Update: The Request for Applications was updated on July 19, 2022 to reflect a new timeline, extending the application deadline to Friday, September 9, 2022.

# 2022–23 California Community Schools Partnership Program Regional Technical Assistance Center Contracts



## Request for Applications

Funded by the Budget Act of 2021

**Application Due Date:**

**Tuesday, September 9, 2022**

Administered by the:

California Department of Education

Career and College Transition Division

1430 N Street, Suite 4202

Sacramento, CA 95814

Phone: 916-445-2652

Fax: 916-327-3879

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## Overview

A community school is a “whole-child” school improvement strategy where the local educational agency (LEA) and school(s) work closely with teachers, students, and families. LEAs supporting community schools partner with community agencies and local government to align community resources to improve student outcomes. These partnerships “provide an integrated focus on academics, health and social services, youth and community development, and community engagement.”[[1]](#footnote-1) Many community schools operate year-round, morning to evening, and serve children and adults. Community schools often serve neighborhoods where economic and social barriers to learning are prevalent.[[2]](#footnote-2)

Until recently, community schools initiatives have been driven at the local level with the support of philanthropy or LEA budget investments. California Senate Bill 820, Chapter 110, and the Budget Act of 2020[[3]](#footnote-3) marked the first time LEAs across the state received grant funding to support coordination of partners and administration of services for community schools programs. With momentum growing around the efficacy of the community schools approach, especially in communities disproportionately impacted by the COVID-19 pandemic, the Legislature passed the California Community Schools Partnership Act, followed by the Budget Act of 2021, that allocated funding for the goals presented in the legislation.[[4]](#footnote-4) The California Community Schools Partnership Program (CCSPP) is an equity-driven initiative that prioritizes schools whose unduplicated count exceeds 80 percent of the overall enrolled student body. This investment marks the largest investment in school transformation through community schools strategies in the nation. This investment also signals state leaders’ support for elevating the community schools model as an approach LEAs should consider for their own resource allocation.

The California Department of Education (CDE) has been charged with implementing the CCSPP in consultation with the State Board of Education (SBE). Based on feedback ascertained through a facilitated community input process, the CDE drafted the California Community Schools Framework (Framework) which outlines California’s intentional approach to community schools as a school transformation approach rooted in equity and charged with changing outcomes for students most impacted by present and historical educational disparities. The SBE approved the proposed Framework at its January 2022 meeting.[[5]](#footnote-5) While the referenced legislative language establishes the process and structure of this Request for Applications (RFA), the Framework is the guiding document that informs the expected equity outcomes for all potential grantees.

Recent events have forced LEAs to rethink the direct connection between schools and families, and to examine the link between schools and community services, including ways in which these links can be strengthened. Community schools strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, codified in state law, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

* Integrated support services;
* Family and community engagement;
* Collaborative leadership and shared decision-making; and
* Extended/expanded learning time and opportunities.

While aligning governmental and community resources is central to the community schools approach, elevating the assets and meeting the needs of children by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life, are key to the foundation of the program.

To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, LEA, and School Site initiatives. These initiatives include new state investments in youth-focused behavioral health, nutrition, universal prekindergarten, and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college and career readiness, and school improvement. These investments were made strategically by the Legislature with the intent that they would support the community schools model of school transformation.

### Purpose

The CDE is accepting applications from LEAs, to serve as a CCSPP Regional Technical Assistance Center (TAC). Funds in the amount of $2,836,660,000 have been appropriated for the California Community Schools Partnership Act as part of California *Education Code* (*EC*) sections 8900–8902[[6]](#footnote-6) and the Budget Act of 2021. Of that amount, $141,833,000 is set aside for the CCSPP TACs through June 30, 2028.

Per statute, contracts for at least five Regional TACs will be awarded. The Regional TACs will be charged with sharing best practices and assisting both prospective applicants and grant recipients with tasks, including, but not limited to, all of the following:

* Conducting a comprehensive school and community assets map and needs assessment.
* Improving authentic family and community engagement in the languages spoken in the community.
* Developing programming and strengthening relationships to promote positive, supportive and racially just school climates.
* Establishing and supporting collaborative leadership and shared decision-making practices at the LEA and School Site levels.
* Creating, deepening and expanding community partnerships.
* Developing sustainable funding sources.
* Coordinating services across child-serving agencies, municipalities, governmental entities and schools.
* Accessing and combining funding for services from multiple revenue sources.

Per SBE action at its January 2022 Board Meeting, a Lead TAC will act as a hub of the CCSPP technical assistance system and will be responsible for working closely with the CDE to accomplish the following, including; but not limited to:

* Building content and overarching methodology for CCSPP technical assistance.
* Building a developmental implementation rubric to articulate community schools implementation benchmarks.
* Facilitating a community of practice among the Regional TACs.
* Coordinating and maximizing areas of expertise among the Regional TACs.[[7]](#footnote-7)

Also, per statute, the TACs are charged with the following responsibilities that, per SBE approval, the Lead TAC will help design and coordinate, including:

* Supporting the CDE to collect and analyze qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.
* Supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems.

A contractor for the Lead TAC was recommended by the CDE and approved by the SBE at the May 2022 meeting.[[8]](#footnote-8) The Lead TAC and the Regional TACs are expected to work collaboratively to ensure a coherent and effective technical assistance system that will assist CCSPP grantees with all aspects of planning and implementation.

### Assumptions

The CCSPP is built on the following assumptions:

* The COVID-19 pandemic has exacerbated already persistent disparities associated with poverty, including food insecurity, housing and employment instability, and inadequate health care.
* Community schools offer unique models to more efficiently and effectively provide trauma-informed integrated educational, health, and mental health services to pupils with a wide range of needs that have been affected by the COVID-19 pandemic.
* Additional investment in community schools that provide integrated pupil supports, community partnerships, and expanded learning opportunities will help address the trauma and loss of learning that have resulted from the COVID-19 pandemic.

## Program Description

### Contract Information

The CCSPP provides funding for a contract period beginning March 1, 2023, and running through June 30, 2028. This contract period will be separated into two allocation periods as listed below. Funds available are based on the content and quality of the submitted application and proposed budget. The budget for this RFA is $117,833,000.

All LEAs (school districts, charter schools, and county offices of education [COEs]) are eligible to apply and must demonstrate the capacity to support the LEAs in the proposed region in: applying for CCSPP grants; support CCSPP grantees to plan, implement, assess, improve and sustain community schools initiatives; and to contribute to a community of practice among the Regional TACs and to the overall effectiveness and coherence of the CCSPP technical assistance system. The Regional TAC contracts will be awarded to an LEA or a consortium of LEAs that propose partnerships with institutions of higher education or nonprofit community-based organizations that enhance the LEA’s (LEA consortium’s) connection to, understanding of, and ability to be responsive to the LEAs and communities in the proposed service region and/or the capacity to provide effective technical assistance.

### Funding Levels

In response to this RFA, a total of up to $117,833,000 in contracts may be awarded to LEAs or LEA consortiums, with preference given to applicants that commit to partner with institutions of higher education or nonprofit community-based organizations. The award amount for each CCSPP Regional TAC contract shall be a minimum of $5,000,000 for each contract period for an LEA or LEA consortium to serve as an CCSPP Regional TAC. Funding in excess of $5,000,000, if any, for each contract period will be determined by the CDE based on the following factors, which include, but are not limited to:

* Number of Regional TACs awarded,
* Number of qualified and prioritized schools within the region assigned, and
* Number of grants awarded within the region.

The tentative contract periods and funding amounts are as follows:

Contract Period 1: March 1, 2023, through June 30, 2025 (a minimum of $5,000,000)

Contract Period 2: July 1, 2025, through June 30, 2028 (a minimum of $5,000,000)

This application will be for Contract Period 1. The contract may be renewed based upon successful completion of contract outcomes as described in the approved contract.

### Eligibility Requirements

Regional TAC contracts will be awarded to LEAs or consortiums of LEAs with preference given to LEAs that commit to partner with institutions of higher education or nonprofit community-based organizations that demonstrate the capacity to share best practices and assist both prospective applicants and grant recipients with tasks related to planning, implementing, assessing the effectiveness of, improving, and sustaining community schools initiatives. Contracts will be awarded to applicants that meet the following requirements:

1. Expertise with essential principles and practices regarding community schools planning, implementation, improvement and sustainability as per the Framework adopted by the SBE in January 2022;
2. Expertise, capacity and willingness to provide necessary technical assistance and support to LEAs within its geographic area in applying for CCSPP grants;
3. Expertise, capacity and willingness to provide necessary technical assistance and support to LEAs within its geographic area on planning, implementing, improving, scaling, and sustaining community schools initiatives;
4. Capacity and willingness to contribute to development of the technical assistance content for the CCSPP technical assistance system through participation in a community of practice among the Regional TACs and led by the Lead TAC;
5. Capacity and willingness to contribute to development of implementation rubric for the CCSPP through participation in a community of practice among the Regional TACs and led by the Lead TAC;
6. Capacity and willingness to contribute to the development of data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and led by the Lead TAC;
7. Capacity and willingness to contribute to the alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs, and
8. Willingness to establish goals and be held accountable for improved performance across multiple measures within a defined geographic area.

### Non-allowable Activities and Costs

Funds provided under the CCSPP may not be used to:

* Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than service contracts;
* Acquire equipment for administrative or personal use;
* Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables);
* Purchase or lease facilities;
* Remodel facilities not directly related to accessibility to instruction or services;
* Purchase food services, refreshments, banquets, and meals––possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, and/or parents;
* Purchase promotional favors, such as bumper stickers, pencils, pens, or   
  t-shirts;
* Purchase subscriptions to journals, magazines, or other periodicals; and
* Travel outside of the United States or to banned states, as specified by state travel rules. California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression.[[9]](#footnote-9)

### Payment and Invoicing Procedures

For services satisfactorily rendered, and upon receipt and approval of the invoices, the CDE will compensate the LEA for actual expenditures incurred in accordance with the rates specified in the contract awarded to the successful applicant.

Other requirements and information will be shared with the LEAs that are awarded a CCSPP Regional TAC contract.

### Administrative Indirect Cost Rate

An LEA must limit administrative indirect costs (overhead) to the rate approved by the CDE for the applicable fiscal year in which the funds are expended. The approved rates can be found on the CDE’s Indirect Cost Rates web page at [www.cde.ca.gov/fg/ac/ic/index.asp](http://www.cde.ca.gov/fg/ac/ic/index.asp).

## Program and Administrative Requirements

The CCSPP Regional TAC contracts will be awarded only to LEAs or consortiums of LEAs that have demonstrated the capacity to deliver the expected outcomes addressed in this RFA. LEA applicants applying in partnership with institutions of higher education or nonprofit community-based organizations will be given preference. LEAs must have key leadership staffing in place to execute the expected outcomes included in a CCSPP Regional TAC contract.

An LEA awarded a CCSPP Regional TAC contract that is also a recipient of a CCSPP grant may not comingle CCSPP Regional TAC contract funds with CCSPP grant funds. An LEA that is awarded a CCSPP Regional TAC contract and is also a recipient of a CCSPP planning and/or implementation grant will be monitored directly by an assigned staff member from the CDE.

Contract amounts will be relatively the same for all contract periods. Contract periods will be:

Contract Period 1: March 1, 2023, through June 30, 2025

Contract Period 2: July 1, 2025, through June 30, 2028

The CCSPP Regional TAC contracts may be awarded to an LEA or a consortium of LEAs in the following general areas/regions:

| Region | Counties |
| --- | --- |
| Northern California | Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity |
| Capitol Area | Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, and Yuba |
| Bay Area | Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo,  Santa Clara, and Sonoma |
| Central Coast | Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura |
| Central Valley | Amador, Calaveras, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne |
| Greater Los Angeles | Los Angeles |
| Southern Coast | Imperial, Orange, and San Diego |
| Southern Inland | Inyo, Mono, Riverside, and San Bernardino |

If a region has no successful applicants for this competitive process or if the CDE determines the needs in a region outweigh demonstrated capacity outlined in grant applications for that region, the CDE may combine or reconfigure the regions. These regions may be reconfigured by the CDE with consideration of the following factors:

* Geographic proximity
* Alignment with complimentary state initiatives
* Concentration of existing planning and implementation grants
* Concentration of potentially qualifying and prioritized LEAs and School Sites

The Contractors will be required to attend regular meetings with the Lead TAC and CDE staff; meeting dates and times will be determined by the CDE.

### Expected Outcomes

With guidance and assistance from the Lead TAC and the CDE, the contracted LEAs or LEA consortiums will be required to share best practices and assist both prospective applicants and grant recipients with tasks related to: applying for CCSPP grants, activities related to planning, implementing and assessing the effectiveness of improving and sustaining community schools initiatives, including, but not limited to, all of the following:

* Conducting a comprehensive school and community assets map and needs assessment.
* Improving authentic family and community engagement, in the languages spoken in the community.
* Developing programming and strengthening relationships to promote positive, supportive and racially just school climates.
* Establishing and supporting collaborative leadership and shared decision-making practices at the LEA and School Site levels.
* Ensuring that there are interdisciplinary, cross curricular and dynamic collaborative practices at both the LEA and School Site level that maximizes engagement and facilitates processes that are inclusive of all expertise, wisdom and experience.
* Creating, deepening and expanding community partnerships.
* Developing sustainable funding sources.
* Coordinating services across child-serving agencies, municipalities, governmental entities and schools.
* Accessing and combining funding for services from multiple revenue sources.

The contracted LEAs or LEA consortiums will also be required to contribute to a statewide community of practice among the Regional TACs and led by the Lead TAC to develop the following:

* Technical assistance content for the CCSPP technical assistance system;
* An implementation rubric;
* Data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and led by the Lead TAC; and
* Alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs.

### Contract Requirements

The contractor will be responsible for all of the following:

* The contractor must have appropriate and experienced administrative, content area, and support staff in place.
* The contractor may not purchase any equipment using this contract award.
* The contractor may subcontract up to 50 percent of the total contract amount with other LEAs or institutions of higher education and/or nonprofit community-based organizations in accordance with CDE guidelines.
* The contractor will provide the CDE with a detailed budget consisting of the following:
  + Salary and benefits of any individuals charged with fulfilling the terms of the Regional TAC contract.
  + Any executed subcontracts for services related to fulfilling the terms of the Regional TAC contract.
  + Any associated travel costs.
    - Travel costs shall be reimbursed at rates not to exceed those established for CDE’s non­represented employees, computed in accordance with, and allowable pursuant to applicable California Department of Human Resources regulations.[[10]](#footnote-10)
  + Minimal supplies needed for training sessions.
* The contractor will share best practices and assist both prospective applicants and grant recipients with tasks related to planning, implementing, assessing the effectiveness of, improving and sustaining community schools initiatives, including, but not limited to, all of the following:
  + Conducting a comprehensive school and community assets map and needs assessment.
  + Improving authentic family and community engagement in the languages spoken in the community.
  + Developing programming and strengthening relationships to promote positive, supportive and racially just school climates.
  + Establishing and supporting collaborative leadership and shared decision-making practices at the LEA and School Site levels.
  + Creating, deepening and expanding community partnerships.
  + Developing sustainable funding sources.
  + Coordinating services across child-serving agencies, municipalities, governmental entities and schools.
  + Accessing and combining funding for services from multiple revenue sources.
* The contractor will participate in a statewide community of practice of the Regional TACs lead by the Lead TAC to contribute to the development of:
  + Technical assistance content for the CCSPP technical assistance system;
  + An implementation rubric;
  + Data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and led by the Lead TAC; and
  + Alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs.
* The contractor will identify personnel who oversee the contract and personnel responsible for fulfilling the terms of the Regional TAC contract (to include a resume and job description for each).
* The contractor will meet timelines/interim deadlines.
* The contractor will provide expected deliverables/measurable outcomes.
* The contractor will demonstrate progress towards deliverables as required and outlined in the contract work plan.
* The contractor will submit quarterly progress and expenditure reports based on the Scope of Work in the formal contract and will attend quarterly mandatory meetings with the CDE.

## Application Procedures and Processes

### Contract Timeline

|  |  |
| --- | --- |
| Date | Activity |
| July 7, 2022 | RFA Release Date |
| September 9, 2022 | Applications must be received at the CDE, by 11:59 p.m. Pacific Daylight Time (PDT) |
| September-October 2022 | Scoring of Applications |
| November 2022 | Proposed Contractors Announced and Presented to the SBE for Approval |
| Two weeks after contractor announcement | Appeals must be received at the CDE |
| December 2022 | Contract Writing Process Begins |
| March 1, 2023 | Contract Start Date |
| June 30, 2025 | Contract End Date |

### Application Due Date

The CCSPP Regional TAC application, required forms, and all supporting documents must be received by the CDE on or before **Tuesday, September 9, 2022,** by 11:59 p.m. PDT.

An LEA may participate in only one application for the CCSPP Regional TAC.

### Application Submission Procedures

The CCSPP Regional TAC application shall be submitted via email to the CDE at [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov). A complete CCSPP Regional TAC application consists of the following components:

1. Form A: Cover Sheet, including the superintendent’s (or designee’s) e-signatures of the applying LEA(s).
2. Table of Contents
3. Application Questionnaire
4. Form B: Budget Narrative
5. Attachment I: CCSPP Budget Worksheet (.xlsx), including the superintendent’s (or designee’s) signature of the applying LEA or of each LEA applying as a consortium, which can be located on the CCSPP Regional TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5728>. Select Request for Applications.

**Note:** Attachment I contain multiple worksheets; all worksheets must be completed and submitted with the application. If the signature cannot be added to the Excel document, please PDF the LEA Information worksheet, obtain the signature and submit both the Excel document and the PDF signature page.

1. Appendix (optional): Letters of commitment from institutions of higher education and/or nonprofit community-based organizations may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.

When submitting the Cover Sheet, Table of Contents, Application Questionnaire, Budget Worksheet, and Appendix applicants must include the applying LEA’s name and LEA Name County-District-School (CDS) Code[[11]](#footnote-11) in the file name.

Example: Shadow Unified School District-12123456000000.

**Note:** The Budget Worksheet must be submitted as an Excel document with the application; other file types will not be accepted. If the signature cannot be added to the Excel document, please PDF the LEA Information worksheet, obtain the signature and submit both the Excel document and the PDF signature page.

LEAs applying as a consortium must list all LEAs in the consortium on the Cover Sheet. LEAs are also required to have institutions of higher education and/or nonprofit community-based organizations sign the Cover Sheet.

It is the responsibility of each applicant to ensure their application is complete and submitted prior to the submission deadline on Tuesday, September 9, 2022, no later than 11:59 p.m. PDT.

### Costs of Preparing the Application

The costs of preparing and delivering an application are the sole responsibility of the applicant. The State of California and the CDE will not reimburse such costs.

### Incomplete and Late Applications

Incomplete or late applications will not be considered.

### Technical Assistance

The CDE staff will conduct one application webinar to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date, time and delivery format of the application webinar, will be posted on the CDE’s CCSPP Regional TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5728>. Select Request for Applications.

### Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during the months of September and November 2022.

Applications will be randomly assigned to readers, taking into consideration any conflicts of interest. Readers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.

Each application will be scored independently and will not be grouped together.

### Evaluation Criteria

Each application will be reviewed and scored holistically by at least two readers. Readers will provide a score for each prompt. Readers will independently evaluate and score the applications using the CCSPP Scoring Rubric (see Appendix B). The CDE uses a non-consensus scoring process, some variation in content readers’ scores is expected. If a large discrepancy exists between the reader scores, an additional reader will score the application. The additional reader’s score will replace the outlying score (high or low). The two scores will then be averaged to determine a final score.

Readers will be instructed to consider whether the proposed budget adequately supports the required outcomes for the contract. For example, are the number of staff in the budget and budget narrative appropriate? Is the operating expense budget justified and related to the planned activities?

At the CDE’s discretion, applicants meeting the scoring threshold may be required to participate in an evaluation interview prior to awards being made.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email or standard mail to:

Pete Callas, Director

Career and College Transition Division

California Community Schools Partnership Program

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814

The CDE must **receive** the letter of appeal, with an original signature by the authorized applicant, no later than **two weeks after the day of the proposed contractor announcement**. A link to the proposed funding results will be posted on the SBE’s September 2022 meeting agenda[[12]](#footnote-12) and communication, via email, will be sent to all applicants. Letters of appeal can be submitted via email to [CCSPP@cde.ca.gov](mailto:CCSPP@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. Dissatisfaction with the score received by the application is not grounds for appeal. 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 Director of the CCTD will make the final decision 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.

## Application Questionnaire: Section for Submission

### Application Instructions

***Application Format Requirements:***

Applications must adhere to the following formatting requirements:

* Application and included forms may not be altered.
* 8½- by 11-inch paper (Letter) page size
* 12-point Arial (normal) font (for charts and tables,10-point Arial font size is allowed)
* Single (1.0) line spacing
* One-inch margins on sides, top, and bottom (except pre-formatted forms)
* Handwritten entries will not be accepted.
* The grant application is restricted to 30 single-sided pages. All pages, including forms, application narrative, budget narrative and appendix count toward the 30-page limit. Pages exceeding the limit will not be considered for scoring and will be omitted from scoring based upon the submission requirements outlined in this RFA (not the order documents are submitted). Do not submit any unused material (guidance and instructions) included in the RFA with the application, as all submitted pages count toward the page limit.
* An appendix (optional), including of letters of commitment from institutions of higher education and/or nonprofit community-based organizations, personnel resumes and other relevant information (included in the 30-page limit).
* While not a research contract, applicants are expected to have a deep understanding of the research behind adult learning, institutional change and change management, and technical assistance and should demonstrate this knowledge and ability in their proposal and include research citations (author and year) within the text if referencing research.
* Do not include hyperlinks or web page references in the application as embedded links cannot be followed or considered for scoring.

***Attachment I – Budget Worksheet***

Use the CCSPP Budget Worksheet provided on the CDE’s CCSPP Regional TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5728>. Select Request for Applications.

* Create a proposed budget aligned to the purpose and goals of the CCSPP.
* Provide a detailed explanation of each proposed expenditure. Costs should be as accurate as possible. All proposed expenditures (including conferences, services, curriculum, and salaries) should be explicitly for the CCSPP program(s).
* Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CCSPP services.

***A complete application consists of the following components:***

1. Form A: Cover Sheet, including the superintendent’s (or designee’s) e-signatures of the applying LEA(s).
2. Table of Contents
3. Application Questionnaire
4. Form B: Budget Narrative
5. Appendix (optional): Letters of commitment from institutions of higher education and/or nonprofit community-based organizations may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.

**Note:** Items 1–5, listed above, have a 30-page limit, see Application Format Requirements, above.

1. Attachment I: CCSPP Budget Worksheet (.xlsx), including the superintendent’s (or designee’s) signature of the applying LEA or of each LEA applying as a consortium, which can be located on the CCSPP Regional TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5728>. Select Request for Applications.

**Note:** Attachment I contain multiple worksheets; all worksheets must be completed. If the signature cannot be added to the Excel document, please PDF the LEA Information worksheet, obtain the signature and submit both the Excel document and the PDF signature page.

### Application Questionnaire

The LEA or consortium of LEAs awarded a CCSPP Regional TAC contract will be required to develop a detailed Scope of Work and budget in the CDE’s formal contract format. The CDE contract monitor will work with the awarding LEA on the formal contract development and submission process.

When responding to the prompts below, please include information on all participating LEAs (if applying as a consortium) and information on any institutions of higher education or nonprofit community-based organizations (if committing to partner with such an institution or organization).

#### Section I: Capacity and Experience (120 points)

**I.1.** Provide a description of the LEA or LEA consortium (and any proposed institutions of higher education or nonprofit community-based organizations). Include a proposed Regional TAC organizational chart, a description of the overall management structure and how it will cover the counties and LEAs in the region, and the roles and responsibilities of any partners in order to meet the expected outcomes of a Regional TAC in the CCSPP technical assistance system in accordance with *EC* sections 8900-8902 and the Framework adopted by the SBE in January 2022. Include supporting documentation of any formal agreements, and/or letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formal relationships between any partners.

Describe the key personnel from the LEA or LEA consortium (and any proposed institutions of higher education and/or nonprofit community-based organizations), their roles and responsibilities as part of a Regional TAC, their qualifications for these roles and responsibilities, and their time commitment base to the Regional TAC expected outcomes. Explain why these personnel are critical for the successful management, function, and completion of the Regional TAC expected outcomes. If meeting the Regional TAC expected outcomes require hiring staff not currently employed by the LEA, LEA consortium (or proposed institutions of higher education and/or nonprofit community-based organizations), include a brief description of the job(s) and the minimum qualifications. Provide a curriculum vitae (CV) or resume for each of the key project personnel listed on the organization chart. The CV or resumes can be included as attachments. Please see application instructions that detail the process for submitting attachments.

Identify the region that the applicant intends to support.

* List each county in the proposed geographic area.
  + For each county, include the number of school districts, schools (including charter schools), and number of pupils served—i.e., regarding LEAs and schools which are eligible for CCSPP grants. (20 points)

**I.2.** Describe the LEA’s or LEA consortium’s capacity to act as a Regional TAC in the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs to apply for CCSPP grants. Specifically, provide a description of the applicant’s understanding of the different needs and assets of the LEAs in its region and the capacity of the applicant to conduct outreach and support CCSPP application processes. Include relevant experience with examples of the LEA’s or LEA consortium’s (and any proposed institutions of higher educations’ and/or nonprofit community-based organizations’) experience in conducting outreach and supporting grant application activities. (20 points)

**I.3.** Describe the LEA’s or LEA consortium’s ability to act as a Regional TAC in the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs in developing, implementing, and assessing the effectiveness of community schools as aligned to the Framework adopted by the SBE in January 2022, including the capacity to support CCSPP grantees to:

* Conduct comprehensive school and community assets map and needs assessment.
* Improve authentic family and community engagement in the languages spoken in the community.
* Develop programming and strengthening relationships to promote positive, supportive and racially just school climates.
* Establish and support collaborative leadership and shared decision-making practices at the LEA and School Site levels.
* Create, deepen and expand community partnerships.
* Develop sustainable funding sources.
* Coordinate services across child-serving agencies, municipalities, governmental entities and schools.
* Access and combine funding for services from multiple revenue sources.

Specifically, provide a description of relevant experience with examples of the LEA’s or LEA consortium’s experience in planning, implementing, and sustaining community schools initiatives. Provide a description of the LEA’s or LEA consortium’s experience with strategies to “de-silo” both internally (i.e., integrating work across programs, initiatives, departments, systems etc.) as well as externally (i.e., participating in cross agency and cross sector partnerships). (20 points)

**I.4.** Describe the LEA’s or LEA consortium’s ability to act as a Regional TAC in the CCSPP technical assistance system in the designated region including staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the Framework adopted by the SBE in January 2022. Specifically, provide a description of relevant technical assistance experience with examples of the LEA’s or LEA consortium’s experience and expertise in the following areas:

* Whole child school improvement strategies
* School climate transformation
* Shared decision making and collaborative school leadership
* Child serving systems integration to support student and family success

Applicants should detail relevant technical assistance experience implementing the following delivery methods including:

* Communities of practice
* Role alike support
* Coaching
* Peer-to-peer learning
* Conferences, convenings and webinars

Applicants should also discuss relevant experience and capacity to reach and be responsive to LEAs and communities in the proposed technical assistance region. Include a description of the applicant’s ability to provide differentiated assistance and support to the diverse LEAs in its region. (30 points)

**I.5.** Describe the LEA’s or LEA consortium’s ability to participate in the statewide community of practice among the Regional TACs, including staff and organizational capacity, to contribute to the development of:

* The technical assistance content for the CCSPP technical assistance system;
* An implementation rubric;
* Data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and lead by the Lead TAC; and
* The alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs.

Provide a description of relevant experience with examples of the LEA’s or LEA consortium’s (and any proposed institutions of higher educations’ and/or nonprofit community-based organizations’) experience regarding the development of the products listed above. Specifically, provide a description of relevant experience with any product development with which the applicant has in-depth experience. Clearly highlight and describe any areas of expertise regarding content. For example, small and rural schools, early education, early education (kindergarten through grade three) alignment, family engagement, student centered learning, social-emotional learning, college and career readiness, family resource centers, student health centers, wellness centers, mental health services etc. (30 points)

#### Section II: Budget and Budget Narrative (30 points)

**II.1.** Describe the LEA’s financial management and accounting experience and describe the procedures that will be used to ensure proper financial management. Include a description of the fiscal controls put in place to ensure accuracy in accountability. (10 points)

**II.2.** Complete Attachment I: CCSPP Budget Worksheet and Form B: Budget Narrative. (20 points)

### Form A: Cover Sheet

**California Community Schools Partnership Program:   
Regional Technical Assistance Center**

**Request for Applications**

Please complete the following for the local educational agency (LEA) applicant or all LEAs in a consortium, and any partner institutions of higher education or nonprofit community-based organizations:

**LEA:** [Enter LEA Name]

**LEA’s Mailing Address:**

[Enter Address]

[Enter City], CA [Enter Zip Code]

**LEA’s County-District-School Code:** [Enter CDS Code]

**Primary Contact:**

**Name:** [Enter Primary Contact Name]

**Title:** [Enter Primary Contact Title]

**Phone:** [Enter Primary Contact Phone]

**Email:** [Enter Primary Contact Email]

**Secondary Contact:**

**Name:** [Enter Secondary Contact Name]

**Title:** [Enter Secondary Contact Title]

**Phone:** [Enter Secondary Contact Phone]

**Email:** [Enter Secondary Contact Email]

**List Partner Organization(s):** [Enter Partner Organization List]

I support this application for a California Community Schools Partnership Program (CCSPP) Regional Technical Assistance Center (TAC) contract. I assure that the LEA or consortium of LEAs applying for a CCSPP Regional TAC contract will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *Education Code* sections 8900–8902 along with the requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I agree that my electronic signature is the legal equivalent of my manual signature on this Form.

Add pages and/or signature lines as needed to ensure each LEA and Partner Organization listed above has signed this form. Sign and date below.

**LEA 1 Name:** [Enter LEA 1 Name]

[Enter LEA 1 Superintendent or Designee Name as e-Signature and Date]

E-Signature of LEA Superintendent or Designee Date

**LEA 2 Name:** [Enter LEA 2 Name]

[Enter LEA 2 Superintendent or Designee Name as e-Signature and Date]

E-Signature of LEA Superintendent or Designee Date

**Partner Organization 1 Name:** [Enter Partner Organization 1 Name]

[Enter Partner Organization 1 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

**Partner Organization 2 Name:** [Enter Partner Organization 2 Name]

[Enter Partner Organization 2 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

**Partner Organization 3 Name:** [Enter Partner Organization 3 Name]

[Enter Partner Organization 3 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

**Partner Organization 4 Name:** [Enter Partner Organization 4 Name]

[Enter Partner Organization 4 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

### Form B: Budget Narrative

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Limit to three pages.

[Enter Budget Narrative]

## Appendix A: Application Submission Checklist

A complete California Community Schools Partnership Program (CCSPP) Regional Technical Assistance Center application consists of the following components:

* Email application contents to [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov):
  + File 1 – Application Packet 30-page limit (including appendix)
    - Form A: Cover Sheet, including the superintendent’s (or designee’s) signature of the applying local educational agency and signatures for each Partner Organization
    - Table of Contents
    - Application Questionnaire
    - Form B: Budget Narrative
    - Appendix (Optional): Letters of commitment from major partners may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.
  + File 2 – Attachment I: CCSPP Budget Worksheet (.xlsx).

**Note:** Attachment I can be located on the CCSPP Regional Technical Assistance Center Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5728>. Select Request for Applications.

## Appendix B: Scoring Rubric

### Section I: Capacity and Experience (120 points)

**I.1.** Provide a description of the local educational agency (LEA) or LEA consortium (and any proposed institutions of higher education or nonprofit community-based organizations). Include a proposed Regional Technical Assistance Center (TAC) organizational chart, a description of the overall management structure and how it will cover the counties and LEAs in the region, and the roles and responsibilities of any partners in order to meet the expected outcomes of a Regional TAC in the California Community Schools Partnership Program (CCSPP) technical assistance system in accordance with California *Education Code* sections 8900–8902 and the California Community Schools Framework (Framework) adopted by the State Board of Education (SBE) in January 2022. Include supporting documentation of any formal agreements, and/or letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formal relationships between any partners.

Describe the key personnel from the LEA or LEA consortium (and any proposed institutions of higher education and/or nonprofit community-based organizations), their roles and responsibilities as part of a Regional TAC, their qualifications for these roles and responsibilities, and their time commitment base to the Regional TAC expected outcomes. Explain why these personnel are critical for the successful management, function, and completion of the Regional TAC expected outcomes. If meeting the Regional TAC expected outcomes require hiring staff not currently employed by the LEA, LEA consortium (or proposed institutions of higher education and/or nonprofit community-based organizations), include a brief description of the job(s) and the minimum qualifications. Provide a curriculum vitae (CV) or resume for each of the key project personnel listed on the organization chart. The CV or resumes can be included as attachments. Please see application instructions that detail the process for submitting attachments.

Identify the region that the applicant intends to support.

* List each county in the proposed geographic area.
  + For each county, include the number of school districts, schools (including charter schools), and number of pupils served—i.e., regarding LEAs and schools which are eligible for CCSPP grants.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (15–20 points) | STRONG/MEETS EXPECTATIONS (10–14 points) | GOOD/APPROACHES EXPECTATIONS (5–9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–4 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the proposed overall management structure and staffing of the Regional TAC (including roles of any partners) can fully meet the expected outcomes as a Regional TAC. If an institution of higher education or nonprofit organization(s) partner is included, the description thoroughly and convincingly demonstrates that the partnership(s) enhances the LEA’s (LEA consortium’s) connection to, the understanding of, and ability to be responsive to the LEAs and communities in the proposed service region and/or capacity to provide effective technical assistance. The description thoroughly and convincingly demonstrates knowledge and understanding of the proposed region. | The description clearly demonstrates that the proposed overall management structure and staffing of the Regional TAC (including roles of any partners) can fully meet the expected outcomes as a Regional TAC. If an institution of higher education or nonprofit organization(s) partner is included, the description clearly demonstrates that the partnership(s) enhances the LEA’s (LEA consortium’s) connection to, the understanding of, and ability to be responsive to the LEAs and communities in the proposed service region and/or capacity to provide effective technical assistance. The description clearly demonstrates knowledge and understanding of the proposed region. | The description adequately demonstrates that the proposed overall management structure and staffing of the Regional TAC (including roles of any partners) can fully meet the expected outcomes as a Regional TAC. If an institution of higher education or nonprofit organization(s) partner is included, the description adequately demonstrates that the partnership(s) enhances the LEA’s (LEA consortium’s) connection to, understanding of, and ability to be responsive to the LEAs and communities in the proposed service region and/or capacity to provide effective technical assistance. The description adequately demonstrates knowledge and understanding of the proposed region. | The description does not or minimally demonstrates that the proposed overall management structure and staffing of the Regional TAC (including roles of any partners) can fully meet the expected outcomes as a Regional TAC. If an institution of higher education or nonprofit organization(s) partner is included, the description does not demonstrate that the partnership(s) enhances the LEA’s (LEA consortium’s) connection to, understanding of, and ability to be responsive to the LEAs and communities in the proposed service region and/or capacity to provide effective technical assistance. The description does not demonstrate or minimally demonstrates knowledge and understanding of the proposed region. |

**I.2.** Describe the LEA’s or LEA consortium’s capacity to act as a Regional TAC in the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs to apply for CCSPP grants. Specifically, provide a description of the applicant’s understanding of the different needs and assets of the LEAs in its region and the capacity of the applicant to conduct outreach and support CCSPP application processes. Include relevant experience with examples of the LEA’s or LEA consortium’s (and any proposed institutions of higher educations’ and/or nonprofit community-based organizations’) experience in conducting outreach and supporting grant application activities.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (15–20 points) | STRONG/MEETS EXPECTATIONS (10–14 points) | GOOD/APPROACHES EXPECTATIONS (5–9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–4 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates the proposed LEA’s or LEA consortium’s capacity to act as a Regional TAC in the CCSPP technical assistance system including: staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs to apply for CCSPP grants. The description thoroughly and convincingly demonstrates the applicant’s understanding of the different needs and assets of the LEAs in its region and the capacity of the applicant to conduct outreach and support CCSPP application activities. | The description clearly demonstrates the proposed LEA’s or LEA consortium’s capacity to act as a Regional TAC in the CCSPP technical assistance system including: staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs to apply for CCSPP grants. The description clearly demonstrates the applicant’s understanding of the different needs and assets of the LEAs in its region and the capacity of the applicant to conduct outreach and support CCSPP application activities. | The description adequately demonstrates the proposed LEA’s or LEA consortium’s capacity to act as a Regional TAC in the CCSPP technical assistance system including: staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs to apply for CCSPP grants. The description adequately demonstrates the applicant’s understanding of the different needs and assets of the LEAs in its region and the capacity of the applicant to conduct outreach and support CCSPP application activities. | The description does not demonstrate or minimally demonstrates the proposed LEA’s or LEA consortium’s capacity to act as a Regional TAC in the CCSPP technical assistance system including: staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs to apply for CCSPP grants. The description does not demonstrate or minimally demonstrates the applicant’s understanding of the different needs and assets of the LEAs in its region and the capacity of the applicant to conduct outreach and support CCSPP application activities. |

**I.3.** Describe the LEA’s or LEA consortium’s ability to act as a Regional TAC in the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in assisting LEAs in developing, implementing, and assessing the effectiveness of community schools as aligned to the Framework adopted by the SBE in January 2022, including the capacity to support CCSPP grantees to:

* Conduct comprehensive school and community assets map and needs assessment.
* Improve authentic family and community engagement in the languages spoken in the community.
* Develop programming and strengthening relationships to promote positive, supportive and racially just school climates.
* Establish and support collaborative leadership and shared decision-making practices at the LEA and School Site levels.
* Create, deepen and expand community partnerships.
* Develop sustainable funding sources.
* Coordinate services across child-serving agencies, municipalities, governmental entities and schools.
* Access and combine funding for services from multiple revenue sources.

Specifically, provide a description of relevant experience with examples of the LEA’s or LEA consortium’s experience in planning, implementing, and sustaining community schools initiatives. Provide a description of the LEA’s or LEA consortium’s experience with strategies to “de-silo” both internally (i.e. integrating work across programs, initiatives, departments, systems etc.) as well as externally (i.e., participating in cross agency and cross sector partnerships).

| OUTSTANDING/EXCEEDS EXPECTATIONS  (15–20 points) | STRONG/MEETS EXPECTATIONS (10–14 points) | GOOD/APPROACHES EXPECTATIONS (5–9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–4 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications to support LEAs and their communities in developing, implementing, and assessing the effectiveness of community schools as aligned to the Framework. Relevant experience, including examples in planning, implementation, and sustainability of community schools; as well as, program and system integration and cross agency/cross sector collaboration is comprehensive and robust. | The description clearly demonstrates that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications to support LEAs and their communities in developing, implementing, and assessing the effectiveness of community schools as aligned to the Framework. Relevant experience, including examples in planning, implementation, and sustainability of community schools; as well as, program and system integration and cross agency/cross sector collaboration is sufficient. | The description adequately demonstrates that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications to support LEAs and their communities in developing, implementing, and assessing the effectiveness of community schools as aligned to the Framework. Relevant experience, including examples in planning, implementation, and sustainability of community schools; as well as, program and system integration and cross agency/cross sector collaboration is adequate but not fully comprehensive. | The description does not demonstrate or minimally demonstrates that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications to support LEAs and their communities in developing, implementing, and assessing the effectiveness of community schools as aligned to the Framework. Minimally addresses relevant experience, and does not include, or minimally includes examples in planning, implementation, and sustainability of community schools; as well as, program and system integration and cross agency/cross sector collaboration is not sufficient. |

**I.4.** Describe the LEA’s or LEA consortium’s ability to act as a Regional TAC in the CCSPP technical assistance system in the designated region including staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the Framework adopted by the SBE in January 2022. Specifically, provide a description of relevant technical assistance experience with examples of the LEA’s or LEA consortium’s experience and expertise in the following areas:

* Whole child school improvement strategies
* School climate transformation
* Shared decision making and collaborative school leadership
* Child serving systems integration to support student and family success

Applicants should detail relevant technical assistance experience implementing the following delivery methods including:

* Communities of practice
* Role alike support
* Coaching
* Peer-to-peer learning
* Conferences, convenings and webinars

Applicants should also discuss relevant experience and capacity to reach and be responsive to LEAs and communities in the proposed technical assistance region. Include a description of the applicant’s ability to provide differentiated assistance and support to the diverse LEAs in its region.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (23–30 points) | STRONG/MEETS EXPECTATIONS (15–22 points) | GOOD/APPROACHES EXPECTATIONS (7–14 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–6 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the proposed staff and organizations have the organizational capacity, knowledge, experience, and qualifications in implementing and assessing the effectiveness of technical assistance, including examples of whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement and transformation; as well as, examples of role alike support, coaching, peer-to-peer learning, conferences, convenings and webinars is comprehensive and robust. | The description clearly demonstrates that the proposed staff and organizations have the organizational capacity, knowledge, experience, and qualifications in implementing and assessing the effectiveness of technical assistance, including examples of whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement and transformation; as well as, examples of role alike support, coaching, peer-to-peer learning, conferences, convenings and webinars is sufficient. | The description adequately demonstrates that the proposed staff and organizations have the organizational capacity, knowledge, experience, and qualifications in implementing and assessing the effectiveness of technical assistance, including examples of whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement and transformation; as well as, examples of role alike support, coaching, peer-to-peer learning, conferences, convenings and webinars is adequate but not fully comprehensive. | The description does not demonstrate or only minimally demonstrates that the proposed staff and organizations have the organizational capacity, knowledge, experience, and qualifications in implementing and assessing the effectiveness of technical assistance, does not include, or minimally includes examples of whole child school improvement, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement and transformation; as well as, examples of role alike support, coaching, peer-to-peer learning, conferences, convenings and webinars not sufficient. |

**I.5.** Describe the LEA’s or LEA consortium’s ability to participate in the statewide community of practice among the Regional TACs, including staff and organizational capacity, to contribute to the development of:

* The technical assistance content for the CCSPP technical assistance system;
* An implementation rubric;
* Data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and lead by the Lead TAC; and
* The alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs.

Provide a description of relevant experience with examples of the LEA’s or LEA consortium’s (and any proposed institutions of higher educations’ and/or nonprofit community-based organizations’) experience regarding the development of the products listed above. Specifically, provide a description of relevant experience with any product development with which the applicant has in-depth experience. Clearly highlight and describe any areas of expertise regarding content. For example, small and rural schools, early education, early education (kindergarten through grade three) alignment, family engagement, student centered learning, social-emotional learning, college and career readiness, family resource centers, student health centers, wellness centers, mental health services etc.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (23–30 points) | STRONG/MEETS EXPECTATIONS (15–22 points) | GOOD/APPROACHES EXPECTATIONS (7–14 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–6 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the proposed LEA’s or LEA consortium’s capacity to participate in the statewide community of practice among the Regional TACs. The description demonstrates that the proposed LEA’s or LEA consortium’s has the staff and organizational capacity to contribute to the development of: the technical assistance content for the CCSPP technical assistance system; an implementation rubric; data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and lead by the Lead TAC;  (continued on next page) | The description clearly demonstrates that the proposed LEA’s or LEA consortium’s capacity to participate in the statewide community of practice among the Regional TACs. The description demonstrates that the proposed LEA’s or LEA consortium’s has staff and organizational capacity to contribute to the development of: the technical assistance content for the CCSPP technical assistance system; an implementation rubric; data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and lead by the Lead TAC;  (continued on next page) | The description adequately demonstrates that the proposed LEA’s or LEA consortium’s capacity to participate in the statewide community of practice among the Regional TACs. The description demonstrates that the proposed LEA’s or LEA consortium’s has staff and organizational capacity to contribute to the development of: the technical assistance content for the CCSPP technical assistance system; an implementation rubric; data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and lead by the Lead TAC;  (continued on next page) | The description does not or minimally demonstrates that the proposed LEA’s or LEA consortium’s capacity to participate in the statewide community of practice among the Regional TACs. The description demonstrates that the proposed LEA’s or LEA consortium’s has staff and organizational capacity to contribute to the development of: the technical assistance content for the CCSPP technical assistance system; an implementation rubric; data collection and analysis, assessment and evaluation of effectiveness, and related improvement systems for the CCSPP through participation in a community of practice among the Regional TACs and lead by the Lead TAC;  (continued on next page) |
| and the alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs. The description thoroughly and convincingly demonstrates that the applicant’s experience and ability to contribute to the development of the products listed above, including specific and in-depth experience regarding an element(s) of the technical assistance content. | and the alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs. The description clearly demonstrates that the applicant’s experience and ability to contribute to the development of the products listed above, including specific and in-depth experience regarding an element(s) of the technical assistance content, | and the alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs. The description adequately demonstrates that the applicant’s experience and ability to contribute to the development of the products listed above, including specific and in-depth experience regarding an element(s) of the technical assistance content. | and the alignment of the CCSPP to the Statewide System of Support and other school improvement and child supporting systems and programs. The description does not or minimally demonstrates that the applicant’s experience and ability to contribute to the development of the products listed above, including specific and in-depth experience regarding an element(s) of the technical assistance content. |

### Section II: Budget and Budget Narrative (20 points)

**II.1.** Describe the LEA’s financial management and accounting experience and describe the procedures that will be used to ensure proper financial management. Include a description of the fiscal controls put in place to ensure accuracy in accountability.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Provides a thorough and clear description of the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. Provides multiple examples of state and federal projects where reporting was required. | Provides a strong description of the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. Provides some examples of projects where reporting was required. | Provides an adequate description of the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. | Does not or only minimally describes the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. |

**II.2.** Complete Attachment I: CCSPP Budget Worksheet and Form B: Budget Narrative.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (15–20 points) | STRONG/MEETS EXPECTATIONS (10–14 points) | GOOD/APPROACHES EXPECTATIONS (5–9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–4 points) |
| --- | --- | --- | --- |
| Program expenses for the program are indicated and complete for the fiscal years. The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also clearly demonstrates need for such expense in meeting expected outcomes. | Program expenses for the program are indicated and complete for the fiscal years. The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also demonstrates the need for such expense in meeting expected outcomes. | Program expenses for the program are somewhat indicated for the fiscal years. The budget narrative identifies program expenses for each fiscal year. Budget narrative somewhat demonstrates the need for such expense in meeting expected outcomes. | Program expenses for the program are not indicated and complete for the fiscal years. The budget narrative minimally identifies program expenses for each fiscal year. Budget narrative does not adequately demonstrate the need for such expense in meeting expected outcomes. |

## Appendix C: Definitions

The following definitions are exclusive to this Request for Applications. Although some of these terms may be used by the California Department of Education and other state agencies, any differences that appear in this document do not imply changes in definitions and policies used by those agencies.

**Community School—**A public school serving preschool, kindergarten, or any of grades one through twelve, inclusive, with strong and intentional community partnerships ensuring pupil learning and whole child and family development, and specifically includes the following:

1. Integrated supports services, including the coordination of trauma-informed health, mental health, and social services that ensure coordination and support with county and local educational agency resources and nongovernmental organizations, and early screening and intervention for learning and other needs.
2. Family and community engagement, which may include home visits, home-school collaboration, culturally responsive community partnerships to strengthen family well-being and stability, and school climate surveys.
3. Collaborative leadership and practices for educators and administrators, including professional development to transform school culture and climate, that centers on pupil learning and supports mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas relating to pupil learning and whole child and family development.
4. Extended learning time and opportunities, including before and after school care and summer programs.

**Consortium—**Two or more local educational agencies, or one or more local educational agencies and one or more cooperating agencies.

**Cooperating Agency—**A federal, state, or local agency or public or private nonprofit entity that agrees to offer support services at a School Site, an adjacent location, or virtually through a program implemented under the California Community Schools Partnership Act.

**Local Educational Agency—**A school district, charter school, or county office of education.

**Partner—**A private business, nonprofit, or foundation that provides financial assistance or otherwise assists a program operating under the California Community Schools Partnership Act.

**Qualifying Entity—**An entity that is any of the following:

1. A local educational agency that meets any of the following:
   1. Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils.
   2. The local educational agency has higher than state average dropout rates.
   3. The local educational agency has higher than state average rates of suspension and expulsion.
   4. The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
2. A school that is not within a local educational agency that satisfies any of the criteria in paragraph 1 (above), but the school demonstrates two or more of the criteria in paragraph 1, and the school demonstrates other factors that warrant the school’s consideration, including, but not limited to, fulfilling an exceptional need or providing service to a particular target population.
3. A local educational agency or consortium, on behalf of one or more schools that are qualifying entities within the local educational agency or consortium.
4. A county behavioral health agency that will operate the program in partnership with at least one local educational agency that is a qualifying entity.
5. A federal Head Start or Early Head Start program or other government-funded early childhood program or agency that will operate the program in partnership with at least one local educational agency that is a qualifying entity.
6. A childcare program or agency within a public institution of higher education that will operate the program in partnership with at least one local educational agency that is a qualifying entity.

**Support Services—**Includes case-managed health, mental health, social, and academic support services benefiting children and their families, and may include, but is not limited to, all of the following:

1. Health care, including all of the following:
2. Immunizations.
3. Vision and hearing testing and services.
4. Dental services.
5. Physical examinations and diagnostic and referral services.
6. Prenatal care.
7. Mental health services, including all of the following:
8. Primary prevention.
9. Crisis intervention.
10. Assessments and referrals.
11. Trauma-informed mental health care, including substance abuse prevention, early intervention, and treatment services, including all of the following:
12. Training for teachers, early educators, and school personnel in the detection of mental health problems, the impact of trauma and toxic stress, trauma-informed care and education, building resiliency, and helping pupils and families heal.
13. Outreach, risk assessment, and education for pupils and families.
14. Youth-focused substance use disorder prevention and treatment programs that are culturally and gender competent, trauma informed, and evidence based.
15. Family support and parenting education, including child abuse prevention and parenting programs, such as home visits or, when in-person home visits are not possible, virtually conducted home visits.
16. Academic support services, including tutoring, mentoring, employment, and community service internships, and in-service training for teachers and administrators.
17. Counseling, including family counseling, peer-to-peer counseling, and suicide prevention.
18. Services and counseling for children who experience violence, toxic stress, or adverse childhood experiences in their communities.
19. Nutrition services to reduce food insecurity.
20. Youth development services, including tutoring, mentoring, career development, and job placement.
21. Case management services.
22. Provision of onsite or virtual Medi-Cal eligibility workers, as allowed via telehealth pursuant to section 1320b-5 of Title 42 of the United States Code.

**Technical Assistance—**A structure to deliver training and technical assistance to grantees using regional collaboratives and state, regional, and local technical assistance providers that have expertise in pupil and family engagement, school-community collaboration of service delivery and financing, the coordination and integration of support services, and multi-indicator data collection and evaluation.

## Appendix D: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record 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 books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency (LEA) capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**  Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal services, and other operating expenditures.  **Contracting Services**: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.  **Travel and Conference**: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by the agency for audit purposes. Bus transportation for students should be listed here.  **Note:** California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression. |
| **6000** | **Capital Outlay**  Record expenditures for sites, buildings, and equipment. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the LEA’s threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **7000** | **Indirect Rate**  If applicable (not to exceed the California Department of Education [CDE] approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at [www.cde.ca.gov/fg/ac/ic/index.asp](http://www.cde.ca.gov/fg/ac/ic/index.asp). |

1. . Coalition for Community Schools: Community Schools Fact Sheet.  
   <https://www.communityschools.org/wp-content/uploads/sites/2/2021/05/CS_fact_sheet_final.pdf>. [↑](#footnote-ref-1)
2. . Learning Policy Institute, Community Schools: An Evidence-Based Strategy for Equitable School Improvement. June 2017. <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>. [↑](#footnote-ref-2)
3. . Senate Bill 820, Chapter 110: <http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB820>. [↑](#footnote-ref-3)
4. . California Community Schools Partnership Act. <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8901&lawCode=EDC>. [↑](#footnote-ref-4)
5. . See the January 2022 SBE Agenda, Agenda Item 02 Attachment 1 for the California Community Schools Framework. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-5)
6. . California *EC* sections 8900–8902. <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8901&lawCode=EDC>. [↑](#footnote-ref-6)
7. 7. See the January 2022 SBE’s Agenda, Agenda Item 02. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-7)
8. . See the May 2022 SBE’s Agenda, Agenda Item 02. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202205.asp>. [↑](#footnote-ref-8)
9. .  Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws (AB 1887). <https://oag.ca.gov/ab1887>. [↑](#footnote-ref-9)
10. 10. To view the California Department of Human Resources Travel Reimbursements visit, <https://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>**.** [↑](#footnote-ref-10)
11. . To locate a CDS Code, visit the CDE’s County-District-School Administration web page at <https://www.cde.ca.gov/ds/si/ds/>. [↑](#footnote-ref-11)
12. . To view SBE meeting agendas, visit the SBE’s Current and Past Agendas web page at <https://www.cde.ca.gov/be/ag/ag/index.asp>. [↑](#footnote-ref-12)