



**California Department of Education
California Collaborative for Educational Excellence**

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

REQUEST FOR APPLICATION INSTRUCTIONS

**Application Due Date:
January 11, 2019, at 5:00 p.m.**

Administered by the
Special Education Division
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814-5901
Main Phone: 916-445-4602; Email: SELPALEAD@cde.ca.gov

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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 (SELPA) 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 Levels: (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 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 SELPA to address this specific need. Through this request for application (RFA), chosen SELPA leads will become important members of the statewide system of support to provide targeted support related to special education and the education of students with disabilities (SWD).

As part of the new provisions outlined in the 2018 state budget, and in order to allocate a portion of the previously mentioned \$10 million allocation, the CDE and the CCEE must select SELPAs to serve as Special Education Resource Leads (SELPA Leads) to build capacity of SELPAs statewide to coordinate with COEs to improve outcomes for SWD. There will be two types of SELPA Leads chosen through two separate RFAs: Systems Improvement Leads and Content Leads. This RFA seeks applicants for Content Leads.

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

Up to four SELPA Content Leads 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 with other SELPAs to build capacity across the state in an identified content area of need. This will be done through increasing the use of evidence-based practices leading to demonstrated positive academic and social emotional outcomes for students with disabilities (SWD).

Content areas could include, but are not limited to:

- Increasing access to inclusive environments (Least Restrictive Environment)
- Increasing access to quality curriculum and instruction
- Increasing/Strengthening inclusive early childhood preschool opportunities
- Improving transition planning mapped to employment

All applicants must describe how they would build capacity across the state in a specific special education content area of need. For the identified content area, applicants for the SELPA Content Leads must demonstrate actions taken to assist other SELPAs in building capacity of LEAs to:

Capacity Builder

1. Utilize data to further inform and diagnose the problem(s) of practice
2. Develop the understanding and use of current research and evidence-based practices that improve outcomes for SWD
3. Determine the best strategy for improving outcomes for SWD in the identified content area

4. Establish a method of evaluation and continuous improvement processes
5. Ensure integrated educational systems are built to bring together general education and special education systems

Connector

1. Engage with content partners, including entities outside of the SELPA, poised to build capacity and support implementation
2. Engage with content partners, including entities outside of the SELPA, involved in current research and evidence-based practices that improve outcomes for SWD
3. Ensure alignment with CA LCFF state priorities and the federal Individuals with Disabilities Education Act (IDEA) State Performance Plan (SPP) indicators
4. Inform and align LCAP implementation to bridge general and special education

Facilitator

1. Model how to build and maintain relationships with key stakeholders (e.g. Board members, superintendents, teachers, Community Advisory Committees, students, and families)
2. Teach how to use different tools and resources to improve outcomes for SWD
3. Collaborate, coordinate, and build relationships between local COEs and SELPAs during improvement processes (particularly for LEAs in differentiated assistance)
4. Convene and cultivate peer learning networks and/or communities of practice

The SELPA Content Leads will collaborate and align to support capacity building across all SELPAs statewide and in partnership with COEs. SELPA Content Leads must be able to develop, support, and participate in a robust communication network between SELPAs, which will share expertise across the state. The SELPA Content 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 Special Education Local Plan Area 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 in the identified content area to build capacity of SELPAs across the state 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 identified content areas to provide support in conjunction 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 and measures to evaluate the capacity built across the state in the identified content area of SELPAs to provide quality assistance and expertise to member LEAs.

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 *California 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.

No more than ten Special Education Resource Leads, are to be selected to provide specific expertise on special education issues within the statewide system of support. Up to four will be selected 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 February 1, 2019, 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 \$4,000,000 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 impact on SELPAs capacity to support LEAs across the state in the identified content area, including 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 elect to either renew or reopen the selection of the SELPA Leads.

C. Eligibility Requirements

Individual applicants must be a SELPA and may partner with additional agencies to meet the following requirements:

1. Demonstrate expertise in both the state priorities and federal IDEA SPP indicators and an understanding of the relationship between these benchmarks.
2. Ability to build capacity in the identified content area of other SELPAs across the state to provide effective assistance and support to LEAs under the state priorities and federal indicators.
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 SWD.
4. Demonstrate knowledge and expertise in the research and evidence of implementation and improvement sciences.
5. Willingness and ability to establish measurable goals for improved performance across multiple measures.
6. Ability to define a clear vision for addressing the needs of SELPAs across the state in identified content area and demonstrate expertise and capacity to implement the plan.
7. Make a compelling case for the requested funding, and fully 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 SWD
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, including those for partnering entities, 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,
3. An annual program report by each SELPA grantee

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 contributions including, but not limited to, the following:

1. Propose multiple measures to evaluate progress towards the goals to evaluate the increased capacity built within SELPAs across the state in the identified content area to provide quality assistance and expertise to member LEAs.
2. Update grant goals to align 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	November 19, 2018
Application Workshop Webinar	November 30, 2018
RFA Response Due to the CDE	January 11, 2019

Application Evaluation	January 14–18, 2019
Potential interviews with final applicants	January 16, 2019
Announce Grantees	January 21, 2019
Appeals received at the CDE	February 1, 2019
Launch convening	February 12, 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 show evidence of coordination, consultation, and expertise of identified content area. In completing the application narrative, applicants are to address the prompts in each section of the narrative description and refer to the evaluation rubric in Appendix A. Application narrative is to be a maximum of 10 pages. Applicants may separately attach supporting evidence. Each applicant will receive a single score. The reading panel will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.

The 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, January 11, 2019.

- 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 January 16, 2019. 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 Content Lead Application information session is listed below:

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

Register for this session at the CDE Event Registration web page at <https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e248073c86546a4f42ae1ce3d68c16ace> by November 26, 2018, at 5:00 p.m.

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 **February 4, 2019**. 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 Content Leads serve as **capacity builder**, resource **connector**, and **facilitator**. Provide a narrative that describes how each SELPA Lead will address these multiple roles in the identified content area. The applicants should be able to demonstrate expertise in the identified content area to assist in addressing a special education problem of practice.

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 Content Lead Proposed Special Education Content Area

In this section, the applicant should describe the proposed special education content area the lead has identified as a statewide issue. The application should include a discussion of evidence supporting the scope of the issue across the state, and the impact this issue has on students with disabilities.

A critical aspect of the SELPA Content Lead role is to develop the capacity of SELPAs across the state to assist local educational agencies to identify and address specific issues within an identified content area impacting students with disabilities. Additionally, the applicant should describe how and what they have implemented to support continuous improvement processes, connect LEAs to resources or expertise, and respond to local needs in the identified content area.

Part 2—SELPA Content Lead Expertise, Theory of Action, and Activities

Applicants must demonstrate current expertise and qualifications to effectively build capacity of SELPAs across the state to assist LEAs in improving educational outcomes for SWD in the identified content area. The application must include evidence and data demonstrating expertise and positive impact in the proposed content area.

A SELPA Content Lead will be selected for a term of up to five years. Applicants must propose and describe in this section the theory of action (e.g. using “if-then” statements.) This should address how capacity will be developed for SELPAs across the state in assisting LEAs to effectively increase the use of evidence-based practices leading to demonstrated positive outcomes for SWD. The theory of action must detail how the applicant will scale up its current efforts to expand the implementation of demonstrated practices which have a positive impact in the proposed content area and the activities to be provided to LEAs.

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

- Utilize data to further inform and diagnose the problem(s) of practice
- Develop the understanding and use of current research and evidence-based practices that improve outcomes for students with disabilities
- Determine the best strategy for improving outcomes for students with disabilities in the identified content area
- Establish a method of evaluation and continuous improvement processes
- Ensure integrated educational systems are built to bring together general education and special education systems

Connector

- Engage with content partners, including entities outside of the SELPA, poised to build capacity and support implementation
- Engage with content partners, including entities outside of the SELPA, involved in current research and evidence-based practices that improve outcomes for students with disabilities

- Ensure alignment with CA LCFF state priorities and federal IDEA SPP
- Inform and align LCAP implementation to bridge general and special education

Facilitator

- Model how to build and maintain relationships with key stakeholders (e.g. Board members, superintendents, teachers, Community Advisory Committees, students, and families)
- Teach how to use different tools and resources to improve outcomes for students with disabilities
- Collaborate, coordinate, and build relationships between local COEs and SELPAs 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 one-year and five-year 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 included 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:

Total Budget Amount Requested:

VI. APPENDIX A: Evaluation Rubric

A. Special Education Problem of Practice (70 Percent Weight)

SELPA Content Lead Proposed Special Education Content Area

Outstanding

Thoroughly and convincingly describes the proposed special education content area the applicant has identified as a statewide issue and includes a discussion of data and evidence supporting the scope of the issue across the state, and the impact this issue has on students with disabilities.

Includes outstanding evidence of superior staff with the depth and breadth of experience and capacity to demonstrate how and what was implemented to support improved processes for increased outcomes for students with disabilities in identified content area, connected LEAs to resources or expertise, and responded to local needs in the identified content area. The applicant describes how to build the capacity of SELPAs across the state to assist local educational agencies to identify and address specific issues within an identified content that will result in increased outcomes for students with disabilities.

Strong

Provides a strong description of the proposed special education content area the applicant has identified as a statewide issue and includes a discussion of data and evidence supporting the scope of the issue across the state, and the impact this issue has on students with disabilities.

Includes strong evidence of superior staff with the depth and breadth of experience and capacity to demonstrate how and what was implemented to support improved processes for increased outcomes for students with disabilities in identified content area, connected LEAs to resources or expertise, and responded to local needs in the identified content area. The applicant describes how to build the capacity of SELPAs across the state to assist local educational agencies to identify and address specific issues within an identified content that will result in increased outcomes for students with disabilities.

Adequate

Provides an adequate description of the proposed special education content area the applicant has identified as a statewide issue and includes a discussion of data and evidence supporting the scope of the issue across the state, and the impact this issue has on students with disabilities.

Includes adequate evidence of superior staff with the depth and breadth of experience and capacity to demonstrate how and what was implemented to support improved processes for increased outcomes for students with disabilities in identified content area, connected LEAs to resources or expertise, and responded to local needs in the identified content area. The applicant describes how to build the capacity of SELPAs across the state to assist local educational agencies to identify and address specific issues within an identified content that will result in increased outcomes for students with disabilities.

Minimal

Provides a minimal description of the proposed special education content area the applicant has identified as a statewide issue and includes a discussion of data and evidence supporting the scope of the issue across the state, and the impact this issue has on students with disabilities.

Includes minimal evidence of superior staff with the depth and breadth of experience and capacity to demonstrate how and what was implemented to support improved processes for increased outcomes for students with disabilities in identified content area, connected LEAs to resources or expertise, and responded to local needs in the identified content area. The applicant describes how to build the capacity of SELPAs across the state to assist local educational agencies to identify and address specific issues within an identified content that will result in increased outcomes for students with disabilities.

SELPA Content Lead Expertise, Theory of Action, and Activities

Capacity Builder

Outstanding

Thoroughly and convincingly demonstrates expertise:

- Utilizing data to further inform and diagnose the problem(s) of practice
- Developing the understanding and use of current research and evidence-based practices that improve outcomes for students with disabilities
- Determining the best strategy for improving outcomes for students with disabilities in the identified content area
- Establishing a method of evaluation and continuous improvement processes
- Ensuring integrated educational systems are built to bring together general education and special education systems

Thoroughly and convincingly describes the theory of action (e.g. using “if-then” statements) and the outstanding activities that will build capacity of SELPAs across the state in the content area of expertise.

Strong

Demonstrates strong expertise:

- Utilizing data to further inform and diagnose the problem(s) of practice
- Developing the understanding and use of current research and evidence-based practices that improve outcomes for students with disabilities
- Determining the best strategy for improving outcomes for students with disabilities in the identified content area
- Establishing a method of evaluation and continuous improvement processes
- Ensuring integrated educational systems are built to bring together general education and special education systems

Describes the strong theory of action (e.g. using “if-then” statements) and the strong activities that will build capacity of SELPAs across the state in the content area of expertise.

Adequate

Demonstrates adequate expertise:

- Utilizing data to further inform and diagnose the problem(s) of practice
- Developing the understanding and use of current research and evidence-based practices that improve outcomes for students with disabilities
- Determining the best strategy for improving outcomes for students with disabilities in the identified content area
- Establishing a method of evaluation and continuous improvement processes
- Ensuring integrated educational systems are built to bring together general education and special education systems

Describes the adequate theory of action (e.g. using “if-then” statements) and the adequate activities that will build capacity of SELPAs across the state in the content area of expertise.

Minimal

Demonstrates minimal expertise:

- Utilizing data to further inform and diagnose the problem(s) of practice
- Developing the understanding and use of current research and evidence-based practices that improve outcomes for students with disabilities
- Determining the best strategy for improving outcomes for students with disabilities in the identified content area
- Establishing a method of evaluation and continuous improvement processes
- Ensuring integrated educational systems are built to bring together general education and special education systems

Describes the minimal theory of action (e.g. using “if-then” statements) and the minimal activities that will build capacity of SELPAs across the state in the content area of expertise.

Connector

Outstanding

Thoroughly and convincingly demonstrates the applicant’s previous experience or expertise in effective implementation of:

- Engaging with content partners, including entities outside of the SELPA, poised to build capacity and support implementation
- Engaging with content partners, including entities outside of the SELPA, involved in current research and evidence-based practices that improve outcomes for students with disabilities
- Ensuring alignment with CA LCFF state priorities and federal IDEA SPP indicators
- Informing and aligning LCAP implementation to bridge general and special education

Thoroughly and convincingly details how the applicant will scale up the expertise in the previously mentioned activities to SELPAs across the state to expand the implementation of demonstrated practices which will have a positive impact in the proposed content area and the activities to be provided to LEAs.

Strong

Strongly demonstrates the applicant's previous experience or expertise in effective implementation of:

- Engaging with content partners, including entities outside of the SELPA, poised to build capacity and support implementation
- Engaging with content partners, including entities outside of the SELPA, involved in current research and evidence-based practices that improve outcomes for students with disabilities
- Ensuring alignment with CA LCFF state priorities and federal IDEA SPP indicators
- Informing and aligning LCAP implementation to bridge general and special education

Strongly details how the applicant will scale up the expertise in the previously mentioned activities to SELPAs across the state to expand the implementation of demonstrated practices which will have a positive impact in the proposed content area and the activities to be provided to LEAs.

Adequate

Adequately demonstrates the applicant's previous experience or expertise in effective implementation of:

- Engaging with content partners, including entities outside of the SELPA, poised to build capacity and support implementation
- Engaging with content partners, including entities outside of the SELPA, involved in current research and evidence-based practices that improve outcomes for students with disabilities
- Ensuring alignment with CA LCFF state priorities and federal IDEA SPP indicators
- Informing and aligning LCAP implementation to bridge general and special education

Adequately details how the applicant will scale up the expertise in the previously mentioned activities to SELPAs across the state to expand the implementation of demonstrated practices which will have a positive impact in the proposed content area and the activities to be provided to LEAs.

Minimal

Minimally demonstrates the applicant's previous experience or expertise in effective implementation of:

- Engaging with content partners, including entities outside of the SELPA, poised to build capacity and support implementation
- Engaging with content partners, including entities outside of the SELPA, involved in current research and evidence-based practices that improve outcomes for students with disabilities
- Ensuring alignment with CA LCFF state priorities and federal IDEA SPP indicators
- Informing and aligning LCAP implementation to bridge general and special education

Minimally details how the applicant will scale up the expertise in the previously mentioned activities to SELPAs across the state to expand the implementation of demonstrated practices which will have a positive impact in the proposed content area and the activities to be provided to LEAs.

Facilitator

Outstanding

Thoroughly and convincingly demonstrates the applicant's previous experience or expertise in effective implementation of:

- Modeling how to build and maintain relationships with key stakeholders (e.g. Board members, superintendents, teachers, Community Advisory Committees, students, and families)
- Teaching how to use a variety of tools and resources to improve outcomes for students with disabilities
- Coordinating and collaborating on learning opportunities between local COEs and SELPAs during improvement processes (particularly for LEAs in differentiated assistance)
- Convening and cultivating peer learning networks and/or communities of practice

Strong

Strongly demonstrates the applicant's previous experience or expertise in effective implementation of:

- Modeling how to build and maintain relationships with key stakeholders (e.g. Board members, superintendents, teachers, Community Advisory Committees, students, and families)
- Teaching how to use a variety of tools and resources to improve outcomes for students with disabilities
- Coordinating and collaborating on learning opportunities between local COEs and SELPAs during improvement processes (particularly for LEAs in differentiated assistance)
- Convening and cultivating peer learning networks and/or communities of practice

Adequate

Adequately demonstrates the applicant's previous experience or expertise in effective implementation of:

- Modeling how to build and maintain relationships with key stakeholders (e.g. Board members, superintendents, teachers, Community Advisory Committees, students, and families)
- Teaching how to use a variety of tools and resources to improve outcomes for students with disabilities
- Coordinating and collaborating on learning opportunities between local COEs and SELPAs during improvement processes (particularly for LEAs in differentiated assistance)
- Convening and cultivating peer learning networks and/or communities of practice

Minimal

Minimally demonstrates the applicant's previous experience or expertise in effective implementation of:

- Modeling how to build and maintain relationships with key stakeholders (e.g. Board members, superintendents, teachers, Community Advisory Committees, students, and families)

- Teaching how to use a variety of tools and resources to improve outcomes for students with disabilities
- Coordinating and collaborating on learning opportunities between local COEs and SELPAs during improvement processes (particularly for LEAs in differentiated assistance)
- Convening and cultivating peer learning networks and/or communities of practice

B. Metrics and Budget (30 Percent Weight)

Metrics to Monitor the Progress of Proposed Activities

Outstanding

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

Strong

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

Adequate

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

Minimal

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

Budget

Outstanding

Includes a very clear description of the activities the SELPA Lead will 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 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 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 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, meals, 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 of 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).