



California
Community
Colleges

Questions and Answers Regarding the California Community College Teacher Credentialing Partnership Pilot Program Grants

May 29, 2020

1. Question: Can eligible candidates enrolled in the program transition to an intern/student teaching/resident program at any time once they pass the CSETs?

Answer: Applicants for this grant program are applying to develop and operate a teacher preparation program in partnership with an institution of higher education with a Commission-approved teacher preparation program. Applicants will be expected to identify the specific pathways that will be available for candidates within the partnership, for example a student teacher based pathway, an intern pathway, and/or a teacher residency pathway. Eligible candidates accepted and enrolled in this program would be expected to remain in the pilot program and to complete the pilot program rather than transfer to a different teacher preparation program not operated by the grant applicant entity and its partners.

2. Question: The guidelines mention that participants should be individuals seeking a teaching credential, who possess a baccalaureate degree, who are currently teaching on a short-term staff permit or a provisional internship permit. Will individuals teaching on waivers also be eligible for the program? Can individuals who do not hold a current document but are interested in becoming teachers be included in the distance learning opportunities even if they are not targeted within the grant program?

Answer: Authorizing legislation indicates that a primary target population for the pilot program are “teachers who hold a baccalaureate degree and are currently teaching on a short-term staff permit or a provisional internship permit.” Individuals who are teaching on either a Short Term waiver or Variable Term waiver are not excluded from participating in the pilot program. The grant proposal needs to identify the planned participants. Scoring will give priority to the programs that focus on those on STSP or PIPs, but other interested individuals may be served.

Following is the Commission on Teacher Credentialing's (Commission) definition of "waivers:" *There are two types of waivers: Short Term and Variable Term. Short term waivers may be approved at the local level to provide the employing agency with one semester or less to address unanticipated, immediate, short-term organizational needs by assigning only individuals who hold basic teaching credentials to teach outside their credentialed authorizations, with the consent of the teacher. They may be issued once to any individual teacher and only once for a given class. Variable term waivers are reviewed by Commission staff and acted upon by the Commission at a regularly scheduled meeting. They provide the employing agency up to one year for a specific period of time set by the Commission to: 1) allow individuals additional time to complete a credential requirement; 2) facilitate assignment in school programs addressing issues of educational reform; 3) allow geographically isolated regions with severely limited ability to develop personnel time to hire and develop personnel; or 4) obtain waivers for situations when all other hiring efforts have been exhausted.*

3. Question: Is there more clarification about why these specific roles were chosen for each required partner? If the program is a distance learning model, why is the community college required to provide physical space and infrastructure for the class?

Answer: Specific roles for required partners follow legislation outlined in Appendix A of the RFP. For purposes of this grant, the California community college is viewed as an access point for individuals who reside in remote areas of California, who seek a teaching credential, and who may not have proximal access to a four-year institution of higher education. This access point may include a physical location for distance learning or technology facilitated access via distance learning for candidates.

4. Question: Given the remote location, and small population, of our community college, are we able to serve a larger area than just our county?

Answer: There is no restriction in the enabling legislation. Programs may serve participants in areas larger than just a local county.

5. Question: Does the credentialing pathway have to be defined as either the single or general subject credential? Can our partnership determine which credential pathway students must take- i.e., we will fund a pathway for general subject credentialing?

Answer: Applicants for this grant program are applying to develop and operate a teacher preparation program. Applicants will be expected to demonstrate that the proposed teacher preparation program addresses the documented labor market demand of the region being served by the program. It is expected that the proposal would identify if the program will prepare elementary teachers

(Multiple Subject), secondary teachers (Single Subject) and/or special education teachers (Education Specialist) teachers.

6. Question: Will students who enroll on this credentialing pathway be included in our Community College's FTE?

Answer: Candidates in the California Community College Teacher Credentialing Partnership Pilot Program will be individuals who have graduated from an institution of higher education with a bachelor's degree, and who as a result of this pilot program are pursuing a postgraduate degree. Thus, there will be no full time equivalent (FTE) for community colleges.

7. Question: Will these students enrolled in the credentialing program be considered CC or IHE students?

Answer: Candidates enrolled in the pilot program will be considered students at the partner institution of higher education that is providing candidates the Commission-approved teacher preparation program.

8. Question: Would these students be expected to enroll via the IHE apply system or CCC apply?

Answer: Candidates enrolled in the pilot program will be considered students at the partner institution of higher education with the Commission-approved teacher preparation program, and thus, will enroll with the institution of higher education.

9. Question: Will the teaching assistant staff be paid as a community college or IHE staff?

Answer: Collaborating partners may determine if grant funds or campus funds from the institution of higher education (IHE) would be used to pay for staffing costs. Decisions about rates of pay would be determined by the community college if utilizing grant funds, or by the IHE if using IHE campus funds.

10. Question: Is the program limited to one delivery method, i.e., online, or can it be via a hybrid course, i.e., distance learning and online?

Answer: Applicants for this grant program are applying to develop and operate a teacher preparation program. Applicants will be expected to describe the style(s) of distance-learning approaches that would be implemented to meet the needs of candidates in the local area who are enrolling in the planned program. There is no limit to a single delivery method.

11. Question: How long is the credentialing program expected to be? 1 year or 18 months? Or is this up to the IHE facilitating the credentialing program?

Answer: Applicants for this grant program are applying to develop and operate a teacher preparation program. The length of the teacher preparation program is determined by the institution of higher education with a Commission-approved teacher preparation program that is working in partnership with the community college.

12. Question: Will the teaching assistant expectations be standardized across the state rather than the college?

Answer: The authorizing legislation, SB 577, does not include a requirement calling for a standardized job description for a teaching assistant.

13. Question: Is it expected that the teaching assistant be a qualified teacher?

Answer: Whether or not the teaching assistant needs to be a qualified teacher is not specified in the authorizing legislation, SB 577. The teaching assistants would be expected to open and close classrooms for evening and/or weekend classes, assist with technical issues in campus classrooms using remote learning, respond to general questions, assist with project implementation, and serve as the link to the community college. Due to the COVID-19 crisis, community college campuses are currently closed and instruction is being provided to students through online programs. The teaching assistant duties must be developed in ways that respond to these new realities.

14. Question: Will there be additional financial aid accommodations available to students enrolled in this program, through CTC/CCCCO/BOG waivers?

Answer: Candidates in the California Community College Teacher Credentialing Partnership Pilot Program will be individuals who have graduated from an institution of higher education with a bachelor's degree, and who as a result of this pilot program is pursuing a postgraduate degree. Candidates' options for financial aid are limited to that which is available for graduate students.

15. Question: Will there be a consideration as to how this program integrates/interacts with internet access, especially given the remote location of our potential students/those who have temp permits?

Answer: According to authorizing legislation, grant funds may be expended on *"Technology upgrades for the community college classroom or classrooms where the distance learning courses are offered."*

16. Question: Can we have multiple Distance Learning locations, given our remote location?

Answer: Applicants for this grant program are applying to develop and operate a teacher preparation program. Having multiple distance learning locations as part of the teacher preparation program is a local decision.

17. Question: Does the teaching assistant have to be physically present on campus?

Answer: SB 577 was enacted long before the COVID-19 crisis and shutdown of community college campuses. The language in SB 577 refers to a teaching assistant deployed to community college classrooms where distance learning classes take place. Now that these classes take place exclusively online and physical classrooms are not an option, adjustments are needed regarding teaching assistant duties and how they can best support students under current emergency conditions. When community colleges open again, the transition may require that teaching assistants be available in physical classrooms where distance learning classes take place. In this manner teaching assistant duties can be implemented as originally envisioned in SB 577:

78061. (B) The funds granted under this subdivision shall be for one-time startup costs of the collaborative for the purposes of developing and implementing its pilot program. These costs may include any, or any combination, including all, of the following:

(i) Professional development for effective distance learning.

(ii) Deploying a teaching assistant for the community college classroom or classrooms where courses are offered via distance learning.

(iii) Technology upgrades for the community college classroom or classrooms where the distance learning courses are offered.

(iv) Student retention, outreach, or engagement.

(v) Data monitoring and systems infrastructure.

(vi) Cross system alignment.

(vii) Other startup costs that are necessary for developing and implementing its pilot program.

18. Question: Is it expected that students will be in their own cohort or mixed with other credential seeking students?

Answer: Authorizing legislation indicates that a primary target population for the pilot program are “teachers who hold a baccalaureate degree and are currently teaching on a short-term staff permit or a provisional internship

permit.” Scoring will give priority to the programs that focus on those on STSP or PIPs, but other interested individuals may be served.

19. Question: Are stipends for staff involved with the development of the pilot/grant management considered allowable and reasonable costs?

Answer: The California Community College (CCC) Teacher Credentialing Partnership Program Grants RFP is a planning grant. Compensation cannot be provided for individuals who worked on developing the grant application; however, compensation can be provided for individuals working on implementing the grant activities once the grant is funded.

20. Question: Clarification needed: per Section 66010 referenced within the Grant document (see screenshot below), **are for-profit entities ineligible?** Would Alliant International University, a For-Profit Public Benefit Institution be eligible to be a partnering IHE for this grant? We have been contacted by a District and Community College regarding our potential for partnership.

Section 66010. (Amended by Stats. 1995, Ch. 758, Sec. 28.)

Cite as: Cal. Educ. Code §66010.

(a) Public higher education consists of (1) the California Community Colleges, (2) the California State University, and each campus, branch, and function thereof, and (3) each campus, branch, and function of the University of California.

(b) As used in this part, “independent institutions of higher education” are those nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

(c) No provision of this part is intended to regulate, subsidize, or intrude upon private education, including, but not limited to, independent educational institutions and religious schools, nor to vary existing state law or state constitutional provisions relating to private education.

Answer: SB 577, which is the enabling legislation for this grant opportunity, requires that partner entities be nonprofit, or from the California State University or the University of California systems.