LEA assures the Commission that if awarded grant funding:

1. The LEA will respond and comply with the Commission’s mandated annual reporting requirements for data collection, evaluation, and reporting.
2. LEA applicants will verify that each candidate satisfies all of the following requirements according to [CL-574c](#), the Administrative Services Credential requirements.
3. The LEA will not charge a sponsored candidate a fee to participate in the Diverse Education Leaders Pipeline Initiative program.
4. The LEA will require all administrator candidates to agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years. The administrator candidate shall also commit in the written agreement to annually report to their sponsoring local educational agency where they are employed and their current contact information until they have completed their service requirement. Upon receiving the preliminary administrator credential, the administrator candidate has four years to complete the two-year service requirement.
5. The LEA may recover from a sponsored candidate who fails to earn an administrator credential, or who fails to complete the period of placement, the amount of grant funding invested in the administrator candidate’s training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the administrator candidate served at least one year, but less than two years, at a public school in California.
6. The LEA will communicate with the Commission if more than 10 percent of sponsored candidates in the LEA’s yearly program cohort failed to earn an administrator credential or failed to meet their commitment pursuant to legislation. The Commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a credential or meet their administrator commitment above a 10 percent attrition rate.

Name of Grant Lead:	
Signature: <i>(Electronic signatures are acceptable)</i>	
Date:	

## Appendix I

### Grant Stewardship and Accreditation Status

#### Diverse Education Leaders Pipeline Initiative Grant Program

The form below is provided for reference. Please access the fillable electronic version of [Appendix I- Grant Stewardship and Accreditation Status](#) available on the Commission’s Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

#### **Section I – Past Grant Stewardship**

In the table below, list the names of all state-funded Commission-administered grants that have been awarded to the LEA, any LEA member listed in a consortium, and any of the IHE partners named in the application. For a complete list of all Commission-administered grants, please review the [Grant Funded Programs webpage](#).

***Important note: if applicants and IHE partners have never received a grant award, enter N/A in each column of the first row of the table.***

\*Please add rows as necessary.

LEA or IHE Name	Commission-Administered Grant Awarded	Academic Year of Grant Award

#### **Section II – Accreditation Status**

In the table below, enter the current accreditation status of each Commission-approved institution (LEA, IHE) named in the application with an Administrative Services Credential program, including Administrative Services Credential induction programs. For assistance in completing this table, refer to the [Accreditation Report](#) page on the Commission’s website.

\*Please add rows as necessary.

LEA or IHE Name	Commission-Approved Preparation Program	Accreditation Decision (awarded to the unit)	Accreditation Report Date