

California Department of Education
California Collaborative for Educational Excellence

Geographic Lead Agency System within California’s Statewide System of Support

# REQUEST FOR APPLICATION INSTRUCTIONS

**Application Due Date:
September 20, 2018 at 5:00 p.m.**

Administered by the
Improvement and Accountability Division
California Department of Education
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## OVERVIEW

The California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) invite county offices of education (COEs) to submit an application to be named as a Geographic Lead Agency (Lead Agencies), within the California Statewide System of Support.

### Introduction

In 2013, the Local Control Funding Formula (LCFF) fundamentally changed how the state provides resources to local educational agencies (LEAs) and holds them accountable for improving student performance and narrowing performance gaps among student groups. The Local Control and Accountability Plan (LCAP), an integral component of the LCFF, provides a way for LEAs to plan their continuous improvement by describing their goals, actions, and services for all students and across student groups. In 2017, the California School Dashboard (Dashboard) was launched to help districts identify strengths and weaknesses to inform their LCAPs.

The California Statewide System of Support which is rooted in building local capacity and assisting districts and schools to identify and eliminate inequities, as part of the continuous improvement process. The support includes three levels: (1) support for all; (2) individually designed, or differentiated; and (3) intensive intervention.

The new system expects all California Statewide System of Support providers to work collaboratively with one another to provide coordinated support to school districts. Our COEs have a lead role in supporting this work by serving as facilitators and capacity builders. As one of the support providers, the CDE has worked to make the various state and federal programs more coherent and streamlined to avoid redundancies. Another system of support partner, the CCEE, provides customized support to COEs, school districts, and charter schools. The goal of this broad system is to build local capacity to ensure that the LEAs are equipped to develop, implement, and evaluate strategies to ensure that each student has the resources they need to succeed.

The recently enacted state budget includes several provisions that provide important clarity around roles, responsibilities, and expectations within the California Statewide System of Support. The budget also includes a substantial investment of state funding aimed at increasing the capacity and expertise of agencies required to provide assistance within the California Statewide System of Support.

For example, the state budget establishes Lead Agencies, with specific responsibilities aimed at developing the capacity of agencies responsible for providing differentiated assistance and ensuring access to a broad range of expertise within the California Statewide System of Support. The CDE and CCEE must select COEs to serve as Lead Agencies, each responsible for a defined geographic area, to coordinate efforts to build COE capacity to support school districts in the continuous improvement process. Each COE will be supported by one Lead Agency.

The CDE and CCEE must also select Special Education Local Plan Areas (SELPAs) to serve as special education resource leads to build capacity of SELPAs statewide to work with COEs to improve outcomes for students with disabilities. Additionally, the California Statewide System of Support is being expanded to increase efforts to foster a positive school climate through the existing Multi-Tiered Systems of Support statewide initiative and to promote authentic, meaningful engagement between community stakeholders and school districts through the Community Engagement Initiative. These initiatives will be coordinated with the work of the Lead Agencies. Please see Appendix B for further detail.

### Goals

The Lead Agencies will work together, as part of the statewide leadership team, to support these goals for all counties. The Lead Agencies will also connect COEs to the other initiatives within the California Statewide System of Support.

1. Support the continuous improvement of student performance within the state priorities across student groups as defined in *California* *Education Code (EC)* sections 52060 and 52066.
2. Address the gaps in achievement between student groups as defined in Section 52052.
3. Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services as described in school district and COE LCAPs reflect the needs of the community, especially for historically under-represented or low-achieving populations.

### Responsibilities of the Lead Agencies

Each Lead Agency, as stated in *EC* Section 52073, must be able to demonstrate, for its defined geographic area, the expertise within the state priorities across student groups and federal programs, to be able to:

1. Provide experts to build the capacity of other COEs to effectively provide support to school districts.
2. Identify existing resources and (if requested by the CCEE and the CDE) develop new resources to improve outcomes under state priorities.
3. Coordinate and calibrate support provided to LEAs with other geographic and expert lead agencies, special education resources lead agencies, the CCEE, and the CDE.
4. Provide necessary assistance to school districts, when requested by a district or county superintendent.
5. Be willing to establish goals and be held accountable for improved performance across multiple measures.
6. Perform other duties as specified by the CCEE and the CDE.

The CCEE, in consultation with the CDE, will partner with the Lead Agencies to fulfill these responsibilities.

The Lead Agency Grant Application must reflect the applicant’s: (1) expertise with the state priorities across student groups; (2) ability to identify, coordinate, and calibrate services to be made available to LEAs within its geographic area; (3) capacity and willingness to support other COEs outside of the designated geographic area if requested; (4) ability to coordinate and calibrate assistance and support provided to LEAs within the California Statewide System of Support; and (5) willingness to establish and monitor progress toward goals for improved performance across multiple measures.

This application process is designed to ensure that all required elements are addressed while providing sufficient flexibility for individual applicants to meet needs within a geographic area. The intent of this approach is to make sure that the services the Lead Agencies provide statewide are comparable among the geographic areas yet maximize the value of each area’s unique needs and characteristics.

## PROGRAM DESCRIPTION

### State Statute and Authority

The CCEE and the CDE, are authorized to establish a process to select, subject to the approval of the Executive Director of the State Board of Education (SBE), 6 to 10 COEs to serve as Lead Agencies. A COE may partner as a consortium with other LEAs, institutions of higher education, or nonprofit educational services providers to submit a proposal to serve as a Lead Agency pursuant to *EC Section 52073*

### Grant Information

This application covers the grant period beginning October 25, 2018, and ending June 30, 2023. The total grant budget for this request for applications (RFA) is $4 million per year.

The Lead Agencies are selected for a term ending no later than June 30, 2023. Annual review of the Lead Agency efforts is required for continued funding. The CCEE and the CDE, at their complete discretion, may either renew or reopen the selection of the Lead Agency to ensure that all Lead Agencies fulfill the statutorily required duties within the resources provided annually through the Budge Act. To be considered for renewal, a Lead Agency must demonstrate success in meeting the goals it has established to be held accountable for improved performance across multiple measures within a defined geographic area and increasing the capacity of COEs in the Lead Agency’s geographic area, including observed positive trends between the number of school districts receiving and the number of school districts that stopped receiving technical assistance. It must also maintain an active role in the Statewide System of Support communications established by the CCEE and the CDE.

### Eligibility Requirements

Applicants must be a county superintendent of schools; who may partner as a consortium with other LEAs, institutions of higher education, or nonprofit educational services providers; and meet these requirements:

1. Expertise with the state priorities and with federal programs;
2. Ability to build the capacity of other COEs within its defined geographic area to provide effective assistance and support to school districts under the state priorities;
3. Capacity and willingness to provide necessary assistance and support to school districts and other COEs within its defined geographic area on improving student performance and closing achievement gaps for student groups;
4. Ability to coordinate and calibrate assistance and support provided to LEAs within its defined geographic area and with geographic and expert Lead Agencies, special education resources leads, the CCEE, and CDE; and
5. Willingness to establish goals and be held accountable for improved performance across multiple measures within a defined geographic area.

### Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed and any items that are deemed non-allowable, excessive, or inappropriate will be eliminated. Generally, all expenditures must contribute to the goals and objectives outlined in Section I.

Lead Agencies many enter into subcontracts with one or more LEAs, institutions of higher education, or not-for-profit educational service providers to assist in fulfilling the responsibilities outlined in Section I.

### Non-allowable Activities and Costs

Funds provided under this grant may not be used for the following purposes:

1. Supplantation of existing funding and efforts, including costs otherwise necessary to operate a COE without this grant;
2. Acquisition of equipment for administrative or personal use;
3. Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables) unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities;
4. Food services/refreshments/banquets/meals;
5. Purchase or rental of space;
6. Payment for memberships in professional organizations;
7. Purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts;
8. Subscriptions to journals or magazines; and
9. Travel outside United States.

### Administrative Indirect Cost Rate

The Lead Agency must limit administrative indirect costs to the rate approved by the CDE for the applicable fiscal year in which the funds are spent. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <http://www.cde.ca.gov/fg/ac/ic/>.

## ACCOUNTABILITY

### Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CCEE, the CDE, and other Lead Agencies in the California System of Support. Each Lead Agency will participate in regular in-person and virtual meetings established by the CCEE and the CDE. Additionally, the following regular reports will be completed and submitted:

1. A quarterly fiscal activity report
2. An annual program report, which includes the trends in the geographic area’s Dashboard results and the number of school districts receiving and the number of schools that stopped receiving technical assistance
3. Other reports as requested by the CCEE and CDE

If the CCEE and the CDE do not receive the required reports, program activities are not completed, there is a lack of participation in meetings, or there is a negative trend in number of school districts receiving technical assistance, a loss of funding could occur.

### Program Deliverables

Each Lead Agency must provide a summary of activities in the annual report that include, but not limited to the following:

1. Resources identified, calibrated, coordinated, developed, and implemented
2. Data which reflect changes in measures that demonstrate progress
	* + Toward geographic area goals set by the Lead Agencies
		+ Toward closing the school districts’ achievement gaps
		+ In building the capacity of other COEs within its geographic area. This should include a report of the trends in the number of school districts receiving and the number of school districts that stopped receiving technical assistance.

## APPLICATION PROCEDURES AND PROCESSES

### Application Timeline

| **Activity** | **Due Date** |
| --- | --- |
| **RFA Release Date** | **August 6, 2018** |
| Application Workshop Webinar | August 9, 2018 |
| Application Workshop Webinar | August 16, 2018 |
| **Application Due to CDE** | **September 20, 2018** |
| Application Evaluation | September 24–25, 2018 |
| Online Interviews with potential finalists  | September 27–28, 2018 |
| In-person Interview with final applicants | October 2, 2018 |
| **Announce Lead Agencies**  | **October 10, 2018** |
| Appeals received at the CDE | October 24, 2018 |
| Program Begins | October 25, 2018 |
| Annual Program Report | July 1 of each program year |
| Quarterly Fiscal Report | End of each fiscal quarter |

COE superintendents must be available for the online and in-person interviews if selected as finalists.

### Application Process

The following steps outline the application process:

1. In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the selection criteria in Appendix A. Please provide a concise narrative that addresses each prompt. As noted below, there is an eight-page and 1MB limit for the Narrative.
2. The online application will request two general types of information:
	* Applicant Information
	* Application Narrative to be uploaded
3. Applicants must submit the application online at <https://tinyurl.com/GeoLeadRFA> by 5:00 p.m. on September 20, 2018.
	* The application process is conducted by entering the requested information on each page of the online application. This includes a prompt to upload a PDF containing the information requested for the Application Narrative. The PDF file name should contain the applicant’s name. The file size is limited to eight pages and 1MB. The last online application page contains a “Submit” button, which must be selected to have the application stored and sent to the CCEE and the CDE.
	* The applicant will receive email confirmation of the information submitted. If changes need to be made, resubmit the entire application prior to the submission deadline.
	* The last submitted application will be the one considered for review.
	* The CCEE and the CDE are not able to modify the application information after it has been submitted.
	* Each applicant will propose a geographic area by listing counties to serve. The applicant must discuss the proposed area with each county superintendent and obtain support for the proposal. The applicant will be asked if all superintendents support the proposed defined area. The application will not be able to be submitted without that support.
	* Applications which do not comply with these guidelines, are incomplete, or late will not be considered.

### Application Review

Complete applications will be reviewed and evaluated by the reading panel and will be evaluated using the selection criteria (Appendix A). The reading panel may contact partners or participants in past programs for further information. Final applicants may be invited to participate in interviews with the CCEE and the CDE. All costs associated with the interviews will be the responsibility of the applicant.

### Application Information Sessions

The CCEE and the CDE staff will conduct two application information sessions to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The dates and time of the Geographic Lead Agency Application information sessions are listed below:

* Application Webinar Workshop: August 9, 2018, 10 a.m. to 1:30 a.m.
* Application Webinar Workshop, August 16, 2018, 10 a.m. to 11:30 a.m.

### Help Desk

A Help Desk is available to respond to clarifying questions regarding the RFA. Applicants should submit requests for clarification to the Regional Support and Awards Office email at RSAO@cde.ca.gov. Write **Lead Agency RFA Question** in the subject line. The CCEE and the CDE will not provide support in identifying collaborative partners. To ensure that all applications have access to the responses provided by the Help Desk, the CDE will post frequently asked questions (FAQs) on the CDE Available Funding web page at <https://www.cde.ca.gov/fg/fo/af/>. The FAQs will be in the section titled: *Additional Information—Other*.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a Letter of Appeal to:

Improvement and Accountability Division
Geographic Lead Agency System Application
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814

The CDE must **RECEIVE** the letter of appeal, with an original signature by the authorized person, no later than 5 p.m. on **October 24, 2018**. Fax or letters submitted via email will not be accepted. Upon receipt of appeals, the CCEE and the CDE staff will re-evaluate the applications.

### Grant Award Notification

Applicants selected for funding will receive a Grant Award Notification, CDE form AO-400, the official CDE document that awards funds to local projects. Each Lead Agency must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

### Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of applicants and Lead Agencies as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

#### Assurances and Certifications

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. Assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

#### Terms and Conditions

The grant award will be processed upon receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within 10 working days.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2018–2019 fiscal year, and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should show how the grant will be used to develop, implement, and sustain the proposed Lead Agency. Proposed expenditures must demonstrate appropriate use of state funds. Note that funding requested for purchases over $5,000 in Capital Outlay, requires the CDE’s approval.

## PROGRAM APPLICATION

A complete application is submitted through the online application form. See Section IV for instructions. The Application Narrative should be submitted as a PDF file through the online application. The PDF document should not exceed eight pages or 1MB in file size.

### Application Narrative

Provide a narrative that describes the multiple roles that a Lead Agency will play. The Lead Agency serves as a **capacity builder**, a resource **connector**, and a **facilitator**. For its defined geographic area, the applicant should demonstrate expertise with the LCFF state priorities across student groups; the ability to assist and build the capacity of other COEs to effectively support districts; the capacity to identify, coordinate, and calibrate services to LEAs; and plans for establishing and monitoring progress toward goals for improved student performance.

To complete the narrative:

* Address the prompts for the sections below.
* Refer to the scoring rubric in Appendix A to understand how responses will be evaluated by the reading panel.
* Follow all application directions in Section IV.B.

#### **Prompt 1: Defined Geographic Area**

A primary role of a Lead Agency is the ability to support the continuous improvement process within the defined geographic area and to connect the COEs to resources within the California Statewide System of Support that are appropriate for the local context. To develop this geographic area, consider the opportunities and potential partnerships in your geographic area, **which does not need to be contiguous counties**. Please discuss the proposed geographic area with the included county superintendents to gather their support. It is anticipated that individual county superintendents may support multiple configurations submitted by different applicants.

At least six and no more than ten geographic areas will be selected in a manner to ensure statewide coverage. Describe the applicant’s capacity to be flexible concerning a geographic area. Identify a designated area that the applicant intends to support.

* List each county in the proposed geographic area
* For each county, include
	+ The number of school districts and number of pupils served.
	+ A short summary of communication with each county superintendent proposed to be included in the defined geographic area. The applicant will be asked to affirm that each superintendent supports the proposed area to be able to submit the application.
* List two additional county names and information. These should be counties that could be added to the defined geographic area, if needed to ensure statewide coverage.
* Indicate how the applicant would support a non-contiguous geographic area and the rationale for such an area, if one is proposed.

CCEE and CDE will select finalists, who will have an opportunity to discuss the configuration of the geographic areas with CDE and CCEE before the Lead Agencies are selected and geographic areas are finalized. The overarching goal is to create geographic areas which ensure statewide coverage by Lead Agencies.

#### **Prompt 2: Lead Agency Expertise and Proposed Activities**

An applicant must demonstrate its current expertise and qualifications to effectively build COE capacity within the defined geographic area to support school districts under state priorities across student groups. Describe your ability to: (1) **facilitate** successful partnerships to foster awareness of the needs of the geographic area and improve student performance; (2) make successful **connections** to agencies with specialized **resources** and expertise, and to appropriate coaching cycle structures; and (3) **build capacity** by providing expertise in implementing change, which requires experience dealing with social and emotional dynamics and awareness of local contexts. Each Lead Agency should currently have the capacity to provide this support to a flexible geographic area.

Propose and describe activities that will achieve the goals and objectivesdescribed in Section I,both within the defined geographic area and for the state. Identify strategies, responsible agencies or staff, measures of progress, and a general timeline for proposed activities.

1. **Facilitator:** Describe how the applicant
	* Has
		+ Established partnerships or networks for LEAs which address state priorities across student groups. Include relationships with SELPAs administrators and other entities involved in the California Statewide System of Support.
		+ Responded to requests from external entities to facilitate activities and support statewide initiatives using evidence based protocols.
	* Will
		+ Establish the infrastructure and methods to coordinate and calibrate statewide assistance provided to all LEAs within the defined geographic area by the Lead Agency System, special education resource lead agencies, CCEE, and CDE.
		+ Collaborate with other members of the California Statewide System of Support, including the special education resource lead agencies; the Community Engagement Initiative; statewide initiatives which support English learners and migrant education; and the System of Support for Expanded Learning.
		+ Foster communication, partnerships, and support among the COEs in the geographic area.
		+ Facilitate goal-setting activities and gathering and analysis of feedback data with COEs which address the Dashboard data and LCAP goals.
2. **Resource Connector:** Describe how the applicant
	* Has
		+ Coordinated support and assistance provided by a group of agencies to COEs or LEAs within the proposed geographic area.
		+ Developed and leveraged awareness and partnerships to connect LEAs to resources and services outside the county. List the relevant partners.
		+ Connected COEs and school districts to thought and coaching partners to support initiatives regarding the state priorities across student groups. Include infrastructure and technical resources for online communication, collaboration, and data gathering.
		+ Identified, developed, and calibrated resources, tools, and best practices.
	* Will
		+ Provide staff and partnerships with expertise and knowledge of existing resources within the defined geographic area, and capacity to develop new resources and activities, upon request.
		+ Coordinate and calibrate support provided to LEAs by the California Statewide System of Support.
		+ Establish data gathering procedures to track progress and share information among stakeholders.
3. **Capacity Builder:** Describe how the applicant
	* Has
		+ Tailored evidence-based resources and activities for specific LEA needs.
		+ Monitored LEA continuous improvement progress in regard to state priorities across student groups.
	* Will
		+ Approach working with COEs to build capacity to provide ongoing support for school districts in regard to state priorities and federal programs across student groups.
		+ Provide necessary assistance to school districts, when requested by a county or district superintendent.
		+ Provide programs and experts which will build the capacity of the COEs within the defined geographic area to provide effective assistance and support to school districts.
		+ Construct metrics which can be used to track:
			- The increase in the capacity of COEs to support school districts; and,
			- Progress toward the state priorities across student groups within the defined geographic area.

#### Prompt 3: Partner Roles, Responsibilities, and Resources

The California Statewide System of Support is based on cooperative partnerships, with a goal of braiding and streamlining access to resources. List each partner which will provide support for the proposed activities described in Prompt 2. For each partner, include the following:

* Organization Name
* Primary Contact
* Roles, Responsibilities, Resources, and Support

#### Prompt 4: Application Budget

The grant award is contingent upon the adjusted, rather than proposed geographic area. For the purposes of this application, the budget will be evaluated based on a case study analysis.

Provide a proposed annual budget not to exceed $450,000 that can support activities that are consistent with the information provided in your application, including the proposed geographic area. Include the following areas:

1. Personnel salaries and benefits
2. Services provided by the applicant and external entities, which includes contracted services and operating expenses
3. Travel and communication expense to meet with COEs, CCEE, and CDE, and other Lead Agencies
4. Funds reserved for activities to develop resources required to respond to needs identified by CCEE and CDE
5. Supplies and other costs required to support grant activities
6. Capital outlay, which must be directly related to grant activities
7. Indirect charges (CDE approved rates apply)

For each area, provide:

* Expenditure amount
* In-kind contributions from the applicant and partners
* Matching funds from third party sources
* Other sources of funds that would be braided with these funds to maximize impact
* Narrative description of how the funds described support the program activities

#### Online Application Information

This information will be submitted through the online application. It is included for your reference.

**Applicant Name**

[Enter Application Name]

**Address**

[Enter Address]

**City**

[Enter City]

**Zip Code**

[Enter Zip Code]

**Lead Agency Director**

[Enter Lead Agency Director]

**Lead Agency Director’s Email Address**

[Enter Lead Agency Director’s Email Address]

**Phone Number**

[Enter Phone Number]

Are you applying as a consortium? (If yes, a text box will be provided to gather the organization name and contact name, email, and phone number for each member.)

To submit a complete application, each county superintendent must support the proposed geographic area. Did the applicant’s discussion with each superintendent garner complete support?

[Enter Answer]

Upload the application narrative as a PDF file. The narrative should not exceed eight pages and the file size should not exceed 1MB. You must be signed in to your Google account to upload the file.

## Appendix A: Selection Criteria

### Expertise and Proposed Activities (70 percent weight)

#### Facilitator

| **OUTSTANDING** | **STRONG** | **ADEQUATE** | **MINIMAL** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes applicant’s expertise and qualifications to build capacity of county offices of education (COEs) as a *facilitator*. Proposes outstanding activities intended to establish the infrastructure and methods to coordinate and calibrate statewide assistance; foster communication and partnerships; and facilitate goal-setting activities and analysis of feedback data. Includes outstanding key staff and evidence of existing partnerships focused on addressing state priorities across student groups. | Provides a strong description of applicant’s expertise and qualifications to build capacity of COEs as a *facilitator*. Proposes strong activities intended to establish the infrastructure and methods to coordinate and calibrate statewide assistance; foster communication and partnerships; and facilitate goal-setting activities and analysis of feedback data. Includes strong key staff and evidence of existing partnerships focused on addressing state priorities across student groups. | Provides an adequate description of applicant’s expertise and qualifications to build capacity of COEs as a *facilitator*. Proposes adequate activities intended to establish the infrastructure and methods to coordinate and calibrate statewide assistance; foster communication and partnerships; and facilitate goal-setting activities and analysis of feedback data. Includes adequate key staff and evidence of existing partnerships focused on addressing state priorities across student groups. | Minimally describes applicant’s expertise and qualifications to build capacity of COEs as a *facilitator*. Proposes minimal activities intended to establish the infrastructure and methods to coordinate and calibrate statewide assistance; foster communication and partnerships; and facilitate goal-setting activities and analysis of feedback data. Includes minimal key staff and evidence of existing partnerships focused on addressing state priorities across student groups. |

#### Resource Connector

| **OUTSTANDING** | **STRONG** | **ADEQUATE** | **MINIMAL** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes applicant’s expertise and qualifications to build capacity of COEs as a *resource connector*. Proposes outstanding activities intended to provide staff and partnerships with expertise and knowledge of existing resources; coordinate and calibrate support with other Lead Agencies and support providers; and establish data gathering procedures to track progress. Includes evidence of outstanding experience coordinating support/assistance to COEs or local educational agencies (LEAs) and identifying, developing, and calibrating resources, tools, and best practices. | Provides a strong description of applicant’s expertise and qualifications to build capacity of COEs as a *resource* *connector*. Proposes strong activities intended to provide staff and partnerships with expertise and knowledge of existing resources; coordinate and calibrate support with other Lead Agencies and support providers; and establish data gathering procedures to track progress. Includes evidence of strong experience coordinating support/assistance to COEs or LEAs and identifying, developing, and calibrating resources, tools, and best practices. | Provides an adequate description of applicant’s expertise and qualifications to build capacity of COEs as a *resource connector*. Proposes adequate activities intended to provide staff and partnerships with expertise and knowledge of existing resources; coordinate and calibrate support with other Lead Agencies and support providers; and establish data gathering procedures to track progress. Includes evidence of adequate experience coordinating support/assistance to COEs or LEAs and identifying, developing, and calibrating resources, tools, and best practices. | Minimally describes applicant’s expertise and qualifications to build capacity of COEs as a *resource connector*. Proposes minimal activities intended to provide staff and partnerships with expertise and knowledge of existing resources; coordinate and calibrate support with other Lead Agencies and support providers; and establish data gathering procedures to track progress. Includes evidence of minimal experience coordinating support/assistance to COEs or LEAs and identifying, developing, and calibrating resources, tools, and best practices. |

#### Capacity Builder

| **OUTSTANDING** | **STRONG** | **ADEQUATE** | **MINIMAL** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes applicant’s expertise and qualifications to build capacity of COEs as a *capacity builder.* Proposes outstanding activities intended to provide programs and experts which will build the capacity of COEs to provide effective assistance and support to school districts; and to construct metrics to track the increase in capacity of COEs to support school districts and progress toward the state priorities across student groups. Includes outstanding key staff and partnerships able to carry out program activities and support all state priorities across student groups. | Provides a strong description of applicant’s expertise and qualifications to build capacity of COEs as a *capacity builder*. Proposes strong activities intended to provide programs and experts which will build the capacity of COEs to provide effective assistance and support to school districts; and to construct metrics to track the increase in capacity of COEs to support school districts and progress toward the state priorities across student groups. Includes strong key staff and partnerships able to carry out program activities and support all state priorities across student groups. | Provides an adequate description of applicant’s expertise and qualifications to build capacity of COEs as a *capacity builder*. Proposes adequate activities intended to provide programs and experts which will build the capacity of COEs to provide effective assistance and support to school districts; and to construct metrics to track the increase in capacity of COEs to support school districts and progress toward the state priorities across student groups. Includes adequate key staff and partnerships able to carry out program activities and support all state priorities across student groups. | Minimally describes applicant’s expertise and qualifications to build capacity of COEs as a *capacity builder*. Proposes minimal activities intended to provide programs and experts which will build the capacity of COEs to provide effective assistance and support to school districts; and to construct metrics to track the increase in capacity of COEs to support school districts and progress toward the state priorities across student groups. Includes minimal key staff and partnerships able to carry out program activities and support all state priorities across student groups. |

### Metrics and Budget (30 percent weight)

#### Metrics to Monitor the Progress of the Proposed Activities

| **OUTSTANDING** | **STRONG** | **ADEQUATE** | **MINIMAL** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the metrics which will be used to measure progress of LEAs in implementing continuous improvement processes and addressing state priorities. Includes a very clear description of local, external, and customer service metrics; a process to collect, analyze, and monitor student level data; how the Lead Agency and partner activities will be adjusted based on the data, and how information will be shared among stakeholders. | Provides a strong description of the metrics which will be used to measure progress of LEAs in implementing continuous improvement processes and addressing state priorities. Includes a clear description of local, external, and customer service metrics; a process to collect, analyze, and monitor student level data; how the Lead Agency and partner activities will be adjusted based on the data and how information will be shared among stakeholders. | Provides an adequate description of the metrics which will be used to measure progress of LEAs in implementing continuous improvement processes and addressing state priorities. Includes an adequate description of local, external, and customer service metrics; a process to collect, analyze, and monitor student level data; how the Lead Agency and partner activities will be adjusted based on the data, and how information will be shared among stakeholders. | Provides a minimal description of the metrics which will be used to measure progress of LEAs in implementing continuous improvement processes and addressing state priorities. Includes a minimal description of local, external, and customer service metrics; a process to collect, analyze, and monitor student level data; how the Lead Agency and partner activities will be adjusted based on the data, and how information will be shared among stakeholders. |

#### Budget

| **OUTSTANDING** | **STRONG** | **ADEQUATE** | **MINIMAL** |
| --- | --- | --- | --- |
| Thoroughly and convincingly identifies the Lead Agency expenses for a $450,000 budget and how it can be adjusted if the grant award is different than this amount. Provides a thorough and convincing budget narratives that describe each line item which support the proposed activities. Includes ample in-kind and/or LEAs, Community, Business Match. | Provides a strong identification of the Lead Agency expenses for a $450,000 budget and how it can be adjusted if the grant award is different than this amount. Provides thorough budget narratives that describe each line item which support the proposed activities. Includes additional in-kind and/or LEAs, Community, Business Match. | Adequately identifies the Lead Agency expenses for a $450,000 budget and how it can be adjusted if the grant award is different than this amount. Provides adequate budget narratives that describe each line item which support the proposed activities. Includes some in-kind and/or LEAs, Community, Business Match. | Minimally identifies the Lead Agency expenses for a $450,000 budget and how it can be adjusted if the grant award is different than this amount. Provides minimal budget narratives that describe each line item which support the proposed activities. Includes minimal in-kind and/or LEAs, Community, Business Match. |

## Appendix B: Budget Act of 2018–Provisions Related to the State System of Support

**Background**

California is in the midst of implementing a new public school accountability system based on the Local Control Funding Formula (LCFF), which overhauled public school finance and accountability. A critical feature of California’s new approach is a refocused system of support with three levels of assistance:

* **Support for All (Level 1)**: All school districts and schools can access various resources and assistance such as trainings, conferences, voluntary technical assistance, and various tools. This support builds the overall capacity of school districts and schools to improve opportunities and outcomes for all students.
* **Differentiated Assistance (Level 2)**: County offices of education (COEs) are required to provide customized assistance to school districts that meet eligibility criteria based on student group performance on the multiple measures included in the California School Dashboard. The California Collaborative for Educational Excellence (CCEE) also can provide advice and assistance upon referral by a COE or the State Superintendent of Public Instruction (SSPI).
* **Intensive Intervention (Level 3)**: The SSPI may intervene in school districts if there are persistent performance issues over multiple years.

The goal at all three levels is to assist school districts and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.

**Budget Act of 2018**

The recently enacted state budget includes several provisions that provide important clarity around roles, responsibilities, and expectations within the system of support. The budget also includes a substantial investment of state funding aimed at increasing the capacity and expertise of agencies required to provide assistance within the system of support. These provisions fall into two general categories.

**Clarifying and Enhancing Existing Statutory Roles and Responsibilities**. The first set of provisions clarify the roles and responsibilities and provide ongoing funding for the agencies responsible for providing differentiated assistance to school districts.

* **Defining and providing funding for differentiated assistance**. The budget amends existing law to clarify the expectations and requirements for COEs to provide differentiated assistance to school districts, and the ability of a school district to seek assistance from the COE and other providers.
* **Ongoing funding for differentiated assistance**. The budget provides approximately $53 million in ongoing state funding for COEs to provide differentiated assistance to school districts. A formula provides base funding for each COE with two or more districts, plus additional funding based on the number of school districts identified for differentiated assistance each year.
* **Ongoing funding for the Collaborative**. The budget provides approximately $11.5 million in ongoing annual funding for the CCEE. The CCEE had previously been funded only on a one-time basis since its creation in 2013. In conjunction with the ongoing funding, the budget provided greater detail around the Collaborative’ s activities, which include ongoing statewide trainings, support of geographic lead agencies (described below), and direct technical assistance to local educational agencies (LEAs).

**Infrastructure to Build Capacity, Develop Expertise, and Ensure Coordination**. The second set of provisions establish and provide funding for new roles with specific responsibilities aimed at developing the capacity of agencies responsible for providing differentiated assistance and ensuring access to a broad range expertise within the system of support*.*

* **Geographic lead agencies**. The budget requires that the California Department of Education (CDE) and CCEE jointly select between 6 and 10 COEs to serve as geographic lead agencies. The geographic lead agencies receive a total of $4 million ongoing annual funding and have the following responsibilities: building the capacity of other COEs in their area, coordinating and calibrating differentiated assistance across their area, providing differentiated assistance to a school district if its own COE is unable to, and identifying existing resources and developing new resources in response to emerging needs identified within the system of support. The CCEE, in consultation with the CDE, will support the geographic lead agencies in fulfilling their responsibilities.
* **Expert lead agencies**. The budget authorizes selection of expert lead agencies to provide support on a specified statewide issue within the system of support, to the extent funding is included in the Budget Act in any given year. The Budget Act of 2018 included funding for one expert lead agency through the Community Engagement Initiative. This initiative provides $13.3 million in one-time funding through 2023–24. The initiative is designed to build the capacity of communities, school districts, and COEs statewide to engage each other more meaningfully in the local control and accountability plan development process, have difficult conversations, build trusting relationships, and to identify effective models of community engagement and metrics to evaluate those models.
* **Special education resource leads**. The budget requires that the CDE and CCEE jointly select between 6 and 10 Special Education Local Plan Areas (SELPAs) to serve as special education resource leads. The resource leads receive a total of $10 million ongoing annual funding to work with COEs to improve outcomes for students with disabilities. The budget explicitly incorporates special education resource leads into the system of support and specifies that at least three resource leads must focus directly on building SELPA capacity statewide to work with COEs.
* **Early Math Initiative**. The budget requires that the CDE develop and administer a one-time grant of approximately $11 million in federal funds for a statewide early math initiative focused on students in pre-Kindergarten through grade three. The initiative will include development, identification, and distribution of early math resources; professional learning and coaching for educators; and mathematical learning opportunities for children. It must be developed and implemented within the system of support.
* **Required formal communication process**. The budget requires the CDE and CCEE to establish a formal communication process to ensure that the CDE, CCEE, and the geographic lead agencies communicate with each other regularly. The budget also provides the CDE and CCEE discretion to include the expert lead agencies and special education resource leads in this formal communication process to promote coordination and awareness of resources and expertise available to support school districts and schools statewide.
* **Required stakeholder process**.The budget requires the CDE and CCEE to establish a process for the CDE, CCEE, and the geographic lead agencies to engage with stakeholders to inform each entity’s work within the statewide system of support. The budget also provides the CDE and CCEE discretion to include the expert lead agencies and special education resource leads in this process.
* **Linking existing initiatives to the system of support**. Several provisions explicitly require the integration of existing initiatives within the system of support:
	+ The budget provides $15 million to expand the state’s Multi-Tiered System of Support framework to foster a positive school climate in both academic and behavioral areas and expressly requires that the implementation plan align to the system of support.
	+ The budget requires that the 11 COEs that receive federal Title III funding to provide technical assistance on English learner programs designate one of their members to participate in the formal communication process to promote alignment of their activities with the system of support.
	+ California was required to adopt a state plan to implement the federal Every Student Succeeds Act. The state plan was approved in July 2018 and includes sections that address federal requirements around school improvement, specifically by using performance on the California School Dashboard to identify schools consistent with federal law. The State Board of Education and CDE are working to align implementation of the school improvement provisions within the system of support.

Taken together, these provisions ensure that there is: (1) a clear point of contact for a school district or COE to seek support responsive to a locally identified need, (2) a clear process and responsibility for agencies within the system of support to work together to connect the school district or COE with relevant resources or avenues for assistance, and (3) improved visibility of the resources, expertise, and services available across the state through various agencies and state-funded initiatives to support success as defined in (2).