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**California Department of Education**

**California Collaborative for Educational Excellence**

**Special Education Resource Leads**

**within California’s Statewide
System of Support**

# REQUEST FOR APPLICATION INSTRUCTIONS

**Application Due Date:**

**January 31, 2023, at 5:00pm**

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: SpecialEducationLeads@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 (SELPAs), County Offices of Education (COEs), or a coalition of the above, 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 statewide system of support (SSOS) is made up of numerous support providers, and all are expected to work collaboratively with one another to provide coordinated support to LEAs. 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 LEAs across the state continue to face challenges in improving outcomes for students with disabilities. Policymakers responded to this challenge in part through an on-going budget allocation of $12 million annually to build capacity within SELPAs, COEs, and LEAs to address this specific need. Through this request for applications (RFA), chosen special education resource leads will become important members of the SSOS, to provide more targeted support related to special education and the education of students with disabilities.

The process to select special education resource leads shall ensure that no more than 10 special education resource leads are selected to provide specific expertise on special education issues within the statewide system of support. Specifically, at least three resource leads shall be selected in a manner to ensure statewide representation and focus directly on building local and regional capacity to support LEAs in achieving the goals, actions, and services identified in their LCAPs. Beginning with the 2023–2028 lead cohort, at least one resource lead shall be selected to support the development and implementation of high-quality individualized education programs. As stated in the legislation, at least one resource lead shall be selected to – in partnership with a family support organization that provides support to families of pupils with disabilities, or coalition of such organizations – provide capacity building, training, and technical assistance on family support for families of pupils with disabilities, and conflict prevention and alternate dispute resolution in special education. Special education resource leads shall be selected for a term not to exceed five years.

### B. Goals

No more than ten (10) Special Education Resource Leads will be selected and will join a statewide leadership team, which includes the CDE, the CCEE, and the State Board of Education (SBE). The Special Education Resource Leads will work collaboratively with the SSOS, other COEs, SELPAs, districts, charter schools, and external partners such as family support organizations or any other educational partners that would benefit from these resources, to build the capacity of the system at the local and regional levels to improve outcomes for students with disabilities. They will do this through providing training in and supporting the use of best practices, as well as evidence-based practices in root cause analyses, systems alignment, and coherence. These practices will serve as the foundation for LEAs to ultimately improve educational outcomes for students with disabilities (SWD). Equitable access to high quality technical assistance and resources shall be made available across the state. Resources developed must be made available to the California Technical Assistance Network (CalTAN).

Partnerships with COEs, SELPAs, districts, charters, or partners such as Family Empowerment Centers are encouraged, and applicants collectively must demonstrate how they will build capacity in regional and local entities throughout the state to improve outcomes for SWD.

To develop and build foundational knowledge and capacity in systems improvement processes, applicants for the Special Education Resource Leads should be prepared to explain how they will collaborate with the CDE, CCEE, the SSOS, and other state agencies

**Individually and collectively, all grantees will be responsible for the following:**

* Effectively build the capacity of LEAs to improve outcomes for SWD and support their families.
* Extend equity of access to high quality technical assistance and resources statewide.
* Provide support to both LEAs with identified needs, including LEAs identified by the CDE as needing assistance through CIM and DA, as well as those who opt-in for continuous improvement support.
* Develop, support, and participate in a robust communication network amongst all entities in the Statewide System of Support, including the state agencies and other leads.
* Establish qualitative and quantitative goals to evaluate the capacity built within LEAs statewide to provide high-quality assistance and expertise to member LEAs across multiple measures.
* Participate in a network with other agencies serving in the SSOS and serve as a conduit in connecting LEAs to the other branches of the system.
* Facilitate integration and partnerships across all levels of the system (SELPA, COE, to LEA, to individual classrooms).
* Submit all newly developed and ongoing resources to CDE for upload to CALTAN, including any updates to previous resources.

Specifically, this RFA seeks applicants to fill the following lead roles:

#### Individualized Education Plan Best Practices

At least one (1) Resource Lead will focus on building the capacity of regional and local systems to support high-quality Individualized Education Plan (IEP) best practices. This lead will deliver and/or curate effective, meaningful professional development and resources to COEs, SELPAs, districts and charter schools. This lead will be responsible for the following:

* Create and provide a training and implementation structure to support LEAs and families regarding the development of high-quality, standards-aligned, growth-oriented IEP goals and services.
* Assist in the implementation of the statewide IEP template initially developed by the workgroup authorized in SB 74 (2020) and further refined by the expert panel established pursuant to SB 154 (2022).
* Create parent/family engagement strategies and supports to assist parents and families in meaningfully participating in the IEP process.
* Assist in the curation of evidence-based practices and resources for COE, SELPA, district, and charter school use.

#### Universal Design for Learning

At least one (1), but no more than two (2) Resource Leads will focus on building the capacity of LEAs on Universal Design for Learning. Universal Design for Learning (UDL) is defined by the CCEE as “Ateaching approach that works to accommodate the needs and abilities of all learners. Developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.” The selected lead(s) will be responsible for the following:

* Integrate and collaborate with other established UDL partners and Statewide Systems of Support, specifically the UDL Educator Workforce Investment Grant Program (EWIG), which will be focused on professional learning for teachers and paraeducators.
* Support comprehensive LEA teams, inclusive of district level administration overseeing general education programs in implementing evidence-based practices in UDL, including continuous improvement practices with a lens for sustainability of practice.
* Curate, evaluate, and disseminate, in collaboration or partnership with educational partners, an evidence-based resource bank for teachers of students with disabilities.
* Build continuous capacity for UDL at the LEA-wide level, which may include “train the trainers” style programs.

#### Capacity Builder

At least three (3) but no more than five (5) Resource Leads will focus on building capacity for systemic continuous improvement at the LEA level. The leads will work to build COEs, SELPAs, districts and charters foundational knowledge and capacity in systems improvement processes by providing training and support in the use of data best practices, as well as evidence-based practices in root cause analyses, systems alignment, and coherence. The selected leads will be responsible for training COEs, SELPAs, districts and charters in the effective implementation of the following:

* Utilize existing local data systems to support LEAs implement improvement processes to improve data quality and use data to inform root cause analysis.
* Practical use of best practices to support LEAs in identifying root causes of problems of practices identified in the LEA.
* Assist LEAs in creating impactful plans for improvement, including addressing the needs of the LEA’s students with disabilities, implementing relevant high impact practices connected to identified root causes, and developing a realistic implementation timeline that drives change and identification of needed technical assistance.
* Implement systems and culture change to ensure that general education and special education systems are co-designed and aligned, including data integration and data governance, utilizing a continuous improvement mindset.
* Support LEAs in the development of aligned LCAPs, Compliance Improvement Monitoring (CIM) improvement planning, the future Individuals with Disabilities Education Act (IDEA) addendum, and any other related improvement activities to support one single coherent system of education for all students, including LEAs identified by the CDE as needing assistance.
* Promote LEAs’ understanding of alignment between the LCFF state priorities and IDEA federal indicators.
* Support LEAs in addressing the intersectionality between student groups in all improvement activities.

#### English Learners

At least one (1) Resource Lead will focus on English learners (EL). This Lead will collaborate with existing leads working on EL supports statewide. The Lead will be responsible for continued implementation of the Practitioners Guide for Educating English learners with Disabilities, and evidence-based best practices in the field. The selected resource lead(s) will be responsible for training COEs, SELPAs, districts, and charters in the effective implementation of the following:

* Build the capacity of LEAs statewide to better serve multilingual students with disabilities and their families to access the services they require.
* Serve multidisciplinary Communities of Practice statewide to further and deepen the implementation of the *California Practitioners’ Guide for Educating English Learners with Disabilities* relating to the needs of ELs with disabilities.
* Build the capacity of LEAs to build meaningful partnerships with local family support organizations serving students and families of ELs with disabilities to access resources.
* Provide technical support to LEAs identified by the CDE as needing assistance in better serving the needs of this student group.
* Collaborate with the Regional EL Specialists in the SSOS by providing training, coaching and resources.
* Create and/or distribute EL resources in a variety of languages to appropriate areas and make them available to the existing statewide resource network.
* Support implementation of the SBE-adopted English Learner Roadmap Policy (2017) in the interest of EL students with disabilities.

#### Alternative Dispute Resolution

An additional $2 million per year is available for at least one (1) Resource Lead to focus specifically on Alternative Dispute Resolution (ADR). This lead will be selected in partnership with a family support organization, or coalition of family support organizations that provides support to families of pupils with disabilities. The lead will demonstrate strategies and proactive methods in resolving disputes at the earliest point possible and foster positive relationships between LEAs and families, and to the extent practicable, family support organizations, while maintaining the focus on students. The selected resource leads will be responsible for training COEs, SELPAs, districts and charters in the effective implementation of the following:

* Provide training, and technical assistance to build skills development and independent implementation on family support and conflict prevention for families of students with disabilities, through the creation of professional development and training for LEA staff and family support organizations. This includes providing statewide and regional technical assistance and support for small LEAs.
* As practicable, work in partnership with family empowerment centers or other family support organizations, including providing support to those organizations, to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner. These activities must incorporate plans to support families who face language barriers and other challenges to participate in the special education process.
* Create strategies and structures for LEAs to conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.
* Utilizing published resources to create joint professional development training to increase skill development and coaching of continuous improvement of LEAs and other family support organizations across the state in ADR.
* Create a common process, definition, and strategies for best practices with "facilitated" IEPs.

## 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 SBE in consultation with the Department of Finance, SELPAS, COEs, or a consortium thereof to serve as Special Education Resource Leads to work with lead agencies selected pursuant to *Education Code* sections (*EC*) 52073 and 52073.2, and other COE to improve pupil outcomes as part of the SSOS.

The process to select Special Education Resource Leads shall ensure that no more than 10 special education resource leads are selected to provide specific expertise on special education issues within the statewide system of support. At least three resource leads shall be selected in a manner to ensure statewide representation and focus directly on building local and regional capacity to support local educational agencies in achieving the goals, actions, and services identified in their local control and accountability plans. At least one resource lead shall be selected to support the development and implementation of high-quality individualized education programs. And at least one resource lead shall be selected to, in partnership with a family support organization, or coalition of family support organizations, that provides support to families of pupils with disabilities, provide capacity building, training, and technical assistance on family support for families of pupils with disabilities, and conflict prevention and alternate dispute resolution in special education.

### B. Grant Information

This application covers the grant period beginning July 1, 2023 and ending June 30, 2028. Funds are available to each applicant based on the application and proposed budget. The total grant budget for this RFA is $12,000,000 per year.

The Special Education Resource Leads are selected for a term not longer than five years. Continued funding for the second, third, fourth and fifth years is contingent upon a favorable annual review by CDE/CCEE of each Special Education Resource Lead’s progress on goals and deliverables. Each Special Education Resource Lead must demonstrate how they have achieved the objectives outlined for their role in Section I above and how their work has led to increased statewide capacity of LEAs, 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. At the conclusion of the Special Education Resource Leads’ five-year term, the CCEE and the CDE may either renew or reopen the selection of the Leads.

### C. Eligibility Requirements

Individual applicants must be a COE, SELPA or an appropriate partnership or consortium of COEs and/or SELPAs. Applications for the ADR Lead must also apply with one or more family support organizations that provide support for families of pupils with disabilities. All applicants must provide statewide representation and meet these requirements:

* 1. Demonstrate expertise in both the state priorities and federal IDEA indicators and an understanding of the relationship between them.
	2. Ability to build capacity of other SELPAs or COEs to provide effective assistance and support 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 supports to LEAs to improve student performance and close the achievement gap for SWDs.
	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 LEAs across the state, define the specific role each member LEA 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.

Special Education Resource 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, subject to the review and approval of the CDE and the CCEE.

### E. Non-allowable Activities and Costs

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

* 1. Supplanting of existing funding and efforts, including costs otherwise necessary to operate 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, T-shirts, pencils, or pens.
	8. Subscriptions to journals or magazines
	9. Travel outside the United States
	10. Travel to states identified pursuant to Government Code Section 11139.8, including as of the release of this RFA; Alabama, Arizona, Arkansas, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Montana, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, and West Virginia (<https://oag.ca.gov/ab1887>).

### F. Administrative Indirect Cost Rate

The Special Education Resource 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 and Deliverables

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 Special Education Resource Lead will participate in regular meetings to be convened by the CCEE and the CDE. Additionally, the following regular reporting will be required:

* 1. An annual project plan by each grantee
	2. A quarterly fiscal activity report by each grantee
	3. A quarterly project report by each grantee
	4. Mid-year interviews for each grantee

Grantees shall utilize templates for the reports developed by the CDE and CCEE. 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 COEs, SELPAs, districts and charters utilizing technical assistance, funding may be halted.

Grantees must provide an annual project plan outlining short- and long-term goals, including methods of evaluating progress related to the work. Goals should encompass more than activity counts (i.e., the number of attendees at professional learning opportunities). They must include methods and metrics to demonstrate and measure impact to the field, with the ultimate goal of improving outcomes for students.

Quarterly project reports must describe the progress the grantee has made towards achieving the goals established in the annual project plan, as well as identification of next steps for continued progress, growth, and sustainability of the work in the field.

## IV. APPLICATION PROCEDURES AND PROCESSES

### A. Application Timeline

| **Date** | **Action Item** |
| --- | --- |
| **December 15, 2022** | **RFA Release Date** |
| January 5, 2023, from 10:00 a.m. to 11:30 a.m. | Application Workshop Webinar |
| **January 31, 2023** | **RFA Responses Due to the CDE** |
| **February 6–8, 2023** | Application Evaluation |
| Week of February 13, 2023 | Potential Interviews with Final Applicants |
| **March 15, 2023** | **Announce Grantees** |
| March 28, 2023 | Appeals Deadline - Received at the CDE |
| April 2023 | Launch Convening |
| End of each fiscal quarter | Quarterly Fiscal Report |
| End of each program year | Annual Program Report |

**RFA Release Date: December 15, 2022**

Application Workshop Webinar January 5, 2023

**RFA Responses Due to the CDE January 31, 2023**

Application Evaluation February 6 - 8, 2023

Potential Interviews with Final Applicants Week of February 13, 2023

**Announce Grantees March 15, 2023**

Appeals Deadline - Received at the CDE March 28, 2023

Launch Convening April 2023

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:

Applicants must show evidence of coordination and consultation, and expertise in the identified practice area. 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. The Application should be a maximum of 15 pages. 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** SpecialEducationLeads@cde.ca.gov **by 5:00 p.m. on January 31, 2023.**

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 15 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, you may 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 virtually on February 24 or 27, 2023.

### 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 Special Education Resource Lead Application information session is listed below:

Application Webinar Workshop will be held on January 5, 2023, from 10:00 a.m. to 11:30 a.m.

Register for this session by sending a message to the Special Education Division email at SpecialEducationLeads@cde.ca.govby January 3, 2023, at 5:00 p.m. Write **Special Education Resource 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

Appeals are limited to the grounds that the CDE failed to correctly apply the RFA’s specified standards for reviewing the application; however, disagreement with an application reader’s professional judgment is not grounds for appeal and appeals based on such disagreement will be denied.

In support of their appeal, the appellant’s Letter of Appeal must include a detailed and complete statement and explanation of their appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, any facts supporting the appeal, and the remedy sought.

The CDE must **RECEIVE** the letter of appeal, with an original signature by the authorized agent of the appellant, no later than 5:00 p.m. on **March 28, 2023. Letters of appeal may be mailed or otherwise delivered to the address above, but letters of appeal sent by Fax or Email will not be accepted.** Upon receipt of an appropriate letter of appeal, the CCEE and the CDE staff will reevaluate the relevant 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. The signing and submission of the AO-400 is an agreement to adhere to all terms and conditions specified in this RFA, including but not limited to allowable activities, use of funds, reporting and deliverables.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2022–23 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 applicant must copy and paste the narrative questions into a separate document to be included as part of the application package. The Application Narrative should be submitted as a PDF file. The PDF document should not exceed 15 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 Special Education Resource Lead serves as an expert in the practice area they are applying for under Section I of this RFA. Provide a narrative that describes how each applicant will serve as an expert lead in the identified practice area. The applicant must demonstrate how it will meet the general requirements of all Special Education Resource Leads and the specific requirements of the practice area for which it is applying, as described in Section I. For applicants applying as a consortium, clearly describe the role of each entity in the consortium.

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—Special Education Resource Lead’s Demonstrated Expertise, Vision, and Theory of Action in the Identified Practice Area**

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

In this section, the applicant must describe their expertise in the identified practice area to serve as a resource lead. The applicant must provide a cohesive vision and theory of action to explain how they will achieve the general goals for all Special Education Resource Leads, as well as the specific responsibilities for the identified practice area outlined in this RFA. 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 identified practice area and the activities to be provided to LEAs. Applicants applying as a consortium must indicate how the partners will meet the goals of the identified practice area.

The applicant shall include at least two letters of support describing their expertise and impacts to the field in the implementation of the identified practice area.

**Part 2—Special Education Resource Lead Planning, Implementation, and Evaluation Activities**

Based on the theory of action described in Part 1, applicants must propose and describe in this section activities they will execute to address the vision described in Part 1 of this application.

The narrative must include proposed strategies, responsible agencies or staff, measures of progress, and a timeline for activities the applicant will use to achieve the goals, specifically stated in the above section, ensuring alignment between the proposed budget and intended outcomes. The proposal must describe how they will engage and sustain participation at all levels, including breadth and depth of participation.

**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.

**2023–24 Budget Information Requested by the Online Application**

Special Education Resource 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:

Agency Director:

Agency Director’s Email Address:

Phone Number:

Fax:

Total Budget Amount Requested:

## VI. APPENDIX A: Evaluation Rubric

### A. Vision, Expertise, and Proposed Activities (30 Points)

#### OUTSTANDING

Thoroughly and convincingly describes applicant partners’ cohesive vision for building Lead Agency's capacity statewide to provide effective assistance to LEAs within the identified practice area. Includes outstanding evidence of superior staff with the expertise, experience and capacity to ensure the applicant partners have the ability to support LEAs in improving educational outcomes for SWD, and what role team members will play. Clearly and convincingly describes the theory of action to be implemented to scale up efforts to expand and deepen practices which have a positive impact in the identified practice area and the activities to be provided to LEAs.

#### STRONG

Strongly describes applicant partners’ cohesive vision for building Lead Agency’s capacity statewide to provide effective assistance to LEAs within the identified practice area. Includes strong evidence of staff with the expertise, experience and capacity to ensure the applicant partners have the ability to support LEAs in improving educational outcomes for SWD, and what role team members will play. Strongly describes the theory of action to be implemented to scale up efforts to expand and deepen practices which have a positive impact in the identified practice area and the activities to be provided to LEAs.

#### ADEQUATE

Provides an adequate description of applicant partners’ cohesive vision for building Lead Agency’s capacity statewide to provide effective assistance to LEAs within the identified practice area. Includes adequate evidence of adequate staff with the expertise, experience and capacity to ensure the applicant partners have the ability to support LEAs in improving educational outcomes for SWD, and what role team members will play. Adequately describes the theory of action to be implemented to scale up efforts to expand and deepen practices which have a positive impact in the identified practice area and the activities to be provided to LEAs.

#### MINIMAL

Provides a minimal description of applicant partners’ cohesive vision for building Lead Agency’s capacity statewide to provide effective assistance to LEAs within the identified practice area. Minimal evidence included of staff with the expertise, experience and capacity to ensure the applicant partners have the ability to support LEAs in improving educational outcomes for SWD, and what role team members will play. Adequately describes the theory of action to be implemented to scale up efforts to expand and deepen practices which have a positive impact in the identified practice area and the activities to be provided to LEAs.

### B. Planning, Implementation, and Evaluation Activities (40 Points)

#### Outstanding

Thoroughly and convincingly describes highly effective strategies, appropriate levels of staffing, robust measures of progress, and a reasonable timeline for activities to achieve the above goals outlined in the description of the practice area being applied for in the RFA and the proposed theory of action. Thoroughly and convincingly describes clear alignment between the proposed budget and intended outcomes. Thoroughly and convincingly describes how the applicant will engage and sustain participation at all levels, including breadth and depth of participation, and evaluation activities.

Clearly describes highly effective strategies, appropriate levels of staffing, robust measures of progress, and a reasonable timeline for activities to achieve the above goals outlined in the description of the practice area being applied for in the RFA and the proposed theory of action. Strongly describes clear alignment between the proposed budget and intended outcomes. Strongly describes how the applicant will engage and sustain participation at all levels, including breadth and depth of participation, and evaluation activities.

#### ADEQUATE

Adequately describes highly effective strategies, appropriate levels of staffing, robust measures of progress, and a reasonable timeline for activities to achieve the above goals outlined in the description of the practice area being applied for in the RFA and the proposed theory of action. Describes alignment between the proposed budget and intended outcomes. Sufficiently describes how the applicant will engage and sustain participation at all levels, including breadth and depth of participation, and evaluation activities.

#### MINIMAL

Minimally describes effective strategies, appropriate staffing, measures of progress, and a reasonable timeline for activities to achieve the above goals outlined in the description of the practice area being applied for in the RFA and the proposed theory of action. Minimally describes clear alignment between the proposed budget and intended outcomes. Minimally describes how the applicant will engage and sustain participation at all levels, including breadth and depth of participation, and evaluation activities.

### C. Metrics to Monitor the Progress of Proposed Activities (20 points)

#### OUTSTANDING

Thoroughly and convincingly describes the metrics which will be used to measure the collective, how they will collect and obtain the metrics, and individual impact of the Lead Agency in building the capacity of LEAs in the identified practice area.

Includes a very clear description of how the Lead Agency’s activities will be adjusted based on the data, and how information will be shared among stakeholders.

#### STRONG

Strongly describes the metrics which will be used to measure the collective, references how they will collect the metrics, and individual impact of the Lead Agency in building the capacity of LEAs in the identified practice area.

Includes a clear description of how the Lead Agency’s activities will be adjusted based on the data, and how information will be shared among stakeholders.

#### ADEQUATE

Adequately describes the metrics which will be used to measure the collective and individual impact of the Lead Agency in building the capacity of LEAs in the identified practice area.

Includes a description of how the Lead Agency’s activities will be adjusted based on the data, and how information will be shared among stakeholders.

#### MINIMAL

Minimally describes the metrics which will be used to measure the collective and individual impact of the Lead Agency in building the capacity of LEAs in the identified practice area.

Includes a minimal description of how the Lead Agency’s activities will be adjusted based on the data, and how information will be shared among stakeholders.

### D. Budget (10 points)

#### OUTSTANDING

Includes a very clear description of the activities the Lead Agency 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.

#### STRONG

Includes a clear description of the activities the Lead Agency will individually and collectively engage in along with the expenditures associated with performing each activity. Provides budget narratives that clearly demonstrate how each line item supports the proposed activities.

#### ADEQUATE

Includes an adequate description of the activities the Lead Agency will individually and collectively engage in along with the expenditures associated with performing each activity. Provides budget narratives that demonstrate how each line item supports the proposed activities.

#### MINIMAL

Includes a minimal description of the activities the Lead Agency will individually and collectively engage in along with the expenditures associated with performing each activity. Provides minimal budget narratives that demonstrate how each line item supports the proposed activities.

## VII. APPENDIX B: Budget Categories

Each budget category is described below.

| **Object****Code** | **Description** |
| --- | --- |
| **1000** | **Certificated Salaries**Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. Note: Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the 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. |
| **5000** | **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. |
| **6000** | **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. |
| **7000** | **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/fg/ac/ic/>. |