

California Commission on Teacher Credentialing



Request for Proposals For Local Solutions to the Shortage of Special Education Teachers *Local Solutions Grants Program*

Available Funding

Grant awards of up to \$20,000 per teacher participating in the Local Solutions Grant Program are available to develop and implement new, or expand existing, locally-identified solutions that address a local need for special education teachers. \$50 million is available for this grant program. Applicants should note that funds from a Local Solutions Grant Program cannot be used to support teacher candidates participating in a program supported by an award from the Teacher Residency Grant Program. A total of \$50 million is available through this Request for Proposals.

Who Is Eligible to Apply?

Eligible applicants for the Local Solutions Grants Program are school districts, county offices of education, charter schools, and regional occupational centers or programs operated by a joint powers authority. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). Applicants should note that there is a 100% match requirement for each grant dollar received. Matching funds may be actual funds and/or in-kind match.

Project Period

Up to five years, from 2018-19 through June 30, 2023, with reporting requirements due annually and a final implementation report due within three years of receiving a grant award.

**Due Date for Receipt of Proposals at the Commission Office
Tuesday, October 30, 2018 by 5 p.m. PDT**

Proposals received after that date and time will not be accepted or reviewed.

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Request for Proposals

Local Solutions Grant Program

Section I: Introduction

Introduction

This Request for Proposals (RFP) is to provide grant awards of up to \$20,000 per teacher participating in the Local Solutions Grant Program to Local Education Agencies (LEAs) consisting of one or more, or any combination of the following: school districts, county offices of education, charter schools, and regional occupational center or programs operated by a joint powers authority, to develop and implement new or expand existing locally-identified solutions that address a local need for special education teachers. Eligible LEAs for the Local Solutions Grant Program must have a CD or a CDS code issued by the CDE. This funding is available for encumbrance through June 30, 2023, and for liquidation through June 30, 2026. The 2018-19 Budget Act ([Appendix A](#)) authorizes the Commission on Teacher Credentialing (Commission) to provide competitive grants to eligible entities for the Local Solutions Grant Program. The grant funds must be matched by the grantee LEA or consortium on a dollar-for-dollar basis. Matching funds may be actual dollars or in-kind.

Allowable Activities and Use of Funds

Grant program funding may be used for local efforts to recruit, prepare, develop support systems for, and retain special education teachers that include, but are not limited to, teacher service scholarships, student debt payment, living stipends for newly credentialed teachers who earned an education specialist credential, recruitment of former special education or other teachers who may be interested in working as special education teachers, signing bonuses for newly credentialed teachers who earn an education specialist credential, service awards, mentors for existing teachers, professional learning communities, teacher career pathways or other solutions that address a local need for special education teachers.

Applicants should identify their local staffing needs for special education teachers and analyze their local contexts when designing a Local Solutions Grant Program. The local program must include activities consistent with the applicable provisions of statute. Some examples, but not an exhaustive list, of allowable activities include:

- Supporting the costs of identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers
- Assisting special education candidates with tuition payment
- Supporting the preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential
- Supporting the preparation costs of classified personnel to earn Education Specialist teaching credentials
- Assisting newly credentialed special education teachers with student debt payment

- Providing living stipends for newly credentialed special education teachers
- Providing signing bonuses for newly credentialed special education teachers
- Providing induction for special education teachers
- Other approaches to meeting local staffing needs that would result in increasing the supply of credentialed special education teachers

Additional Information for Applicants

The purpose of the Local Solutions Grant Program is to allow eligible LEAs the opportunity and flexibility to design and implement local solutions to meeting their needs for credentialed special education teachers. LEAs are encouraged to use this grant opportunity to increase the supply of new special education teachers in the field by prioritizing strategies for identifying, recruiting, preparing, employing, and supporting newly-credentialed special education teachers and teachers who may be credentialed in another field and want to become credentialed special education teachers.

Applicants should note the following provisions of the authorizing statute with respect to the obligations of teachers participating in the Local Solutions Grant Program (Section 44416 (2)):

- (A) A teacher participant who receives a teacher service scholarship, signing bonus, or student debt payment must agree to teach at a school within the jurisdiction of the grant recipient and work as an education specialist serving a caseload of pupils who receive special education services in a special education setting for four years, and the teacher participant will have five years to meet that obligation.
- (B) A teacher participant who fails to complete the service obligation as described must reimburse the sponsoring grant recipient the amount of grant funding received as a teacher service scholarship, signing bonus, or student debt payment. The amount to be reimbursed must be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than the required four years, at the sponsoring grant recipient.
- (C) If a teacher participant is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
 - (i) The teacher participant has completed at least one-half of the school year.
 - (ii) The employer deems the teacher participant to have fulfilled his or her contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
 - (iii) The teacher participant was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the next succeeding school year.
 - (iv) The teacher participant has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
 - (v) The teacher participant 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.

- (D) If the commission determines or is informed that a teacher participant fails to complete the service obligation as described, the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the teacher participant and the grant recipient. The amount to be recovered must be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than four years, at the sponsoring grant recipient.
- (E) Upon confirming the amount to be recovered from the grant recipient, the commission must notify the grant recipient of the amount to be repaid within 60 days.

Key Dates in the Application Process

Date	Activity
August 31, 2018	RFP issued
September 11, 2018	Written questions about the RFP due to the Commission
September 14, 2018	Intent to Apply due
September 14, 2018	Responses to written questions posted and distributed
October 30, 2018 by 5 p.m. PDT	RFP Proposals must be received by the Commission
October 31-December 12, 2018	Review of applications
December 14, 2018	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 SolGrants@ctc.ca.gov by **September 14, 2018**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFP may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit a proposal, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting a proposal in response to this RFP.

How to Submit Written Questions about this RFP

Applicants who have questions about information contained in this RFP may submit questions via email with “Local Solutions Grant Questions” in the subject line **by September 11, 2018** to: SolGrants@ctc.ca.gov.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website. Questions submitted after September 11, 2018 may not be answered.

Section II: How to Respond to this RFP

Definitions of Terms Used in this Request for Proposals (in alphabetical order)

Term	Definition as Used in this RFP
Encumbrance	A planned expenditure of grant funds
Liquidation	Full and final expenditure of all grant funds received
Living Stipend	An amount provided by the grantee LEA to program participants for living expenses
Locally-identified Solution	One or more approaches to meeting the local need for special education teachers developed by local personnel and stakeholders, as applicable, within the grantee LEA
Local Solution	A solution to meeting the local need for special education teachers designed specifically for the local context of the grantee LEA
Matching funds	Actual dollars or the in-kind value of services or other expenditures from the grantee's own resources
Professional Learning Communities	A comprehensive and interactive approach to supporting the continued professional growth of teachers and others within a particular educational community that focuses on working collaboratively to improve student achievement and provide supportive student services to meet a range of students' social and emotional needs.
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA.
Service Awards	See Teacher Service Scholarship
Signing Bonus	An amount given to a teacher as an incentive to contract to work for a particular employer LEA
Student Debt Payment	An amount provided to a teacher in order to assist in paying for student debt incurred by the teacher prior to participation in the Local Solutions Grant Program.
Service Obligation	A requirement for Local Solutions Grant participants to teach for the grantee LEA for a specified amount of time consistent with the applicable provisions of the Local Solutions Grant legislation.
Teacher Career Pathway	An approach to teacher preparation authorized by the Commission on Teacher Credentialing
Teacher Service Scholarship	An amount provided to a teacher participating in the Local Solutions Grant Program to help pay for services such as tuition, fees, and associated costs of preparation for the special education credential.
Teacher Residency Grant Program	A state grant program authorized under the provisions of EC 44415 that provides funding for teacher residency programs.

Components to be Addressed in the Applicant's Response

LEAs interested in developing and implementing a Local Solutions Grant Program must provide a narrative response to this RFP. In order to be considered, responses must include all of the

components described below. Responses by each applicant will be evaluated based on the selection criteria detailed below. Responses to this RFP must reach the Commission according to the submission information provided in Section III no later than **5 p.m. PDT on Tuesday, October 30, 2018**. The proposals determined to have the highest scores, as calculated within the selection criteria summarized at the end of this section of the RFP, will be recommended to the Executive Director for funding.

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

Responses 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 superintendent/chief executive officer of the applicant 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.

Selection Criteria for Applicant Responses

1. Provide an Overview of the Context of the Proposed Local Solutions Grant Program (5 points)

Describe the local context for the grant application, including but not limited to, a description of the applicant LEA or consortium of LEAs, and an overview of the scope of the proposed Local Solutions Grant Program to be funded under this RFP.

2. Describe the Local Need for Special Education Teachers (10 points)

Describe the local need for special education teachers, including but not limited to

- a) A description of prior efforts to meet local shortage needs for special education teachers;
- b) The number of teachers currently serving as special education teachers who are fully credentialed;
- c) The number of teachers currently serving as special education teachers on less than full credentials (e.g., waivers, Short Term Staff Permits, Provisional Intern Permits, and/or Interns);
- d) Current needs for special education teachers; and
- e) The specific needs to be addressed in the proposed Local Solutions Grant Program. If this is a consortium application, explain the rationale for the consortium and describe how the consortium will work together effectively and efficiently on the Local Solutions Grant Program.

3. Describe the Local Solutions Program to be Implemented (15 points)

Describe *each* of the following:

- a) What local solutions will be implemented by the program
- b) How these solutions were identified
- c) The rationale for each solution to be implemented by the program, including how these solutions relate to the statutory purpose(s) of this grant program to recruit, develop support systems for, and retain special education teachers. Solutions may include, but are not limited to:
 - Teacher service scholarships
 - Candidate tuition or student debt payment
 - Living stipends for newly credentialed teachers who earn an education specialist credential
 - Recruitment of former special education or other teachers who may be interested in working as special education teachers
 - Signing bonuses for newly credentialed teachers who earn an education specialist credential
 - Service scholarships
 - Induction and/or mentors for existing teachers
 - Professional learning communities
 - Teacher career pathways or other solutions that address a local need for special education teachers
- d) The implementation plan for each of the identified local solutions over the life of the program, including the number and type of participants for each local solution strategy to be implemented
- e) How, and the extent to which, these local solutions will address the identified needs for special education teachers in the applicant LEA(s)

Applicants must also fill out and include Local Solutions Implementation Overview Form ([Appendix D](#)), as part of the response to this selection criterion.

4. Describe the Target Participants for the Local Solutions Grant Program (10 points)

Explain how the applicant will identify and recruit the potential candidates into the program, including but not limited to the following, as applicable: new and/or currently-enrolled credential candidates interested in earning Education Specialist credentials; classified staff interested in earning an Education Specialist credential; current teachers interested in earning an Education Specialist credential; newly-credentialed special education teachers; and any other appropriate prospective participants.

5. Key Program Personnel and Program Governance (15 points)

- a) Provide a chart that identifies management staff who will be responsible for the Local

Solutions Grant Program, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which management staff will be responsible for the following:

- The overall management of the Local Solutions program,
 - The fiscal management of the program, and
 - Providing the required program data indicated in Criterion 6 below.
- b) Identify other key staff who may not have direct program administration responsibilities but who will be playing important roles in implementing the local solutions identified by the program. For example, these other key staff could include individuals serving within the planned program such as mentor/master teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are critical to the Local Solutions Grant's successful implementation. Describe any professional development/training that will be provided to other key staff who will be working directly with the target program participants in order to effectively implement the local solutions. For example, the program may include providing specific training to individuals who may be serving as mentors to newly-credentialed special education teachers to help them understand and implement their roles more effectively.
- c) Explain the relationship and governance of the project within the grantee LEA in terms of internal institutional oversight, management, and reporting.

6. Data Collection and Evaluation Reporting (15 points)

The following data are required to be collected and submitted to the Commission during each year of grant funding. Applicants should describe their plans to collect, analyze, and report the following data to the Commission in the manner and timeframe to be prescribed by the Commission for successful applicants. *Note: The data elements may change as a result of future legislation concerning the Local Solutions grants.*

- A. The number of teachers participating in each type of local solutions activities implemented in the project
- B. The percent of funding allocated to all of the following types of activities, including the number of teachers participating in each type of activity:
- Recruitment, including signing bonuses for newly credentialed teachers who earn an Education Specialist credential
 - Preparation, including teacher service scholarships and student debt payment
 - Induction
 - Professional learning
 - Teacher career pathways
 - Other pertinent activities implemented by the Local Solutions grantee
- C. Information regarding the effectiveness of the Local Solutions Grant Program in

recruiting, developing support systems for, and retaining special education teachers, including but not necessarily limited to all of the following

- The reduction in teacher turnover rates for special education teachers within the grantee LEA
- The number of special education teachers within the grantee LEA serving on intern credentials, permits, or waivers
- Best practices found to be effective in implementing the program
- Factors promoting or hindering program implementation
- Lessons learned in order to inform future investments in this type of program.

7. Budgets and Budget Narratives for the First Program Year, including Matching Funds (30 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide funding based on a total allowable grant-funded expenditure of \$20,000 per participating teacher. The funds are intended to provide a maximum of direct services and/or related services that directly benefit the participating teachers. For that reason, the authorizing legislation capped the expenditure of grant funds for program administration purposes at five percent (5%). No additional grant funds expenditures for program administration purposes will be allowed. Applicants may, however, choose to use their matching funds to provide for additional program administration services under the budget category of “Program Administration/Indirect Costs” if additional funding is needed for this purpose. When building the program budget for use of the grant funds, applicants should be able to identify how each planned expenditure directly relates to the purposes and intended outcomes of the Local Solutions Grant Program.

The Commission recognizes that it may be difficult for applicants to determine the exact budget allocations per local solution(s) planned until the pool of teachers who will be participating in the program is identified. Therefore, applicants should use 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 their needs in order to effectively implement the local solutions program design before a final first year budget is required to be submitted to the Commission. This two-step budget process is also indicated on the budget forms and instructions.

Directions for Responding to the Budget Criterion

Provide a [budget](#) for the first year of the proposed Local Solutions program, using [Budget Form F1](#) for grant funds and [Budget Form F2](#) for local matching funds. In addition, applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for both the grant funds and the matching 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 Local Solutions Grant Program when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

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

Summary Review of the Selection Criteria

Proposal Component	Points
1. Local Solutions Program Overview	5
2. Local Need for Special Education Teachers	10
3. Local Solutions to be Implemented within the Grant Program	15
4. Target Program Participants	10
5. Key Program Personnel and Program Governance	15
6. Data Collection and Evaluation Reporting	15
7. Budgets and Budget Narratives for the First Program Year	30
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Local Solutions Grant must submit **ALL** of the following:

1. An electronic copy of the entire grant application
2. Four paper copies of the entire grant application

All Proposals (electronic and paper) must reach the Commission office by 5:00 p.m. PDT on Tuesday, October 30, 2018. Proposals received after this time will not be accepted, reviewed or evaluated.

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

Mail or Deliver the four paper copies to:

Phyllis Jacobson
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Proposal

Proposals should be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of a proposal is not more than 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 the initial technical compliance screening will then be read by a team of Commission staff members and rated according to the scoring criteria provided in this RFP.

A recommendation for awarding the 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 program planning process according to the plan provided in the funded application. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data as specified in the RFP.

Funds to grantees will be distributed in two total payments. The first payment will be 90 percent (90%) of the annual budget amount of the operational budget, and the second payment will be ten percent (10%) of the annual budget amount of the operational budget. The second payment will be provided to grantees after the Program has submitted its required implementation report.

Appendix A Authorizing Legislation

Section 39: Article 16. Teacher Recruitment, Retention, and Support Grant Programs

44416.

- (a) For the 2018–19 fiscal year, the sum of fifty million dollars (\$50,000,000) is hereby appropriated from the General Fund to the commission to establish the Local Solutions Grant Program to provide one-time competitive grants to local educational agencies to develop and implement new, or expand existing, locally identified solutions that address a local need for special education teachers. This funding shall be available for encumbrance through June 30, 2023, and available for liquidation through June 30, 2026.
- (b) (1) A grant shall be up to twenty thousand dollars (\$20,000) per teacher participant that the identified solution proposes to support, matched by that local educational agency or consortium on a dollar-for-dollar basis. Grant program funding may be used for local efforts to recruit, develop support systems for, and retain special education teachers that include, but are not limited to, teacher career pathways, signing bonuses for newly credentialed teachers who earn an education specialist credential, mentors for existing teachers, professional learning communities, service awards, teacher service scholarships, student debt payment, living stipends for newly credentialed teachers who earn an education specialist credential, or other solutions that address a local need for special education teachers.
- (2) (A) A teacher participant who receives a teacher service scholarship, signing bonus, or student debt payment shall agree to teach at a school within the jurisdiction of the grant recipient and work as an education specialist serving a caseload of pupils who receive special education services in a special education setting for four years, and the teacher participant shall have five years to meet that obligation.
- (B) A teacher participant who fails to complete the service obligation described in subparagraph (A) shall reimburse the sponsoring grant recipient the amount of grant funding received as a teacher service scholarship, signing bonus, or student debt payment. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than the required four years, at the sponsoring grant recipient.
- (C) If a teacher participant is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
- (i) The teacher participant has completed at least one-half of the school year.
 - (ii) The employer deems the teacher participant to have fulfilled his or her contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
 - (iii) The teacher participant was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the next succeeding school year.
 - (iv) The teacher participant has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
 - (v) The teacher participant 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.
- (D) If the commission determines or is informed that a teacher participant who fails to complete the service obligation described in subparagraph (A), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the teacher participant and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than four years, at the sponsoring grant recipient.
- (E) Upon confirming the amount to be recovered from the grant recipient pursuant to subparagraph

(D), the commission 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. If the grant recipient fails to make the required payment within 60 days, the commission 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 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. If the grant recipient is a regional occupational center or a program operated by a joint powers authority that does not receive principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the teacher participant taught and the Controller shall deduct the amount owed from the applicable local educational agency'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.

(F) An amount recovered by the commission or deducted by the Controller pursuant to subparagraph (E) shall be deposited into the Proposition 98 Reversion Account.

(G) Grant recipients may recover from a teacher participant who fails to complete the service obligation described in subparagraph (A) the amount of grant funding received as a teacher service scholarship, signing bonus, or student debt payment. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than four years, at the sponsoring grant recipient.

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

(d) A grant recipient shall provide a 100-percent match of grant funding to support, complement, or enhance the local solution identified in subdivision (h). The match shall be in the form of one or both of the following:

- (1) One dollar (\$1) for every one dollar (\$1) of grant funding received.
- (2) An in-kind match.

(e) An applicant may consist of one or more, or any combination, of the following:

- (1) A school district.
- (2) A county office of education.
- (3) A charter schools
- (4) A regional occupational center or program operated by a joint powers authority.

(f) To receive a grant, an applicant shall submit to the commission an application at a time, in a manner, and containing information prescribed by the commission.

(g) A grant recipient shall not use funds from a Local Solutions Grant Program award to support teacher candidates participating in a program supported by an award from the Teacher Residency Grant Program established pursuant to Section 44415.

(h) When selecting grant recipients, the commission shall require applicants to demonstrate a local need for special education teachers and present a plan that proposes one or more solutions that address that local need.

(i) For purposes of administering the grant program pursuant to this section, the commission shall do all of the following:

- (1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.
- (2) Require grant recipients to annually report the status and progress of the identified solution and to submit a final implementation report within three years of receiving a grant award that describes the outcomes and effectiveness of the identified solution.
- (3) Allocate 90 percent of funding to each grant recipient at the time of the initial grant award and

allocate the final 10 percent of grant funding upon receipt of the final implementation report. If the grantee fails to provide the final implementation report pursuant to paragraph (2), the grantee shall not receive the final 10 percent of the grant award.

- (j) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the 2017–18 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202, for the 2017–18 fiscal year.

44417.

The commission shall conduct an evaluation of the Teacher Residency Grant Program established in Section 44415 and the Local Solutions Grant Program established in Section 44416 to determine the effectiveness of these programs in recruiting, developing support systems for, and retaining special education, and bilingual education, science, technology, engineering, and mathematics, teachers and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

44418.

This article shall remain in effect only until January 1, 2027, and as of that date is repealed.

Appendix B

Intent to Apply for a Local Solutions Grant Program (Optional)

As indicated by the signature of the Superintendent or authorized administrator below, it is the intent of the institution identified below to apply for a Local Solutions Grant Program to address the shortage of special education teachers. The institution understands that this optional Intent to Apply must be received by the **Commission by September 14, 2018** 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; however, 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 SolGrants@ctc.ca.gov or sent by postal mail to:

Phyllis Jacobson
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

LEA	
CD/CDS Code	
Signature	
Print Name	
Title	
Date	
Consortium Application	Yes* No

**If Yes, list below the names and CD/CDS codes of the LEA consortium members*

Appendix C
Application Cover Page
Local Solutions Grant Program

<i>This form should be the cover page to the application submitted to the Commission.</i>

1. Name of LEA:	
Mailing Address:	
CD/CDS Code:	
2. Contact Person:	
Telephone:	
Email:	
Fax:	
3. Fiscal Agent for the Program	
Name:	
Agency:	
Mailing Address:	
Telephone:	
Email:	
Fax:	
4. Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Education Agency (LEA):	
Name:	
Title:	
Signature:	
Date:	

Appendix D
Program Implementation Overview Form

Locally-Identified Solutions (As Applicable)	Number of Participants	Implementation Timeline (As Applicable)					Personnel Responsible
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers							
Assisting special education candidates with tuition							
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential							
Preparation costs of classified personnel to earn an Education Specialist teaching credentials							
Assisting newly credentialed special education teachers with student debt payment							
Living stipends for newly credentialed special education teachers							
Signing bonuses for newly credentialed special education teachers							
Induction for special education teachers							
Teacher service scholarships							
Service awards							
Preparing mentor/master teachers to support new special education teachers							
Professional Learning Communities							

Locally-Identified Solutions (As Applicable)	Number of Participants	Implementation Timeline (As Applicable)					Personnel Responsible
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
Teacher career pathways							
Other locally-identified solutions: Indicate below:							

Appendix E Local Solutions Budget Form

Directions: For each locally-developed solution intended to benefit teacher participants, please indicate which solution(s) the program plans to use, the number of intended Program participants to be supported by that local solution, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each identified solution. Use the blank spaces below to add any additional locally-identified solution not already listed.

Locally-Identified Solution	# of Participants	Grant Funded Amount	Local Funded Amount	Total
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers				
Assisting special education candidates with tuition				
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential				
Preparation costs of classified personnel to earn an Education Specialist teaching credentials				
Assisting newly credentialed special education teachers with student debt payment				
Living stipends for newly credentialed special education teachers				
Signing bonuses for newly credentialed special education teachers				
Induction for special education teachers				
Service awards				
Teacher service scholarships				
Preparing mentor/master teachers to support new special education teachers				
Professional Learning Communities				
Teacher career pathways				
Program administration (5% cap on grant funds)				
Other locally-developed solutions: Describe below				

Locally-Identified Solution	# of Participants	Grant Funded Amount	Local Funded Amount	Total
GRAND TOTALS				

Appendix F 1
Budget Form and Narrative for Grant Funds
Local Solutions Program Year One

Directions: Step One: Complete the worksheet for the **Year 1 Projected Amount of Funding only** for the first Program year, using the budget categories applicable to your planned Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

Directions: Step Two: After you have identified the actual Program participants and their individual support needs, you will fill out the second half of this form, the **Year One Operational budget**. The fully-completed for, including both the project and the actual funding for Program year one will be due by **March 15, 2019**.

Category	Year 1 - Projected	Year 1 - Operational	Total Costs
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers			
Assisting special education candidates with tuition			
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential			
Preparation costs of classified personnel to earn an Education Specialist teaching credentials			
Assisting newly credentialed special education teachers with student debt payment			
Living stipends for newly credentialed special education teachers			
Signing bonuses for newly credentialed special education teachers			
Induction for special education teachers			
Service awards			
Teacher service scholarships			
Preparing mentor/master teachers to support new special education teachers			
Professional Learning Communities			

Category	Year 1 - Projected	Year 1 - Operational	Total Costs
Teacher career pathways			
Program administration (5% cap on grant funds)			
Other locally-developed solutions: Describe below			
Totals			

Appendix F 2
Budget Form and Narrative for Matching Funds
Local Solutions Program Year One

Directions: Step One: Complete the worksheet for the **Year 1 Projected Amount of Funding only** for the first Program year, using the budget categories applicable to your planned Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned matching funds expenditures must also be detailed in the budget narrative.

Directions: Step Two: After you have identified the actual Program participants and their individual support needs, you will fill out the second half of this form, the **Year One Operational budget**. The fully-completed for, including both the projected and the actual funding for Program year one will be due by **March 15, 2019**.

Matching Funds

Category	Year 1 - Projected		Year 1 - Operational		Total
	Actual Funds	In-Kind Funds	Actual Funds	In-Kind Funds	
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers					
Assisting special education candidates with tuition					
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential					
Preparation costs of classified personnel to earn an Education Specialist teaching credentials					
Assisting newly credentialed special education teachers with student debt payment					
Living stipends for newly credentialed special education teachers					
Signing bonuses for newly credentialed special education teachers					
Induction for special education teachers					
Service awards					
Teacher service scholarships					

Category	Year 1 - Projected		Year 1 - Operational		Total
	Actual Funds	In-Kind Funds	Actual Funds	In-Kind Funds	
Preparing mentor/master teachers to support new special education teachers					
Professional Learning Communities					
Teacher career pathways					
Program administration (5% cap on grant funds)					
Other locally-developed solutions: Describe below					
Grand Totals					

Appendix G Budget Definitions

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

Teacher Identification and Recruitment: Use this line item for costs relating to identifying, recruiting, and hiring special education teachers under the Local Solutions Grant Program.

Student Debt Payment: Use this line item for funds provided to program participants to pay student debt incurred prior to participation in the Local Solutions Grant Program.

Living Stipends for New Special Education Teachers: Use this line item for stipends provided to program participants for living purposes.

Service Awards: Use this line item for service awards given to teachers participating in the Local Solutions Grant Program.

Teacher Service Scholarships: Use this line item for teacher service scholarships given to teachers participating in the Local Solutions Grant Program.

Signing Bonuses for Newly-Credentialed Special Education Teachers: Use this line item for signing bonuses provided to new Special Education teachers who sign a contract to work for the district as a Special Education teacher.

Induction for New Special Education Teachers: Use this line item for Induction costs for new Special Education teachers who are required to complete Induction for their clear credential.

Preparation Costs for Special Education Candidates to Complete an Undergraduate Integrated Program or a Traditional Teacher Education Program for an Education Specialist Credential: Use this line item for the tuition, fees, books and related costs for special education candidates other than classified school employees to complete an undergraduate integrated program of preparation for an Education Specialist credential.

Preparation Costs for Classified School Employees to earn an Education Specialist Credential: Use this line item for the tuition, fees, books and related costs for classified school employees to complete preparation for an Education Specialist credential.

Master Teachers/Mentors for Existing Teachers: Use this line item for costs relating to identification, selection, and training of Master Teachers/Mentors for existing Special Education teachers.

Teacher Career Pathways: Use this line item for costs relating to developing career pathways for new special education candidates.

Professional Learning Communities: Use this line item for costs relating to supporting the development and implementation of a Professional Learning Community in the school(s) or district(s) served by the Local Solutions Grant.

Program Administration: Use this line item for costs relating to management and administration of the Local Solutions Grant Program. Note: There is a statutory five percent (5%) cap on the use of grant funds for program administration purposes but no cap on the use of local funds for

program administration purposes.

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