



California Department of Education

**Special Education Resource Lead:
Systems Improvement Lead
within California's Statewide System of Support**

REQUEST FOR APPLICATION INSTRUCTIONS

**Application Due Date:
October 26, 2018, at 5:00pm**

Administered by the
Special Education Division
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814-5901
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I. OVERVIEW

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) invite Special Education Local Plan Areas (SELPAs) to submit an application to become a Special Education Resource Lead within the California Statewide System of Support.

A. Introduction

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

In response to the needs illuminated through the Dashboard, California developed the California Statewide System of Support. This system of support is designed to build local capacity and assist LEAs in identifying and eliminating inequities, as part of the continuous improvement process. This support includes three Tiers: (1) support for all; (2) individually designed, or differentiated; and (3) intensive intervention.

The new system is made up of numerous support providers, and all are expected to work collaboratively with one another to provide coordinated support to LEAs. In this system, County Offices of Education (COEs) have a lead role in supporting this work by serving as facilitators and capacity builders. The CDE, as one of the key support providers, continues to work to make the various state and federal programs more coherent and streamlined to avoid redundancies. Another system of support partner, the CCEE, provides customized support to COEs, LEAs, and charter schools. The goal of this broad system is to build local capacity to ensure that the LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school.

The 2017 Dashboard highlights the challenge LEAs face in improving outcomes for students with disabilities. Policymakers responded to this challenge in part through an on-going budget allocation of \$10 million annually to build capacity within SELPAs to address this specific need. Through this request for applications (RFA), chosen SELPA leads will become important members of the statewide system of support, to provide more targeted support related to special education and the education of students with disabilities.

As part of the new provisions outlined in the 2018 state budget, and in order to allocate a portion of the aforementioned \$10 million, the CDE and the CCEE must select SELPAs to serve as Special Education Resource Leads (SELPA Leads) to build capacity of SELPAs statewide, who will coordinate with COEs, to improve outcomes for students with disabilities. There will be two types of special education leads chosen through two separate RFAs: Systems Improvement Leads and Content Leads. The current RFA seeks applicants for Systems Improvement Leads; the RFA for Content Leads will be available in November 2018.

Additionally, the statewide system of support is being expanded to increase efforts to foster a positive school climate through the existing Multi-Tiered System of Supports statewide initiative and to promote authentic, meaningful engagement between community stakeholders and LEAs through statewide Community Engagement Leads coordinated with the work of the Geographic Leads and the SELPA Leads.

B. Goals

At least three and no more than four SELPA System Improvement Leads (applying as a partnership) will be selected and will join a statewide leadership team, which includes the CCEE, the CDE, the State Board of Education (SBE), and the COE leads. The SELPA Leads will work collaboratively with the statewide system of support and other SELPAs to build the capacity of SELPAs statewide. They will do this through providing training in and supporting the use of data best practices, as well as evidence-based practices in root cause analyses, systems alignment, and coherence. These practices will serve as the foundation for SELPAs and the LEAs served to ultimately improve educational outcomes for students with disabilities (SWD).

To develop and build SELPA foundational knowledge and capacity in systems improvement processes, applicants for the SELPA System Improvement Leads must partner with two to three additional SELPAs and collectively demonstrate how they will build capacity in SELPAs throughout the state to:

Capacity Builder

1. Effectively use best practices to improve data quality
2. Effectively use best practices in data analyses and strategies to inform local continuous improvement processes
3. Effectively use best practices to improve foundational understanding of data across LEA systems and processes
4. Build integrated educational systems ensuring that general education and special education systems are co-built, integrated, and aligned, including data integration and data governance

Connector

1. Select and implement evidence-based practices and programs that improve outcomes for students with disabilities
2. Ensure alignment with CA LCFF state priorities and federal indicators
3. Inform and align targeted LCAP and annual assurances plan development to support one single coherent system of education which includes general and special education
4. Demonstrate understanding of how to address the intersectionality between student groups, i.e., students with disabilities who are also English Learners

Facilitator

1. Work with LEAs to build and maintain relationships with key stakeholders (Board members, superintendents, teachers, Community Advisory Committees, students, and families)
2. Teach and use common language when talking about students with disabilities
3. Collaborate, coordinate, and build relationships with local COEs during improvement processes (particularly for LEAs in differentiated assistance)
4. Convene and cultivate peer learning networks and/or communities of practice

The SELPA Systems Improvement Leads will collaborate and align to support capacity building across all SELPAs statewide. SELPA Systems Improvement Leads must be able to develop, support, and participate in a robust communication network amongst SELPAs, which will share expertise across the state. The SELPA Systems Improvement Leads will also participate in a network with other agencies serving in the statewide system of support, and serve as a conduit in connecting SELPAs to the other branches of the system.

C. Responsibilities of the SELPA Lead Agencies

SELPA Leads selected pursuant to California *Education Code (EC)* Section 52073.2, focused directly on building SELPA capacity to support LEAs in achieving the goals, actions, and services identified in LEA local control and accountability plans, must be able to:

1. Provide expertise to build capacity of SELPAs to effectively provide support to LEAs.
2. Identify existing resources, leverage partnerships, and (if requested) develop new resources to improve outcomes under state priorities.
3. Serve as hubs of expertise and partner in providing support with other Lead Agencies, other special education resource leads, the CCEE, and the CDE.

4. Provide necessary assistance to other SELPAs, when requested by the CDE or the CCEE.
5. Establish qualitative and quantitative goals to evaluate the capacity built within SELPAs statewide to provide quality assistance and expertise to member LEAs across multiple measures.

The SELPA Lead Grant Application must reflect the applicant's: (1) knowledge and expertise relative to the state priorities specifically when there is overlap between students with disabilities and other LCFF named student groups; and (2) ability to assist other SELPAs to identify, coordinate, and calibrate services to be made available to COEs and LEAs within the geographic area.

II. PROGRAM DESCRIPTION

A. State Statute and Authority

The CDE, working in collaboration with the CCEE, is authorized to establish a process to select, subject to the approval of the Executive Director of the State Board of Education (SBE) and in consultation with the Department of Finance, SELPAs or consortia of SELPAs to serve as Special Education Resource Leads to work with lead agencies selected pursuant to Education Code Section (ECS) 52073 and 52073.1, and other county offices of education to improve pupil outcomes as part of the statewide system of support.

At least three Special Education Resource Leads, to ensure statewide representation, will be selected together to focus directly on building SELPA capacity to support LEAs in achieving the goals, actions, and services identified in the LCAP.

B. Grant Information

This application covers the grant period beginning January 1, 2018, and ending June 30, 2023. Funds are available to each applicant based on the application and proposed budget. The total grant budget for this RFA is \$6,000,000 per year.

The SELPA Leads are selected for a term not longer than five years. Annual review of the SELPA Leads efforts are required for continued funding. At the end of each SELPA Lead's term, the CCEE and the CDE will review each SELPA Lead's progress. Each SELPA Lead must demonstrate the increased statewide capacity of SELPAs, improved performance on the state and local indicators developed for the Dashboard, and observed positive trends between the number of LEAs receiving and LEAs that stopped receiving technical assistance. It must also maintain an active role in the statewide system of support communications established by the CCEE and the CDE. The CCEE and the CDE may either renew or reopen the selection of the SELPA Leads.

C. Eligibility Requirements

Individual applicants must be a SELPA that must partner with either two or three additional SELPAs to ensure statewide representation and meet these requirements:

1. Demonstrate expertise in both the state priorities and federal Individuals with Disabilities Education Act indicators and an understanding of the relationship between them.
2. Ability to build capacity of other SELPAs to provide effective assistance and support to LEAs under the state and federal priorities.
3. Capacity and willingness to work with and coordinate other Lead Agencies within the statewide system of support, to provide coordinated assistance and support to LEAs to improve student performance and close the achievement gap for students with disabilities (SWD).
4. Demonstrate knowledge and expertise in the research and evidence of implementation and improvement sciences.
5. Willingness to establish measurable goals for improved performance across multiple measures.
6. Ability to define a clear vision for collaboratively addressing the needs of SELPAs across the state, define the specific role each member SELPA in the partnership will hold in contributing to statewide coverage, develop a plan for implementing those roles, and demonstrate expertise and capacity to implement the plan.
7. Make a compelling case for the requested funding, and explain how the services will be evaluated.

D. Allowable Activities and Costs

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

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

E. Non-allowable Activities and Costs

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

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

F. Administrative Indirect Cost Rate

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

III. ACCOUNTABILITY

A. Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CCEE, the CDE and other Lead Agencies in the system of support. The SELPA Leads will participate in regular meetings to be convened by the CCEE and the CDE. Additionally, the following regular reporting will be completed and submitted:

1. A quarterly fiscal activity report by grantee
2. A quarterly report of identified resources and best practices developed by each SELPA grantee, and by the partnership
3. An annual program report by each SELPA grantee, and by the partnership

If the CCEE and the CDE do not receive the required reports, program activities are not completed, there is a lack of participation in meetings, or there is a negative trend in the number of SELPAs utilizing technical assistance, funding may be halted.

B. Program Deliverables

Grantees must provide a summary of activities in the annual report identifying both individual and collective contributions including, but is not limited to the following:

1. Proposed multiple measures to evaluate progress towards the goals to evaluate the increased capacity built within each SELPA to provide quality assistance and expertise to member LEAs.
2. Update grant goals in alignment with the cycle of improvement
3. Resources identified, calibrated, coordinated, developed, and implemented
4. Technical assistance and training provided to other SELPAs
5. Evidence of coordination and collaboration with other entities, including but not limited to COEs, expert leads, the CCEE, the CDE, other county or state departments.

IV. APPLICATION PROCEDURES AND PROCESSES

A. Application Timeline

Activity	Due Date
RFA Release Date	September 6, 2018
Application Workshop Webinar	September 21, 2018
RFA Response Due to the CDE	October 26, 2018
Application Evaluation	October 29–31, 2018
Potential interviews with final applicants	November 16 or 19, 2018
Announce Grantees	November 26, 2018
Appeals received at the CDE	December 10, 2018
Launch convening	January 2019
Annual Program Report	End of each program year
Quarterly fiscal report	End of each fiscal quarter

B. Application Process

The following steps outline the application process:

1. Applicants must partner with at least two, but no more than three, additional SELPAs to ensure statewide coverage. In choosing these partnerships, applicants shall consider how to meet the needs of the state as a whole. Applicants must show evidence of coordination and consultation with selected partners in determining how to build SELPA capacity statewide. In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the evaluation rubric in Appendix A. Application should be a maximum of 10 pages. Each applicant will receive a single score. Final determination will be based on the combined scores of all applicant partners. Reading panel members will be instructed to take a holistic approach in the application review process to rank and evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.

The online application will request three general types of information:

- Applicant Information
- Application Narrative
- Budget Information

To prepare the application, follow the guidance provided in Section V.

Applicants must submit the application via email to SELPALEAD@cde.ca.gov by 5:00 p.m. on October 26, 2018.

- The application process is conducted by providing a PDF containing the information requested for the Application Narrative via email. The PDF file name should contain the applicant's name. The file size is limited to ten pages and 1MB. Applicants may separately attach supporting evidence.
- The applicant will receive email confirmation of the information submitted. If changes need to be made, resubmit the entire application prior to the submission deadline.
- The last submitted application will be the one considered for review.
- The CCEE and the CDE are not able to modify the application information after it is submitted.
- Incomplete or late applications will not be considered.

C. Application Review

Complete applications will be reviewed and evaluated by the reading panel and will be evaluated using the Evaluation Rubric (Appendix A). Final applicants may be invited to participate in interviews with the CCEE and the CDE. The interviews may be conducted on November 16 or 19, 2018. All costs associated with the interviews will be the responsibility of the applicant.

D. Technical Assistance

The CCEE and the CDE staff will conduct one application information session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date and time of the SELPA Lead Application information session is listed below:

- Application Webinar Workshop, September 21, 2018, 10:00 a.m. to 11:30 a.m.

Register for this session by sending a message to the Special Education Division email at SELPALeAD@cde.ca.gov by September 14, 2018, at 5:00 p.m. Write **SELPA Lead RFA Workshop** in the subject line.

E. Appeals Process

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

Special Education Division
Special Education Resource Lead Application
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814

The CDE must **RECEIVE** the letter of appeal, with an original signature by the authorized agent, no later than 5:00 p.m. on **December 10, 2018**. Fax or letters submitted via email will not be accepted. Upon receipt of appeals, the CCEE and the CDE staff will reevaluate the applications.

F. Grant Award Notification

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

G. Assurances, Certifications, Terms, and Conditions

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

Assurances and Certifications

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

Terms and Conditions

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

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

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

The budgets should display annual implementation showing how the grant will be used to develop, implement, and sustain the proposed Lead Agency. Proposed expenditures must demonstrate appropriate use of state funds. Note that funding requested for purchases over \$5,000 in Capital Outlay, Category 6000, requires approval by the CDE.

V. PROGRAM APPLICATION

A complete application is submitted via email. See Section IV for instructions. The Application Narrative should be submitted as a PDF file. The PDF document should not exceed 10 pages. Applicants may separately attach supporting evidence. The Applicant Information and budget information is submitted via email and is included in this instruction package for reference.

A. Application Narrative—Section for Submission

The SELPA System Improvement Leads serve as **capacity builder**, resource **connector**, and **facilitator**. Provide a narrative that describes how each SELPA Lead will individually and collectively address these multiple roles. The applicant partners should be able to demonstrate how the collective expertise in analyzing special education data will assist in addressing special education problems of practice, supporting LEAs to address SWD issues in LCAP development, developing strong relationships with key regional and local partners and building common language across partners; the ability to assist and build the capacity of other SELPAs to effectively support LEAs; the capacity to identify, coordinate, and calibrate services to LEAs; and plans for establishing and monitoring progress toward goals for improved student performance.

To complete the narrative:

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

Part 1—SELPA Lead Partners' Vision and Statewide Coverage

A critical aspect of the SELPA Lead role is to develop the capacity of SELPAs throughout the state to implement and support continuous improvement processes, and connect SELPAs to resources or expertise within the statewide system of support responsive to locally identified needs.

This section should provide the collective vision and coverage for the applications comprising the SELPA partnership, and be the same for each applicant in the partnership. At least three and no more than four SELPAs will be selected to act in tandem to ensure statewide coverage. Applicants should provide a cohesive theory of action to visualize how they will achieve the goals outlined in this RFA through the defined partnership.

Each SELPA Lead will be selected for a term of up to five years. Applicants must indicate how the applicant partners would ensure statewide coverage and list all other SELPAs the applicant proposes to partner with to ensure statewide coverage. Applicants must identify geographical considerations and the number of other SELPAs the applicant would be able to support. Applicants must have approval from all member LEAs and include affirmation of support, signed by each SELPA Administrative Unit, from partnering SELPAs for the suggested configuration. (It is anticipated individual SELPAs could support multiple configurations submitted by different applicants.) The CCEE and the CDE will select finalists, who may have an opportunity to discuss the

statewide configuration with the CDE and the CCEE before the SELPA Leads are selected.

Part 2—SELPA Lead Goals and Activities

Applicants must demonstrate current expertise and qualifications to effectively build SELPA capacity to facilitate continuous improvement work and build cohesive systems to ensure each SELPA has the ability to support LEAs in improving educational outcomes for SWD.

Given each SELPA Lead partnership must have the capacity to collectively provide support statewide, applicants must propose and describe in this section activities they will provide individually. The applicants should further propose and describe how the individual activities compliment the activities of the partnering SELPAs to collectively address the vision described in Part 1 of this application.

For each of the roles below, describe the applicant's previous experience or expertise in effective implementation of the goals identified below. Propose strategies, responsible agencies or staff, measures of progress, and a timeline for activities the applicant will use to achieve the goals.

Capacity Builder

Effectively implement:

- Best practices to improve data quality
- Best practices in data analyses and strategies to inform local continuous improvement processes
- Best practices to improve foundational understanding of data across LEA systems and processes
- Integrated educational systems: ensuring that general education and special education systems are co-built, integrated, and aligned including data integration and data governance

Connector

- Select and implement evidence-based practices and programs that improve outcomes for students with disabilities
- Ensure alignment with CA LCFF state priorities and federal indicators
- Inform and align targeted LCAP and annual assurances plan development to support one single coherent system of education which includes general and special education

Facilitator

- Build and maintain relationships with key stakeholders (Board members, superintendents, teachers, Community Advisory Committees, students, and families)
- Teach and use common language when talking about students with disabilities
- Collaborate, coordinate, and build relationships with local COEs during improvement processes (particularly for LEAs in Differentiated Assistance)
- Convene and cultivate peer learning networks and/or communities of practice

Part 3—Proposed Metrics

Construct specific quantitative and qualitative metrics which can be used to assess the impact of proposed grant activities in achieving the goals and vision.

B. Application Budget—Section for Submission

This information will be submitted via email with the application. Provide a budget that delineates the activities in which the applicant would engage that are consistent with the information provided in the application. Provide expenditures amounts for the following areas:

- Internal staff compensation
- Supplies required to support other SELPAs, COEs, and LEAs
- Services provided by the applicant and external entities
- Travel and communication expense to meet with COEs, the CCEE, and the CDE, and other Lead Agencies
- Indirect charges (the CDE approved rates apply)

Please also include any in-kind contributions from the applicant, other sources of funds that would be braided with these funds to maximize impact, and matching funds from third party sources. Complete the budget narrative. Budget category descriptions are listed in Appendix B.

2018–19 Budget Information Requested by the Online Application

SELPA Lead Agency Director:

Phone Number:

Amount Requested:

Please provide information for the following expenditure codes:

1000 Certificated Personnel Salaries

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

2000 Classified Personnel Salaries

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

3000 Employee Benefits

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

4000 Books and Supplies

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

5000 Services and Other Operating Expenditures (other than travel expenditures)

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

5200 Travel & Conferences

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

6000 Capital Outlay

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

7000 Indirect Charges (CDE approved rates apply)

Grant Amount:

Any In Kind and/ or Match:

Budget Item Total:

Narrative Explanation:

Totals for all expenditure codes:

Total of all Grant Amounts:

Total of any In Kind and/ or Match:

Total of all Budget Items:

Applicant Information

Applicant Name:

Address:

City:

Zip Code:

SELPA Agency Director:

SELPA Agency Director's Email Address:

Phone Number:

Fax:

If the SELPA is directly attached to a County Office of Education (COE), does the COE intend to apply to be a Geographic Lead or Community Engagement Lead? Yes/ No

Yes

No

If so, please indicate which type of lead below:

Geographic Lead

Community Engagement Lead

Name of COE:

Total Budget Amount Requested:

VI. APPENDIX A: Evaluation Rubric

A. Vision, Expertise, and Proposed Activities (70 Percent Weight)

Vision, coherence, and statewide coverage

OUTSTANDING

Thoroughly and convincingly describes applicant partners' cohesive vision for building SELPAs capacity statewide to provide effective assistance to LEAs under state priorities and federal indicators for students with disabilities. Includes outstanding evidence of superior staff with the experience and capacity to ensure each SELPA the applicant partners serve has the ability to support the LEAs in improving educational outcomes for SWD, and describes the theory of action to be utilized for the effective use of data best practices, as well as evidence-based practices in root cause analyses, systems alignment and coherence, and continuous improvement processes among SELPAs.

STRONG

Provides a strong description of applicant partners' cohesive vision for building SELPAs capacity statewide to provide effective assistance to LEAs under state priorities and federal indicators for students with disabilities. Includes evidence of strong staff with the experience and capacity to ensure each SELPA the applicant partners serve has the ability to support the LEAs in improving educational outcomes for SWD, and describes the theory of action to be utilized for improving the effective use of data best practices, as well as evidence-based practices in root cause analyses, systems alignment and coherence, and continuous improvement processes among SELPAs.

ADEQUATE

Provides an adequate description of applicant partners' cohesive vision for building SELPAs capacity statewide to provide effective assistance to LEAs under state priorities and federal indicators for students with disabilities. Includes evidence of adequate staff with the experience and capacity to ensure each SELPA the applicant partners serve has the ability to support the LEAs in improving educational outcomes for SWD, and describes the theory of action to be utilized for improving the effective use of data best practices, as well as evidence-based practices in root cause analyses, systems alignment and coherence, and continuous improvement processes among SELPAs

MINIMAL

Provides a minimal description of applicant partners' cohesive vision for building SELPAs capacity statewide to provide effective assistance to LEAs under state priorities and federal indicators for students with disabilities. Includes evidence of minimal staff with the experience and capacity to ensure each SELPA the applicant partners serve has the ability to support the LEAs in improving educational outcomes for SWD, and describes the theory of action to be utilized for improving the effective use of data best practices, as well as evidence-based practices in root cause analyses, systems alignment and coherence, and continuous improvement processes among SELPAs.

Capacity Builder

OUTSTANDING

Thoroughly and convincingly demonstrates expertise in coaching and implementing:

- Best practices to improve data quality
- Best practices in data analyses and strategies to inform local continuous improvement process
- Best practices to improve foundational understanding of data across LEA systems and processes
- Integrated educational systems – ensuring that general education and special education systems are co-built, integrated, and aligned including data integration and data governance

Thoroughly and convincingly describes the outstanding activities that will build capacity of SELPAs statewide in the areas of expertise.

STRONG

Demonstrates strong expertise in coaching and implementing:

- Best practices to improve data quality
- Best practices in data analyses and strategies to inform local continuous improvement process
- Best practices to improve foundational understanding of data across LEA systems and processes
- Integrated educational systems – ensuring that general education and special education systems are co-built, integrated, and aligned including data integration and data governance

Describes the strong activities that will build capacity of SELPAs statewide in the areas of expertise.

ADEQUATE

Demonstrates adequate expertise in coaching and implementing:

- Best practices to improve data quality
- Best practices in data analyses and strategies to inform local continuous improvement process
- Best practices to improve foundational understanding of data across LEA systems and processes
- Integrated educational systems – ensuring that general education and special education systems are co-built, integrated, and aligned including data integration and data governance

Describes the adequate activities that will build capacity of SELPAs statewide in the areas of expertise.

MINIMAL

Demonstrates minimal expertise in coaching and implementing:

- Best practices to improve data quality
- Best practices in data analyses and strategies to inform local continuous improvement process
- Best practices to improve foundational understanding of data across LEA systems and processes
- Integrated educational systems – ensuring that general education and special education systems are co-built, integrated, and aligned including data integration and data governance

Describes the minimal activities that will build capacity of SELPAs statewide in the areas of expertise.

Connector

OUTSTANDING

Thoroughly and convincingly demonstrates how partner applicants have:

- Provided support, training and technical assistance to other SELPAs
- Identified, developed, and calibrated resources, tools, and best practices
- Connected SELPAs to state and federal initiatives relating to state priorities and federal indicators.

Thoroughly and convincingly describes how activities will:

- Connect SELPAs to evidence-based practices and programs that improve outcomes for students with disabilities

- Improve alignment with state priorities and federal indicators
- Promote alignment between LCAPs and SELPA plans.

STRONG

Strongly demonstrates how partner applicants have:

- Provided support, training and technical assistance to other SELPAs
- Identified, developed, and calibrated resources, tools, and best practices
- Connected SELPAs to state and federal initiatives relating to state priorities and federal indicators.

Strongly describes how activities will:

- Connect SELPAs to evidence-based practices and programs that improve outcomes for students with disabilities
- Improve alignment with state priorities and federal indicators
- Promote alignment between LCAPs and SELPA plans.

ADEQUATE

Adequately demonstrates how partner applicants have:

- Provided, support, training and technical assistance to other SELPAs
- Identified, developed, and calibrated resources, tools, and best practices
- Connected SELPAs to state and federal initiatives relating to state priorities and federal indicators.

Adequately describes how activities will:

- Connect SELPAs to evidence-based practices and programs that improve outcomes for students with disabilities
- Improve alignment with state priorities and federal indicators
- Promote alignment between LCAPs and SELPA plans

MINIMAL

Minimally demonstrates how partner applicants have:

- Provided, support, training and technical assistance to other SELPAs
- Identified, developed, and calibrated resources, tools, and best practices
- Connected SELPAs to state and federal initiatives relating to state priorities and federal indicators

Minimally describes how activities will:

- Connect SELPAs to evidence-based practices and programs that improve outcomes for students with disabilities
- Improve alignment with state priorities and federal indicators
- Promote alignment between LCAPs and SELPA plans

Facilitator

OUTSTANDING

Thoroughly and convincingly demonstrates expertise in building and cultivating relationships; coaching on the use of common language; and facilitating trainings and communities of practice.

Thoroughly and convincingly describes the activities that will develop SELPAs capacity to build outstanding relationships with key stakeholders; teach and use common language when discussing students with disabilities; collaborate and coordinate with local COEs in the continuous improvement process; and convene and cultivate peer learning networks and/or communities of practice.

Thoroughly and convincingly describes how the SELPA will coordinate activities across all SELPA Leads to ensure consistency of message and statewide coverage and collaborate with the COE Leads to support the development of integrated education systems within the system of support.

STRONG

Strongly demonstrates expertise in building and cultivating relationships; coaching on the use of common language; and facilitating trainings and communities of practice.

Describes the strong activities that will develop SELPAs capacity to build relationships with key stakeholders; teach and use common language when discussing students with disabilities; collaborate and coordinate with local COEs in the continuous improvement process; and convene and cultivate peer learning networks and/or communities of practice.

Strongly describes how the SELPA will coordinate activities across all SELPA Leads to ensure consistency of message and statewide coverage and collaborate with the COE Leads to support the development of integrated education systems within the system of support.

ADEQUATE

Adequately demonstrates expertise in building and cultivating relationships; coaching on the use of common language; and facilitating trainings and communities of practice.

Describes the adequate activities that will develop SELPAs capacity to build relationships with key stakeholders; teach and use common language when discussing

students with disabilities; collaborate and coordinate with local COEs in the continuous improvement process; and convene and cultivate peer learning networks and/or communities of practice.

Adequately describes how the SELPA will coordinate activities across all SELPA Leads to ensure consistency of message and statewide coverage and collaborate with the COE Leads to support the development of integrated education systems within the system of support.

MINIMAL

Minimally demonstrates expertise in building and cultivating relationships; coaching on the use of common language; and facilitating trainings and communities of practice.

Describes the minimal activities that will develop SELPAs capacity to build relationships with key stakeholders; teach and use common language when discussing students with disabilities; collaborate and coordinate with local COEs in the continuous improvement process; and convene and cultivate peer learning networks and/or communities of practice.

Minimally describes how the SELPA will coordinate activities across all SELPA Leads to ensure consistency of message and statewide coverage and collaborate with the COE Leads to support the development of integrated education systems within the system of support.

B. Metrics and Budget (30 Percent Weight)

Metrics to Monitor the Progress of Proposed Activities

OUTSTANDING

Thoroughly and convincingly describes the metrics which will be used to measure the collective and individual impact of SELPA Leads in building the capacity of SELPAs in the following areas designed to address state priorities and federal indicators, including but not limited to:

- Implementing the use of data best practices
- Root cause analyses
- Increased systems alignment and coherence
- Other continuous improvement processes and evidence-based practices

Includes a very clear description of how the SELPA Leads activities will be adjusted based on the data, and how information will be shared among stakeholders.

STRONG

Provides a strong description of the metrics which will be used to measure the collective and individual impact of SELPA Leads in building the capacity of SELPAs in the following areas designed to address state priorities and federal indicators, including but not limited to:

- Implementing the use of data best practices
- Root cause analyses
- Increased systems alignment and coherence
- Other continuous improvement processes and evidence-based practices

Includes a clear description of how the SELPA Leads activities will be adjusted based on the data, and how information will be shared among stakeholders.

ADEQUATE

Provides an adequate description of the metrics which will be used to measure the collective and individual impact of SELPA Leads in building the capacity of SELPAs in the following areas designed to address state priorities and federal indicators, including but not limited to:

- Implementing the use of data best practices
- Root cause analyses
- Increased systems alignment and coherence
- Other continuous improvement processes and evidence-based practices

Includes an adequate description of how the SELPA Leads activities will be adjusted based on the data, and how information will be shared among stakeholders.

MINIMAL

Provides a minimal description of the metrics which will be used to measure the collective and individual impact of SELPA Leads in building the capacity of SELPAs in the following areas designed to address state priorities and federal indicators, including but not limited to:

- Implementing the use of data best practices
- Root cause analyses
- Increased systems alignment and coherence
- Other continuous improvement processes and evidence-based practices

Includes a minimal description of how the SELPA Leads activities will be adjusted based on the data, and how information will be shared among stakeholders.

Budget

OUTSTANDING

Includes a very clear description of the activities the SELPA Lead will individually and collectively engage in along with the expenditures associated with performing each activity. Provides budget narratives that thoroughly and convincingly demonstrate how each line item supports the proposed activities. Includes additional in-kind and/or LEAs, Community, Business Match.

STRONG

Includes a clear description of the activities the SELPA Lead will individually and collectively engage in along with the expenditures associated with performing each activity. Provides budget narratives that strongly demonstrate how each line item supports the proposed activities. Includes additional in-kind and/or LEAs, Community, Business Match.

ADEQUATE

Includes an adequate description of the activities the SELPA Lead will individually and collectively engage in along with the expenditures associated with performing each activity. Provides budget narratives that adequately demonstrate how each line item supports the proposed activities. Includes some in-kind and/or LEAs, Community, Business Match.

MINIMAL

Includes a minimal description of the activities the SELPA Lead will individually and collectively engage in along with the expenditures associated with performing each activity. Provides budget narratives that minimally demonstrate how each line item supports the proposed activities. Includes minimal in-kind and/or LEAs, Community, Business Match.

VII. APPENDIX B: Budget Categories

Each budget category is described below.

Object Code	Description
1000	<p>Certificated Salaries Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs.</p>
2000	<p>Classified Salaries Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. Note: Funds in this category are not intended to supplant current fixed costs.</p>
3000	<p>Employee Benefits Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.</p>
4000	<p>Books and Supplies Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file.</p>

Object Code	Description
5000	<p>Services and Other Operating Expenditures Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures. Travel and Conference: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here. Contracting Services: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.</p>
6000	<p>Capital Outlay Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA's threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA's threshold for capitalization. Refer to the LEA's threshold amount for capitalization, anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings.</p>
7000	<p>Indirect if applicable (not to exceed CDE approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates Web page at https://www.cde.ca.gov/fq/ac/ic/.</p>

VIII. APPENDIX C: Budget Act of 2018—Provisions Related to the State System of Support

Background

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

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

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

Budget Act of 2018

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

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

- **Defining and providing funding for differentiated assistance.** The budget amends existing law to clarify the expectations and requirements

for COEs to provide differentiated assistance to LEAs, and the ability of an LEA to seek assistance from the COE and other providers.

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

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

- **Geographic lead agencies.** The budget requires that the CDE and the CCEE jointly select between 6 and 10 COEs to serve as geographic lead agencies. The geographic lead agencies receive a total of \$4 million ongoing annual funding and have the following responsibilities: building the capacity of other COEs in the area, coordinating and calibrating differentiated assistance across their area, providing differentiated assistance to LEAs if its own COE is unable to, and identifying existing resources and developing new resources in response to emerging needs identified within the system of support. The CCEE, in consultation with the CDE, will support the geographic lead agencies in fulfilling the responsibilities.
- **Expert lead agencies.** The budget authorizes selection of expert lead agencies to provide support on a specified statewide issue within the system of support, to the extent funding is included in the Budget Act in any given year. The Budget Act of 2018 included funding for one expert lead agency through the Community Engagement Initiative. This initiative provides \$13.3 million in one-time funding through 2023–24. The initiative is designed to build the capacity of communities, LEAs, and COEs statewide to engage each other more meaningfully in the local control and accountability plan development process, have difficult conversations, build trusting relationships, and identify effective models of community engagement and metrics to evaluate those models.

- **Special education resource leads.** The budget requires that the CDE and the CCEE jointly select between 6 and 10 SELPAs to serve as special education resource leads. The resource leads receive a total of \$10 million ongoing annual funding to work with COEs to improve outcomes for students with disabilities. The budget explicitly incorporates special education resource leads into the system of support and specifies that at least three resource leads must focus directly on building SELPA capacity statewide to work with COEs.
- **Early math initiative.** The budget requires that the CDE develop and administer a one-time grant of approximately \$11 million in federal funds for a statewide early math initiative focused on students in pre-Kindergarten through grade three. The initiative will include development, identification, and distribution of early math resources; professional learning and coaching for educators; and mathematical learning opportunities for children. It must be developed and implemented within the system of support.
- **Required formal communication process.** The budget requires the CDE and the CCEE to establish a formal communication process to ensure that the CDE, the CCEE, and the geographic lead agencies communicate with each other regularly. The budget also provides the CDE and the CCEE discretion to include the expert lead agencies and special education resource leads in this formal communication process to promote coordination and awareness of resources and expertise available to support LEAs statewide.
- **Required stakeholder process.** The budget requires the CDE and the CCEE to establish a process for the CDE, the CCEE, and the geographic lead agencies to engage with stakeholders to inform each entity's work within the statewide system of support. The budget also provides the CDE and the CCEE discretion to include the expert lead agencies and special education resource leads in this process.
- **Linking existing initiatives to the system of support.** Several provisions explicitly require the integration of existing initiatives within the system of support:
 - The budget provides \$15 million to expand the state's Multi-Tiered System of Supports framework to foster a positive school climate in both academic and behavioral areas and expressly requires that the implementation plan align to the system of support.
 - The budget requires that the 11 COEs that receive federal Title III funding to provide technical assistance on English learner programs designate one of their members to participate in the formal communication process to promote alignment of their activities with the system of support.

- California was required to adopt a state plan to implement the federal Every Student Succeeds Act. The state plan was approved in July 2018 and includes sections that address federal requirements around school improvement, specifically by using performance on the California School Dashboard to identify schools consistent with federal law. The State Board of Education and the CDE are working to align implementation of the school improvement provisions within the system of support.
- Taken together, these provisions ensure that there is: (1) a clear point of contact for an LEA or COE to seek support responsive to a locally identified need, (2) a clear process and responsibility for agencies within the system of support to work together to connect the LEA or COE with relevant resources or avenues for assistance, and (3) improved visibility of the resources, expertise, and services available across the state through various agencies and state-funded initiatives to support success as defined in (2).