# Public Charter Schools Grant Program Request for Applications 2022–23

**Regional Technical Assistance and   
Coaching Sub-Grant**

*California Department of Education*

**

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**Regional Technical Assistance and Coaching Sub-Grant**

## Request for Applications Timeline

Please note the following dates for the 2022–23 Public Charter Schools Grant Program (PCSGP) Regional Technical Assistance and Coaching (RTAC) Sub-Grant Request for Applications (RFA). The effective dates of the sub-grant awards are **July 1, 2022 to June 30, 2024**, pending approval of one no-cost extension (NCE).

### RTAC RFA Timeline Events and Dates

| **Important Events** | **Dates** |
| --- | --- |
| Post RFA on the California Department of Education (CDE) website | February 15, 2022 |
| Technical Assistance Webinar: Overview of RFA and Sub-Grant Budget Training | February 23, 2022,  1:00 p.m.  Pacific Standard Time (PST) |
| RTAC application due date  **Note:** *Postmarks will be honored* | **April 18, 2022** |
| CDE Reviewers evaluate and score all eligible applications | April–May 2022  (Tentative) |
| PCSGP Office notifies applicants of application status | May 25, 2022  (Tentative) |
| Grant Award Notification (GAN) will be processed after approval of Budget. Sub-grantees must sign and return the GAN. | Approximately 4–6 weeks after approval of the Budget |
| Sub-grant award starting date | July 1, 2022 |
| Reimbursement payment request process (approximately 6–8 weeks) | Begins upon CDE receipt of signed GAN and submission and approval of the first quarterly expenditure report (QER) |

**Regional Technical Assistance and Coaching Sub-Grant  
Request for Applications**

## General Information

### 1. Purpose and Background

The Federal PCSGP is a sub-grant program funded by the Charter Schools Program (CSP), authorized under Title IV, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) [20 United States Code (U.S.C) 7221–7221j]. The PCSGP is a discretionary grant program. California was awarded approximately $41 million in grant funds for 2020–23. States that are awarded these federal funds distribute them in sub-grants to charter school developers for the creation of new charter schools and the expansion of high-quality charter schools. Additionally, the approved 2020 CSP application allows the CDE to award sub-grants to external parties to assist with providing technical assistance to schools in California.

Under the PCSGP RTAC Sub-Grant 2022–23, the CDE plans to award a total of $1,294,000 for up to three sub-grants, over two fiscal years (FYs): FY 2022–23 and FY 2023–24, pending approval of one NCE. Information on specific allocations can be found in Section 2.4 Sub-grantee Funding and Time Period. Each regional RTAC sub-grantee will:

1. Recruit and facilitate multiple cohorts of charter school participants in Critical Friends Groups (CFG) professional learning communities to develop and improve high-quality schools; and
2. Provide best practices workshops for charter and non-charter schools, in order to improve academic achievement for all students in California.

Sub-grant awards, initiated as a result of this RFA, shall be contingent upon funding and program authorization provided to and by the CDE. All applications and related documents submitted in response to this RFA shall become the property of the CDE. All applications and related documents will be made available in their entirety for public inspection and reproduction. Submission of an application constitutes acceptance of these terms.

#### 1.1 Critical Friends Groups

Each RTAC sub-grantee will recruit and facilitate CFG for charter schools in their region. “Your Guide to Critical Friends Group Coaches’ Training” by the National School Reform Faculty (NSRF) states:

Critical Friends Group® work originated with the National School Reform Faculty® in 1994 as a specific type of professional learning community (PLC) focused on solving problems and accomplishing goals set by its participants.

CFG gatherings focus on improving or resolving dilemmas brought by the participants. Rather than working in isolation, CFG participants enjoy the combined wisdom and commitment of the whole group toward resolving problems and to develop tangible work products.

The end result is shared community, increased trust, improved school culture, focused problem-solving, and everyone helping to become better educators over time. Research shows that a well-working CFG culture helps schools retain their teaching staff and supports their teachers in continuous improvement.

Each RTAC sub-grantee will propose up to two CFG Coaches for the purpose of increasing the number of high-quality charter schools and improving academic achievement for all students. CFG Coaches will be tasked with creating CFG cohorts of eight to ten charter school participants in their assigned region, annually. All approved CFG Coaches must agree to participate in a required NSRF CFG Coaches’ Training, tentatively scheduled for July 2022. Training and associated travel costs will be covered by the sub-grant award.

#### 1.2 Best Practices Workshops

Additionally, each RTAC sub-grantee will coordinate three regional technical assistance workshops per year for charter and non-charter schools in order to improve academic achievement for all students in California. Each workshop will include up to two best practices presentations on the following targeted technical assistance topics:

1. College and Career Readiness
2. Strategies to Improve Academic Achievement for Educationally Disadvantaged Students in English Language Arts and Math (e.g. Inquiry Based Learning)
3. Improving Struggling Charter and Non-charter Schools
4. Fostering Collaboration Between Charter and Non-charter Schools
5. Disaster Preparedness to Support Students Impacted or Displaced by an Emergency (e.g. Distance Learning, Hybrid Model Program, etc)
6. Technical Assistance to support the work of the CDE: Local Control and Accountability Plan (LCAP) Reports, California Longitudinal Pupil Achievement Data System (CALPADS) accuracy requirements, Pupil Estimates for New or Significantly Expanding Charters (PENSEC) Reporting, Special Education Requirements, and Student Nutrition Programs

### 2. General Application Information

#### 2.1 Applicant Eligibility

Eligible applicants must be California-based local educational agencies (LEAs) or an education non-profit that supports charter schools. The applicant must be legally constituted and qualified to do business within the State of California and must be in good standing with the California Secretary of State. For-profit entities may not apply for PCSGP sub-grants, nor may they collaborate on the RTAC sub-grant. CDE staff will verify non-profit business status as part of the eligibility screening. Multiple entities may collaborate to apply for the grant, provided that each entity meets eligibility criteria. Note: The application must designate a primary sub-grant applicant as the lead agency to be responsible for ensuring all of the grant requirements are accurately completed in a timely manner. Additionally, the primary sub-grant applicant must:

1. Provide a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number when applying for Federal grants. The DUNS number is a mandatory field that must be entered on the Form 2R ‒ Sub-Grant Application Cover Page. Instructions for applying for a DUNS number can be found at <http://www2.ed.gov/about/offices/list/ope/dunsguide.pdf>.
2. Provide documentation of registration in the System of Award Management (SAM), and maintain an active SAM registration with current information at all times during which it has an active Federal award or an application or plan under consideration by an agency, and provide its unique entity identifier in each application or plan it submits to the agency.

#### 2.2 Minimum Qualifications for Applicants

The RTAC applicant must be an LEA or education non-profit with experience delivering professional development, supporting high-quality schools or school improvement activities, and at least three years of direct charter school support experience. Additional information regarding required experience to be described in the narrative can be found in Section 4.1.1 Applicant Services and Activities.

The RTAC applicant must propose one Sub-Grant Project Manager, one Fiscal Manager, up to two CFG Coaches, and additional Key Personnel necessary for the implementation of the sub-grant. Refer to Section 4.1 Applicant Qualifications for additional information pertaining to personnel requirements.

#### 2.3 Definition of a High-Quality Charter School

For the purposes of the PCSGP, a high-quality charter school, as defined by ESEA Section 4310(3), as amended by the ESSA, means a charter school that:

* Shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
* Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
* Has demonstrated success in significantly increasing schoolwide student academic achievement, including graduation rates where applicable; and
* Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for a majority of the subgroups of students, as defined in ESEA Section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

The CDE has additionally defined “high-quality” as those schools that meet the high track for renewal in California *Education Code* (*EC*) Section 47607, as adopted by the Legislature in Assembly Bill (AB) 1505:

* Received the two highest performance levels schoolwide on all state indicators, which is all blue or green; OR
* Received performance levels schoolwide and for a majority of subgroups that are the same or higher than the state average on the academic performance indicators–test-based indicators for English language arts and math, the English Language Progress Indicator, and the College and Career Indicator.

Additionally, the CDE also includes the following federal definition of high-quality:

* Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; and
* Demonstrates how the school will comply with the requirements of Senate Bill 126 (Chapter 3, Statutes of 2019).

#### 2.4 Sub-grantee Funding and Time Period

##### 2.4.1 Funding

The goal of this RFA is to provide funding for up to three RTAC sub-grants. The total amount projected to be available for this project is $1,294,000 over the term of the sub-grant from July 1, 2022, to June 30, 2024, pending approval of the 2023–24 NCE. The CDE intends to fund three sub-grant awards over two FYs, at approximately $215,666 per sub-grantee per FY (Refer to Appendix B: Definitions of PCSGP Terms for the definition of “fiscal year”). The CDE reserves the right to request budgetary revisions as a condition of funding. Sub-grant funding is contingent upon the availability of funds, including appropriation in the annual Budget Act. The total award for each sub-grant will be allocated over the following FYs, pending approval of one NCE year.

* FY 2022–23: July 1, 2022 to June 30, 2023
  + A maximum of $215,666 per sub-grantee will be available for FY 2022–23 for up to three RTAC Sub-Grants.
* FY 2023–24 July 1, 2023 to June 30, 2024 (pending approval of NCE)
  + A maximum of $215,666 per sub-grantee will be available for FY 2023–24 for up to three RTAC Sub-Grants.

If insufficient funds are appropriated in the annual Budget Act for any portion of the work in this sub-grant, or if any other funds upon which this sub-grant is contingent are reduced or no longer available, the CDE may cancel the sub-grant award, or portion thereof, with no liability of any kind accruing to or against the CDE, its employees, agents, contractors, or representatives. The applicant shall not be obligated to perform any work, or the sub-grant may be amended by the CDE and the successful applicant to reflect a reduction of work and the reduced appropriation subject to appropriate government agency approval.

To better serve all the geographic regions of the state, sub-grants will be awarded on a regional basis: North, Central, and South. The regions are based on the California County Superintendents Educational Services Association (CCSESA) geographic regions (<https://ccsesa.org/regions>). The table below shows the anticipated distribution of RTAC sub-grants, which may be subject to change.

###### Table 2.4.1 – RTAC Sub-Grants per CCSESA Geographic Region

| **Regions** | **North: 1, 2, 3** | **Central: 4, 5, 6, 7** | **South: 8, 9, 10, 11** |
| --- | --- | --- | --- |
| Number of  Sub-Grants | 1 | 1 | 1 |

##### 2.4.2 Time Period

The term of the sub-grant is July 1, 2022, to June 30, 2024, pending approval of one NCE. The sub-grant period covers two FYs, for a total of 24 months:

* Sub-grant Period 1, FY 2022–23: July 1, 2022 – June 30, 2023
* Sub-grant Period 2, FY 2023–24: July 1, 2023 – June 30, 2024, pending approval of NCE

##### 2.4.3 Option to Extend

At the sole discretion of the CDE and pending approval of a second NCE, the sub-grant may be extended for the 2024–25 fiscal year if the sub-grantee has met all of the required deliverables and reporting requirements. Any unspent sub-grant funds may be carried over to the additional NCE fiscal year. No new funds will be added to the grant award.

#### 2.5 Questions and Clarifications

The CDE will deliver an informational webinar on February 23, 2022, for all interested parties. The webinar will provide information regarding completion of the RFA, information on how to complete the proposed Budget Detail and Budget Narrative forms, and provide applicants an opportunity to ask questions of CDE staff.

#### 2.6 Cost of Preparing an Application

The costs of preparing and delivering the application are the sole responsibility of the applicant. The State of California will not provide reimbursement for any costs incurred or related to the applicant’s involvement or participation in the RFA process.

### 3. Expected Outcomes

With guidance and assistance from the CDE PCSGP Office, each RTAC sub-grantee will facilitate regional CFG cohorts and multiple best practices workshops annually, and complete all required fiscal and performance reporting requirements. All RTAC sub-grant activities, personnel, and participants must comply with local, county, state, and federal public health guidelines, including those related to COVID-19. Maintaining good communications with CDE staff, other RTAC sub-grantees, and technical assistance recipients will be expected from all successful applicants.

#### 3.1 Critical Friends Group Coach Activities

RTAC sub-grantees must propose up to two CFG Coaches. CFG Coaches must complete NSRF CFG Coaches’ training and certification. The registration and travel costs, if required, must be included in the RTAC budget. **The cost of virtual CFG training is approximately $850 per participant** and is tentatively scheduled for July 2022. Successful applicants will be provided additional information once sub-grant awards are announced.

RTAC sub-grantees will recruit two cohorts of eight to ten charter school participants to regional CFGs per fiscal year for the purposes of peer-to-peer school improvement activities. Up to two CFG Coaches may be proposed and must facilitate the following activities:

* Monthly in-person or virtual participant meetings (at least eight, two-hour sessions per fiscal year for each of the two CFG cohorts); and
* Up to four school site visits for each of the two CFG cohorts (attendance by CFG Coach is optional).

#### 3.2 Best Practices Workshop Activities

RTAC sub-grantees will be responsible for coordinating three full-day workshops each fiscal year. For each workshop, the RTAC sub-grantee is responsible for the following, at a minimum:

* Providing a workshop facility for up to 50 people, or via fully online platform if deemed appropriate by the CDE;
* Offering a hybrid workshop attendance alternative and recording presentations for broad dissemination;
* Recruiting charter and non-charter participants from the region to attend the workshop, targeting participation from low-performing schools;
* Providing CDE with the workshop invitation in order to assist with recruiting;
* Presentation of up to two targeted topics at the workshop;
* Reporting attendance of workshop participants; and
* Conducting a post-workshop survey of participants.

All RTAC sub-grantees will coordinate and collaborate on the planning of regional workshops across the state during the CDE orientation meeting and annual planning meetings.

#### 3.3 Fiscal and Performance Reporting Requirements

RTAC Sub-Grants are cost reimbursement sub-grants only. The CDE will not issue any advance payments for the sub-grant. All successful applicants must submit QERs and Quarterly Task Progress Reports (QTPRs) for review and approval, in order to be reimbursed for all costs associated with RTAC sub-grant activities. The QTPR must show the sub-grantee has completed the required sub-grant activities for each quarter along with supporting evidence such as presentation materials, sign in sheets, group surveys, and any deliverables created by the group.

QERs must include time and effort reports for any salaries and benefits, mileage reports if applicable, and copies of any travel expense receipts. In addition, all sub-grantees must submit a copy of the detailed general ledger (GL) report for the corresponding quarter and copies of all invoices charged to the sub-grant. The GL must be itemized and show the names of all vendors paid from the sub-grant and a description of the services or items purchased.

The sub-grantee is responsible for ensuring all reports are accurate, complete, and submitted on time. Failure to file the reports in a timely manner may result in payments being delayed. The table below shows the dates QERs, GLs, and QTPRs are due to the CDE.

##### Table 3.3 Fiscal and Performance Reporting Due Dates

| **Quarter** | **Reporting Period** | **Report Due Date** |
| --- | --- | --- |
| 1 | July 1–September 30 | October 31 |
| 2 | October 1–December 31 | January 31 |
| 3 | January 1–March 31 | April 30 |
| 4 | April 1–June 30 | July 31 |

For services satisfactorily rendered, and upon receipt and approval of the invoices, the CDE will compensate the sub-grantee for actual expenditures incurred in accordance with the rates specified in the sub-grant approved budget. Payments generally take   
6–8 weeks to be processed following the approval of all submitted documents.

##### 3.3.1 Annual Budget

An annual budget of projected expenditures to be funded by the sub-grant must be submitted during the application process. Once there is an approved budget on file with the CDE, budget revisions are permitted. However, all budget revisions must be submitted and approved by the CDE prior to submission of the corresponding QER. All expenditures charged to the sub-grant must be in the approved budget. Items charged to the sub-grant outside of the approved budget may be rejected for reimbursement.

##### 3.3.2 Allowable Use of Funds

The RTAC Sub-Grant may be used to support the following sub-grant activity costs:

* Hourly rate for time on task for Project Manager, Fiscal Manager, CFG Coaches, or other Key Personnel,
  + Supported by time and effort reports which must be submitted each quarter;
* Mileage to and from CFG meeting, school site, and workshop locations if different from the normal worksite for sub-grant personnel;
* Travel costs, based on State of California approved rates, such as hotel, daily meal per diem, rental car fees, and fuel for any overnight travel more than 50 miles from home for sub-grant personnel, workshop presenters, and workshop participants;
* Indirect costs, at the CDE-approved indirect costs rate (see Forms 4R and 5R guidance on page 27).
* Sub-contract costs for partner agency or workshop presenters, with prior approval of the CDE;
* Facility costs for workshops for up to 50 attendees;
* Technology support costs for virtual meeting or workshops and recording workshops;
* Costs of materials and supplies for workshop attendees or CFG participants; and
* Participant support costs including mileage to and from CFG meetings, CFG school site visits, and workshops; substitute teacher costs for classroom coverage during the school year; and teacher stipends up to $300 per day for summer workshop or CFG attendance.

If participant support costs are included in the RTAC budget, the RFA narrative must include the process for invoicing and reimbursing participant employers. All activities supported by the RTAC sub-grant must be free of charge to participants.

The sub-grantee shall not enter into agreements related to products and/or services of this sub-grant with any out-of-state agency or organization. Any out-of-state agency or organization shall negotiate with the CDE for products and/or services pertaining to this sub-grant.

### 4. Application Specifications

Each applicant must submit one original hardcopy application with blue ink signature by mail AND one electronic copy of the complete application as a single portable document format (PDF) document that contains all of the required items listed below. The PDF submission may include an authenticated electronic signature. Comprehensive narrative requirements and associated scoring criteria can be found in Appendix A: Regional Technical Assistance and Coaching Sub-Grant Request for Applications Scoring Rubric.

The application must be single spaced, using default spacing and 12-point Arial font with one-inch margins. The electronic application must be submitted to the CDE by the posted deadline and the original hardcopy application must be postmarked by the posted deadline.

#### 4.1 Applicant Qualifications

The application narrative must include a description of how the applicant proposes to organize the personnel and resources necessary to complete the tasks and deliverables contained in Section 3 Expected Outcomes. The content must demonstrate the applicant’s ability to provide the services set forth in this RFA and must address the requirements of sections 4.1.1 through 4.1.7 provided below.

##### 4.1.1 Applicant Services and Activities

The RTAC applicant must include a clear description of the organization’s services and activities including, but not limited to:

1. The LEA or non-profit organization’s mission;
2. Experience and evidence of success related to the development of high-quality schools and/or school improvement activities, including at least three years of direct charter school support experience; and
3. Experience with delivering professional development, including recent topics and target audience.

If a non-profit organization, the application indicates when the organization was established and a brief history. List the location(s) of the office(s) from which the primary work will be conducted.

##### 4.1.2 Project Manager

Identify by name the Project Manager for the RTAC sub-grant, and describe how the proposed Project Manager meets the minimum qualifications stated below. The application must describe how the Project Manager will effectively coordinate, manage, and monitor the efforts of the assigned staff, including collaborating LEAs, to ensure that all tasks/subtasks, activities, and functions are completed effectively and in a timely manner.

The Project Manager is the applicant’s primary person assigned to oversee sub-grant activities. The Project Manager must be an employee of the primary applicant and will act as the liaison between the CDE and all other approved sub-grant staff. The Project Manager must be accessible to the CDE Sub-Grant Monitor at all times during normal CDE business hours (See Appendix B: Definitions of PCSGP Terms for the definition of “CDE business hours”). In addition to other specified responsibilities, the Project Manager will be responsible for all matters related to the applicant’s grant staff/personnel including, but not limited to:

* 1. Supervising, reviewing, monitoring, training, and directing all sub-grant staff/personnel;
  2. Overseeing personnel assigned to complete the required work as specified, including:
     1. Overseeing CFG Coaches in the recruitment, development, and facilitation of CFG cohorts; and
     2. Overseeing the planning and implementation of best practices workshops;
  3. Maintaining sub-grant files;
  4. Implementing and maintaining quality control procedures to manage conflicts, ensure product accuracy, identify critical reviews, and milestones; and
  5. Submitting quarterly progress reports and invoices in a timely matter.

The RTAC applicant must describe in the narrative how the Project Manager is qualified to manage the above listed responsibilities and meets the minimum qualifications, including at least three years of professional experience in the following areas:

1. Work with high-quality schools and/or involvement with school improvement processes or activities, including the applicant’s role, responsibilities, and outcome(s);
2. Project management, event coordination, and professional development; and
3. Using technology in educational settings, such as distance learning, digital conference meetings, and digital document sharing.

##### 4.1.3 Fiscal Manager

Identify by name the Fiscal Manager for the RTAC sub-grant, and describe how the proposed Fiscal Manager meets the minimum qualifications stated below. The application must describe the fiscal accounting processes and budgetary controls that will be employed to ensure the responsible use and management of sub-grant funds and accurate invoicing.

The Fiscal Manager is the applicant’s fiscal person responsible for the fiscal oversight and management, invoicing, and accounting for the entire sub-grant.

The Fiscal Manager must have at least three years of recent professional experience providing fiscal oversight and management of sub-grants comparable to the size and scope of the services described in this RFA.

##### 4.1.4 CFG Coaches

The RTAC applicant must propose up to two CFG Coaches and describe the qualifications of each. The RTAC applicant must describe why their organization is interested in pursuing the sub-grant and include references to the personal and professional experience of the proposed CFG Coaches. The narrative must include, but is not limited to, the following for each proposed CFG Coach:

1. Reason(s) the individual would like to be a CFG Coach under the RTAC sub-grant;
2. Personal and professional experience, detailing work with charter schools. Information regarding additional experience such as volunteer work, non-education experience, and non-charter school experience may also be included;
3. Participation in school improvement processes or activities, including applicant’s role, responsibilities, and outcome;
4. Experience developing working groups, including knowledge of group dynamics and establishing group protocols, and coaching individuals; and
5. Experience using technology in educational settings such as distance learning, digital conference meetings, and digital document sharing.

##### 4.1.5 Key Personnel

Identify by name, job position title, and proposed sub-grant task assignments all additional Key Personnel. Key Personnel are defined as those people in conjunction with the Project Manager who will exercise a major role on behalf of the applicant or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA. This includes Key Personnel from collaborating agencies, if applicable. Key Personnel do not include clerical staff (See Appendix B: Definitions of PCSGP Terms for the definition of “Key Personnel”). For all Key Personnel identified in the RFA, the narrative must include, but is not limited to, the following:

* + 1. The application must describe the expertise and professional qualifications of all Key Personnel, including meeting the minimum qualifications of three years of experience and demonstrated work history conducting similar activities to the tasks they will be assigned to complete, as described in this RFA.

##### 4.1.6 Changes to Sub-Grant Staffing Requirements

The application must acknowledge and ensure the successful applicant will not change or substitute the assigned Project Manager, Fiscal Manager, CFG Coach, and/or Key Personnel (including collaborating agency staff, if identified as Key Personnel) without the CDE Sub-Grant Monitor’s prior approval. The substitute personnel shall meet or exceed the qualifications and experience level of the previously assigned personnel. The application must specify that the applicant will comply with the Changes to Key Personnel Requirements.

##### 4.1.7 Current Resumes

Provide, as appendices, resumes for the Project Manager, Fiscal Manager, CFG Coaches, and Key Personnel who will exercise a role on behalf of the applicant including, but not limited to, directing, overseeing and/or coordinating the work of assigned staff performing tasks and activities. To the extent possible, resumes should not include personal information such as social security number, home address, home telephone number, marital status, sex, birth date, etc.

#### 4.2 Scope of Project Tasks

The application narrative must include a section addressing all of the tasks and subtasks contained in this RFA. Any deviation from the tasks and subtasks described in Section 4.2 will not be considered and may cause an application to be rejected.

The application narrative must address the four main tasks and any subtasks:

* Task 1 – Coordination and Communications with the CDE
* Task 2 – Reports, Invoices, and Data File Requirements
* Task 3 – CFG Coaching Activities
* Task 4 – Best Practices Workshops

##### Task 1 – Coordination and Communications with the CDE

This section of the RFA narrative must acknowledge the applicant’s commitment to coordinate communications with the CDE during the entire sub-grant period. The successful applicant shall provide timely and accurate communication and coordination with CDE staff, sub-grant participants, other RTAC sub-grantees, and other CDE education partners as required; attend and provide minutes for required meetings; adhere to the CDE established deadlines for Scope of Project deliverables; and generate and deliver the required reports. The applicant’s application narrative must address Task 1 activities which include, but are not limited to, the following subtasks:

###### Task 1.1 CDE Orientation Meeting and Quarterly Planning Meetings

The RFA sub-grant narrative must include a detailed plan for attending the CDE facilitated orientation meeting that will occur within the first 30 days of the sub-grant award term, as well as quarterly planning meetings. The RFA must ensure key personnel attend CDE meetings on a date to be determined at least 30 days prior to the meeting date. The meetings will be conducted in an online meeting format. The CDE will develop meeting agendas, take minutes, and, within five working days after the meeting, submit the meeting minutes to RTAC sub-grantees by email for review and approval.

The orientation meeting will address all tasks, including timelines, questions, and concerns about the implementation of the sub-grant. During the orientation meeting, the successful applicant must provide a review of each task and the proposed method(s) for implementation as contained in the RFA. The CDE and RTAC sub-grantees will work collaboratively to ensure consistency across CFGs and to schedule workshops to allow maximum participation from schools across the state including summer workshops and hybrid in-person or virtual formats, in compliance with public health restrictions and CDE guidance. During the meetings, sub-grantees must provide a review of each task and the proposed method(s) for implementation as contained in the RFA. Due dates for all deliverables will be established.

###### Task 1.2 Submittal of Deliverables to CDE

The CDE has an established process for the submittal of all final deliverables consisting of the review and approval by the CDE Sub-Grant Monitor and the Charter Schools Division Director. This process will be further discussed by the CDE at the orientation meeting. The successful applicant must have thoroughly vetted all deliverables to ensure they are of high quality prior to submitting to the CDE. The application narrative must include a plan to submit all deliverables by established deadlines. The CDE must approve all materials and/or deliverables developed in conjunction with the sub-grant award. The successful applicant may not disseminate any written information, materials, or deliverables to the field, public, or any other third party without the CDE’s prior written approval.

The application must specify that the applicant will:

1. Meet all the requirements for each deliverable as specified in Section 3 Expected Outcomes and ensure all task information provided has been reviewed and is accurate, prior to submission to the CDE;
2. Submit deliverables that are consistent with and do not conflict with any previously approved deliverable, or state or federal laws, regulations, or guidelines; and
3. Submit deliverables in a timely manner consistent with the CDE review and approval process. Due dates for deliverables will be established at the Orientation and Annual Planning Meetings.

Unless otherwise specified in this RFA or agreed to in writing by the CDE, the RFA narrative must: (1) ensure that there are no fewer than ten working days for the CDE to initially review any finalized deliverables; (2) make all modifications within five working days from receipt of the changes directed by the CDE; and (3) allow the CDE at least five working days to review and approve the modified deliverables.

The RFA narrative must include a process to document all CDE communications related to approvals, requested modifications, and disapprovals. If the CDE rejects a deliverable or product as unacceptable, the successful applicant shall make required modifications within the time frame required by the CDE. An approval/sign-off for any deliverable will be provided only when the CDE is satisfied with the deliverable. The successful applicant is responsible for any costs associated with making modifications to deliverables necessary to obtain CDE approval.

The RFA narrative must acknowledge and ensure, in the event of the sub-grantee’s failure to obtain CDE approval of deliverables, the sub-grantee shall not be relieved of performing related responsibilities or providing related deliverables and products to the CDE. The application narrative must acknowledge the successful applicant will accept financial responsibility for failure to meet agreed-upon timelines and produce high quality deliverables, satisfactory to the CDE. The CDE is not liable for payment of any work which begins without the applicant consulting the CDE for guidance. Failure to conform to the established Scope of Project Task deadlines may result in the cancellation of the sub-grant.

##### Task 2 – Reports, Invoices, and Data File Requirements

###### Task 2.1 Quarterly Task Progress Reports

The CDE requires all approved RTAC sub-grantees to complete a QTPR. The QTPR must include a detailed description of progress toward all actionable subtasks including the following:

* A report of activities completed and deliverables produced during the prior quarter;
* An update of current or ongoing activities and the progress noted for each;
* Description of any unanticipated outcomes or problems; and
* A detailed list of contacts or sign-in sheets for attendees at meetings, workshops, etc.

The applicant must ensure QTPRs will be submitted to the CDE for review and approval within five working days of established due dates. The CDE will not approve invoices for payments on this sub-grant without an approved QTPR.

###### Task 2.2 Quarterly Expenditure Reports, General Ledgers, and Invoices

The CDE requires all approved RTAC sub-grantees to complete a QER. The QER must reflect all charges incurred by the sub-grantee in the preceding quarter including salaries, benefits, travel, and sub-contract costs. A copy of the detailed GL and invoices for all items charged to the sub-grant must accompany the QER.

The applicant must ensure QERs and required supporting documents are submitted to the CDE for review and approval within five working days of established due dates. The CDE will not approve payments to the sub-grant without an approved GL and invoices.

###### Task 2.3 Comprehensive Final Report

By June 30, 2024, pending approval of the NCE, successful applicants must prepare a comprehensive final report and executive summary including recommendations based upon the completion of the Scope of Project Tasks. The RFA narrative must ensure the report includes, at a minimum, an executive summary, summary of results from CFG and workshop participant surveys, and an analysis of the impact of the RTAC sub-grant. The RFA narrative must describe how the approved sub-grantee will collect information over the life of the sub-grant and complete the comprehensive final report.

##### Task 3 – CFG Coaching Activities

###### Task 3.1 Attendance at CFG Coaches’ Training Sessions

The RFA narrative must include a detailed plan for attending the five-day NSRF CFG Coaches’ Training sessions that will occur within the first fiscal quarter of the commencement of the sub-grant award, tentatively scheduled for July 2022. The RFA must ensure any CFG Coach named in the application will attend in person or via online meeting on a date and location to be determined at least 30 days prior to the meeting date.

###### Task 3.2 Recruitment of Charter Schools to Join the CFG

The RFA narrative must include a plan for recruiting approximately eight to ten charter school administrators, teachers, or other staff per cohort to participate in the each regional CFG cohort. This plan may include providing the CDE with a copy of materials in order to assist with recruiting. In addition, include a system for following up with interested charter schools, collecting feedback from participants, and reporting out to the CDE.

###### **Task 3.3 Establishing Regional CFGs**

The RFA narrative must describe how the applicant will establish and facilitate two CFG cohorts per fiscal year in their region to best meet the needs of charter school participants. This must include a description of CFG activities throughout the term of the sub-grant, including CFG monthly in-person or virtual participant meetings (at least eight, two-hour sessions per cohort per fiscal year). Additionally, the narrative must include a description of how the applicant will create a safe environment for participants to identify high leverage challenges, analyze data, and develop a high-quality charter school.

###### Task 3.4 CFG Communication Network

The RFA narrative must describe how CFG Coaches will set up a communications network for all CFG participants in the region. Participants should be able to share questions and offer advice to each other in an open, non-threatening environment. The description should also describe the role of CFG Coaches in the communication network.

###### Task 3.5 CFG School Site Visits

The RFA narrative must describe how CFG Coaches will facilitate up to four in-person or virtual site visits per fiscal year between CFG participants. CFG Coaches should attend at least one of the site visits to monitor the process, but are not required to attend all site visits.

##### Task 4 – Best Practices Workshops

###### Task 4.1 Recruitment of Charter and Non-charter Schools to Attend Workshops

The RFA narrative must include a plan for recruiting charter and non-charter schools to attend the best practices workshops, targeting participation from low-performing schools. This plan must include providing the CDE with a copy of the workshop invitation in order to assist with recruiting. The plan should also include a system for following up with interested schools, collecting workshop attendance, soliciting feedback from attendees, and reporting out to the CDE.

###### **Task 4.2 Obtain Workshop Facilities**

The RFA narrative must describe how the applicant will provide facilities capable of delivering an interactive workshop for up to 50 attendees. The facility should have ample parking, restroom facilities, accessible facility design, and wireless internet capability. The facility costs may be included in the Budget Narrative. The narrative must also include a plan for hybrid delivery of workshops to allow for virtual attendance and an accessibility plan to allow for reasonable accommodations. All workshops must be recorded to be posted to a CDE-hosted webpage, along with workshop handouts and resources.

###### Task 4.3 Workshop Scope and Sequence

The RFA narrative must describe a plan for the content of the workshops over the term of the sub-grant including the targeted topics to be covered during three full-day workshops per FY. For each workshop, the RFA narrative will include the following, at a minimum:

* Proposed workshop date and up to two targeted presentation topics;
* Description of how the topic will be presented (lecture, interactive, small group, etc.) and audience engagement strategies;
* Target audience for the presentation (educators, school leaders, etc.); and
* Workshop objectives, including name and role of any partnering entities, if applicable.

Sub-grant applicants may choose to partner with another eligible entity to deliver the workshops. The RFA narrative must describe who the partner is, what they will be providing, and their qualifications. Partner organization costs must be included under the budget object code for Contracts (5000). A signed agreement and invoice must be submitted to the CDE prior to expenses being reimbursed.

Each workshop must include up to two presentations on the following targeted topics:

1. College and Career Readiness
2. Strategies to Improve Academic Achievement for Educationally Disadvantaged Students in English Language Arts and Math (e.g. Inquiry Based Learning)
3. Improving Struggling Charter and Non-charter Schools
4. Fostering Collaboration Between Charter and Non-charter Schools
5. Disaster Preparedness to Support Students Impacted or Displaced by an Emergency (e.g. Distance Learning, Hybrid Model Program, etc.)
6. Technical Assistance to support the work of the CDE: Local Control and Accountability Plan (LCAP) Reports, California Longitudinal Pupil Achievement Data System (CALPADS) accuracy requirements, Pupil Estimates for New or Significantly Expanding Charters (PENSEC) Reporting, Special Education Requirements, and Student Nutrition Programs

#### 4.3 Budget Narrative and Budget Summary

The completed application must contain a budget covering the term of the RTAC Sub-Grant periods. The budget narrative must show a breakdown for each FY. Additional information on Form 4R – Budget Summary and Form 5R – Budget Narrative requirements can be found on page 31 of this RFA.

#### **4.4 RTAC Major Activity Timeline**

The application must contain a timeline of major activities related to all tasks and subtasks from July 1, 2022, through June 30, 2024. See Appendix A: Regional Technical Assistance and Coaching Sub-Grant Request for Applications Scoring Rubric.

### 5. Reading and Scoring of Applications

#### 5.1 Application Screening

After the application has been submitted, CDE staff will screen the application to verify it is complete and meets all eligibility criteria included in Section 2.1 Applicant Eligibility in this RFA. Any application that is incomplete or fails to meet **all** of the eligibility criteria will not be forwarded to the peer review process and the applicant will be formally notified by the CDE staff.

#### 5.2 Scoring Process and Criteria

Applications will be randomly assigned to CDE selected reviewers, taking into consideration any perceived or real conflict of interest. Each application is independently reviewed and scored by two reviewers using the RTAC Sub-Grant RFA Scoring Rubric (See Appendix A: Regional Technical Assistance and Coaching Sub-Grant Request for Applications Scoring Rubric), which summarizes the required components of the RTAC Sub-Grant.

The highest possible score is 152 points. To be considered for funding, an applicant must have a minimum average score of 80. Upon completion of the scoring process, those applications recommended for funding by the reviewers will be ranked based on average application review score. Additionally, the CDE will consider regional distribution to determine which qualified applicants will be awarded a RTAC sub-grant.

Each element of the narrative response of the application will be scored using the scoring rubric in Appendix A. Peer reviewers will examine and score eligible applications with respect to the following:

1. Applicant Qualifications
2. Task 1 – Coordination and Communications with the CDE
3. Task 2 – Reports, Invoices, and Data File Requirements
4. Task 3 – CFG Coaching Activities
5. Task 4 – Best Practices Workshops

#### 5.3 Approval Process

All applications receiving an average score at or above the minimum required points (80 points) will be ranked based on the following criteria:

1. Applicant’s location within the CCSESA Regions;
2. Score ranking if multiple applications are eligible for one region; and
3. Applications not chosen for their home region may be offered a sub-grant to serve a region without a qualified applicant.

Applications are subject to further review by the CDE to ensure the applicant is eligible for the sub-grant. This may include calling references and review of any past experience with CDE PCSGP sub-grants. The CDE will only recommend funding those applications with a well-developed, comprehensive, viable application that fully complies with the requirements described in this RFA and all California state and federal laws, regulations, and guidelines. Once the eligibility review and the reviewer scoring are complete, CDE staff will notify the applicant of the status of their application.

#### 5.4 Submission of Applications

Applicants responding to this RFA must submit a complete electronic PDF copy and one hard copy of the application packet with all required signatures, as noted on each application form. The application packet must include complete and unique responses to all narrative elements described within this RFA and all required forms. The electronic copy must be submitted as a single PDF file. Applications must be submitted with all forms compiled in the order listed on the Form 1R - Application Component Checklist. Applications failing to meet these criteria or those applications with plagiarized, duplicative, or narrative statements from other sub-grant applications may be deemed ineligible.

The original application packet must be mailed to the Charter Schools Division and postmarked by the due date, April 18, 2022. Mail the original application packet to the address below. In-person delivery of applications to the CDE is not currently allowed.

Public Charter Schools Grant Program  
California Department of Education  
Charter Schools Division  
1430 N Street, Suite 5401  
Sacramento, CA 95814-5901

The electronic copy, saved as one PDF file can be emailed to [PCSGP-APPS@cde.ca.gov](mailto:PCSGP-APPS@cde.ca.gov) no later than midnight on the due date. **Submitting only the electronic version will NOT be considered as meeting the deadline.**

#### 5.5 Appeal Process

If an application is deemed ineligible or not approved for funding, applicants may request an appeal of the denial within 30 calendar days following receipt of the letter of denial. The request for appeal must clearly identify a violation of the application review process as determined by State or Federal statues, rules, regulations, or guidelines governing the PCSGP in disapproving applications or failing to comply with California’s approved 2020–23 CSP application or program in whole or part (20 U.S.C. Section 1231b-2[a]). A request to appeal the denial of a sub-grant award should be emailed to [PCSGP-APPS@cde.ca.gov](mailto:PCSGP-APPS@cde.ca.gov).

Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application.

The applicant will be notified of any action taken in writing within three weeks from the date that appeals are due to the CDE. That decision shall be the final administrative action afforded the appeal. All appeal decisions will be made prior to the approval of the sub-grant.

### 6. Specific Conditions and Assurances

#### 6.1 Resolution of Disputes

If the sub-grantee disputes any action by the CDE Sub-Grant Monitor arising under or out of the performance of this sub-grant, the sub-grantee shall notify the CDE Sub-Grant Monitor of the dispute in writing and request a claims decision. The CDE Sub-Grant Monitor shall issue a decision within 30 days of the sub-grantee's notice. If the sub-grantee disagrees with the CDE Sub-Grant Monitor’s claims decision, the sub-grantee shall submit a formal claim to the State Superintendent of Public Instruction (SSPI) or the Superintendent's designee. The decision of the Superintendent shall be final and conclusive on the claim unless the decision is arbitrary or capricious. The decision may encompass facts, interpretations of the sub-grant, and determinations or applications of law. The decision shall be in writing following an opportunity for the sub-grantee to present oral or documentary evidence and arguments in support of the claim. The sub-grantee shall continue with the responsibilities under this agreement during any dispute.

#### 6.2 Sub-Grants Funded by the Federal Government

It is mutually understood between the parties that this sub-grant may have been written before ascertaining the availability of congressional appropriation of funds, for the mutual benefit of both parties, in order to avoid program and fiscal delays which would occur if the sub-grant were executed after that determination was made.

This sub-grant is valid and enforceable only if sufficient funds are made available to the CDE by the United States Government for the Fiscal Year(s) covered by this agreement for the purposes of this program. In addition, this sub-grant is subject to any additional restrictions, limitations, or conditions enacted by the Congress or any statute enacted by the Congress, which may affect the provisions, terms, or funding of this sub-grant in any manner. It is mutually agreed that if Congress does not appropriate sufficient funds for the program, this sub-grant shall be amended to reflect any reduction in funds. The department has the option to void the sub-grant under the 30-day cancellation clause or to amend the sub-grant to reflect any reduction of funds.

The recipient shall comply with the Single Audit Act and the reporting requirements set forth in Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 *Code of Federal Regulations* (*CFR*), Part 200.

#### 6.3 Right to Terminate

The CDE reserves the right to terminate this sub-grant subject to 30 days written notice to the sub-grantee. The sub-grantee may submit a written request to terminate this sub-grant only if the CDE should substantially fail to perform its responsibilities as provided herein. However, the sub-grant can be immediately terminated for cause by the CDE. The term “for cause” shall mean that the sub-grantee fails to meet the terms, conditions, and/or responsibilities of the sub-grant. In this instance, the sub-grant termination shall be effective as of the date indicated on the CDE’s notification to the sub-grantee.

This agreement may be suspended or cancelled without notice, at the option of the sub-grantee, if the sub-grantee or State’s premises or equipment are destroyed by fire or other catastrophe, or so substantially damaged that it is impractical to continue service, or in the event the sub-grantee is unable to render services as a result of any action by any governmental authority.

#### 6.4 Prohibition Against Outside Agreements

The sub-grantee shall not enter into agreements related to products and/or services of this sub-grant with any out-of-state agency or organization. Any out-of-state agency or organization shall negotiate with the CDE for products and/or services pertaining to this sub-grant.

#### 6.5 Material Developed Under the Terms of This Agreement

All materials developed under the terms of this sub-grant shall be considered a work made for hire. The CDE, therefore, reserves the exclusive right to copyright and publish, disseminate, and otherwise use the material developed under the terms of this grant in whatever way it deems appropriate.

Any material that is not acceptable to the CDE may be rejected by the CDE at its discretion. Notice of such a rejection shall be given to the sub-grantee by the CDE within 10 days of receipt of the materials, and final payment shall not be made for such material until substantial compliance has been obtained within the time and manner determined by the CDE.

#### 6.6 Staff Replacements

The sub-grantee will be required to obtain prior approval from the CDE Sub-Grant Monitor before changing named sub-grant personnel. When changing or substituting named Key Personnel (including the Project Manager, Fiscal Manager, or other Key Personnel), the sub-grantee must obtain prior approval from the CDE Sub-Grant Monitor. The substitute personnel shall meet or exceed the qualifications and experience level of the previously assigned sub-grant staff/personnel.

#### 6.7 Compliance Audit

The sub-grantee must agree that the CDE or its designee will have the right to review, obtain, and copy all records pertaining to performance of the sub-grant. The sub-grantee must agree to provide the CDE or its designee with any relevant information requested and shall permit the CDE or its designee access to its premises, upon reasonable notice, during normal business hours for the purpose of interviewing employees and inspecting and copying such books, records, accounts, and other material that may be relevant to a matter under investigation for the purpose of determining compliance with this requirement. The sub-grantee must further agree to maintain such records for a period of five years after final payment under the sub-grant.

## CDE Proposed RTAC Sub-Grant Activity Dates

The table below shows the **minimum** number of activities applicants must address in the RFA narrative response.

### Sub-grant Period 1: July 1, 2022 to June 30, 2023

| **Activity** | **Proposed Dates** |
| --- | --- |
| NSRF CFG Training for CFG Coaches | July 2022 |
| Quarterly Virtual CDE Management Meetings | August 2022 November 2022 February 2023 May 2023 |
| Three Best Practices Workshops | Fall 2022  Spring 2023  Summer 2023 |
| Recruitment, Development, and Facilitation of two CFG Cohorts (including eight meetings and up to four site visits for each cohort) | July 2022 to June 2023 |
| 2022–23 QER & QTPR Due Dates | Q1 October 31, 2022  Q2 January 31, 2023  Q3 April 30, 2023  Q4 July 31, 2023 |

### Sub-grant Period 2: July 1, 2023 to June 30, 2024

| **Activity** | **Proposed Date** |
| --- | --- |
| Same activities as Period 1 | Pending approval of NCE |
| Comprehensive Final Report | June 30, 2024 |

See RFA Section 2.4.3 Option to Extend for additional information regarding the sub-grant period.

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## Form 1R – Application Component Checklist

The following forms must be included as part of the PCSGP RTAC Sub-Grant application. These forms can be downloaded from the CDE PCSGP Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r1/pcsgprtac22rfa.asp>.

Important: Enter the applicant name in the document header to ensure that all pages of the application can be traced back to the same application package.

**Include this completed checklist in the application packet. Enter initials in the corresponding column after verifying the document is included in the application.**

### Form 1R – Application Component Checklist (Must include in application packet.)

| **Forms** | **Required in Application** | **Initials** |
| --- | --- | --- |
| Form 1R – Application Component Checklist | Required |  |
| Form 2R – Sub-Grant Application Cover Page  The Primary Applicant must sign in **blue ink** for original hardcopy submission **and blue ink or authenticated  e-signature** for PDF submission. | Required |  |
| Sub-Grant Application Narrative Response (30-page limit) | Required |  |
| Form 4R – RTAC Budget Summary | Required |  |
| Form 5R – RTAC Budget Narrative | Required |  |
| Form 6R – Specific Conditions and Assurances | Required |  |
| General Assurances and Certifications | Print, sign, keep on site |  |
| Appendix A: STD. 204 State for California – Department of Finance Payee Data Record | Required |  |
| Appendix B: Verification of SAM registrations | Required |  |
| Appendix C: Resumes | Required |  |

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## Form 2R – Sub-Grant Application Cover Page

Applicants must submit the completed Form 2R – Sub-Grant Application Cover Page and originally signed Form 2R – Certification, Assurance and Signature Section as part of the application submission package.

### Form 2R – Applicant Information

| **Required Fields** | **Applicant Information** |
| --- | --- |
| Primary Applicant Organization Name: |  |
| Indicate Type of Business: (e.g. Charter School, COE, District, or Non-Profit) |  |
| Address: |  |
| County: |  |
| Primary Applicant DUNS Number: |  |
| Project Manager Name and Title: |  |
| Project Manager Phone Number: |  |
| Project Manager Email: |  |
| Fiscal Manager Name and Title: |  |
| Fiscal Manager Phone Number: |  |
| Fiscal Manager Email: |  |
| CFG Coach Name(s) and Title(s): |  |

**Form 2R – Certification, Assurance, and Signature Section**

Certification/Assurance: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the Federal Charter Schools Program, and I agree to comply with all requirements as a condition of the sub-grant award.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in the application is correct and complete. I certify that I have been given authority to sign the sub-grant agreement on behalf of my employer.

### Form 2R – Certification, Assurance, and Signature Section

| **Required Certification Field** | **Applicant Information** |
| --- | --- |
| Name of Primary Applicant: |  |
| Name and Title of Administrator or Designee: |  |
| Email Address: |  |
| Telephone Number: |  |
| Date: |  |
| Administrator or Designee Signature (Blue ink or authenticated e-signature): |  |
| Name of Project Manager (if different from administrator above): |  |
| Project Manager Signature (Blue ink or authenticated e-signature): |  |

**The RTAC Sub-Grant Application Narrative should immediately follow Form 2R.**

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## Forms 4R and 5R – Sub-Grant Budget Summary and Budget Narrative

All applicants must complete the RTAC Budget Proposal Excel workbook including Form 4R – RTAC Budget Summary and Form 5R – RTAC Budget Narrative. The completed worksheets must be submitted as part of the application submission package. The RTAC Budget Proposal Excel workbook is available for download at <https://www.cde.ca.gov/fg/fo/r1/documents/pcsgprtac22form4-5.xlsx>.

Instructions for completing Forms 4R and 5R are included in the RTAC Budget Proposal workbook download. Guidelines for allowable use of funds is included in Section 3.5 Allowable Use of Funds in this RFA on page 11.

Form 5R – RTAC Budget Narrative must provide detailed descriptions of how the sub-grant funds will be expended, including how they will support tasks and activities identified in the narrative response. The Budget Narrative must include a breakdown of expenses including per unit costs, quantity, and justification for the expense. Salaries and benefits must detail who is being paid, cost per unit, and how many units to be paid. Example: Project Manager – Base Salary $100,000 per year x .25 full-time equivalent (FTE) dedicated to RTAC Sub-Grant = $25,000 to manage sub-grant tasks including CDE meetings, outreach, network meetings and communications, and site visit(s).

The Budget Narrative must be grouped by object code series (e.g., 1000, 2000, 3000, etc.) and must include totals by object code series and each performance period. The table below explains each budget category or object code.

### Object Code Budget Categories

| **Object Code** | **Description of the Budget Category** |
| --- | --- |
| 1000 | **Certificated Salaries:** Salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated employees supporting RTAC Sub-Grant activities, including percentage or fraction of FTE and rate of pay per day, month, and/or annual salary. (Funds in this category are not intended to supplant current fixed costs.) |
| 2000 | **Classified Salaries:** Salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified employees supporting RTAC Sub-Grant activities, including percentage of FTE, and rate of pay per day, month and/or year. (Funds in this category are not intended to supplant current fixed costs.) |
| 3000 | **Employee Benefits:** Record the employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| 4000 | **Books and Supplies:** Record expenditures for materials and supplies, and other non­capitalized material and supplies necessary to meet the objectives of the sub-grant. Copy charges must be limited to only those items needed to complete the tasks associated with the sub-grant. This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate an office to support RTAC Sub-Grant activities. Equipment purchases are not allowed under this sub-grant. |
| 5000 | **Services and Other Operating Expenditures**: Record expenditures for travel, and CDE approved sub-contracts. Collaborating agency costs must be included under the budget object code for Contracts (5000). A signed agreement and invoice must be submitted to the CDE prior to expenses being reimbursed.  **Travel and Conferences:** Include expenditures incurred by/for sub-grant personnel including lodging, mileage, parking, bridge tolls, and/or car rental(s), necessary to meet the objectives of the program. Receipts are required to be kept on file by the sub-grantee for audit purposes. Travel expenses charged to the sub-grant cannot exceed approved California travel rates (Appendix C: California State Travel Program). All travel costs charged to the sub-grant must be reasonable and necessary to complete the RTAC Sub-Grant tasks. Food not associated with travel costs, per diem expenses, CANNOT be charged to the RTAC sub-grant. |
| 6000 | **Capital Outlay Equipment:** Capital Outlay is not allowable under this sub-grant. |
| 7000 | **Indirect Costs:** Indirect costs are agency-wide, general management costs (i.e., activities for the direction and control of the agency as a whole). General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. All indirect costs must be charged against eligible program expenditures, in compliance with state and federal law and regulations, and aligned with standard accounting practices. Indirect costs are limited to the sub-grantee’s CDE-approved Indirect Cost Rate (ICR) as found on the CDE ICR web page at <https://www.cde.ca.gov/fg/ac/ic/> for the applicable fiscal year in which the funds are expended. If the sub-grantee does not have a current CDE-approved ICR, and has never received one, the sub-grantee may charge indirect costs at a preliminary de minimis rate of 10 percent. For assistance in determining indirect cost rates please email [PCSGPGeneral@cde.ca.gov](mailto:pcsgpgeneral@cde.ca.gov). Please see additional information on rates, eligible program expenditures, and other guidance at the CDE ICR Frequently Asked Questions web page at <https://www.cde.ca.gov/fg/ac/ic/icrfaq.asp>. |

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## Form 6R – Sub-Grant Conditions and Assurances

### Specific Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances. The signatures of the authorized agents on the front of the application indicate acknowledgement and agreement to all assurances. The applicant is required to print and retain a copy of these specific assurances at the organization site and to submit a signed copy to the CDE.

### Expenditures and Reporting

* The CSP State Entities program is authorized under Title IV, Part C of the ESEA of 1965, as amended by ESSA (20 U.S.C. 7221–7221j) and administered under the Department of Education (ED) General Administrative Regulation (EDGAR) as it relates to 34 *CFR* Parts 75–81, 2 *CFR* Parts 200 and 3485. Expenditures shall comply with all applicable provisions of federal and state regulations and policies relating to the administration, use, and accounting for public school funds. Any interpretations of law, regulations, and procedures shall be the sole responsibility of the CDE.
* The CDE reserves the authority to require the repayment of received funds, the return of all unused funds, and/or the termination of the sub-grant if the sub-grant recipient fails to meet the terms of this agreement, fails to meet established deadlines, fails to act in good faith to carry out the activities described in the sub-grant proposal, or fails to correctly identify the sub-grantee’s operational model.
* The sub-grant recipient agrees to use the funding in a manner consistent with their applications as submitted, or as revised, and approved by the CDE.
* The sub-grant recipient agrees to fulfill the performance measures specific to its sub-grant type and submit timely financial reports, status reports, and all other required reports. Failure to do so could result in the forfeiture of the sub-grant and repayment of funds.
* The sub-grant recipient agrees to cooperate with the ED, the CDE, the State Board of Education (SBE), and their independent contractors, if any, in the administration of this sub-grant, and to conduct any external evaluation of the effectiveness of the sub-grant process.
* Maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

### Regional Technical Assistance and Coaching Information and Data

* The applicant will complete all data reporting requests to the CDE for RTAC participant data including, but not limited to, the following:
  1. List of all attendees at CFG meetings and best practices workshops
  2. List of communications with CFG and workshop participants, including dates and people contacted
  3. Survey responses and feedback from sub-grant activity participants
* The sub-grantee’s name will be used in all communications.
* The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
* The applicant will cooperate with the ED and the CDE in evaluating the sub-grant program.

### Federal and State Regulations

* All audits of financial statements will be conducted in accordance with Government Auditing Standards and with policies, procedures, and guidelines established by the EDGAR, Single Audit Act Amendments, and Office of Management and Budget (OMB) Circular A-133.
* Federal regulations require sub-grant recipients to establish written standards pursuant to employee conflicts of interest in awarding contracts, and written standards for resolution of any protests or disputes that arise from procurements. Regulations also provide numerous requirements in the procurement process, specifically designed to ensure proper use of public funds in an open and freely competitive environment. Procurements that are not negotiated in accordance with federal regulations will be disallowed.
* The non-Federal entity or applicant for a Federal award must disclose in a timely manner, in writing to the CDE, all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in Remedies for Noncompliance 2 *CFR* Section 200.338.
* For all sub-grant recipients, the following documents must be on file at their business offices:
  + Organizational charts, signed articles of incorporation, and any other organizational and governance documents of the agency.
  + A copy of this RFA and the general assurances and certifications, as well as other relevant materials that are referred to but not included within the RFA. This information is subject to review and verification by CDE staff.

### Specific Sub-Grant Conditions

* The CFG Coaches must have cleared health (e.g., tuberculosis) and criminal background (e.g., fingerprinting). This information is subject to review and verification by CDE staff.
* All RTAC sub-grant activities, personnel, and participants must comply with local, county, state, and federal public health guidelines, including those related to COVID-19.
* Auditable records will be maintained on file for five years following the sub-grant closing date.
* All non-Federal entities expending $750,000 or more in combined federal funds (e.g., PCSGP and Title I funds, or American Recovery and Reinvestment Act [ARRA] funds) in a single year are required by federal law to obtain and submit a Single Audit to the Federal Audit Clearinghouse.
* Grant recipients will access the Federal Audit Clearinghouse web site to submit their Single Audit. The web page is available at <https://facweb.census.gov/uploadpdf.aspx>.

#### Form 6R - Certification Table

| **Required Certification Fields** | **Applicant Information** |
| --- | --- |
| Name of Primary Applicant: |  |
| Print Name and Title of Administrator or Designee: |  |
| Date: |  |
| Administrator or Designee Signature (Blue ink or authenticated e-signature): |  |

## General Assurances and Certifications

General Assurances and Certifications must be signed and maintained on-site by the primary applicant. General Assurances and Certifications can be downloaded at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2021-22.asp>.

## Required Application Appendices

### Payee Data Record (STD. 204)

The Payee Data Record (STD. 204) must be fully completed, signed, and dated with an original signature on the form included with the original RTAC application and a copy of the form included with the electronic RTAC application. The Payee Data Record (STD. 204) can be found at the Department of General Services website at <https://www.documents.dgs.ca.gov/dgs/fmc/pdf/std204.pdf>.

**This document is required for all applicants at the time the application is submitted. Failure to submit will disqualify the applicant from being considered for funding.**

### Verification of SAM Registration

The primary applicant must include evidence of SAM registration, which may be a print out or screenshot of email registration confirmation. The CDE will additionally verify registration with SAM. For additional information about SAM Registration and application with DUNS, see Section 2.1 Applicant Eligibility.

### Resumes

For additional information regarding required resumes, please see Section 4.1.7 Current Resumes.

## Appendix A: Regional Technical Assistance and Coaching Sub-Grant Request for Applications Scoring Rubric

I. Applicant Qualifications: The applicant must describe how they meet the minimum qualifications as stated in the RFA including the qualifications of those persons serving in the positions identified in this RFA.

Total score of 48 points possible:

### Applicant Qualifications

| **I. Applicant Qualifications** | **CLEAR CASE**  **8–7 Points** | **ADEQUATE CASE**  **6–5 Points** | **LIMITED CASE**  **4–3 Points** | **INADEQUATE CASE**  **2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Applicant Services and Activities  Score of 8 points possible: | Clear alignment between the applicant’s mission, experience and success with high-quality schools and/or school improvement activities, and delivering professional development, including levels of the target audience and topics, and the RTAC sub-grant. *Exceeds* the three years minimum of direct charter school support experience. | Adequate alignment of the applicant’s mission, experience and success with high-quality schools and/or school improvement activities, and delivering professional development, including levels of the target audience and topics, and the RTAC sub-grant. *Meets* the minimum years of experience in direct charter school support. | Limited alignment of the applicant’s mission, experience and success with high-quality schools and/or school improvement activities, and delivering professional development and the RTAC sub-grant; or limited experience with direct charter school support. | The applicant’s mission does not match the goals of the RTAC sub-grant. Describes insufficient experience related to high-quality schools, school improvement activities, delivering professional development, or directly supporting charter schools. |
| B. Project Manager Qualifications  Score of 8 points possible: | Includes a clear description of the person identified to act as the Project Manager outlining how they *exceed* the minimum three years’ experience working with high-quality schools and/or school improvement processes, project management, and using technology in educational settings. Resume is included. | Includes an adequate description of the person identified to act as the Project Manager outlining how they *meet* the minimum years of experience in all required areas.  Resume is included. | Includes a limited description of the person identified to act as the Project Manager or limited experience in required areas.  Resume is included. | The applicant provides an inadequate description of the person identified to act as the Project Manager or inadequate experience in required areas.  Resume is not included. |
| C. Fiscal Manager  Score of 8 points possible: | Includes a clear description of the person identified to act as the Fiscal Manager outlining how they *exceed* the minimum three years’ experience managing a project of similar size and scope. The fiscal and budgetary processes are described. Resume is included. | Includes an adequate description of the person identified to act as the Fiscal Manager outlining how they *meet* the minimum years of experience managing a project of similar size and scope. The fiscal and budgetary processes are described. Resume is included. | Includes a limited description of the person identified to act as the Fiscal Manager or limited experience managing a project of similar size and scope. Resume is included. | The applicant provides an inadequate description of the person identified to act as the Fiscal Manager or inadequate experience with projects of a similar size and scope. Resume is not included. |
| D. CFG Coach Qualifications  Score of 8 points possible: | The narrative provides a clear description of CFG Coach(es) motivation and alignment with program goals. Clearly demonstrates experience in ALL of the following:   * Charter schools; * School improvement processes, including outcomes; * Leading groups, coaching individuals; and * Using technology in educational settings.   Resume is included. | The narrative provides an adequate description of CFG Coach(es) motivation and alignment with program goals. Adequately demonstrates experience in ALL of the following:   * Charter schools; * School improvement processes, including outcomes; * Leading groups, coaching individuals; and * Using technology in educational settings.   Resume is included. | The narrative provides a limited description of CFG Coach(es) motivation and alignment with program goals. Demonstrates experience in MOST of the following:   * Charter schools; * School improvement processes, including outcomes; * Leading groups, coaching individuals; and * Using technology in educational settings.   Resume is included. | The narrative provides an inadequate description of CFG Coach(es) motivation and/or misalignment with program goals. Demonstrates inadequate experience in MOST of the following:   * Charter schools; * School improvement processes, including outcomes; * Leading groups, coaching individuals; and * Using technology in educational settings.   Resume is not included. |
| E. Key Personnel  Score of 8 points possible: | Includes a clear description of any Key Personnel and how they *exceed* the minimum three years’ experience required to complete required tasks. Resume(s) included. | Includes an adequate description of any Key Personnel and how they *meet* the minimum years of experience required to complete required tasks. Resume(s) included. | Includes a limited description of any Key Personnel and their experience related to completing the required tasks. Resume(s) included | Includes an insufficient description of Key Personnel. Resume(s) not included. |
| F. Staffing Changes  Score of 8 points possible: | The application must specify that the applicant will comply with the Changes to Key Personnel Requirements. | Not Applicable | Not Applicable | The application does not specify compliance with Changes to Key Personnel Requirements. |
| Collaborating Agency Staff Qualifications (if applicable)  **Not included in total score but must meet Adequate Case Standard** | Includes names, positions, tasks to be assigned, and clear justification for the use of the proposed collaborating agency. Describes how the collaborating agency staff *exceeds* minimum qualifications. Resume(s) included. | Includes names, positions, tasks to be assigned, and an adequate justification for the use of the proposed collaborating agency. Describes how the collaborating agency staff *meets* minimum qualifications. Resume(s) included. | Includes the tasks to be assigned, and limited justification for the proposed collaborating agency. Limited description of how the collaborating agency staff *meets* minimum qualifications. Resume(s) included. | Includes the tasks to be assigned, but justification for using the proposed collaborating agency or qualifications is inadequate. Resume(s) not included. |

### II. Task 1 – Coordination and Communications with the CDE

The applicant must describe how they meet all of the requirements stated for this task in the RFA.

Total score of 16 points possible:

#### Coordination and Communications with the CDE

| **II. TASK 1** | **CLEAR CASE**  **8–7 Points** | **ADEQUATE CASE**  **6–5 Points** | **LIMITED CASE**  **4–3 Points** | **INADEQUATE CASE**  **2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Task 1.1  CDE Orientation and Quarterly Planning Meetings  Score of 8 points possible: | Includes a clear plan for attending orientation and quarterly planning meetings including who will attend and ability to meet in virtual setting. Applicant clearly intends to collaborate with the CDE and other sub-grantees. | Includes an adequate plan for attending orientation and quarterly planning meetings including who will attend and ability to meet in virtual setting. Applicant intends to collaborate with the CDE and other sub-grantees. | Includes a limited plan for attending orientation and quarterly planning meetings. Limited intention to collaborate with the CDE and other sub-grantees. | Includes an inadequate plan for attending orientation and quarterly planning meetings. |
| B. Task 1.2  Submittal of Deliverables to CDE  Score of 8 points possible: | The narrative must address and/or acknowledge all requirements of Task 1.2 Submittal of Deliverables to CDE regarding deliverables and approval processes. | Not Applicable | Not Applicable | The narrative does not address or acknowledge all requirements of Task 1.2 Submittal of Deliverables to CDE regarding deliverables and approval processes. |

### III. Task 2 – Reports, Invoices, and Data File Requirements

The applicant must describe how they meet all of the requirements stated for this task in the RFA.

Total score of 24 points possible:

#### Reports, Invoices, and Data File Requirements

| **III. TASK 2** | **CLEAR CASE**  **8–7 Points** | **ADEQUATE CASE**  **6–5 Points** | **LIMITED CASE**  **4–3 Points** | **INADEQUATE CASE**  **2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Task 2.1  Quarterly Task Progress Reports  Score of 8 points possible: | Includes a clear plan for completing all required reports and who will be responsible for completing them. Plan demonstrates pre-planning to meet deadlines. | Includes an adequate plan for completing all required reports and who will be responsible for completing them. | Includes a limited plan for completing all required reports. | Does not address who will be responsible OR how the required reports will be completed. |
| B. Task 2.2  Quarterly Expenditure Reports, General Ledgers, and Invoices  Score of 8 points possible: | Includes a clear plan for completing all fiscal tasks in a timely manner, including how the applicant will ensure all claims are accurate. Plan demonstrates pre-planning to meet deadlines. | Includes an adequate plan for completing all fiscal tasks in a timely manner, including how the applicant will ensure all claims are accurate. | Includes a limited plan for completing all fiscal tasks in a timely manner. | Does not address who will be responsible OR how the required reports will be completed. |
| C. Task 2.3  Comprehensive Final Report  Score of 8 points possible: | Includes a clear plan for tracking data over the life of the sub-grant to be reported out in the Comprehensive Final Report and Executive Summary. Includes pre-planning to meet deadline. | Includes an adequate plan for tracking data over the life of the sub-grant to be reported out in the Comprehensive Final Report and Executive Summary. | Includes a limited plan to collect data and complete the Comprehensive Final Report and Executive Summary. | Does not address how data will be collected OR how the Comprehensive Final Report will be completed. |

### IV. Task 3 – CFG Coaching Activities

The applicant must describe how they meet all of the requirements stated for this task in the RFA.

Total score of 40 points possible:

#### CFG Coaching Activities

| **IV. TASK 3** | **CLEAR CASE 8–7 Points** | **ADEQUATE CASE 6–5 Points** | **LIMITED CASE 4–3 Points** | **INADEQUATE CASE 2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Task 3.1  Attendance at CFG Coaches’ Training Sessions  Score of 8 points possible: | The narrative clearly describes and ensures the CFG Coach(es) will attend CFG Coaches’ Training Sessions  (8 Points only) | Not Applicable  Applicants will be awarded 8 or 0 points only. | Not Applicable  Applicants will be awarded 8 or 0 points only. | The narrative does NOT describe and ensure the CFG Coach(es) will attend CFG Coaches’ Training Sessions  (0 Points only) |
| B. Task 3.2  Recruitment of Charter Schools to Join the CFG  Score of 8 points possible: | The narrative clearly describes a plan for recruiting eight to ten charter school participants in the region to participate in two CFG cohorts per fiscal year. Utilizes multiple resources for recruitment. | The narrative adequately describes a plan for recruiting charter schools in the region to participate in the CFG program including at least two resources. | The narrative describes a limited plan for recruiting charter schools in the region to participate in the CFG program. | The narrative describes a inadequate plan for recruiting charter schools in the region to participate in the CFG program. |
| C. Task 3.3  Establishing Regional CFGs  Score of 8 points possible: | The narrative describes a clear plan for creating CFGs based on regional boundaries including creating a safe environment to discuss challenges over at least eight, two-hour sessions per cohort each fiscal year. The description shows evidence of group dynamics. | The narrative describes an adequate plan for creating CFGs based on regional boundaries including creating a safe environment to discuss challenges over eight, two-hour sessions per cohort each fiscal year. | The narrative describes a limited plan for creating CFGs based on regional boundaries with very few details for creating a safe environment to discuss challenges over eight, two-hour sessions per cohort each fiscal year. | The narrative describes an insufficient plan for creating CFGs, such as insufficient detail on creating safe environments. |
| D. Task 3.4  CFG Communication Network  Score of 8 points possible: | The narrative describes a clear plan for creating a communication network for regional CFG participants to ask questions, offer advice, and describes the role of the CFG Coach in the communication network. | The narrative describes an adequate plan for creating a communication network for regional CFG participants to ask questions and offer advice, with an adequate description of the role of the CFG Coach in the communication network. | The narrative describes a limited plan for creating a communication network for regional CFG participants to ask questions and offer advice. | The narrative only states a platform for group discussions. No details are included on how it will be used. |
| E. Task 3.5  CFG School Site Visits  Score of 8 points possible: | The narrative describes a clear plan to facilitate up to four site visits per year including plans for the CFG Coach to attend at least one site visit to monitor the process. This activity is reflected in the budget narrative. | The narrative describes an adequate plan to facilitate up to four site visits per year. This activity is included in the budget narrative. | The narrative describes a limited plan to facilitate up to four site visits per year. | The narrative describes an inadequate plan to facilitate up to four site visits per year. |

### V. Task 4 – Best Practices Workshops

The applicant must describe how they meet all of the requirements stated for this task in the RFA.

Total score of 24 points possible:

#### Best Practices Workshops

| **V. TASK 4** | **CLEAR CASE 8–7 Points** | **ADEQUATE CASE 6–5 Points** | **LIMITED CASE 4–3 Points** | **INADEQUATE CASE 2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Task 4.1  Recruitment of Charter and Non-charter Schools to Attend Workshops  Score of 8 points possible: | The narrative describes a clear, well-developed plan for recruiting charter and non-charter schools in the region to participate in the workshops using three or more resources. Systems for targeting low-performance schools, following up with interested schools, recording attendance, soliciting feedback, and reporting out to CDE are also described. | The narrative describes an adequate plan for recruiting charter and non-charter schools in the region to participate in the workshops using at least two different resources. Adequate follow up plans are described including recording attendance and soliciting feedback. | The narrative describes a limited plan for recruiting charter and non-charter schools to participate in the workshops. Follow-up plans are vague. | The narrative describes an inadequate plan for recruiting both charter and non-charter schools to participate in workshops. Follow-up plans are not discussed. |
| B. Task 4.2  Obtain Workshop Facilities  Score of 8 points possible: | The narrative describes a clear, well-developed plan for providing a facility with capacity for up to 50 participants for an interactive workshop including parking, restroom facilitates, and wireless internet capability. The facility is named in the application. The narrative includes a clear plan for hybrid/remote delivery of workshops, recording sessions for broad dissemination, and accessibility. This activity is clearly aligned in the budget narrative. | The narrative describes a clear, well-developed plan for providing a facility with capacity for up to 50 participants for an interactive workshop including parking, restroom facilitates, and wireless internet capability. Possible facilities are named in the application. The narrative includes an adequate plan for hybrid/remote delivery of workshops, recording sessions, and accessibility. This activity is adequately aligned in the budget narrative. | The narrative describes a limited plan for providing a workshop facility, hybrid/remote delivery of workshops, recording sessions, and accessibility. | The narrative describes an inadequate plan for providing a workshop facility, hybrid/remote delivery of workshops, recording sessions, and/or accessibility. |
| C. Task 4.3  Workshop Scope and Sequence  Score of 8 points possible: | The narrative describes a clear plan for delivering all workshops each FY including ALL of the following for each workshop:   * Workshop date and up to two targeted presentation topics; * Description of how the topic will be presented and audience engagement strategies; * Target audience for the presentation; and * Workshop objectives, including clear description of role of any partnering agencies if applicable. | The narrative describes an adequate plan for delivering all workshops each FY including MOST of the following for each workshop:   * Workshop date and up to two targeted presentation topics; * Description of how the topic will be presented and audience engagement strategies; * Target audience for the presentation; and * Workshop objectives, including clear description of role of any partnering agencies if applicable. | The narrative describes a limited plan for delivering all workshops each FY including SOME of the required components.  If partnering with another agency, each agency is named but roles are unclear. | The narrative describes an inadequate plan, such as only stating the topics to be presented and/or is not aligned with the list in the RFA. |

## Appendix B: Definitions of PCSGP Terms

**CDE Business Hours:** The hours the CDE staff at large are available to the public, 8:00 a.m. to 5:00 p.m. Pacific Standard Time (PST)/Pacific Daylight Time (PDT).

**Charter School:** A public school that provides instruction in any grades kindergarten through twelve and is approved by an authorized public chartering agency as a charter school under the provisions of California *Education Code* (*EC)* Section 47600 et. seq.

**Charter Schools Program (CSP):** A United States Department of Education (ED) administered discretionary grant program. Awarded states distribute sub-grants to charter school developers to assist in the development and initial operations of newly established or conversion charter schools.

**Conflict of Interest:** Charter, non-charter school and non-profit public benefit corporation board members are regarded as governmental representatives and as such are subject to provisions of the Fair Political Practices Act and federal regulations found in 34 *Code of Federal Regulations* (*CFR)* Section 75.525.

**Cost reimbursement sub-grant:** Provides for payment of allowable incurred costs related to services performed, to the extent prescribed in the sub-grant. These sub-grants establish an estimate of total cost for the purpose of obligating funds and establishing a ceiling that the successful applicant may not exceed for each line item.

**Data Universal Numbering System (DUNS) Number:** Required when applying for federal grants or cooperative agreements on or after October 1, 2003.

**ED:** The Federal Department of Education.

**Education Non-Profit:** A non-profit organization whose mission is to support schools, educators, and/or LEAs. This may include providing technical assistance, professional development, and resources to LEA administrators, teachers, and staff.

**Elementary and Secondary Education Act (ESEA):** The Elementary and Secondary Education Act of 1965. ESEA is the primary federal legislation for primary (elementary) and secondary education in the United States.

**Every Student Succeeds Act (ESSA):** The Every Student Succeeds Act was signed into law on December 10, 2015, and reauthorized the ESEA.

**Fiscal year:** The California state fiscal year is July 1 through and including the following June 30.

**Grant Award Notification (GAN):** A legally binding document between the CDE and the grantee or sub-grantee for purposes of this Request for Applications (RFA) and the Public Charter Schools Grant Program (PCSGP). An official document signed by an authorized official stating the amount, terms, and conditions of the grant award.

**Grantee:** For the purposes of this RFA and the PCSGP, the CDE is the “grantee.”

**High-Quality Charter School:** As defined by ESEA Section 4310(3), as amended by the ESSA, means a charter school that:

* Shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
* Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance (may be verified with letter from authorizer);
* Has demonstrated success in significantly increasing schoolwide student academic achievement, including graduation rates where applicable;
* Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for a majority of the subgroups of students, as defined in ESSA Section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

For existing charter schools applying for grants to replicate and expand, the CDE has defined “high-quality” as those schools that meet the high track for renewal in CA *EC* Section 47607, as adopted by the Legislature in AB 1505:

* Received the two highest performance levels schoolwide on all state indicators, which is all blue or green; OR
* Received performance levels schoolwide and for a majority of subgroups that are the same or higher than the state average on the academic performance indicators—test-based indicators for English language arts and math, the English Language Progress Indicator, and the College and Career Indicator.

Additionally, the CDE also includes the following federal definition of high-quality:

* Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; and
* Demonstrates how the school will comply with the requirements of Senate Bill 126 (Chapter 3, Statutes of 2019).

**Key Personnel:** Defined as those people in conjunction with the Project Manager who will exercise a major management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, sub-grantees and/or independent consultants performing tasks and activities) or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA. Key personnel do not include clerical staff.

**Local educational agency (LEA):** A COE, school district, state special school, or direct-funded charter school as described in *EC* Section 47651.

**Non-Federal Entity:** A state, local government, Indian Tribe, institution of higher education (IHE) or non-profit organization that carries out a Federal award as a recipient or sub-recipient.

**Pass-through entity:** A non-Federal entity that provides a sub-award to a sub-recipient to carry out part of a federal program.

**Procurement:** Any formal requisition process used to acquire goods and services that may involve the use of purchase orders, invoices, contracts, and approvals by any level of hierarchy at the sub-grantee’s agency.

**Primary Applicant:** Any agency whose name is listed as the “Primary Applicant Organization Name” on Form 2R – Sub-Grant Application Cover Sheet. The primary sub-grant applicant is designated as the lead agency to be responsible for ensuring all sub-grant requirements are accurately completed in a timely manner.

**Public Charter Schools Grant Program (PCSGP):** A federal discretionary grant program administered by the CDE. The CDE distributes sub-grants to charter school developers to assist in the development and initial operations of newly established or conversion charter schools, as well as for the provision of technical assistance.

**Single Audit:** All non-federal entities expending $500,000 or more in **combined** federal funds (e.g., PCSGP and Title I funds, or American Recovery and Reinvestment Act [ARRA] funds) in a single year are required by federal law to obtain and submit a Single Audit to the Federal Audit Clearinghouse. PCSGP recipients required to file federal Single Audits must submit a copy of the reporting package to the CDE Charter Schools Division as a PCSGP performance benchmark.

Further information may be found in the Office of Management and Budget (OMB) Federal Register at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.

Sub-grantees will access the Federal Audit Clearinghouse web page to submit their Single Audit at <https://facweb.census.gov/uploadpdf.aspx>.

**Specifications:** The minimum specifications required by the CDE for a task, subtask, or activity. Specifications provided in this RFA represent a comprehensive outline of the detail required in the applicant’s application for successful accomplishment of a task, subtask, or activity.

**State Education Agency (SEA):** For the purposes of this RFA, the SEA is the SBE.

**Sub-contract:** Any and all agreement(s) between an applicant and another entity (including, but not limited to, an individual or business) for the accomplishment of any task, subtask, or activity, in whole or in part, described in this RFA, or to provide goods or services in support of the work described in this RFA.

**Successful applicant:** The entity selected by the CDE as the entity to administer its application and subsequent sub-grant award to support the accomplishment of any task(s) described in this RFA.

**Working day:** The days Monday through Friday, inclusive, but exclusive of the CDE-observed holidays.

## Appendix C: California State Travel Program

### Travel and Per Diem Limitations

A summary of the State of California Short-term Travel Expense Reimbursement Program Administered by the California Department of Human Resources

Reimbursement for travel is governed by the terms of the current Memorandum of Understanding and the applicable *Government Code* sections and CalHR Rules. Reimbursement for transportation expenses will be based on the method of transportation that is in the best interest of the state, considering both direct expense and the employee's time. Rates, time frames, and requirements are applicable to all contractors and subcontractors. Additional details applicable to the travel reimbursement program may be found in the *California Code of Regulations*, Title 2, Division 1, Chapter 3, Article 2 (requirements applicable to excluded employees).

\*Rates listed below are as of June 2021. All rates are based on current state rates and are subject to change. Contractor will be paid the current state rates as established by the California Department of Human Resources. To check the current state rates for travel please go to <https://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>.

### Conditions of Travel

Reimbursement shall not be made for meal and lodging expenses incurred within 50 miles of home or headquarters. CDE may approve meals and/or lodging for employees *on travel status* away from, but within 50 miles of, home or headquarters. Delegation does not extend to the approval of meals or lodging at either the home or headquarters location.

### Lodging Reimbursement Rates – In State

Applicable when state business requires an overnight stay and the employee uses a good, moderately priced commercial lodging establishment (hotel, motel, bed and breakfast, or public campground) that caters to the short-term traveler.

### Trips of Less Than 24 Hours

For travel lasting less than 24 hours, employees may claim breakfast and/or dinner (as noted above), based on the following timeframes:

* Trip begins at or before 6 a.m. and ends at or after 9 a.m. - Breakfast may be claimed
* Trip begins at or before 4 p.m. and ends at or after 7 p.m. - Dinner may be claimed

Lunch or incidentals may not be claimed on one day trips. When trips are less than 24 hours and there's no overnight stay, meals claimed are taxable.

Meals provided by the state, meals included in hotel expenses or conference fees, meals included in transportation costs such as airline tickets, or meals that are otherwise provided may not be claimed. Snacks and continental breakfasts such as rolls, juice, and coffee are not considered to be meals.

Note: No meal expense may be claimed or reimbursed more than once in any given 24-hour period.

### Lodging Reimbursement – (Receipts Required)

* Statewide (except as noted below): up to $90 per night + tax\*
* Napa, Riverside, and Sacramento Counties: up to $95 per night + tax\*
* Marin County: up to $110 per night + tax\*
* Los Angeles, Orange, and Ventura Counties, and Edwards AFB (excluding the City of Santa Monica): up to $120 per night + tax\*
* Monterey and San Diego: up to $125 per night + tax\*
* Alameda, San Mateo, and Santa Clara: up to $140 per night + tax\*
* City of Santa Monica: up to $150 per night + tax\*
* San Francisco County: up to $250 per night + tax\*

Note: Travelers who do not provide a lodging receipt are eligible to claim meals/incidentals only as appropriate to the time frames of travel (see below for rates and time frames).

### Mileage Reimbursement Rates

All privately owned vehicle mileage driven on State business is subject to advanced approval by the appointing authority. The rate claimed shall be considered full reimbursement for all costs related to the operation and maintenance of the vehicle, including both liability and comprehensive insurance.

* Automobile: $0.56 per mile\*

If dropped off and picked up at a common carrier and no parking expense is claimed, mileage to and from the common carrier may be claimed at the above appropriate rate times twice the number of miles you actually occupy the vehicle (pays for each round trip).

### Meals and Incidentals – Each 24-Hour Period

* Breakfast: **actual expense up to** $7.00\*
* Lunch: **actual expense up to** $11.00\*
* Dinner: **actual expense up to** $23.00\*
* Incidentals: **actual expense up to** $5.00\*

Note: **YOU** must retain all meal receipts for audit by the state or the Internal Revenue Service.

### Trips of 24 Hours or More

For travel lasting 24 hours or more, employees may claim meals (as noted above), based on the following timeframes:

#### First day of travel

* + Trip begins at or before 6 a.m. - Breakfast may be claimed
  + Trip begins at or before 11 a.m. - Lunch may be claimed
  + Trip begins at or before 5 p.m. - Dinner may be claimed

#### Continuing after 24 hours

* + Trip ends at or after 8 a.m. - Breakfast may be claimed
  + Trip ends at or after 2 p.m. - Lunch may be claimed
  + Trip ends at or after 7 p.m. - Dinner may be claimed

Note: No meal expense may be claimed or reimbursed more than once in any given 24-hour period.

### Conferences/Conventions

Rooms that are contracted by the sponsors for the event:

* + State sponsored: With receipt, up to $110.00 + tax
  + Non-state sponsored: With receipt, up to the rate contracted for the event

### Out of State Travel

* Lodging with receipt: actual expense (subject to CDE approval)
* Meals/incidentals: same rates/requirements as in-state reimbursement
* Lodging without a receipt: lodging, meals and incidentals will be reimbursed based on in-state rates and policies (subject to CDE approval)
* As of July 2021, state-funded travel to the following states is banned: Alabama, Arkansas, Florida, Idaho, Iowa, Kansas, Kentucky, Mississippi, Montana, North Carolina, North Dakota, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, and West Virginia

### Out of Country Travel

* Lodging with receipt: actual expense (subject to CDE approval)
* Meals/incidentals: actual expense up to U.S. State Department Foreign per diem rates (meal/incidental rates) in effect at the time of travel for the specific foreign location.

### Receipts/Miscellaneous

Receipts are required for each item for expense for street car, ferry fares, bridge and road tolls, local transit, taxi, shuttle, or hotel bus, and parking over $10, business phone calls over $5, all gas for rental cars and all lodging, regardless of amount.

Keep all receipts. The CDE may require submission of receipts with invoices. All business expenses are to be incurred as a result of conducting state business, and are subject to review/verification by the CDE.

Contractors/subcontractors are subject to the same rules and requirements if they are reimbursed for travel. Meals when the individual is not on travel status and refreshments or break service at meetings are not reimbursable.