# Statewide Technical Assistance for Charter Schools Subgrant Request for Applications 2025–26

*California Department of Education*

**

Public Charter Schools Grant Program  
Charter Schools Division  
California Department of Education  
1430 N Street, Suite 5401  
Sacramento, CA 95814-5901  
Email: [PCSGP@cde.ca.gov](mailto:PCSGP@cde.ca.gov)  
Phone: 916-322-6029

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## Request for Applications Timeline

Please note the following dates for the 2025–26 Statewide Technical Assistance for Charter Schools (STACS) Subgrant Request for Applications (RFA). The effective dates of the subgrant awards are **November 1, 2025, to June 30, 2028**.

Dates for 2025–26 Statewide Technical Assistance for Charter Schools Subgrant Request for Applications

| **Important Events** | **Dates** |
| --- | --- |
| Post RFA on the California Department of Education (CDE) website | **Wednesday, August 6, 2025** |
| Technical Assistance Webinar: Overview of RFA and Subgrant Budget Training | **Tuesday, August 19, 2025**  **10 a.m.  Pacific Daylight Time (PDT)** |
| STACS application due date | **Monday, September 22, 2025** |
| CDE Reviewers evaluate and score all eligible applications | **Tuesday, September 23, 2025 – October 3, 2025**  **(Tentative)** |
| PCSGP Office notifies applicants of application status | **Thursday, October 9, 2025 (Tentative)** |
| Grant Award Notification (GAN) will be processed after approval of PCSGP Budget. Subgrantees must sign and return the GAN. | Approximately 4–6 weeks after approval of the PCSGP Budget |
| Subgrant award starting date | **Saturday, November 1, 2025** |
| Reimbursement payment request process (approximately 6–8 weeks) | Begins upon CDE receipt of signed GAN and submission and approval of the first quarterly expenditure report (QER) |

**Statewide Technical Assistance for Charter Schools Subgrant  
Request for Applications**

## General Information

### 1. Purpose and Background

The PCSGP is a subgrant program funded by the federal Charter Schools Program (CSP), authorized under [Title IV, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) (20 United States Code [U.S.C.] 7221–7221j (External Link)](https://www.ed.gov/sites/ed/files/2019/11/Statute-for-website.pdf). **The PCSGP is a discretionary grant program. California was awarded approximately $93 million in grant funds for 2024–29.** States that are awarded these federal funds distribute them in subgrants to charter school developers, known as PCSGP Start-Up Subgrants in the state of California, to assist in the development and initial operations of newly established or conversion charter schools as well as to assist in the expansion and replication of high-quality charter schools.

Hereafter, the term CDE refers to the California Department of Education (CDE) operating under the policy direction of the State Board of Education (SBE). As part of its 2024 CSP application, the CDE has proposed to continue a statewide initiative to provide technical assistance in the following designated topic areas: English Learners (EL), Special Education (SPED), Socioeconomically Disadvantaged Students (SED), Career and Technical Education (CTE), and Innovative Strategies (See Appendix B: Definitions of PCSGP Terms). The primary audience of these technical assistance programs will be California charter schools, however, they will also be available to district schools and the public, with the goal of enhancing the quality and broad dissemination of best practices statewide. Applicants may apply for and be awarded any combination of one to five topic areas, with awards made based on the applicant’s qualifications and the needs of the CDE. Information on specific allocations can be found in Section 2.2 Subaward Funding Levels and Time Period. Eligible applicants must be California-based local educational agencies (LEAs), including county offices of education (COEs), or education non-profit organizations that support charter schools. Information on additional eligibility requirements is available in Section 2.1 Applicant Eligibility.

STACS Subgrants will include the following tasks, which will be required to be conducted as part of a comprehensive technical assistance program for each of the five topic areas (EL, SPED, SED, CTE and Innovative Strategies) available under this RFA:

* TASK 1 – Recruitment
* TASK 2 – Subject Matter Expertise
* TASK 3 - Best Practices Webinars
* TASK 4 – Continuous Improvement Network
* TASK 5 – Planning Meetings

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

### 2. General Application Information

#### 2.1 Applicant Eligibility

The 2025−26 STACS RFA is open to California-based LEAs, COEs, or education non-profit organizations that support charter schools. Applicants must be legally constituted, qualified to do business within the State of California, and in good standing with the California Secretary of State. For-profit entities may not apply or collaborate on the STACS Subgrant. CDE staff will verify non-profit business status as part of the eligibility screening. Multiple eligible entities may collaborate to apply for the subgrant, provided that each entity meets eligibility criteria. Note: The application must designate a primary subgrant applicant as the lead agency to be responsible for ensuring all of the subgrant requirements are accurately completed in a timely manner. Additionally, the primary subgrant applicant must:

1. Provide evidence of the individual charter school applicant’s Unique Entity Identifier (UEI) active registration with System for Award Management (SAM). Additional information regarding SAM registration can be found at [System of Award Management (External Link)](https://www.sam.gov/).

Applicants must possess substantial experience in providing technical assistance to charter schools at various stages of development. This experience should demonstrate expertise in addressing the unique needs of charter schools, including but not limited to improving outcomes for ELs, SPED, SED students, as well as implementing CTE programs and other innovative strategies for charter school students. Innovative strategies may include, but are not limited to, practices aimed at enhancing student recruitment, enrollment, and retention that promote the inclusion of all students and reducing the overuse of discipline practices that remove students from the classroom (See Appendix B: Definitions of PCSGP Terms). Applicants are not required to demonstrate experience in all areas; however, they must clearly specify the topic area(s) for which they are seeking funding and provide evidence of capacity and expertise related to each selected topic. Further details regarding the required experience to be outlined in the narrative can be found in Section 5.1 Organizational Capacity.

#### 2.2 Subaward Funding Levels and Time Period

##### 2.2.1 Funding and Time Period

The goal of this RFA is to provide funding for the development and implementation of comprehensive technical assistance programs in the following designated topic areas: EL, SPED, SED, CTE and Innovative Strategies. The term of the subgrant is November 1, 2025, to June 30, 2028, with the opportunity to extend time and funding at the discretion of the CDE, contingent upon availability of funds and programmatic needs. The total amount projected to be available for this project is $1,230,000. The CDE estimates allocating up to a total of $246,000 per individual topic area (EL, SPED, SED, CTE, and Innovative Strategies). Annual subgrant allocations over three fiscal years (FY): FY 2025−26, FY 2026−27 and FY 2027−28 may be proposed by the applicant in alignment with program activities. Applicants may be awarded funding for one or more of the five topic areas, contingent upon the qualifications and the evaluation of the applicant’s proposal. The total funding for each topic will be allocated to the subgrantee(s) based on the topic(s) for which they are selected. However, the CDE reserves the right to request budgetary revisions as a condition of funding. Information related to allowable uses of funds are provided in Section 2.3 Allowable Uses of Funds.

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

##### 2.2.2 Option to Extend

At the sole discretion of the CDE, the subgrant time and/or funding may be extended if the subgrantee has met all of the required deliverables and reporting requirements. Any unspent subgrant funds may be carried over to the additional fiscal year. The total amount of funding available for this subgrant is as specified, and no additional funds are guaranteed. However, CDE reserves the right to allocate additional funds to the subgrant award for additional activities through an extension, subject to availability.

#### 2.3 Allowable Uses of Funds

The funding for the STACS Subgrant may be used for the actual expenditures incurred in accordance with the rates in the approved Budget, which may include:

* Staff salaries and benefits for all activities associated with the approved Scope of Work. Certificated/classified salaries and associated benefits charged to the subgrant must be documented with detailed time and effort reports for only those tasks associated with the subgrant.
* Travel costs, including air fare, hotel, and daily per diem, as needed to implement the Scope of Work including travel to the CDE to assist with the implementation of the technical assistance goals in the approved 2024 CSP application.
  + Travel rates under the STACS Subgrant are paid at the approved State of California travel rates, however, travel may exceed these rates with pre-approval from the CDE. See Appendix C: California State Travel Program.
* Supplies are limited to those needed to complete all of the tasks in the approved Scope of Work, such as copy and materials costs as needed to deliver technical assistance. **Equipment cannot be purchased under this subgrant.**
* Services and other operating expenditures must be required to complete all of the tasks in the Scope of Work, such as costs for hosting workshops and conferences in-person (e.g. facilities rental, audio/visual services, etc.).
  + Subcontract costs with rationale for the need for collaborating agency activities. Collaborating agencies, including all Key Personnel supported with subgrant funds, must be approved by the CDE prior to the execution of the subgrant. Any changes to subgrantee personnel, activities, or costs must be approved by the CDE prior to conducting activities.
  + Food not associated with travel costs, such as per diem expenses, CANNOT be charged to the subgrant.
  + The cost of preparing this RFA application cannot be charged to the subgrant.
* Indirect costs may be claimed by the **primary subgrant applicant only** (not subcontractors) and are limited to that LEA’s CDE-approved Indirect Cost Rate (ICR) as found on the [CDE ICR web page](https://www.cde.ca.gov/fg/ac/ic/icrfaq.asp) for the applicable fiscal year in which the funds are expended (see Object Code Budget Categories on page 30 for more guidance). For assistance in determining indirect cost rates please email [PCSGP@cde.ca.gov](mailto:pcsgpg@cde.ca.gov).
* Other costs required to complete all of the tasks in the Scope of Work with justification provided by the subgrantee, at the discretion of the CDE.

#### 2.4 Payee Data Record (STD. 204)

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

#### 2.5 Questions and Clarifications

The CDE will deliver a technical assistance webinar during the application period, for all interested parties. The webinar will provide information regarding the completion of the RFA, information on how to complete the proposed Budget Document forms and provide applicants with an opportunity to ask questions of CDE staff.

#### 2.6 Cost of Preparing an Application

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

### 3. Expected Outcomes

STACS Subgrantees will be required to provide technical assistance for the awarded topic (EL, SPED, SED, CTE and/or Innovative Strategies) on Tasks 1-5, complete related deliverables and reports, and work in partnership with the CDE.

#### 3.1 STACS Performance Objectives and Metrics

STACS Subgrantees will work to support the CDE in reaching its proposed 2024 CSP performance objectives to support sharing of best practices among charter schools and traditional district schools in California. The CDE has proposed the following performance measures for FY 2025−29 for sharing of best practices:

1. Goal 3.1: Provide TA to at least 300 charter schools via best practices webinars for improving academic achievement for all students.
2. Goal 3.2: 100% of technical assistance activities will include resources that are publicly posted.
3. Goal 3.3: At least 50% of PCSGP Start-Up subgrantee schools attend at least one charter best practices TA activity.
4. Goal 3.4: Provide targeted advertising for charter best practices TA activities to 100% of charter and district schools in LEAs with a significant number of schools identified for Comprehensive Support and Improvement.

STACs performance objectives and metrics are subject to change at the discretion of the CDE.

#### 3.2 Subgrantee Responsibilities

The STACS Subgrantee will be responsible for all of the following, as applicable to each topic they are applying for (EL, SPED, SED, CTE and/or Innovative Strategies):

1. Providing a STACS Subgrant Monitor and appropriate Key Personnel;
   1. Identify by name the personnel responsible for oversight of the subgrant and Key Personnel (a resume and job description must be included for each person)
2. Creating a detailed scope of work and budget including salary and benefits for any individuals completing project tasks and supplies needed to complete the project tasks;
3. Planning technical assistance/professional development events and providing documentation for each; and
4. Managing subgrant timelines and deliverables including:
   1. List of technical assistance event attendees
   2. Professional development presentations and handouts
   3. Feedback from technical assistance event attendees
   4. Quarterly progress and expenditure reports
   5. Data tracking and published deliverables
   6. Comprehensive Final Report
   7. Additional progress reporting as needed, per federal requirements

STACS Subawards will be awarded only to applicants that have demonstrated the capacity to deliver the expected outcomes listed in Section 3 Expected Outcomes and Section 5.3 Scope of Work.

#### 3.3 Program and Fiscal Performance Reporting Requirements

STACS Subgrants are reimbursement only. The CDE will not issue any advance payments. On a quarterly basis, and as part of required program and fiscal reporting, subgrantees will provide:

1. Quarterly Expenditure Report (QER) requesting reimbursement for all expenditures for the reporting period, including:
   1. An ongoing general ledger (GL) report including itemized costs, vendor names, date incurred, and a description of the services or items purchased, including but not limited to salaries benefits, travel and subcontract costs;
   2. Supporting documentation including, but not limited to, invoices, receipts, personnel activity reports, contracts, etc.;
2. Quarterly Task Progress Report (QTPR) including:
   1. A report detailing all technical assistance activities, participation rates and participant feedback for the reporting quarter as well as updates on progress toward CIN plan outcomes including key deliverables and/or draft milestones;
   2. Supporting documentation including, but not limited to, attendance rosters, feedback surveys, and presentation materials.

The subgrantee is responsible for ensuring that reports are accurate, complete, and submitted on time. Failure to submit timely, accurate reports may result in reimbursement payments being delayed and may result in termination of the subgrant award. Upon receipt and approval of the required reporting documentation, the CDE will compensate the STACS Subgrantee for actual expenditures incurred in accordance with the rates specified in the subgrant approved budget. Payments generally take 6–8 weeks to be processed following the approval of all submitted documents.

All subgrant funds must be obligated on or before the final day of the subgrant term and paid in full within 90 days. Reimbursement requests beyond the 90-day liquidation period may not be processed without prior approval.

3.3.1 Quarterly Reporting Due Dates

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

### 4. Reading and Scoring of Applications

Each element of the STACS Subgrantee RFA application responses will be reviewed during the timeframe identified on page 3 of the RFA for the required elements that align and support the full implementation of the proposed plan. Reviewers will examine and approve applications with respect to each of the STACS Subgrant plan elements.

Applications will be randomly assigned to readers, taking into consideration any real or perceived conflicts of interest. Readers will base their scores on the degree to which the applicant provides evidence meeting the RFA requirements. Each application will be scored independently and will not be grouped together for any reason.

#### 4.1 Scoring Rubric

Each section of the application narrative will be evaluated and assigned a score using the STACS Subgrant RFA scoring rubric (See Appendix A: Statewide Technical Assistance for Charter Schools Subgrant Request for Applications Scoring Rubric).

The scoring system is used to signify how an application meets the funding criteria for the subgrant. For most narrative responses, a Likert Scale from 0 to 8 will be used as follows:

0–2 = Insufficient or no information provided, lacks specificity

3–4 = Limited, includes general information but needs additional detail, lacks specificity

5–6 = Adequate, includes sufficient description that includes most details

7–8 = Clear, provides a clear description and includes specific details

Each application will be reviewed independently by two CDE-selected reviewers. If the initial scores assigned by the reviewers fall into different point ranges, the reviewers will discuss their scores to reach consensus and re-score the application if needed. If consensus cannot be reached, a third reviewer will score the application. The final score will be determined by combining the score from one of the original reviewers with the third reviewer's score (whichever score is most closely aligned).

Applications that include multiple topics will receive a final total score for each individual topic (e.g. an application that includes both EL and SPED will receive one final total score for EL and one final total score for SPED). The base score includes the sections on organizational capacity, personnel resources, and budget (totaling up to 56 points). The scope of work section is scored separately for the individual topic(s) applied for (totaling up to 40 points per individual topic applied for). The final total score for each application will be the sum of the base score plus the scope of work score for each individual topic area applied for, for a total of 96 points. The number of scores an applicant receives will depend on the number of subgrant topics they apply for, with each subgrant topic evaluated separately. Once all applications have been scored, the CDE will rank the applicants based on their cumulative score(s). Applicants with the highest final total scores in each topic will be prioritized for funding consideration. Below is a sample scoresheet for an applicant that applied for both EL and SPED topics.

Sample Base Score Calculation

| **Section** | **Score** |
| --- | --- |
| I. Organizational Capacity | 16/16 |
| II. Personnel Resources | 20/24 |
| IV. Budget | 14/16 |
| **Base Score Total** | 50/56 |

Sample Scope of Work and Final Total Score Calculation

| **Topic Area** | **III. Scope of Work Score** | **Base Score Total** | **Final Total Score** |
| --- | --- | --- | --- |
| EL | 30/40 | 50/56 | 80/96 |
| SPED | 38/40 | 50/56 | 88/96 |
| SED | /40 | /56 | /96 |
| CTE | /40 | /56 | /96 |
| Innovative Strategies | /40 | /56 | /96 |

#### 4.2 Submission of Applications

Applicants responding to this RFA must submit one complete electronic PDF application packet. The application packet must include complete and unique responses to all narrative elements described within this RFA and all required forms. The application must be single-line-spaced, using default character spacing and 12-point Arial font, with one-inch margins. Applications must be submitted with all forms compiled in the order listed on the Form 1 - Application Component Checklist. Applications failing to meet these criteria or those applications with plagiarized, duplicative, or narrative statements from other subgrant applications may be deemed ineligible.

The electronic copy, saved as one PDF file, must be emailed to [PCSGP@cde.ca.gov](mailto:PCSGP@cde.ca.gov), **no later than midnight of the listed application due date.**

#### 4.3 Appeals

If an application is deemed ineligible or not approved for funding, applicants may request an appeal of the denial within 30 calendar days following receipt of the letter of denial. The request for appeal must clearly identify a violation of the application review process as determined by State or Federal statues, rules, regulations, or guidelines governing the PCSGP in disapproving applications or failing to comply with California’s approved 2024–29 CSP application or program in whole or part (20 U.S.C. Section 1231b-2[a]). A request to appeal the denial of a subgrant award should be emailed to [PCSGP@cde.ca.gov](mailto:PCSGP@cde.ca.gov).

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

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

### 5. Application Specifications

Each applicant must submit one electronic application with authenticated e-signatures as a single portable document format (PDF) document that contains all of the required items listed below.

#### 5.1 Organizational Capacity

A. Applicant Qualifications

The content of this section must describe how the applicant proposes to organize its resources necessary to complete the tasks and deliverables contained in Section 5.3 Scope of Work. The content must demonstrate the applicant’s ability to provide the services set forth in this RFA and must address the following:

1. The LEA or non-profit organization’s mission;
2. Demonstrated statewide presence with evidence of working with charter schools across California at various stages of development, including providing services, disseminating best practices, and publishing or partnering to publish charter school data;
   1. If a non-profit organization, the application indicates when the organization was established and a brief history including the number of charter schools and charter school participants currently served statewide. The applicant lists the location(s) of the office(s) from which the primary work will be conducted; or
   2. If an LEA, the application outlines the number of charter schools the applicant has contracted with to provide services, and the regions served;
3. Experience and evidence of success related to the development of high-quality schools and/or school improvement activities, including at least five years of direct charter school support experience across the state;
4. Experience delivering professional development within the past three years, including the number of events, participant counts, recent topics covered, and target audience served; and
5. If applicable, the applicant should provide details on past experience as a technical assistance provider under the PCSGP grant including details on past ability to meet deliverables on time, demonstrated success in achieving project goals, and the impact the work had on California schools.

B. Technical Assistance Portfolio

Applicants must submit a Technical Assistance Portfolio that provides direct evidence of experience delivering technical assistance (TA) to charter schools and/or district schools. The Technical Assistance Portfolio must demonstrate the scope and quality of the applicant TA work, as described in Part A. Applicant Qualifications. The Technical Assistance Portfolio is limited to three sample document types (URLs and externally linked documents may not be reviewed) approximately 10 pages per document type (30-page maximum for the Technical Assistance Portfolio). Some examples of acceptable evidence for the three TA sample document types include, but are not limited to:

1. Technical assistance materials, such as PowerPoint presentations, training agendas, workshop handouts, or facilitator guides;
2. Tools, templates, or resources developed to support school improvement, governance, instructional leadership, compliance, or operational capacity;
3. Artifacts from TA engagements, such as implementation plans, coaching logs, or site visit reports;
4. Evaluation summaries, published research, or formal reports showing outcomes or impacts of TA provided; and/or
5. Evidence of data collection or feedback mechanisms used to assess and improve TA services, such as survey instruments, evaluation forms, or analysis summaries.

C. Letters of Support

Provide, as appendices, three letters of support to demonstrate strong statewide partnerships and a commitment to serving high-quality charter schools. Letters must be submitted from each of the following: a Charter School or Charter Management Organization, a School District, and a County Office of Education (COE). In addition, any collaborating agencies who wish to work with the subgrantee under the STACS Subgrant must also provide a letter of support. The letters should be signed by an appropriate representative from each respective organization and must demonstrate the applicant’s capacity to successfully implement the proposed project and ensure statewide impact.

#### 5.2 Personnel Resources

A. Subgrant Monitor Qualifications

Identify by name the Subgrant Monitor for the STACS RFA subgrant and describe how the proposed Subgrant Monitor meets the minimum qualifications stated below. The application must describe how the Subgrant Monitor will effectively coordinate, manage, and monitor the efforts of the assigned staff, including collaborating agencies, to ensure that all tasks/subtasks, activities, and functions are completed effectively and in a timely manner.

The Subgrant Monitor is the applicant’s primary person assigned to oversee STACs RFA subgrant activities. The Subgrant Monitor must be an employee of the primary subgrant applicant and will act as the liaison between the CDE and all other approved CDE staff. The Subgrant Monitor is responsible for ensuring completion of all STACS Subgrant deliverables, tasks, and subtasks.

The Subgrant Monitor must be accessible to the CDE at all times during normal CDE business hours (See Appendix B: Definitions of PCSGP Terms for the definition of “CDE business hours”). In addition to other specified responsibilities, the Subgrant Monitor will be responsible for all matters related to the applicant’s subgrant staff/personnel including, but not limited to:

* 1. Supervising, reviewing, monitoring, training, and directing all staff/personnel; completing subgrant activities;
  2. Maintaining subgrant files;
  3. Implementing and maintaining quality control procedures to manage conflicts, ensure product accuracy, identify critical reviews, and milestones; and
  4. Submitting quarterly progress reports and invoices in a timely matter.

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

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

B. Fiscal Manager Qualifications

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

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

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

C. Key Personnel Qualifications

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

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

D. Collaborating Agency Qualifications

If applicable, describe any collaborating agencies partnering with the subgrantee under STACS. The applicant must provide a rationale for engaging these partners and a description of the organizational capacity of the collaborating agency, including relevant experience conducting the tasks described in this RFA. The applicant shall identify all Key Personnel proposed for each task by name, job position title, and identify how the partner staff meet or exceed the Key Personnel minimum qualifications described above.

E. Changes to Personnel Requirements

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

F. Current Resumes

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

#### 5.3 Scope of Work

To build a successful comprehensive technical assistance program for the specific topic area(s) (EL, SPED, SED, CTE, and/or Innovative Strategies), the applicant must submit a separate detailed scope of work proposal for each topic area they apply for, that demonstrates their ability to complete Tasks 1-5 for that specific topic area. For example, an applicant seeking funding for EL and SPED topics would provide one scope of work for EL activities and a separate scope of work for SPED activities. Any deviation from the tasks and subtasks described will not be considered and may cause an application to be rejected.

##### 5.3.1 Task 1: Recruitment

This section of the RFA narrative must describe how the applicant proposes to accomplish Task 1 and all associated subtasks for each topic area (EL, SPED, SED, CTE and/or Innovative Strategies) they are applying for, as detailed herein, for the duration of the subgrant term. The content must demonstrate the applicant’s ability to provide the services contained in Section 5, Scope of Work, and must address the following:

1. A description of how the applicant plans to recruit and sustain participation statewide for Best Practices Workshops (BPWs) and Continuous Improvement Networks (CINs), with a focus on low-performing schools, and schools in Local Education Agencies (LEAs) with a significant number of schools identified for Comprehensive Support and Improvement. The plan should include strategies for engaging a diverse set of schools across California, ensuring access and inclusion for all regions. It should also outline communication strategies, follow-up systems, attendance tracking, feedback collection, and reporting to the CDE;
2. A description of how the applicant will effectively recruit schools and prepare for successful implementation. The plan should highlight outreach strategies to engage a diverse range of schools statewide, including charter schools, using tactics like targeted communication campaigns, collaboration with educational organizations, and other approaches to maximize participation;
3. Timeline to develop and begin the implementation of BPWs and CINs by topics applied for; and
4. Identify sufficient Key Personnel in order to accomplish all activities described above.

##### 5.3.2 Task 2: Subject Matter Expertise

This section of the RFA narrative must describe how the applicant proposes to accomplish Task 2 and all associated subtasks for each topic area (EL, SPED, SED, CTE, and/or Innovative Strategies) for which they are applying, as detailed herein, for the duration of the subgrant term. The content must demonstrate the applicant’s ability to provide the services contained in Section 5.3, Scope of Work, and must address the following:

* Demonstrate the applicant’s experience in each proposed topic area (EL, SPED, SED, CTE, and/or Innovative Strategies) the applicant is applying for and provide evidence of delivering high-quality technical assistance and professional development to charter schools. This includes showcasing expertise in best practices, instructional strategies, and school/community leadership and outreach relevant to the proposed topic area. Include any relevant qualifications, certifications, or history of successful projects in the proposed topic area, highlighting measurable outcomes. URLs and externally linked documents may not be reviewed.

##### 5.3.3 Task 3: Best Practices Webinars

This section of the RFA narrative must provide a proposal detailing how the applicant plans to accomplish Task 3 and all associated subtasks for each topic area (EL, SPED, SED, CTE and/or Innovative Strategies) they are applying for, as detailed herein, for the duration of the subgrant term. The proposal should identify how the tasks will directly contribute to building a comprehensive technical assistance program aimed at expanding opportunities for all students, particularly traditionally underserved students, and improving the quality of charter schools statewide. The proposal must include a three-year plan over FY 2025−26, FY 2026−27, and FY 2027−28 for the following:

* A clear outline of the specific topic(s) (EL, SPED, SED, CTE, and/or Innovative Strategies) the applicant is proposing to address;
* A comprehensive plan to conduct a minimum of nine webinars total for each topic area (EL, SPED, SED, CTE, and/or Innovative Strategies) being applied for including webinar objectives, and how the topics will progressively build participants’ understanding of the topic over the course of the webinar series;
  + To remain eligible for continued participation in the STACS Subgrant program, the subgrantee must conduct a minimum of one webinar per approved topic area during FY 2025−26.
* Proposed webinar dates and length of individual webinars;
* A description of how the content will be presented (lecture, interactive, small group, etc.) and audience engagement strategies;
* Target audience for the presentation (educators, school leaders, etc.);
* A plan to track session attendance, with a focus on charter school participants, and a method for collecting, reviewing, and sharing participant feedback. Proposals should detail how data will be used to assess program performance and inform adjustments for future webinars; and
* Identification of sufficient Key Personnel in order to accomplish all activities described above.

Subgrant applicants may choose to partner with another eligible entity to deliver the webinars. The RFA narrative must outline the partner’s specific responsibilities, including the specific activities and deliverables the partner will be responsible for. Partner organization costs must be included under the budget object code for Contracts (5000). A signed agreement and invoice must be submitted to the CDE prior to expenses being reimbursed.

The narrative must include a plan for delivering webinars to allow for attendance across the state, and an accessibility plan for reasonable accommodation. All workshops must be recorded and posted on a vendor-hosted webpage, along with handouts and resources, with the ability to link back to the CDE-hosted webpage.

In addition to the proposal, the applicant must acknowledge and agree to the following subgrant terms and identify sufficient Key Personnel to accomplish the activity outlined below:

* The STACS Subgrantee must acknowledge that for each webinar to be conducted, they will provide training materials (e.g., presentation slides, handouts, resources) to ensure that there are no fewer than ten working days for the CDE to initially review any finalized deliverables; (2) make all modifications within five working days from receipt of the changes directed by the CDE; and (3) allow the CDE at least five working days to review and approve the modified deliverables; and
* The STACS Subgrantee must acknowledge that they will provide quarterly reports (by October 31, January 31, April 30, and June 26) on webinars conducted, attendance, and participant feedback. A closeout report including trainings conducted, attendance, and participant feedback from quarter 4, as well as a summary of program activities is due by July 31, 2028, or a later date if the subgrant is extended. STACS Subgrantees must acknowledge that they will provide revisions if needed, based on CDE feedback.

##### 5.3.4 Task 4: Continuous Improvement Network

This section of the RFA narrative must provide a proposal detailing how the applicant plans to accomplish Task 4 and all associated subtasks for each topic area (EL, SPED, SED, CTE and/or Innovative Strategies) they are applying for, as detailed herein, for the duration of the subgrant term. The proposal must demonstrate how the tasks will directly build upon and integrate the knowledge, strategies, and objectives presented in the Best Practices Webinars (BPWs) to establish a comprehensive technical assistance program that supports the specific topic area. The proposal must include a three-year plan over FY 2025−26, FY 2026−27, and FY 2027−28 for the following:

* A comprehensive plan for facilitating at least one CIN cohort of at least 10 school administrators, teachers or other staff from across California, including strategies of how the applicant will create a safe and collaborative environment for participants to identify high-leverage challenges, analyze data, and work towards developing high-quality charter schools;
* A description of the CIN activities throughout the term of the subgrant, including at least 18, one-hour meetings for participants;
* A plan to track session attendance, with a focus on charter school participants, and a method for collecting, reviewing, and sharing participant feedback. Proposals should detail how data will be used to assess program performance and inform adjustments for future meetings;
* An explanation of how the CIN activities will be tied back to the content learned in the BPWs, ensuring that participants apply the strategies and best practices from the webinars to their work in the CIN;
* A sample plan that outlines clear and measurable outcomes, tracks relevant data, and documents participant progress throughout the CIN, with the purpose of producing a comprehensive final report that accurately reflects the impact of the work completed during the CIN. The plan must specify key deliverables and submission deadlines, such as drafts and progress reports, to ensure regular updates are provided to the CDE, emphasizing how charter school participants have implemented strategies for school improvement; and
* A plan for offering small group and one-on-one targeted support outside of the 18 scheduled CIN meetings, if requested by participants.

Subgrant applicants may choose to partner with another eligible entity to facilitate the CINS. The RFA narrative must outline the partner’s specific responsibilities, including the specific activities and deliverables the partner will be responsible for. Partner organization costs must be included under the budget object code for Contracts (5000). A signed agreement and invoice must be submitted to the CDE prior to expenses being reimbursed.

In addition to the proposal, the applicant must acknowledge and agree to the following subgrant terms and identify sufficient Key Personnel to accomplish the activity outlined below:

* The STACS Subgrantee must acknowledge that they will provide quarterly reports (by October 31, January 31, April 30, and June 26) on CIN meetings conducted, attendance, and participant feedback. A closeout report including trainings conducted, attendance, and participant feedback from quarter 4, and a final deliverable demonstrating measurable outcomes or impact of the CIN, as well as a summary of program activities is due by July 31, 2028, or a later date if the subgrant is extended. STACS Subgrantees must acknowledge that they will provide revisions if needed, based on CDE feedback.

##### 5.3.5 Task 5: Planning Meetings

This section of the RFA narrative must acknowledge the applicant’s commitment to accomplish Task 5 and all subtasks contained herein for the duration of the subgrant term. Identify sufficient Key Personnel in order to accomplish all activities below:

* STACS Subgrantees will convene at least monthly for collaboration purposes with CDE Subgrant Monitors for each subaward awarded (EL, SPED, SED, CTE and/or Innovative Strategies). STACS Monitors will attend monthly, virtual meetings to be determined by the CDE on a date to be determined at least 30 days prior to the meeting date. The meetings will be conducted in an online meeting format. The purpose of these meetings is to update the CDE on the status of STACS project activities and deliverables. Most meetings will be no more than one hour. The CDE reserves the right to schedule or cancel meetings as needed. The CDE may schedule additional meetings as needed to accommodate collaboration with CDE staff, interviews with federal program monitors, or other subgrant management needs.

### 6. Specific Conditions and Assurances

The following are some of the specific conditions and assurances that will apply to this subgrant, for the awareness of applicants. Failure to conduct any subgrant requirements on or before the end of the subgrant period will result in the CDE withholding ten percent of the total subgrant award.

#### 6.1 Resolution of Disputes

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

#### 6.2 Subgrants Funded by the Federal Government

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

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

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

#### 6.3 Right to Terminate

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

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

#### 6.4 Prohibition Against Outside Agreements

The subgrantee shall not enter into agreements related to products and/or services provided under this subgrant with any out-of-state agency or organization. Any out-of-state agency or organization shall negotiate directly with the CDE for products and/or services pertaining to this subgrant.

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

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

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

#### 6.6 Staff Replacements

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

#### 6.7 Compliance Audit

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

#### 6.8 Potential Subcontractors

The applicant must identify intended subcontractors in their application including subcontractor qualifications and the rationale for subcontracting required subgrant activities. Subcontractors must meet all eligibility requirements as defined in 2.1 Applicant Eligibility.

Nothing contained in the STACS Subgrant or otherwise, shall create any contractual relation between the CDE and any subcontractors, and no subcontract shall relieve the subgrantee of their responsibilities and obligations hereunder. The subgrantee agrees to be as fully responsible to the CDE for the acts and omissions of its subcontractors and of persons either directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the subgrantee. The subgrantee's obligation to pay its subcontractors is an independent obligation from the State's obligation to make payments to the subgrantee. As a result, the CDE shall have no obligation to pay or to enforce the payment of any moneys to any subcontractor.

## CDE Proposed STACS Subgrant Activity Dates

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

Subgrant Period 1: November 1, 2025, to June 30, 2028

| **Activity** | **Proposed Cadence** |
| --- | --- |
| Virtual CDE Management Meetings | Monthly |
| Recruitment and development of comprehensive technical assistance program by topic | Ongoing as needed |
| Best Practices Webinars | 9 per topic, as proposed by the applicant *\*\*Must complete at least one BPW in FY 2025-26.* |
| Continuous Improvement Network | 18 per topic, as proposed by the applicant |
| Reporting Due Dates | Quarterly |
| CIN Final Deliverable | July 31, 2028, or later if subgrant is extended |
| Comprehensive Final Report | July 31, 2028, or later if subgrant is extended |

See [RFA Section 2.2. Subaward Funding Levels and Time Period](#_2.2_Subaward_Funding) for additional information regarding the subgrant period.

## Request for Applications Instructions

The following forms must be included as part of the STACS application.

Forms 1, 2, 3 contained in one Word document, the Statewide Technical Assistance for Charter Schools Subgrant Request for Applications Packet. Forms 4 and 5 are contained in one Excel workbook, the Statewide Technical Assistance for Charter Schools Subgrant Proposal Workbook**.** All application components must be submitted in the order listed on Form 1 and submitted as one PDF (see instructions in Section 4.2 Submission of Applications). Prior to submission, the PDF application package must be signed by the primary applicant using an authenticated electronic signature.

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

**Statewide Technical Assistance for Charter Schools Subgrant Request for Applications Packet**

## Form 1 – Application Component Checklist

| **Forms** | **Required in Application** | **Initials** |
| --- | --- | --- |
| Form 1 – Application Component Checklist | Required |  |
| Form 2 – Subgrant Application Cover Page  *The Primary Applicant must sign using an authenticated electronic signature.* | Required |  |
| Subgrant Application Narrative Response (30-page limit) | Required |  |
| Form 4 – Proposed Budget Summary | Required |  |
| Form 5 – Proposed Budget Narrative | Required |  |
| Form 6 – Specific Conditions and Assurances | Required |  |
| Appendix A: STD. 204 State for California – Department of Finance Payee Data Record | Required |  |
| Appendix B: Verification of SAM registrations | Required |  |
| Appendix C: Resumes | Required |  |
| Appendix D: Letters of Support | Required |  |
| Appendix E: Technical Assistance Portfolio | Required |  |

## Form 2 – Subgrant Application Cover Page

### Applicant Information

| **Required Fields** | **Applicant Information** |
| --- | --- |
| Primary Applicant Organization Name: |  |
| Indicate Type of Entity: (e.g. COE, District, or Non-Profit) |  |
| Address: |  |
| County: |  |
| Primary Applicant UEI Number: |  |
| Subgrant Monitor Name and Title: |  |
| Subgrant Monitor Phone Number: |  |
| Subgrant Monitor Email: |  |
| Fiscal Manager Name and Title: |  |
| Fiscal Manager Phone Number: |  |
| Fiscal Manager Email: |  |

### Primary Applicant Certification, Assurance, and Signature Section

**CERTIFICATION/ASSURANCE**: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the Federal Charter Schools Program, and I agree to comply with all requirements as a condition of funding.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

Certification, Assurances, and Signature

| **Required Information** | **Certification Information** |
| --- | --- |
| Name of Primary Applicant |  |
| Title of Primary Applicant |  |
| Date |  |
| Primary Applicant Signature (Authenticated e-signature) |  |

**The STACS Subgrant Application Narrative should immediately follow Form 2.**

## Form 3 *–* Application Narrative

The narrative responses must address each of the areas identified in the RFA Section 5 Application Specifications. The maximum page limit for the narrative response is 30 pages. The pages must be 8.5” x 11” pages with one-inch margins, single-line-spaced, and 12-point Arial font.

## Forms 4 and 5 – Budget Form Instructions

The RFA applicant must complete the following Excel workbook forms: Form 4 – Budget Summary and Form 5 – Budget Narrative for the full subgrant term covered in the application. Instructions for completing the forms are included in the Excel workbook and can be downloaded at the RFA web page.

### Form 4 – Budget Summary

The Form 4 – Budget Summary spreadsheet must provide a summary of proposed expenditures by object code series for the full subgrant term. This summary must align with the Form 5 – Budget Narrative.

### Form 5 – Budget Narrative

The Form 5 –Budget Narrative document must provide detailed descriptions by object code series and task of how the subgrant funds will be expended.

The Budget Narrative must include a breakdown of expenses including per unit costs, quantity, and justification for the expense. Salaries and benefits must detail who is being paid, cost per unit, and how many units are to be paid.

Example:

**1000: Certificated Salaries: $22,500**

Subgrant Monitor, Insert Subgrant Monitor’s Name

Insert a brief description of roles and responsibilities.

Base Salary $90,000 per year x .25 full-time equivalent (FTE) = $22,500.

* Task 1: Estimated 10 hours per month for recruitment and development activities including targeted communication, collaboration with educational organizations, and conducting outreach efforts.
* Task 3: Estimated 10 hours per month for Best Practices webinar content development, presentation, post event data analysis, etc.
* Task 4: Estimated 15 hours per month for Continuous Improvement Network planning, development, and facilitation to develop materials, coordinate travel (if needed), conduct meetings, post event data analysis, etc.
* Task 5: Estimated 4 hours per month for Planning Meetings with CDE and partnering agency collaboration, plus planning and post-meeting next steps.

### Object Code Budget Categories

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

Object Code Budget Categories

| **Object Code** | **Description of the Budget Category** |
| --- | --- |
| 1000 | **Certificated Salaries:** Salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated employees supporting STACS Subgrant activities, including percentage or fraction of FTE and rate of pay per day, month, and/or annual salary. (Funds in this category are not intended to supplant current fixed costs.) |
| 2000 | **Classified Salaries:** Salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified employees supporting STACS Subgrant activities, including percentage of FTE, and rate of pay per day, month and/or year. (Funds in this category are not intended to supplant current fixed costs.) |
| 3000 | **Employee Benefits:** Record the employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| 4000 | **Books and Supplies:** Record expenditures for materials and supplies, and other non­capitalized material and supplies necessary to meet the objectives of the subgrant. Copy charges must be limited to only those items needed to complete the tasks associated with the subgrant. This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate an office to support RTAC Subgrant activities. Equipment purchases are not allowed under this subgrant. |
| 5000 | **Services and Other Operating Expenditures**: Record expenditures for travel, and CDE approved subcontracts. Collaborating agency costs must be included under the budget object code for Contracts (5000). A signed agreement and invoice must be submitted to the CDE prior to expenses being reimbursed.  **Travel and Conferences:** Include expenditures incurred by/for subgrant personnel including lodging, mileage, parking, bridge tolls, and/or car rental(s), necessary to meet the objectives of the program. Receipts are required to be kept on file by the subgrantee for audit purposes. Travel expenses charged to the subgrant cannot exceed approved California travel rates (Appendix C: California State Travel Program). All travel costs charged to the subgrant must be reasonable and necessary to complete the RTAC Subgrant tasks. Food not associated with travel costs, per diem expenses, CANNOT be charged to the RTAC subgrant. |
| 6000 | **Capital Outlay Equipment:** Capital Outlay is not allowable under this subgrant. |
| 7000 | **Indirect Costs:** Indirect costs are agency-wide, general management costs (i.e., activities for the direction and control of the agency as a whole). General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. All indirect costs must be charged against eligible program expenditures, in compliance with state and federal law and regulations, and aligned with standard accounting practices. All instructional salaries and benefits, program supplies, contracts for instructional and support services, board and superintendent services, facility costs (plant maintenance and operations and facilities rents and leases), except for a minimal portion associated with the general administrative offices. This is referred to as the modified total direct costs (MTDC) base. MTDC excludes capital expenditures (objects 6000-6999), food costs (object 4700), other outgo (objects 7000-7499), other financing uses, the portion of each subagreement for services in excess of $25,000 (object 5100), and expenditures from the deferred maintenance fund, the capital facilities fund, the proprietary funds other than cafeteria, and the fiduciary funds. Please see additional information on rates, eligible program expenditures, and other guidance at the [CDE ICR Frequently Asked Questions web page](https://www.cde.ca.gov/fg/ac/ic/icrfaq.asp). |

## Form 6 – Subgrant Conditions and Assurances

### CDE General Assurances

Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code Section11135; and Chapter 1, Subchapter 4 (commencing with Section 30) of Division I of Title 5, California Code of Regulations (5 CCR).

Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with Section 200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law [PL] 105-17; 34 Code of Federal Regulations [CFR] 300, 303; and Section 504 of the Rehabilitation Act of 1973)

When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code [USC] Section 6321; PL 114-95, Section 1118[b][1])

All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.

Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC Section 64001)

LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC Section 64001; 20 USC Section 6311; PL 114-95, Section 1111[d][1][2])

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, Section 4202)

The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)

The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, Section 4600 et seq.)

The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

The LEA will provide the certification on constitutionally protected prayer. (20 USC Section 7904; PL 114-95, Section 8524[b])

The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, an eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law. (20 USC Section 7844; PL 114-95, Section 8304[a][2][A-B])

The LEA administers all funds and property related to programs funded for equitable services provided to students attending private schools. (20 USC Section 6320; PL 114-95, Section 1117[d][1])

The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC Section 7846; PL 114-95, Section 8306[a][3][A-B])

The LEA will participate in the California Assessment of Student Performance and Progress. (EC Section 60640, et seq.)

The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC Section 45344[a])

The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC sections 11502, 11504)

Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR Section 3942)

The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, Section 7; California Government Code sections11135-11138; 42 USC Section 2000d; 5 CCR, Section 3934)

Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC Section 62002; 5 CCR, sections 3944, 3946)

At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC Section 63001; 5 CCR, Section 3944[a][b])

State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC Section 48438)

Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.

The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Unique Entity Identifier (UEI) number and maintaining a current/active registration in the [System for Award Management (External Link)](https://www.sam.gov/SAM/).

Tribal consultation is required for all Title programs covered by ESSA (ESEA section 1111[a][1][A]) when an LEA have received a Title VI Indian Education formula grant in the previous fiscal year that exceeds $40,000, or have 50 percent or more (using enrollment from the previous year) of its student enrollment made up of American Indian/American Native (AI/AN) students. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. A list of LEAs required to conduct tribal consultation can be found at [Tribal Consultation](https://www.cde.ca.gov/sp/ai/tc/). Each affected LEA shall maintain in the agency’s records and provide to the state educational agency a written affirmation signed by the appropriate officials of the participating tribes—or tribal organizations approved by the tribes—that the consultation required by this section has occurred. (20 USC Section 7918; PL 114-95, Section 8538)

### STACS Specific Assurances

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

#### Expenditures and Reporting

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

#### STACS Information and Data

* The applicant will complete all data reporting requests to the CDE for STACS participant data including, but not limited to, the following:
  1. List of all attendees at best practices webinars and continuous improvement network meetings
  2. List of communications with BPW and CIN participants, including dates and people contacted
  3. Survey responses and feedback from subgrant activity participants
* The subgrantee’s name will be used in all communications.
* The applicant will respond to any additional inquiries, surveys, or other methods of data collection that may be required for the full subgrant period.
* The applicant will cooperate with the ED and the CDE in evaluating the subgrant program.

#### Federal and State Regulations

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

#### Specific Subgrant Conditions

* Will fulfill all application requirements to meet all statutory and regulatory requirements, including the requirements in Section 4303(f)(1)(C)(i) of the ESEA and Application Requirement (a)(3)(ii) (information that must be included in subgrant applications) in the Notice Inviting Applications for New Awards under the CSP State Entities program that was published in the Federal Register (FR) on April 24, 2024 (89 FR 31172).
* If charging for indirect costs, will follow all guidance provided at [Indirect Cost Rates](https://www.cde.ca.gov/fg/ac/ic/) as well as 34 CFR 75.560(d)(a), 34 CFR 75.561(b), and any other state or federal statute, regulations, or interagency agreements.
* Auditable records will be maintained on file for five years following the subgrant closing date.
* All non-Federal entities expending $750,000 or more in combined federal funds (e.g., PCSGP and Title I funds, or American Recovery and Reinvestment Act [ARRA] funds) in a single year are required by federal law to obtain and submit a Single Audit to the Federal Audit Clearinghouse.
* Subgrant recipients will access the [Federal Audit Clearinghouse](https://facweb.census.gov/uploadpdf.aspx) web site to submit their Single Audit.
* The subgrant recipient must meet all Federal Funding Accountability and Transparency Act requirements, including reporting of executive compensation if applicable, by completing the CDE Federal Funding Accountability and Transparency Act Sub-Award Reporting Form (CDE AO-FFATA-001 Form).

### Primary Applicant Certification, Assurances, and Signature

I have read the applicable certifications, assurances, terms, and conditions and I agree that the subgrant applicant will comply with all requirements as a condition of funding. On behalf of the subgrant applicant, I certify that the organization intends that this and future transaction be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.

Certification, Assurances, and Signature

| **Required Information** | **Certification Information** |
| --- | --- |
| Name of Primary Applicant |  |
| Title of Primary Applicant |  |
| Date |  |
| Primary Applicant Signature (Authenticated e-signature) |  |

## Required Application Appendices

### Payee Data Record (STD. 204)

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

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

### Verification of SAM Registration

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

### Resumes

For additional information regarding required resumes, please see Section 5.2 Personnel Resources.

### Letters of Support

For additional information regarding required letters of support, please see section 5.1 Organizational Capacity.

### Technical Assistance Portfolio

For additional information regarding required technical assistance portfolio, please see section 5.1 Organizational Capacity.

## Appendix A: Statewide Technical Assistance for Charter Schools Subgrant Request for Applications Scoring Rubric

### Organizational Capacity

The content of this section must describe how the applicant demonstrates the organizational experience and capacity necessary to complete the tasks and deliverables contained in Section 5.3 Scope of Work.

Total score of 16 points possible:

Organizational Capacity

| **I. Applicant Qualifications** | **CLEAR CASE**  **8–7 Points** | **ADEQUATE CASE**  **6–5 Points** | **LIMITED CASE**  **4–3 Points** | **INADEQUATE CASE**  **2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Applicant Qualifications  Score of 8 points possible: | The applicant clearly describes their mission, history, and statewide presence in supporting charter schools at various stages of development. Specific evidence of the number of schools served, the regions impacted, and measurable outcomes of their work are provided. Detailed evidence of providing professional development, including recent topics addressed and target audience. Strong evidence of success in developing high-quality schools. *Exceeds* the minimum of (1) five years of experience in direct charter school support and (2) experience delivering professional development in the past three years.  **For previous awardees:** Strong evidence of submitting deliverables on time, achieving project goals, and impact on schools are provided. | The applicant provides a description of their mission, history, and statewide presence in supporting charter schools, including general evidence of the number of schools served and regions impacted. Some evidence of measurable outcomes or success is provided. Evidence of providing professional development is not fully detailed, and only some evidence of success in developing high-quality schools is provided, but it lacks specificity. *Meets* the minimum of (1) five years of experience in direct charter school support and (2) experience delivering professional development in the past three years.  **For previous awardees:** Evidence of meeting deliverables and achieving project goals is included but may lack specific data or detailed impact. | The applicant provides a limited description of their mission, history and success with high-quality schools and/or school improvement activities. Minimal or vague evidence of statewide presence, with insufficient details on the number of schools served or regions impacted. Professional development lacks sufficient detail, limited evidence of success in developing high-quality schools. The applicant *meets* the minimum required experience for direct charter school support and professional development support but does not provide strong evidence of their effectiveness or broader impact.  **For previous awardees**: There is limited evidence of meeting deliverables, achieving project goals, or demonstrating the impact of their work. | The applicant’s mission does not match the goals of the STACS Subgrant. Insufficient evidence or no evidence of statewide presence, with no clear details on the number of schools served or regions impacted. Describes insufficient experience related to high-quality schools, school improvement activities, delivering professional development, or directly supporting charter schools.  **For previous awardees:** No evidence of meeting deliverables, achieving project goals, or demonstrating impact on charter schools in California is provided. There is no clear record of success or meaningful contribution to the charter school community. |
| 1. Technical Assistance Portfolio   Score of 8 points possible: | Applicant provided three high-quality sample document types clearly demonstrating extensive TA experience with charter or district schools. Materials are detailed, relevant, and professional, including well-developed training resources. All materials fully comply with portfolio requirements, including the limit of three sample document types and a 30 page maximum. | Applicant provided three sample document types demonstrating relevant TA experience with charter or district schools. Materials are generally appropriate and professional, though some may lack depth or clarity. Training resources are present but may be less developed. Portfolio meets basic compliance with application requirements, including the limit of three sample document types and a 30-page maximum. | Applicant provided fewer than three sample document types or submitted materials that offer limited evidence of TA experience with charter or district schools. Materials may be incomplete, lack relevance, or show minimal detail. Training resources are present but underdeveloped or unclear. Portfolio may not fully comply with application requirements related to document type or page limits. | Applicant provided insufficient or no relevant evidence of TA experience with charter or district schools. Materials are unclear, incomplete, unprofessional, or unrelated to TA work, showing little or no support for the applicant’s capacity to deliver technical assistance. Materials do not comply with portfolio requirements. |
| Letters of Support  **Not included in total score but must meet clear case standard** | Applicant provided three letters of support from each required entity: a Charter School or CMO, a School District, and a COE. Each letter is signed and clearly demonstrates the applicant's capacity to successfully implement the proposed project and ensure statewide impact. If applicable, provided letters of support from any proposed collaborating agencies. | Not Applicable | Not Applicable | The applicant failed to meet the requirements for submitted letters of support from the correct entities. |

### Personnel Resources

The content of this section must describe how the applicant demonstrates the staffing experience and resources necessary to complete the tasks and deliverables contained in Section 5.3 Scope of Work.

Total score of 24 points possible:

Personnel Resources

| **I. Applicant Qualifications** | **CLEAR CASE**  **8–7 Points** | **ADEQUATE CASE**  **6–5 Points** | **LIMITED CASE**  **4–3 Points** | **INADEQUATE CASE**  **2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Subgrant Monitor Qualifications  Score of 8 points possible: | Applicant clearly identifies the Subgrant Monitor and demonstrates how they meet or exceed all minimum qualifications, including three or more years of experience in high-quality schools or school improvement, professional learning communities, project management, and educational technology. Description clearly explains how the Monitor will coordinate, manage, and supervise all subgrant activities and staff. Resume is included. | Applicant identifies the Subgrant Monitor and describes how they meet most required qualifications, including at least three years of relevant experience. Description addresses how the Monitor will manage subgrant activities and staff. Minor detail may be lacking. Resume is included. | Applicant identifies a Subgrant Monitor, but the description provides limited evidence of required qualifications or experience. Responsibilities may be only partially addressed or unclear. Resume may be incomplete or missing. | Applicant does not identify a qualified Subgrant Monitor or provides minimal/no evidence of required qualifications or responsibilities. Lacks sufficient detail on experience or role. Resume is missing. |
| B. Fiscal Manager Qualifications  Score of 8 points possible: | Includes a clear description of the person identified to act as the Fiscal Manager outlining how they *exceed* the minimum three years’ experience managing a project of similar size and scope. The fiscal and budgetary processes are described. Resume is included. | Includes an adequate description of the person identified to act as the Fiscal Manager outlining how they *meet* the minimum years of experience managing a project of similar size and scope. The fiscal and budgetary processes are described. Resume is included. | Includes a limited description of the person identified to act as the Fiscal Manager or limited experience managing a project of similar size and scope. Resume is included. | The applicant provides an inadequate description of the person identified to act as the Fiscal Manager or inadequate experience with projects of a similar size and scope. Resume is not included. |
| C. Key Personnel Qualifications  Score of 8 points possible: | Includes a clear description of any Key Personnel and how they *exceed* the minimum three years’ experience required to complete required tasks. Resume(s) included. | Includes an adequate description of any Key Personnel and how they *meet* the minimum years of experience required to complete required tasks. Resume(s) included. | Includes a limited description of any Key Personnel and their experience related to completing the required tasks. Resume(s) included | Includes an insufficient description of Key Personnel. Resume(s) not included. |
| D. Collaborating Agency Qualifications (if applicable)  **Not included in total score but must meet Adequate Case Standard** | Includes names, positions, tasks to be assigned, and clear justification for the use of the proposed collaborating agency. Describes how the collaborating agency staff *exceeds* minimum qualifications. Resume(s) included. | Includes names, positions, tasks to be assigned, and an adequate justification for the use of the proposed collaborating agency. Describes how the collaborating agency staff *meets* minimum qualifications. Resume(s) included. | Includes the tasks to be assigned, and limited justification for the proposed collaborating agency. Limited description of how the collaborating agency staff *meets* minimum qualifications. Resume(s) included. | Includes the tasks to be assigned, but inadequate justification for using the proposed collaborating agency or qualifications. Resume(s) not included. |
| E. Changes to Personnel Requirements  **Not included in total score but must meet clear case standard** | The application must acknowledge that the applicant will comply with the Changes to Key Personnel Requirements. | Not Applicable | Not Applicable | The application does not acknowledge compliance with Changes to Key Personnel Requirements. |

### ***Scope of Work***

The content of this section must describe how the applicant will meet all the requirements stated for the tasks identified in the RFA. This portion of the rubric will be applied separately to each topic area (EL, SPED, SED, CTE, and Innovative Strategies) for which a Scope of Work is submitted. The criteria and scoring are consistent across all topic areas. For more information on how applications are scored, please refer to Section 4.1 Scoring Rubric.

Total score of 40 points possible per topic applied to:

Scope of Work – EL, SPED, SED, CTE, Innovative Strategies

| **3. Scope of Work** | **CLEAR CASE**  **8-7 Points** | **ADEQUATE CASE**  **6-5 Points** | **LIMITED CASE**  **4-3 Points** | **INSUFFICIENT CASE**  **1–0 Points** |
| --- | --- | --- | --- | --- |
| A. Task 1 - Recruitment  Score of 8 points possible: | The narrative describes a clear, well-developed multi-year plan for recruiting participants statewide in all STACs activities using three or more resources. Systems for targeting low-performance schools, following up with interested schools, recording attendance, soliciting feedback, and reporting out to CDE are also described. This activity is clearly aligned in the budget narrative. | The narrative describes an adequate plan multi-year plan for recruiting participants statewide in all STACs activities using at least two different resources. Adequate follow up plans are described including recording attendance and soliciting feedback. This activity is adequately aligned in the budget narrative. | The narrative describes a limited plan for recruiting participants statewide in STACs activities over multiple years. Follow-up plans are vague. This activity is partially aligned in the budget narrative, with limited or unclear funds allocated for the recruitment efforts in the months leading up to program implementation. | Inadequate plan for recruiting participants in STACs activities. Follow-up plans are not discussed. There is no clear or adequate budget allocation for recruitment and outreach. |
| B. Task 2 - Subject Matter Expertise  Score of 8 points possible: | The applicant provides extensive experience in the proposed topic area and a strong history of delivering high-quality technical assistance and professional development to charter schools in the topics they are applying for. Demonstrates expertise in best practices, instructional strategies, and leadership with measurable outcomes. Qualifications, certifications, and past successful projects are clearly outlined and directly relevant. | The applicant demonstrates solid experience in the proposed topic area and has delivered technical assistance to charter schools on those topics. Shows clear knowledge of best practices, instructional strategies, and leadership, with some evidence of successful outcomes. Qualifications and certifications are outlined but may not be fully comprehensive or relevant. | The applicant has some experience in the proposed topic area but lacks depth in delivering technical assistance on the proposed topics to charter schools. Provides limited examples of expertise in best practices and instructional strategies. Qualifications or successful project history may be incomplete or only partially relevant. Measurable outcomes are unclear. | The applicant demonstrates minimal experience in the proposed topic area and lacks clear evidence of delivering technical assistance and professional development on the topics. Shows little to no expertise in best practices, instructional strategies, or leadership. No relevant qualifications, certifications, or measurable outcomes are provided. |
| 1. Task 3 – Best Practices Webinar   Score of 8 points possible: | The narrative provides a comprehensive, clear, and feasible plan for delivering 9 webinars over three fiscal years, including requirements detailed in RFA Section 5.3.3 Task 3 – Best Practices Webinars. If partnering with an eligible entity, the narrative clearly outlines the partner’s specific responsibilities, activities, and deliverables in alignment with RFA requirements.  The applicant clearly acknowledges they will provide the required deliverables and adhere to the reporting timelines as contained in the RFA. | The narrative provides a feasible plan for delivering 9 webinars over three fiscal years and addresses most of the requirements detailed in RFA Section 5.3.3. If a partner is proposed, the narrative includes general information about the partnership, though specific responsibilities, activities, or deliverables may be lacking or unclear. | The narrative provides a limited plan for delivering 9 webinars, and lacks sufficient detail or clarity, and/or only partially addresses the requirements outlined in RFA Section 5.3.3. If a partner is proposed, the description of the partner’s responsibilities, activities, or deliverables is minimal, vague, or missing. | The narrative does not provide a clear or feasible plan for delivering 9 webinars and fails to address the requirements outlined in RFA Section 5.3.3. If a partner is mentioned, no information is provided about the partner’s responsibilities, activities, or deliverables.  The applicant does not acknowledge they will provide the required deliverables and adhere to the reporting timelines contained in the RFA. |
| D. Task 4 – Continuous Improvement Networks  Score of 8 points possible: | The narrative provides a comprehensive, clear and feasible plan for facilitating 18 CIN meetings over three fiscal years including requirements detailed in RFA Section 5.3.4. If partnering with an eligible entity, the narrative clearly outlines the partner’s specific responsibilities, activities, and deliverables in alignment with RFA requirements.  The applicant clearly acknowledges they will provide the required deliverables and adhere to the reporting timelines as contained in the RFA. | The narrative provides a feasible plan for facilitating 18 CIN meetings over three fiscal years and addresses most requirements detailed in RFA Section 5.3.4. If a partner is proposed, the narrative includes general information about the partnership, though specific responsibilities, activities, or deliverables may be lacking or unclear. | The narrative provides a limited plan for delivering 18 CIN meetings over three fiscal years, lacks sufficient detail or clarity, and/or only partially addresses the requirements outlined in RFA Section 5.3.4. If a partner is proposed, the description of the partner’s responsibilities, activities, or deliverables is minimal, vague, or missing. | The narrative does not provide a clear or feasible plan for delivering 18 CIN meetings and fails to address the requirements outlined in RFA Section 5.3.4. If a partner is mentioned, no information is provided about the partner’s responsibilities, activities, or deliverables.  The applicant does not acknowledge they will provide the required deliverables and adhere to the reporting timelines contained in the RFA. |
| 1. Task 5 – Planning Meetings   Score of 8 points possible: | Acknowledges Task 4 and all subtasks contained herein for the duration of the subgrant term. Identifies sufficient Key Personnel to accomplish all activities. | Not applicable | Not applicable | Does not acknowledge Task 4 and all subtasks contained herein for the duration of the subgrant term. Identifies sufficient Key Personnel to accomplish all activities. |

### Budget

The content of this section must describe how the applicant will meet all the requirements stated for the tasks identified in the RFA.

Total score of 16 points possible:

Budget

| **4. Budget** | **CLEAR CASE**  **8–7 Points** | **ADEQUATE CASE**  **6–5 Points** | **LIMITED CASE**  **4–3 Points** | **INSUFFICIENT CASE**  **2–0 Points** |
| --- | --- | --- | --- | --- |
| A. Budget Overview  Score of 8 points possible: | The Budget Summary and Budget Narrative Costs are clear and aligned. | The Budget Summary and Budget Narrative Costs are aligned. | Minor revision may be required to ensure that all Budget Forms are aligned. | Major revisions may be required to ensure that all Budget Forms are aligned, OR costs exceed the annual allocation. |
| B. Budget Narrative  Score of 8 points possible: | The Budget Forms provide a clear, itemized projection of expenditures that are sufficient to conduct all required activities. Strong detail is provided to ensure that expenditures are allowable, reasonable, allocable, and necessary to achieve the goals of STACS. | The Budget Forms provide an adequate itemized projection of expenditures that are sufficient to conduct all required activities. Sufficient detail is provided to ensure that expenditures are allowable, reasonable, allocable, and necessary to achieve the goals of STACS. | The Budget Forms provide a limited itemized projection of expenditures that are sufficient to conduct all required activities. Additional detail may be needed to ensure that expenditures are allowable, reasonable, allocable, and necessary to achieve the goals of STACS. | The Budget Forms provide insufficient itemized detail, OR costs are not allowable, reasonable, or necessary, OR staffing may be insufficient to achieve all goals. |

## Appendix B: Definitions of PCSGP Terms

**Career Technical Education (CTE):** A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers in alignment with [CDE CTE Guidance](https://www.cde.ca.gov/ci/ct/index.asp), [CTE Model Curriculum Standards](https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp), and *EC* Section 51220(i).

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

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

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

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

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

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

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

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

**English Learner:** For the purposes of this subgrant application, English learners are those students identified in *EC* Section 52163(m) and ESEA Section 8101(20).

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

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

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

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

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

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

**Innovative Strategies:** Those strategies and best practices designed to address a significant barrier or challenge faced by charter school or traditional public schools and designed to improve academic outcomes for all students. Innovative strategies may include, but are not limited to, practices aimed at enhancing student recruitment, enrollment, and retention that promote the inclusion of all students and reduce the overuse of discipline practices that remove students from the classroom (2024 CSP Grants to State Entities, Notice Inviting Applications, 89 FR 31172)

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

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

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

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

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

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

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

**Single Audit:** All non-federal entities expending $1,000,000 or more in **combined** federal funds (e.g., PCSGP and Title I funds, or American Recovery and Reinvestment Act [ARRA] funds) in a single year are required by federal law to obtain and submit a Single Audit to the Federal Audit Clearinghouse. PCSGP recipients required to file federal Single Audits must submit a copy of the reporting package to the CDE Charter Schools Division as a PCSGP performance benchmark.

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

Subgrantees will access the Federal Audit Clearinghouse web page to submit their Single Audit at [Federal Audit Clearinghouse](https://facweb.census.gov/uploadpdf.aspx).

**Socioeconomically Disadvantaged Students:** For the purposes of this subgrant application, socioeconomically disadvantaged students may include those students identified as “economically disadvantaged pupils” in *EC* Section 54026 and ESEA Section 1115(c)(2).

**Special Education:** For the purposes of this subgrant application, “special education,” in accordance with Section 1401(29) of Title 20 of the United States Code, means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education, pursuant to *EC* Section 56031(a).

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

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

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

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

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

## Appendix C: California State Travel Program

### Travel and Per Diem Limitations

A summary of the State of California Short-Term Travel Expense Reimbursement Program Administered by the California Department of Human Resources (CalHR).

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

All travel rates included in this proposal must be based on current state approved rates and are subject to change. The subgrantee will be paid the current state rates as established by the CalHR. Additional information is available at [CalHR Travel Reimbursements](https://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx).

### Conditions of Travel

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

### Out of State Travel

Not allowable under this subgrant

### Out of Country Travel

Not allowable under this subgrant

### Receipts/Miscellaneous

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

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

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