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



# 21st Century California School Leadership Academy Request For Applications

The purpose of the 21st Century California School Leadership Academy is to provide professional learning supports for administrators and other school leaders.

Funded through   
Title II, Part A of the Elementary and Secondary Education Act

**Deadline for Intent to Submit an Application Online Form:**

**February 11, 2020**

**Deadline for Applications:**

**March 3, 2020**

Administered by the

Educator Excellence and Equity Division

California Department of Education

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## Overview

Strong school leadership is a key predictor of pupil achievement, and highly skilled leadership is critical to successful improvement efforts for local educational agencies (LEAs) and schools. The 21st Century California School Leadership Academy (21CSLA) Program; established by Senate Bill 75, Section 26 Statutes of 2019; will fund institutions of higher education (IHEs), nonprofit educational services providers, and LEAs with expertise in providing professional learning, coaching, and mentoring to principals and other school leaders in public schools serving kindergarten and grades one to twelve, inclusive, to organize and offer high-quality professional learning, coaching, and mentoring for central office leaders, principals, and other schools leaders, including teacher leaders, involved in school improvement efforts.

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) will select one awardee to serve as the 21CSLA Center and up to seven awardees to serve as 21CSLA Regional Academies. Awardees, in partnership with the CDE and CCEE, will work collaboratively within the Statewide System of Support (SOS) to build the capacity of educational leaders statewide through professional learning aligned to the California Professional Standards for Education Leaders (CPSEL) and the Quality Professional Learning Standards (QPLS). A goal of this program is to have a Regional Academy located in each of the seven Geographic Lead Agency boundaries. However, it may be possible for applicants to demonstrate that they have the capacity to serve multiple regions. In this case, fewer than seven Regional Academies may be selected. A statewide map of the Geographic Lead Agency boundaries can be found on the CDE Geographic Lead Agency web page at <https://www.cde.ca.gov/sp/sw/t1/crss.asp>*.* The 21CSLA Center will be awarded a minimum of $2 million per year and each 21CSLA Regional Academy will be awarded a minimum of $1 million per year for a three year period. Regional Academy applicants shall develop a budget that reflects the coverage of one or more regions. Selection will be made through a competitive grant process. Final selection of awardees is subject to approval by the Executive Director of the State Board of Education (SBE).

## Introduction

The Statewide SOS is designed to build local capacity and assist LEAs in identifying and addressing inequities, as part of the continuous improvement process. This support includes three levels: (1) support for all; (2) individually designed, or differentiated assistance; and (3) intensive intervention.

The Statewide SOS is made up of numerous support providers, and all are expected to work collaboratively to provide coordinated support to LEAs. In this system, lead agencies support this work by serving as facilitators, resource connectors, and capacity builders. The CDE, as one of the key state agencies in the Statewide SOS, continues to work to make the various State and Federal programs more coherent and streamlined to avoid redundancies. Another key Statewide SOS State Agency, the CCEE, provides customized support to county offices of education, and LEAs. The goal of this broad system is to build local capacity to ensure that LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school. More information about the Statewide SOS is available on the California's System of Support web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

In addition to the Statewide SOS, individual and collective capacity are developed when the QPLS, which identify elements of a quality professional learning system, are implemented well. The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning over time, which leads to improved educator’s knowledge, skills, and dispositions. Seven interdependent standards support professional learning that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information about the QPLS is available on the CDE Quality Professional Learning Standards web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

### Background

The original California School Leadership Academy (CSLA) was established in 1983 and delivered statewide administrator leadership training focused on teaching and learning. There were three main programs in the original program: The Foundation Program for new and veteran administrators and teacher leaders; School Leadership Teams for the principal, teachers, and other staff; and Ventures for practicing administrators focused on developing cultural competency and equitable schooling. The program was structured with a state center and 12 regional centers throughout the state. The program was eliminated due to budget cuts in 2003. The document is available upon request.

The roles and responsibilities of principals and other school leaders have evolved considerably since the original CSLA was first established. California school leaders must possess a broad range of knowledge, skills, and competencies to successfully support California’s diverse learners.

In 2011, the CDE and the California Commission on Teacher Credentialing (CTC) co-sponsored a statewide Educator Excellence Task Force charged with reviewing California’s system of teacher and administrator recruitment, preparation and licensure, induction, professional learning, evaluation, and leadership and career development. A year later, the 70 task force recommendations were presented in the report, *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State* (GbD, 2012).

For the past seven years, leaders and staff from both state agencies, along with educators, policymakers, advocacy representatives, and other stakeholders, have collaborated on enacting many of the improvements outlined in this set of recommendations. Multiple panels were convened to update and revitalize the administrator preparation and professional learning processes. The CPSEL have been refreshed, along with the aligned California Administrator Performance Expectations (CAPE) and the California Administrator Content Expectations.

First adopted in 2000, the CPSEL describe what an administrator must know and be able to do in order to demonstrate effective and sustained leadership. In 2014, a panel of representatives from higher education, county offices of education, LEAs, and professional organizations, reviewed current research, shared administrator preparation and support practices and experience, and reached consensus on a refreshed version of the CPSEL. The CPSEL is available on the California Professional Standards for Educational Leaders web page at <https://www.wested.org/resources/california-professional-standards-for-educational-leaders-cpsel-2/>.

In April 2014, the CTC approved new regulations for programs dedicated to preparing candidates for a Clear Administrator Services Credential (CASC). The CASC is the second phase of preparation for education leaders, focusing on a coaching-based professional induction process contextualized for whatever job the administrator holds while developing candidates for future leadership positions.

The CAPE and the CPSEL are the foundations of the California Administrator Performance Assessment (CalAPA). Passing the CalAPA is required of all preliminary Administrative Services Credential candidates. The CalAPA has a task-based structure and is to be completed at three different times during a candidate’s preliminary program. Each leadership cycle focuses on the roles and responsibilities of today's education leader, using an Investigate, Plan, Act, and Reflect leadership sequence.

Another important outcome of the GbD recommendations was the development of the California QPLS. The QPLS document is available at <https://www.cde.ca.gov/pd/ps/qpls.asp>. Developed by a panel of representatives from county offices of education, LEAs, and professional organizations, the QPLS lay the foundation for creating a coherent set of professional learning policies and activities that span the career continuum of an educator, leading to improved educator knowledge, skills, and dispositions and, ultimately, increased student learning results. The standards describe the criteria for quality professional learning and point educators and stakeholders toward using evidence-based elements and indicators when making decisions about how to create and/or improve professional learning in their own systems.

Professional learning opportunities must conform to the best evidence regarding effective learning for educators. This includes, but is not limited to, the QPLS and sample indicators described in Table 1.

#### Table 1 Quality Professional Learning Standards and Sample Indicators

| **QPLS Standard** | **Sample Indicators** |
| --- | --- |
| **Data:** Uses varied sources and kinds of information to guide priorities, design, and assessments. | * Uses information from school initiatives and improvement efforts to identify knowledge and skills that educators need to implement recommendations. * Assesses how well current programs are aligned with federal, state, and LEA expectations for safe and secure environments, in order to determine priority actions. * Collects and reviews evidence of changes and/or improvements in collective practice. |
| **Content and Pedagogy:** Enhances educators’ expertise to increase students’ capacity to learn and thrive. | * Builds educators’ capacity to use curriculum frameworks, instructional materials, equipment, and technology that support the teaching and learning of subject-matter content. * Creates multiple opportunities, in different settings, including built-in time for educators to practice, to receive feedback, and to revise their practice by the facilitation of reflection and solicitation of feedback. * Develops knowledge of, and skills for, how to address students’ academic, cultural, social, physical, and emotional well-being. |
| **Equity:** Focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups. | * Uses summative and formative achievement and perception data, disaggregated by gender, race, language, disability status, foster youth, and poverty indicators, to identify critical student needs that require improved instruction and support. * Develops educators’ repertoires of approaches to support the cultural, intellectual, social, emotional, and physical development of each learner. * Highlights school and LEA policies that lead to systemic inequities for students, and addresses how to change those policies. |
| **Design and Structure:** Reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices. | * Focuses on clearly identified purposes and needs related to educators’ capacity to increase students’ learning outcomes. * Incorporates deliberate practice of new learning with frequent reflection, feedback, and support, so that knowledge and skills become fully integrated. * Applies evidence-based practices, is grounded in research, and provides educators with opportunities to analyze, apply, and engage in research. |
| **Collaboration and Shared Accountability:** Facilitates the development of a shared purpose for student learning and collective responsibility for achieving it. | * Establishes professional communities of practice to support mutually agreed-upon student learning goals and outcomes. * Sets clear purposes, goals, and working agreements that support the sharing of practices and results within a safe and supportive environment. * Structures collective learning around an evidence-based cycle of continuous learning and improvement, maintaining a consistent focus on shared goals. |
| **Resources:** Dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes. | * Recognizes the leadership capacity of internal staff to present, facilitate, or coach targeted professional learning. * Develops a cycle of activities, including theory, demonstration, practice, feedback, reflection, and coaching, that are spaced over time. * Uses time within the school day for practice-embedded learning, but also provides release time when needed. |
| **Alignment and Coherence:** Contributes to a coherent system of educator learning and support that connects LEA and school priorities and needs with state and federal requirements and resources. | * Is combined with other system elements in comprehensive LEA and school professional growth plans. * Continuously extends experienced educators’ capacity to meet professional expectations and to meet the needs of all students through a coordinated system. * Enables skilled veteran educators to assist novice educators and peers and to lead schoolwide and LEA-wide initiatives. |

**Source:** California Department of Education, 2015. Adapted from the *Quality Professional Learning Standards*

## State Statute and Authority

The 21CSLA Program was established by SB 75, Section 26 Statutes of 2019 (see Appendix A). Article 5 (commencing with Section 44690) was added to Chapter 3.1 of part 25 of Division 3 of Title II of the California *Education Code*.For more information visit the 2019 SB 75 Authorization of the 21st Century CSLA web page at <https://www.cde.ca.gov/pd/ai/ca21cslasb75.asp>*.* The law specifies that the professional learning provided through 21CSLA will be made free of charge to LEAs that receive federal Title II funds and include the following:

* Training and coaching for principals and other school leaders in critical areas identified by the CDE and CCEE, in consultation with the Executive Director of the SBE.
* Training mentors for novice principals and teachers.
* Training coaches to support leaders in high-need settings.
* Training for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts.

The Budget Act of 2019 provides ongoing federal funds for the 21CSLA Program to support competitive grants for professional learning, coaching, and mentoring opportunities for administrators and other school leaders across the state. The funds to support this initiative are from the Title II, Part A of the Elementary and Secondary Education Act (ESEA). The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and LEAs improve teacher and principal quality to support effective instruction.

Proposals funded under the federal Title II, Part A of the ESEAmust meet minimum criteria, standards, and requirements. Federal guidelines must be adhered to when developing partnerships, designing, writing, and submitting a proposal. More detailed information about the initiative and the specific requirements follows. In addition, applicants should consult the *Non-Regulatory Guidance for Title II, Part A (Revised September 27, 2016),* as this document presents pertinent information that state agencies must consider when administering grant projects under this Request for Applications (RFA). This document is available at <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>.

The CDE and the CCEE shall evaluate the grantee’s performance and success in fulfilling the purpose of this program. At the conclusion of each grant term, the CDE and CCEE may renew the selection of the grantees or reopen the selection process for some or all of the previously awarded grantees. Grant awards are contingent on continued federal funding by Congress and California State Budget authority.

## Goals

Successful applicants will demonstrate substantive expertise and documented experience in facilitating professional learning and coaching that is rooted in student and educator needs; grounded in cycles of inquiry; designed and structured to be ongoing, intensive, and embedded in practice; and focused on deepening content expertise and pedagogy. Successful applicants will demonstrate the ability to both provide ongoing, high-quality professional learning and coaching, as well as demonstrate the capacity to develop the ability of school leaders to offer professional learning and coaching in order for 21CSLA to scale and spread across the state. Applications should describe the applicant’s capacity:

* To support the goals set forth in the authorizing statute described in Section III, above.
* To provide high-quality regional and statewide professional learning opportunities to educational leaders that is consistent with the Statewide SOS.
* To provide professional learning to site and LEA-based teams of school leaders that is relevant, job embedded, and provides site-based support such as coaching and mentoring.
* To support implementation of existing core efforts such as Universal Design for Learning, Multi-Tiered System of Support, and the English Learner Roadmap.
* To develop a cycle of activities, including theory, demonstration, practice, feedback, reflection, additional critical areas identified by key stakeholders, and coaching that are spaced over time.
* To support administrators to build their skills as instructional leaders to build educator capacity, support asset-based pedagogies, and establish and maintain a culture of continuous improvement.

## Eligible Project Participants

Eligible grantees include LEAs, IHEs, and nonprofit educational services providers.

### 21st Century California School Leadership Academy Center

* The Center will administer and facilitate the 21CSLA system in partnership with the CDE and CCEE and with guidance from a 21CSLA Advisory Committee.
* The Center will be responsible for supporting consistently high-quality implementation of evidence-based protocols and processes across the 21CSLA system by providing ongoing coaching, mentoring, and training of Regional Academy staff.
* The Center will maintain timely and effective supports to program participants by sharing information, resources, and data throughout the 21CSLA initiative.
* The Center will be responsible for leveraging expertise from other entities in the Statewide SOS (and beyond) to address emerging areas of need across the system and will participate in at least two Statewide SOS meetings per year.
* The Center will be responsible for convening staff from the Regional Academies on a regular basis to provide professional learning, coaching, mentoring, and opportunities to share problems of practice, and learn from one another. The Center will also provide support to individual Regional Academy staff as needed to ensure high-quality service to participants.
* 21CSLA Center staff will be adaptive, be responsive, and work with the CDE, CCEE, and the external evaluator as needed.

### 21st Century California School Leadership Academy Regional Academies

* Each of the Regional Academies will be responsible for assisting school and LEA leadership teams in their regions to cultivate the leadership skills and strategies needed to improve student outcomes.
* Regional Academies will be responsible for designing local strategies to support and identify local experts, coaches, and mentors with proven school and LEA improvement experience to support their local leadership teams.
* Regional Academies will coordinate with the 21CSLA Center to identify the needed supports within the larger 21CSLA system, Statewide SOS, CDE, and CCEE.
* In addition to facilitation, coaching, and mentoring, the Regional Academies will provide networking opportunities for school leaders to share problems of practice and gain feedback from colleagues, mentors, coaches, and experts.
* Regional Academies will participate in program evaluation activities as needed.

### Technical Assistance

In order to impact administrators in a variety of learning contexts throughout California, the CDE and CCEE will fund one 21CSLA Center and up to seven Regional Academies that partner with multiple entities and create a statewide 21CSLA professional learning network within the Statewide SOS. Although scores from the review of the applications are important, they are not the sole determiners for funding. The selected applicants are subject to approval by the Executive Director of the SBE and may be invited to interview with SBE/CDE/CCEE staff as part of the selection process.

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 21CSLA application technical assistance webinar is listed below:

* Application Technical Assistance Webinar, January 24, 2020, 3–4 p.m.

## Eligible Project Partnerships

### 21st Century California School Leadership Academy Center

The applicant may apply as a consortium that may include one or more IHE, one or more LEA, and one or more nonprofit educational service provider. The consortium must collectively demonstrate the ability to work collaboratively and in close partnership with the CDE and the CCEE. The partnership must also commit to working collaboratively and in close partnership with the selected Regional Academies to facilitate a statewide program that is created and implemented to support principals and other school leaders. Additional Regional Academies may be added in future years pending continued federal funding and state budget authority. Additionally, the partnership must commit to working collaboratively with other members of the Statewide SOS.

### 21st Century California School Leadership Academy Regional Academies

Authorizing statute requires that the lead applicant must be an IHE, LEA, or nonprofit educational service provider. However, additional partners (e.g., nonprofit organizations, businesses, and community-based organizations) may add significant value in meeting the needs of school leaders and are encouraged.

It is expected that any required or optional partnerships will be selected before the start date of May 15, 2020.

Each Regional Academy will work in partnership with the 21CSLA Center, other Regional Academies, and the CDE and CCEE.

## The Application—Timeline and How to Apply

### Request for Applications Timeline

| **Activity** | **Action Date** |
| --- | --- |
| Webinar | January 24, 2020 (3–4:00 p.m.) |
| Intent to Submit an Application Online Form | February 11, 2020 (4:00 p.m.) |
| Applications Due | March 3, 2020 (4:00 p.m.) |
| Posting of Intent to Award | April 3, 2020 |
| Deadline for receipt of any appeal | April 10, 2020 |
| Project Start Date | May 15, 2020 |
| Signed Grant Award Notification Due | May 29, 2020 |

A complete application will be submitted electronically via an online form. Applicants must attach, as one zip file, all supporting evidence and forms. This includes, but is not limited to, the Budget, Budget Narrative, Certifications and Assurances, and Letters of Support, if applicable.

### Intent to Submit an Application Online Form and Request for Applications Questions

Applicants are required to submit an Intent to Submit an Application Online Form (See Form A). **Only applicants that submit the Intent to Submit an Application Online Form by the deadline will be able to submit an application.** Signatures on the Intent to Submit an Application Online Form should be from individuals representing each institution and agency with the authority to submit applications for funding*.* This online form will be available on the CDE 21st Century California School Leadership Academy web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>. If this form is not received by 4:00 p.m. February 11, 2020, with the required signatures, the proposal will **not** be considered for funding. Submitting an Intent to Submit an Application Online Form does not require an applicant to submit an application.

The purpose of the Intent to Submit an Application Online Form process is to (1) provide the CDE with information to plan adequately for the review of applications, and (2) to provide an opportunity for potential applicants to ask questions that may be of interest or concern to all applicants.

The Intent to Submit an Application Online Form must be signed by the Applicant or the Applicant’s representative, must include the title of the person signing, and must show the date of submission. Intent forms are required to be submitted via the link on the 21CSLA web page.

### Submission of Application

The complete application, including all required components, must be received by the CDE Educator Excellence and Equity Division by 4:00 p.m. on **March 3, 2020.** Incomplete or late applications will not be scored or considered for funding. Use the link on the CDE 21CSLA RFA web page to submit an application.

An application may be rejected if it is conditional or incomplete, or if it contains any alterations of form or other irregularities of any kind. The CDE may reject an application that is not responsive, does not meet the technical standards, or is not from a designated applicant, or may choose to reject all applications. The CDE may also waive any immaterial deviations in an application. The CDE’s waiver of immaterial defect shall in no way modify the RFA document or excuse the applicant from full compliance with all requirements if the applicant is awarded the contract.

### Cost of Preparing an Application

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

### Application Review and Award Process

The CDE will carefully screen all applications received by the due date for compliance with all requirements stated in this RFA. Only fully completed applications will be considered eligible for consideration and can be advanced to the review of applications. Applications not found to be fully compliant with all submission requirements will be rejected.

Each eligible application will be read, reviewed, and scored using a Scoring Rubric (see included rubrics). Points will be awarded based on completeness and responsiveness of the application to each of the required application components. Although scores are important, they will not be the only factor considered when selecting awards. The committee will consult with the Executive Director of the SBE or their designee before selecting eligible partnerships. Final decisions are under the purview of the Executive Director of the SBE or their designee per authorizing statute.

Upon completion of the 21CSLA grant review process, the CDE will post a notification of Intent to Award on the CDE 21st Century California School Leadership Academy web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>. Final posting of successful applicants will be posted to the same web page after the appeals process is complete.

### Appeals Process

The CDE must receive an electronic letter of appeal, no later than **4:00 p.m. on April 10, 2020**. Only the lead applicant may electronically submit an appeal via the link on the CDE 21st Century California School Leadership Academy web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>. Appeals submitted via means other than the electronic link will **not** be accepted.

Appeals shall be limited to the grounds that the CDE failed to **correctly apply the standards for reviewing the application** as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application. A final decision will be provided in writing within 10 business days from the date that appeals are due to the CDE for this specific RFA.

## General Project Requirements

Applications must document the process that will be used to identify and address the needs of principals and other school leaders both statewide and within the targeted LEAs in their respective region. In order to further address the project goals, applicants must:

* Provide evidence of the applicant’s expertise in and capacity to identify the needs of education administrators and provide supports to address the identified needs. Provide evidence of capacity to offer coaching and mentoring to leaders in each region of the state with priority given to LEAs eligible to receive differentiated assistance and schools identified for comprehensive support.
* Utilize the CPSEL and the QPLS to guide the development, review, and improvement of professional learning opportunities. The QPLS document is available on the CDE Professional Standards web page at <http://www.cde.ca.gov/pd/ps/qpls.asp>.
* Create coaching and mentoring opportunities for school site administrators to build their skills as instructional leaders to build educator capacity, support asset-based pedagogies, and establish and maintain a culture of continuous improvement.
* Include a plan to utilize formative assessment to inform continuous improvement that explicitly describes the evaluation questions being addressed, instrumentation and data, techniques of analysis, and strategies for disseminating results to state and local education administrators.

## General Application and Project Information

### General Provisions and Requirements

The CDE reserves the right to not make an award if no application submitted meets the requirements of this RFA.

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.

### Grant Award Assurances and Certifications

Applicants do not need to sign and return the General Assurances and Certifications with the application. Applicants must keep a copy on file and available for compliance reviews, complaint investigations, or audits.

Each of the remaining **required assurances and certifications** listed below should be downloaded and printed from the supplied CDE web pages and signed copies shall accompany the application.

* 21CSLA Statement of Assurances (See Form C)

### Grant Terms and Conditions

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

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. For each funding period a new AO-400 may be issued. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. Year 1 funds must be expended or revert by September 30, 2021. All remaining funds must be expended or legally obligated by the dates outlined in the AO-400.

The budgets should display three years of implementation showing how the grant will be used to meet the expected project outcomes. Proposed expenditures must demonstrate appropriate use of federal funds. If budget revisions are needed, the project must request approval from CDE by submitting a revised budget and an explanation for each change.

Budget revisions must be pre-approved by the CDE before expenditures are made using the revised budget numbers. If, at the end of a project year, the partnership finds that it will not expend the current year’s (Year 2 and beyond) allocation in full, it may request a “carryover” of funds into the next project year. Note that carryovers are **not** automatic and require formal action by CDE. For example, if approved, a carryover can allow the project to take all or part of the unspent funds from “Project Year Two” and add them into a revised budget for the subsequent “Project Year Three.” To request a budget revision or carryover the project must email a request to CDE that includes a brief explanation of the reason for the revision and attach a revised budget (Email a Request for CDE Budget Revision Form).

In accordance with the FFATA, all grant recipients must have a valid Data Universal Numbering System (DUNS) number and must also be registered with the System for Award Management (SAM) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

* To obtain a DUNS number, go to the Dun & Bradstreet web page at <https://www.dnb.com/duns-number/duns-number-and-government.html>
* To register with the SAM database, go to the SAMS registration web page at <https://uscontractorregistration.com/sam-registration/>

Grantees are required to submit their DUNS number and expiration date of their Central Contractor Registration (CCR) as part of the application and must certify that they will ensure that their CCR will remain active for the entire grant period. Complete and submit the Documentation of Federal Compliance (DUNS/CCR). No award will be made to an applicant not in compliance with FFATA.

### Funding

Final decisions are under the purview of the Executive Director of the SBE or their designee per authorizing statute. Grant awards are contingent on continued federal funding by Congress and California State Budget authority.

Federal Program Funding Considerations: In accordance with the Cash Management Improvement Act, disbursements of federal funds must be limited to the minimum amounts needed and must be timed to the actual, immediate cash requirements of the grantee in carrying out the project. In other words, funding should be provided as close as possible to the actual disbursement of funds for the direct project costs by the grantee. The CDE is responsible for ensuring that grantees do not accrue federal funds in excess of immediate needs. In addition, grant recipients are required to report amounts of interest exceeding $100 for federal grant funds, and remit these funds to the CDE Accounting Office. Additional guidance on federal requirements may be found on the Non-Regulatory Guidance for Title II, Part A document at <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>.

#### Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted (or requested to be adjusted) accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to accomplishing the project’s goals and activities as described in the narrative. Allowable expenditures may include, but are not limited to, the following:

* Service contracts between members of the partnership or external service providers such as curriculum specialists and professional learning providers.
* Costs to support the travel and participation of members of the partnership and the cohort of educators in design, development, and implementation meetings to facilitate the work of the project.
* Costs to provide or produce professional-level materials for the project’s professional learning activities.

#### Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

* Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant.
* Travel to professional conferences, unless it is demonstrated that attendance at a meeting will directly and significantly advance the project and is approved by the CDE.
* Acquire equipment for administrative or personal use.
* Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables).
* Purchase food services/refreshments/banquets/meals.
* Purchase or remodel facilities.
* Purchase promotional favors such as bumper stickers, pencils, pens, or t-shirts.
* Purchase subscriptions to journals or magazines.
* Travel outside of the United States or to any of California's banned states identified below:
* Alabama
* Iowa
* Kansas
* Kentucky
* Mississippi
* North Carolina
* Oklahoma
* South Carolina
* Provide activities or services not directly related to the purpose of this grant program.

#### Factors Affecting Allowability of Costs

Except where otherwise authorized by statute, costs under this grant must also meet the following general criteria in order to be allowable:

* Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-federal entity.
* Be accorded consistent treatment. A cost may not be assigned to the grant as a direct cost if any other cost incurred for the same purpose, in like circumstances, has been allocated to the grant as an indirect cost.
* Be determined in accordance with generally accepted accounting principles.
* Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period.

Please note that the *Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards* was published on December 19, 2014, and became effective for new and continuation grant awards issued on or after December 26, 2014. All grantees will be expected to comply with these rules and regulations. Please see the *Code of Federal Regulation* (CFR) web page at <http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=8950b54acafdbe97ff82d556e22c2461&mc=true&n=pt2.1.200&r=PART&ty=HTML>

#### Direct Costs

Direct costs for this grant are those costs that can be identified specifically with a particular final cost objective. Costs incurred for the same purpose, in like circumstances, must be treated consistently as either direct or indirect costs.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

* Administrative or clerical services are integral to a project or activity;
* Individuals involved can be specifically identified with the project or activity;
* Direct costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
* Direct costs are not also recovered as indirect costs.

#### Administrative Indirect Cost Rate

This RFA’s 21 CSLA grant is federally-funded with Title II, Part A funds, and therefore, is offered pursuant to a federal program with a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds. Consequently, pursuant to 34 Code of Federal Regulations (CFR). Section 76.563, the successful applicant’s ability to charge indirect costs to the grant is restricted, as set forth in 34 CFR. sections 76.564–76.569. This means that the grantee must apply a **restricted** **indirect cost rate**, as described in the above-cited regulations, which may differ from the applicant’s otherwise applicable indirect cost rate. As specified in 34 CFR section 76.564, the grantee may use “an indirect cost rate computed under paragraph (a)” of that section, or “[a]n indirect cost rate of eight percent unless the Secretary determines that the subgrantee or grantee would have a lower rate under paragraph (a)” of that section. Under authority delegated by the U.S. Department of Education, CDE has computed restricted indirect cost rates for California’s LEAs, and therefore, a successful LEA applicant may apply its CDE-approved restricted indirect cost rate. To the extent a successful non-LEA applicant has a federally-approved restricted indirect cost rate computed pursuant to 76.564(a), it may apply that rate. Successful non-LEA applicants without a federally-approved restricted indirect cost rate may apply a restricted indirect cost rate of eight percent, unless it would have a lower rate under 34 CFR. Section 76.563(a). Applicants are encouraged to review 34 CFR. sections 76.564–76.569, and U.S. Department of Education guidance regarding computation and application of restricted indirect cost rates before applying. Additional information regarding indirect cost rates, as well as responses to frequently asked questions regarding same, may be found on the CDE Indirect Cost Rates web page at: <https://www.cde.ca.gov/fg/ac/ic/>

#### Ownership of Materials and Intellectual Property Rights

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations. The U.S. Department of Education and the CDE retain the rights for no-cost use or replication of any materials, designs, or programs developed through the use of these funds. Pursuant to the CFR Electronic Data Gathering, Analysis, and Retrieval (EDGAR), 2 CFR, EDGAR Section 200.315 copyright policy for grantees reads as follows:

(b) The non-Federal entity may copyright any work that is subject to copyright and was developed, or for which ownership was acquired, under a Federal award. The Federal awarding agency reserves a royalty-free, nonexclusive and irrevocable right to reproduce, publish, or otherwise use the work for Federal purposes, and to authorize others to do so.

## Grant Awards and Reporting Requirements

**Note:** Applicants may be requested to revise budgets prior to award dissemination in order to fall within the total fundable range. Following final program and budget negotiations, grants will be issued to a successful project after a signed agreement on the terms of the award has been received by the CDE. The AO-400 must be signed by the grantee and returned to CDE 10 days after it is received.

Successful applicants are required to submit progress reports and invoices 45 days after the close of the quarter. The first progress report (May 15, 2020, through

June 30, 2020) and invoice for the same time period will be due on or before

August 14, 2020. Information required for these reports includes:

* The number of participants in the corresponding program as appropriate to the role of the grantee;
* A summary of promotional, recruitment, and retention efforts;
* A description of collaborative planning;
* Project modifications;
* Summaries of each project activity; and
* Progress on meeting each of the outcome measures identified in the application narrative.

The yearly final project report will be due to the CDE with the final invoice 45 days after the end of each fiscal year. To assure that expenditures are proper and in accordance with the terms and conditions of the federal award and approved project budgets, the annual and final fiscal reports or invoices requesting payment under the agreements must include a certification signed by an official who is authorized to legally bind the non-federal entity, which reads as follows:

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729–3730 and 3801–3812).

## Application for the 21st Century California School Leadership Academy Center

### Application Instructions

Applicants must submit a separate application to apply for the **21CSLA Center.** All information in this section applies to the application for the 21CSLA Center.

#### **Part 1: Capacity**

Proposals must demonstrate the applicant’s capacity to provide support for the learning needs of LEA teams of principals and other school leaders. The proposal should reflect the relevant experience and unique attributes of the applicant to fulfill the goals described in Section III, above.

Clearly and concisely describe the applicant’s ability to facilitate this statewide collaborative program, and meet the requirements as follows:

1. Demonstrate capacity to provide evidence-based leadership coaching and support for the Regional Academies as they support individuals and teams of leaders in their regions.
2. Engage multiple entities (e.g., CDE, CCEE, Regional Academies, and other entities in the Statewide SOS) to work collaboratively to build and routinely evaluate and revise the 21CSLA Program. Maintain ongoing effective communication and share information, experts, resources, and data.
3. Develop and disseminate evidence-based supports, including coaching, for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts.
4. Articulate a theory of action and the statewide changes anticipated from participation in the 21CSLA Program.

#### **Part 2: Program Facilitation**

Proposals must describe planned efforts to ensure statewide coherence and structure.

1. Identify the use of the CPSEL and QPLS in providing supports to educational leaders through training and supports offered to the Regional Academies.
2. Describe both coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs.
3. Describe coaching and professional learning that supports effective language acquisition programs for English learners.
4. Identify strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and other critical areas identified by the CDE, CCEE, and stakeholders.
5. Describe strategies for effectively leveraging existing systems and resources.
6. Identify processes for ensuring compliance with the authorizing statute.

#### **Part 3: Goals and Expected Outcomes**

Proposals must describe how the project leadership will monitor the overall success of the program.

1. Describe the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program.
2. Describe the metrics to determine project success and evidence of high-quality coaching and professional learning for school site administrators to build their skills as instructional leaders to build educator capacity, and establish and maintain a culture of continuous improvement.
3. Describe the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each Regional Academy.
4. Explain the decision-making process that will be used to determine desired outcomes and how annual goals will be established.

#### **Part 4: Project Leadership**

Proposals must describe the role and contribution of **each** collaborative partner to the operational success of the project and the achievement of its goals. Applicants must:

1. Describe the overall management structure of the project and the roles of each partner if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders.
2. Include supporting documentation of any formal agreements, letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable.

#### **Part 5: Project Staff**

At the time the proposal is submitted, every partner, if applicable, identified in the project must have a programmatic role. Applicants must discuss in detail the composition of the partnership that will operate the project. Applicants must:

1. Complete Form D: 21CSLA Activities, Timeline, and Responsible Parties that clearly illustrates the individual, their role and responsibilities. Only one person can be identified as the Principal Investigator/Project Coordinator.
2. Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and the minimum qualifications.
3. Provide a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Do **not** submit a CV longer than one page. The CV or resumes can be included as attachments. Please see application instructions that detail the process for submitting attachments.

#### **Part 6: Project Participants**

Proposals must describe how the project will ensure enthusiastic, engaged, and sustained participation in every phase. Describe the characteristics of project partners.

1. Identify strategies and activities that will be used to collaboratively plan and network with the Regional Academies, CDE, CCEE, and grant partners in order to share resources, generate materials, review professional learnings, evaluate the growth of LEA teams of learners, and revise offerings.
2. Provide a process that will engage the Regional Academies in discussion and assignments of regional boundaries in order to determine the areas being served on a statewide basis.

#### **Part 7: Budget and Cost Effectiveness**

A three-year budget is required in the application. Project expenses will be identified using grant funds in the 2020–21 through the 2022–23 fiscal years.

A. Complete the 21CSLA Proposed Project Budget Summary (Form E) for the three project years. The performance period will be from May 15, 2020, through June 30, 2023.

1. Provide a detailed 21CSLA Proposed Project Budget Narrative for each project year justifying each line item cost contained in the 21CSLA Proposed Budget Narratives (Form F). The narrative should include how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

### Scoring and the Rubric

The rubric is included and is valued at a maximum of 36 points. A project must have a minimum of 18 points in order to qualify for a grant award. The maximum point value for each section is the following:

| **Part** | **Title** | **Points** |
| --- | --- | --- |
| Part 1 | Capacity | 8 points |
| Part 2 | Program Facilitation | 8 points |
| Part 3 | Goals and Expected Outcomes | 4 points |
| Part 4 | Project Leadership | 4 points |
| Part 5 | Project Staff | 4 points |
| Part 6 | Project Participants | 4 points |
| Part 7 | Budget and Cost Effectiveness | 4 points |

**21st Century California School Leadership Academy**

#### Scoring Rubric for Application Narrative The Center

##### Part 1—Capacity (8 points)

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s capacity to provide evidence-based leadership coaching and support for the Regional Academies as they support individuals and teams of leaders in their regions. | Clearly describes the applicant’s capacity to provide evidence-based leadership coaching and support for the Regional Academies as they support individuals and teams of leaders in their regions. | Adequately describes the applicant’s capacity to provide evidence-based leadership coaching and support for the Regional Academies as they support individuals and teams of leaders in their regions. | Minimally describes the applicant’s capacity to provide evidence-based leadership coaching and support for the Regional Academies as they support individuals and teams of leaders in their regions. |
| Thoroughly and convincingly describes the applicant’s capacity to engage the CDE, CCEE, Regional Academies, and entities in the Statewide SOS to work collaboratively to build, evaluate, and revise the 21CSLA Program. | Clearly describes the applicant’s capacity to engage the CDE, CCEE, Regional Academies, and entities in the Statewide SOS to work collaboratively to build, evaluate, and revise the 21CSLA Program. | Adequately describes the applicant’s capacity to engage the CDE, CCEE, Regional Academies, and entities in the Statewide SOS to work collaboratively to build, evaluate, and revise the 21CSLA Program. | Minimally describes the applicant’s capacity to engage the CDE, CCEE, Regional Academies, and entities in the Statewide SOS to work collaboratively to build, evaluate, and revise the 21CSLA Program. |
| Thoroughly and convincingly describes the applicant’s capacity to develop evidence-based supports, including coaching for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts. | Clearly describes the applicant’s capacity to develop evidence-based supports, including coaching for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts. | Adequately describes the applicant’s capacity to develop evidence-based supports, including coaching for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts | Minimally describes the applicant’s capacity to develop evidence-based supports, including coaching for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts. |
| Thoroughly and convincingly describes the applicant’s capacity to articulate a theory of action and the statewide changes anticipated from participation in the 21CSLA Program. | Clearly describes the applicant’s capacity to articulate a theory of action and the statewide changes anticipated from participation in the 21CSLA Program. | Adequately describes the applicant’s capacity to articulate a theory of action and the statewide changes anticipated from participation in the 21CSLA Program. | Minimally describes the applicant’s capacity to articulate a theory of action and the statewide changes anticipated from participation in the 21CSLA Program. |

##### Part 2—Program Facilitation (8 points)

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. | Clearly demonstrates an approach to the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. | Adequately demonstrates an approach to the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. | Minimally demonstrates or lacks clarity in the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. |
| Thoroughly and convincingly describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. | Clearly describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. | Adequately describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. | Minimally describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. |
| Thoroughly and convincingly describes coaching that supports effective language acquisition programs for English learners. | Clearly describes coaching that supports effective language acquisition programs for English learners. | Adequately describes coaching that supports effective language acquisition programs for English learners. | Minimally describes coaching that supports effective language acquisition programs for English learners. |
| Thoroughly and convincingly identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. | Clearly identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. | Adequately identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. | Minimally identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. |
| Thoroughly and convincingly describes strategies for effectively leveraging existing systems and resources. | Clearly describes strategies for effectively leveraging existing systems and resources. | Adequately describes strategies for effectively leveraging existing systems and resources. | Minimally describes strategies for effectively leveraging existing systems and resources. |
| Thoroughly and convincingly demonstrates knowledge of a capacity to comply with the authorizing statute. | Clearly demonstrates knowledge of a capacity to comply with the authorizing statute. | Adequately demonstrates knowledge of a capacity to comply with the authorizing statute. | Minimally demonstrates knowledge of a capacity to comply with the authorizing statute. |

##### Part 3—Goals and Expected Outcomes (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. | Clearly describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. | Adequately describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. | Minimally describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. |
| Thoroughly and convincingly describes the metrics to determine project success and evidence of high-quality learning. | Clearly describes the metrics to determine project success and evidence of high-quality learning. | Adequately describes the metrics to determine project success and evidence of high-quality learning. | Minimally describes the metrics to determine project success and evidence of high-quality learning. |
| Thoroughly and convincingly describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each Regional Academy. | Clearly describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each Regional Academy. | Adequately describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each Regional Academy. | Minimally describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each Regional Academy. |
| Thoroughly and convincingly explains the decision-making process that will be used to determine outcomes and how annual goals will be established. | Clearly explains the decision-making process that will be used to determine outcomes and how annual goals will be established. | Adequately explains the decision-making process that will be used to determine outcomes and how annual goals will be established. | Minimally explains the decision-making process that will be used to determine outcomes and how annual goals will be established. |

##### Part 4—Project Leadership (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. | Clearly describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. | Adequately describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. | Minimally describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. |
| Includes thorough and convincing documentation of formal agreements; letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. | Includes formal agreements; letter(s) of support that demonstrate strong levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. | Includes some formal agreements; letter(s) of support that demonstrate some levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. The response may not cover all items. | Includes little supporting documentation of any formal agreements; letter(s) of support that demonstrate limited levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. The response may not cover all items. |

##### Part 5—Project Staff (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| The 21CSLA Activities Chart (Form D) is detailed and clearly illustrates the roles and responsibilities of all project staff. | The 21CSLA Activities Chart (Form D) clearly illustrates the roles and responsibilities of all project staff. | The 21CSLA Activities Chart (Form D) adequately illustrates the roles and responsibilities of all project staff. | The 21CSLA Activities Chart (Form D) minimally illustrates the roles and responsibilities of all project staff. |
| Thoroughly and convincingly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes a thorough and convincing description of the job(s) and the minimum qualifications. | Clearly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes a strongly worded description of the job(s) and the minimum qualifications. | Adequately describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes an adequate description)of the job(s) and the minimum qualifications. | Minimally describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes an incomplete description of the job(s) and the minimum qualifications. |
| Provides a one-page CV or resume for all of the key project personnel listed on the Activities Chart. | Provides a one-page CV or resume for some of the key project personnel listed on the Activities Chart. | Provides a one-page CV or resume for at least one of the key project personnel listed on the Activities Chart.  The response may not cover all items. | No CV or resume provided.  The response does not cover all items. |

##### Part 6—Project Participants (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1-0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the strategies and activities that will be used to collaboratively plan to share resources, generate supports, review coaching and mentoring being provided, evaluate the growth of LEA teams of learners, and revise offerings. | Clearly describes the strategies and activities that will be used to collaboratively plan to share resources, generate supports, review coaching and mentoring being provided, evaluate growth of LEA teams of learners, and revise offerings. | Adequately describes the strategies and activities that will be used to that will be used to collaboratively plan to share resources, generate supports, review coaching and mentoring being provided, evaluate growth of LEA teams of learners, and revise offerings. | Minimally describes the strategies and activities that will be used to that will be used to collaboratively plan to share resources, generate supports, review coaching and mentoring being provided, evaluate growth of LEA teams of learners, and revise offerings. |
| Thoroughly and convincingly identifies the process to engage in determining regional boundary assignments. | Clearly identifies the process to engage in determining regional boundary assignments. | Adequately identifies the process to engage in determining regional boundary assignments. | Minimally identifies the process to engage in determining regional boundary assignments. |

##### Part 7—Budget and Cost Effectiveness (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1-0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly details the allowable and appropriate project expenses to support the activities of the 21CSLA for each year of the grant program. | Clearly identifies the allowable and appropriate project expenses to support the activities of the 21CSLA for each year of the grant program. | Adequately identifies the allowable and appropriate project expenses to support the activities of the 21CSLA for each year of the grant program. | Minimally identifies the allowable and appropriate program expenses to support the activities of the 21CSLA for each year of the grant program. |
| Provides thorough and clearly explained budget narratives describing each line item for each budget year. Completes Forms E and F. | Provides good budget narratives describing each line item for each budget year. Completes Forms E and F. | Provides adequate budget narratives describing each line item for each budget year. Completes Forms E and F. Forms E and F may not be complete or may have errors. The response may not cover all items. | Provides limited budget narratives describing each line item for each budget year. Completes Forms E and F. Forms E and F may not be complete or may have errors. The response may not cover all items. |

## Application for The Regional Academies

A goal of this program is to have a Regional Academy located in each of the seven Geographic Lead Agency boundaries. However, it may be possible for applicants to demonstrate that they have the capacity to serve multiple regions. Therefore, academy applicants shall identify the region(s) they plan to serve, explain their capacity to serve the areas identified, and develop a budget that reflects the coverage of one or more regions.

### Application Instructions

Applicants must submit a separate application to apply for the **21CSLA Regional Academies.** All information in this section applies to the application for the 21CSLA Regional Academies.

#### **Part 1: Capacity**

Describe the applicant’s ability to support the generation and implementation of supports for school leaders and build regional capacity by responding to the following:

1. Demonstrate capacity and expertise to provide coaching, mentoring, and support to provide assistance to teams of central office leaders, principals and other school leaders, including teacher leaders, involved in school improvement efforts to improve student achievement.

B. Gather and use participant data to evaluate, inform, and revise the coaching, mentoring, and services provided.

C. Accommodate the learner participant cohorts by scheduling meeting days, times, and locations according to their needs.

* 1. Provide networking opportunities for school leaders throughout the region to share problems of practice and gain feedback from colleagues, mentors, coaches, and experts. This will include traveling to provide coaching and mentoring where the participant learner teams are located.
  2. Participate as a collaborative partner in the development, evaluation, and revision of the 21CSLA Program and the overall Statewide SOS.

#### **Part 2: Program Facilitation**

Describe the planned facilitation efforts to ensure that educational administrators are served throughout the region(s) or beyond.

1. Identify the use of the CPSEL and QPLS in providing supports to educational leaders.
2. Describe both coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs.
3. Describe coaching and professional learning that supports effective language acquisition programs for English learners.
4. Identify strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders.
5. Describe the teaching and learning strategies that will be used to ensure engaging and relevant learning takes place and impacts measurable change.
6. Explain current existing approaches and experiences serving LEA and school leaders.

#### **Part 3: Goals and Expected Outcomes**

Proposals must describe how the project leadership will monitor the overall success of the program:

1. Describe the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program.
2. Describe the metrics to determine project success and evidence of high-quality coaching and professional learning for school site administrators to build their skills as instructional leaders to build educator capacity, and establish and maintain a culture of continuous improvement.
3. Thoroughly and convincingly describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from professional learning participants.
4. Explain the decision-making process that will be used to determine outcomes and how annual goals will be established.

#### **Part 4: Project Leadership**

Proposals must describe the role and contribution of *each* collaborative partner to the operational success of the project and the achievement of its goals.

1. Describe the overall management structure of the project and the roles of each partner if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders.
2. Include supporting documentation of any formal agreements, letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable.

#### **Part 5: Project Staff**

At the time the proposal is submitted, every partner, if applicable, identified in the project must have a programmatic role. Applicants must discuss in detail the composition of the partnership that will operate the project. Applicants must:

1. Complete Form D: 21CSLA Activities, Timeline, and Responsible Parties that clearly illustrates the individual, their role and responsibilities. Only one person can be identified as the Principal Investigator/Project Coordinator.
2. Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and the minimum qualifications.
3. Provide a CV or resume (one page maximum) for each of the key project personnel listed on the organization chart. Do **NOT** submit a CV longer than one page. The CV or resumes can be included as attachments. Please see application instructions that detail the process for submitting attachments.

#### **Part 6: Project Participants**

Proposals must describe how the project will ensure enthusiastic, engaged, and sustained participation in every phase.

1. Describe the characteristics of 21CSLA learner cohorts who will be served by the proposed project.
2. Demonstrate capacity to serve educational leaders throughout the regional boundary or beyond one region if applicable.
3. Identify the recruitment, retention, and replacement activities and processes that will be used to solicit and determine participants in the learning cohorts, and recruit replacements of those participants who leave the learning cohort.
4. Describe specific needs of principals and other school leaders in your region(s) based on their local context.
5. Describe how the applicant may include private school participation.

#### **Part 7: Budget and Cost Effectiveness**

A three-year budget is required for the application. Project expenses will be identified using grant funds in the 2020–21 through the 2022–23 fiscal years.

A. Complete the 21CSLA Proposed Project Budget Summary (Form E) for the three project years. The performance period will be from May 15, 2020, through June 30, 2023.

1. Provide a detailed 21CSLA Proposed Project Budget Narrative for each project year justifying each line item cost contained in the 21CSLA Proposed Budget Narratives (Form F). The narrative should include how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

### Scoring and the Rubric

The rubric is included and is valued at a maximum of 36 points. A project must have a minimum of 18 points in order to qualify for a grant award. The maximum point value for each section is the following:

| **Part** | **Title** | **Points** |
| --- | --- | --- |
| Part 1 | Capacity | 8 points |
| Part 2 | Program Facilitation | 8 points |
| Part 3 | Goals and Expected Outcomes | 4 points |
| Part 4 | Project Leadership | 4 points |
| Part 5 | Project Staff | 4 points |
| Part 6 | Project Participants | 4 points |
| Part 7 | Budget and Cost Effectiveness | 4 points |

**21st Century California School Leadership Academy**

#### Scoring Rubric for Application Narrative Regional Academies

##### Part 1—Capacity (8 points)

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s capacity to demonstrate capacity and expertise to provide coaching, mentoring, and support to provide assistance to LEA teams of central office leaders, principals and other school leaders, including teacher leaders, involved in school improvement efforts. | Clearly describes the applicant’s capacity to demonstrate capacity and expertise to provide coaching, mentoring, and support to provide assistance to LEA teams of central office leaders, principals and other school leaders, including teacher leaders, involved in school improvement efforts. | Adequately describes the applicant’s capacity to provide coaching, mentoring, and support to provide assistance to LEA teams of central office leaders, principals and other school leaders, including teacher leaders, involved in school improvement efforts. | Minimally describes the applicant’s capacity to provide coaching, mentoring, and support to provide assistance to LEA teams of central office leaders, principals and other school leaders, including teacher leaders, involved in school improvement efforts. |
| Thoroughly and convincingly describes the applicant’s capacity to gather and use data to inform program evaluation, revision, and services provided. | Clearly describes the applicant’s capacity to gather and use data to inform program evaluation, revision, and services provided. | Adequately describes the applicant’s capacity to gather and use data to inform program evaluation, revision, and services provided. | Minimally describes the applicant’s capacity to gather and use data to inform program evaluation, revision, and services provided. |
| Thoroughly and convincingly describes the applicant’s capacity to accommodate the learner participant cohorts by scheduling meeting days, times, and locations according to their needs. | Clearly describes the applicant’s capacity to accommodate the learner participant cohorts by scheduling meeting days, times, and locations according to their needs. | Adequately describes the applicant’s capacity to accommodate the learner participant cohorts by scheduling meeting days, times, and locations according to their needs. | Minimally describes the applicant’s capacity to accommodate the learner participant cohorts by scheduling meeting days, times, and locations according to their needs. |
| Thoroughly and convincingly describes the applicant’s capacity to provide networking opportunities for school leaders throughout the region to share problems of practice and gain feedback from colleagues, mentors, coaches, and experts. This will include traveling to provide coaching and mentoring where the participant learner teams are located. | Clearly describes the applicant’s capacity to provide networking opportunities for school leaders throughout the region to share problems of practice and gain feedback from colleagues, mentors, coaches, and experts. This will include traveling to provide coaching and mentoring where the participant learner teams are located. | Adequately describes the applicant’s capacity to provide networking opportunities for school leaders throughout the region to share problems of practice and gain feedback from colleagues, mentors, coaches, and experts. This will include traveling to provide coaching and mentoring where the participant learner teams are located. | Minimally describes the applicant’s capacity to provide networking opportunities for school leaders throughout the region to share problems of practice and gain feedback from colleagues, mentors, coaches, and experts. This will include traveling to provide coaching and mentoring where the participant learner teams are located. |
| Thoroughly and convincingly describes the applicant’s capacity to participate as a collaborative partner in the development, evaluation, and revision of the 21CSLA Program and overall Statewide SOS. | Clearly describes the applicant’s capacity to participate as a collaborative partner in the development, evaluation, and revision of the 21CSLA Program and overall Statewide SOS. | Adequately describes the applicant’s capacity to participate as a collaborative partner in the development, evaluation, and revision of the 21CSLA Program and overall SOS. | Minimally describes the applicant’s capacity to participate as a collaborative partner in the development, evaluation, and revision of the 21CSLA Program and overall Statewide SOS. |

##### Part 2—Program Facilitation (8 points)

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. | Provides a clear description of the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. | Provides an adequate description of the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. | Provides a minimal description of the applicant’s use of the CPSEL and the QPLS in supporting educational leader success. |
| Thoroughly and convincingly describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. | Clearly describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. | Adequately describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. | Minimally describes coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. |
| Thoroughly and convincingly describes coaching that supports effective language acquisition programs for English learners. | Clearly describes coaching that supports effective language acquisition programs for English learners. | Adequately describes coaching that supports effective language acquisition programs for English learners. | Minimally describes coaching that supports effective language acquisition programs for English learners. |
| Thoroughly and convincingly identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. | Clearly identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. | Adequately identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. | Minimally identifies strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. |
| Thoroughly and convincingly describes the teaching and learning strategies that will be used to ensure engaging and relevant learning takes place and impacts measurable change. | Clearly describes the teaching and learning strategies that will be used to ensure engaging and relevant learning takes place and impacts measurable change. | Adequately describes the teaching and learning strategies that will be used to ensure engaging and relevant learning takes place and impacts measurable change. | Minimally describes the teaching and learning strategies that will be used to ensure engaging and relevant learning takes place and impacts measurable change. |
| Thoroughly and convincingly explains current existing approaches and experiences serving LEA and school leaders. | Clearly explains current existing approaches and experiences serving LEA and school leaders. | Adequately explains current existing approaches and experiences serving LEA and school leaders. | Minimally explains current existing approaches and experiences serving LEA and school leaders. |

##### Part 3—Goals and Expected Outcomes (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. | Clearly describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. | Adequately describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. | Minimally describes the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. |
| Thoroughly and convincingly describes the metrics to determine project success and evidence of high-quality professional learning. | Clearly describes the metrics to determine project success and evidence of high-quality professional learning. | Adequately describes the metrics to determine project success and evidence of high-quality professional learning. | Minimally describes the metrics to determine project success and evidence of high-quality professional learning. |
| Thoroughly and convincingly describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from professional learning participants. | Clearly describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from professional learning participants. | Adequately describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from professional learning participants. | Minimally describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from professional learning participants. |
| Thoroughly and convincingly explains the decision-making process that will be used to determine outcomes and how annual goals will be established. | Clearly explains the decision-making process that will be used to determine outcomes and how annual goals will be established. | Adequately explains the decision-making process that will be used to determine outcomes and how annual goals will be established. | Minimally explains the decision-making process that will be used to determine outcomes and how annual goals will be established. |

##### Part 4—Project Leadership (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. | Clearly describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. | Adequately describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. | Minimally describes the overall management structure of the project and the roles of each partner in the project’s management in providing effective support for educational leaders. |
| Includes thorough and convincing documentation of formal agreements; letter(s) of support that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. | Includes formal agreements; letter(s) of support that demonstrate strong levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. | Includes some formal agreements; letter(s) of support that demonstrates some levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. The response may not cover all items. | Includes little supporting documentation of any formal agreements; letter(s) of support that demonstrate limited levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. The response may not cover all items. |

##### Part 5—Project Staff (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| The 21CSLA Activities Chart (Form D) is detailed and clearly illustrates the roles and responsibilities of all project staff. | The 21CSLA Activities Chart (Form D) clearly illustrates the roles and responsibilities of all project staff. | The 21CSLA Activities Chart (Form D) adequately illustrates the roles and responsibilities of all project staff. | The 21CSLA Activities Chart (Form D) minimally illustrates the roles and responsibilities of all project staff. |
| Thoroughly and convincingly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes a thorough and convincing description of the job(s) and the minimum qualifications. | Clearly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes a strongly worded description of the job(s) and the minimum qualifications. | Adequately describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes an adequate descriptionof the job(s) and the minimum qualifications. | Minimally describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes an incomplete description of the job(s) and the minimum qualifications. |
| Provides a one-page CV or resume for all of the key project personnel listed on the Activities Chart. | Provides a one-page CV or resume for some of the key project personnel listed on the Activities Chart. | Provides a one-page CV or resume for at least one of the key project personnel listed on the Activities Chart.  The response may not cover all items | No CV or resume provided.  The response does not cover all items. |

##### Part 6—Project Participants (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the characteristics of learner cohorts that will be served. | Clearly describes the characteristics of learner cohorts that will be served. | Adequately describes the characteristics of learner cohorts that will be served. | Minimally describes the characteristics of learner cohorts that will be served. |
| Thoroughly and convincingly demonstrates capacity to serve educational leaders throughout the regional boundary or boundaries. | Clearly demonstrates capacity to serve educational leaders throughout the regional boundary or boundaries. | Adequately demonstrates capacity to serve educational leaders throughout the regional boundary or boundaries. | Minimally demonstrates capacity to serve educational leaders throughout the regional boundary or boundaries. |
| Thoroughly and convincingly identifies the recruitment, retention, and replacement activities and processes that will be used to solicit and select cohort participants. | Clearly identifies the recruitment, retention, and replacement activities and processes that will be used to solicit and select cohort participants. | Adequately identifies the recruitment, retention, and replacement activities and processes that will be used to solicit and select cohort participants. | Minimally identifies the recruitment, retention, and replacement activities and processes that will be used to solicit and select cohort participants. |
| Thoroughly and convincingly describes the specific needs of principals and other school leaders in the applicant’s region(s) based on the local and regional context. | Clearly describes the specific needs of principals and other school leaders in the applicant’s region(s) based on the local and regional context. | Adequately describes the specific needs of principals and other school leaders in the applicant’s region(s) based on the local and regional context. | Minimally describes the specific needs of principals and other school leaders in the applicant’s region(s) based on the local and regional context. |
| Thoroughly and convincingly provides a description of how the applicant may include private school participation. | Clearly provides a description of how the applicant may include private school participation. | Adequately provides a description of how the applicant may include private school participation. The response may not cover all items. | Minimally provides a description of how the applicant may include private school participation. The response may not cover all items. |

##### Part 7—Budget and Cost Effectiveness (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly details the allowable and appropriate project expenses to support the activities of the 21CSLA for each year of the grant program. | Clearly identifies the allowable and appropriate project expenses to support the activities of the 21CSLA for each year of the grant program. | Adequately identifies the allowable and appropriate project expenses to support the activities of the 21CSLA for each year of the grant program. | Minimally identifies the allowable and appropriate program expenses to support the activities of the 21CSLA for each year of the grant program. |
| Provides thorough and clearly explained budget narratives describing each line item for each budget year. Completes Forms E and F. | Provides clear budget narratives describing each line item for each budget year. Completes Forms E and F. | Provides adequate budget narratives describing each line item for each budget year. Completes Forms E and F. Forms E and F may not be complete or may have errors. | Provides limited budget narratives describing each line item for each budget year. Completes Forms E and F. Forms E and F may not be complete or may have errors. |

## Required Forms

The following required forms are available on the 21CSLA RFA web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>.

* Form A: 21CSLA Intent to Submit an Application Online Form
* Form B-1: 21CSLA Center Application
* Form B-2: 21CSLA Regional Academy Application
* Form C: 21CSLA Statement of Assurances
* Form D: 21CSLA Activities Timeline, and Responsible Parties Template
* Form E: 21CSLA Proposed Budget Summary
* Form F: 21CSLA Proposed Budget Narrative
* General Assurances and Certifications 2019–20
* Drug-Free Workplace, CDE Form 100f
* Lobbying, U.S. Department of Education Form 80-0013
* Debarment and Suspension, U.S. Department of Education Form 80-0014
* Federal Funding Accountability and Transparency Act, CDE Form AO-FFATA-001

## Form A: Intent to Submit an Application Online Form

Please access the Intent to Submit an Application Online Form via the link provided on the 21st Century California School Leadership Academy (21CSLA) Request for Applications web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>. The California Department of Education (CDE) will only accept 21CSLA applications for which it has received the Intent to Submit an Application Form. **The online form must be submitted by 4 p.m. on February 11, 2020.** Submitting an Intent to Submit an Application Online Form does not obligate the applicant to apply.

If you have any questions regarding this form, please contact Angie Ford, Education Programs Consultant, Educator Excellence and Equity Division, California Department of Education, by email at [21CSLA@cde.ca.gov](mailto:21CSLA@cde.ca.gov).

### Online Form Instructions

Below are the form fields included in the Form A: 21CSLA Intent to Submit an Application Online Form.

| **Form Field** | **Instructions** |
| --- | --- |
| **Applicant:** | List the name of the entity applying for the 21CSLA Grant. |
| **Contact Person/Title:** | List the contact person and their title for the application. |
| **Telephone:** | Provide the telephone number for the contact person. |
| **Email Address:** | Provide the email address for the contact person. |
| **Fiscal Agent:** | Provide the name of the person who will act as the fiscal agent for the grant. |
| **Applicant Partners:** | List all entities that will partner with the applicant. |
| **21CSLA Center:**  **21CSLA Regional Academy:** | Select one or both of the separate applications the applicant intends to submit. **Note:** For this form only, applicants may select more than one option. Applicants may apply for both roles. However, a separate application is required for each role. |
| **Geographic Lead Regions** | For Regional Academy applicants only, please select the Geographic Lead Regions your application may cover. To see which counties each Geographic Lead Region covers, please see the CDE Geographic Lead Agencies web page at <https://www.cde.ca.gov/sp/sw/t1/crss.asp>.   * Alameda County Office of Education (COE) * Kern County Superintendent of Schools * Placer and Sacramento COEs * Riverside and San Diego COEs * Shasta COE * Sonoma COE * Tulare COE |
| **Signature of Authorizing Officials:**   * **Applicant** * **Fiscal Agent** * **Partners** | Please type in the names of the appropriate authorizing officials. These fields will serve as signatures that certify agreement with the following statement: I certify that my organization will participate in the project and related follow-up activities. |

## Form B-1: 21st Century California School Leadership Academy Center Online Application Instructions

Applicants should use the instructions below for filling out the 21CSLA Center Online Application, a link to which will be available on the RFA web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. **The CDE must receive your online submission no later than 4 p.m., March 3, 2020.**

### Saving Responses

You must select the Save Responses button on the first page of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This address will allow you to return to your application.

### Applicant Information

| Application Field | Instructions |
| --- | --- |
| **Project Director Information** | Please list the first name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee. |
| * First Name | Please provide the first name of the Project Director. |
| * Last Name | Please provide the last name of the Project Director. |
| * Title | Please provide the title of the Project Director. |
| * Office | Please provide the name of the Project Director’s office. |
| * Telephone | Please provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed. |
| * Telephone Extension | Please provide the Project Director’s telephone extension number, necessary. |
| * Email Address | Please provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted. |
| **Type of Entity Applying** | Please provide the name of the entity applying for the grant. Please select one of the following options:   * LEA * IHE * Nonprofit Educational Service Provider |
| **Applicant Address** | Please provide the address of the applying entity. |
| * **Street Address** (Ex: 1430 N Street) | Please provide the street address of the applying entity. |
| * **City** | Please provide the city where the applying entity is located. |
| * **State** (Ex: CA) | Please provide the state where the applying entity is located. |
| * **Zip Code** (5-digit: 00000) | Please provide the zip code where the applying entity is located. |
| **Fiscal Agent Information** (optional) | Please list the name of the person who will serve as the Fiscal Agent of the grant if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant. |
| * First Name | Please provide the first name of the Fiscal Agent. |
| * Last Name | Please provide the last name of the Fiscal Agent. |
| * Title | Please provide the title of the Fiscal Agent. |
| * Telephone Number | Please provide the Fiscal Agent’s telephone number. |
| * Extension | Please provide the Fiscal Agent’s telephone extension number, if needed. |
| * Email Address | Please provide the Fiscal Agent’s email address. |

### 21st Century California School Leadership Academy Center Narrative

| Application Field | Instructions |
| --- | --- |
| **Application Partners** (optional; 1,000 character limit) | Please list all LEAs, IHEs, and nonprofit educational service provider partners. |
| **Part 1: Capacity** (7,000 character limit) | Proposals must demonstrate the applicant’s capacity to provide support for the learning needs of LEA teams of principals and other school leaders. The proposal should reflect the relevant experience and unique attributes of the applicant to fulfill the goals described in Section III, of the RFA.  Clearly and concisely describe the applicant’s ability to facilitate this statewide collaborative program, and meet the requirements as follows:   1. Demonstrate capacity to provide evidence-based leadership coaching and support for the Regional Academies as they support individuals and teams of leaders in their regions. 2. Engage multiple support entities (e.g., CDE, CCEE, Regional Academies, and other entities in the Statewide SOS) to work collaboratively to build and routinely evaluate and revise the 21CSLA Program. Maintain ongoing effective communication and share information, experts, resources, and data. 3. Develop and disseminate evidence-based supports, including coaching, for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts. 4. Articulate a theory of action and the statewide changes anticipated from participation in the 21CSLA Program. |
| **Part 2: Program Facilitation** (7,000 character limit) | Describe planned facilitation efforts to ensure statewide coherence and structure.   1. Identify the use of the CPSEL and QPLS in providing supports to educational leaders through training and supports offered to the Regional Academies. 2. Describe both coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. 3. Describe coaching and professional learning that supports effective language acquisition programs for English learners. 4. Identify strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and other critical areas identified by the CDE, CCEE, and stakeholders. 5. Describe strategies for effectively leveraging existing systems and resources. 6. Identify processes for ensuring compliance with the authorizing statute. |
| **Part 3: Goals and Expected Outcomes** (6,000 character limit) | Proposals must describe how the project leadership will monitor the overall success of the program:   1. Describe the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program. 2. Describe the metrics to determine project success and evidence of high-quality coaching and professional learning for school site administrators to build their skills as instructional leaders to build educator capacity, and establish and maintain a culture of continuous improvement. 3. Describe the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each Regional Academy. 4. Explain the decision-making process that will be used to determine outcomes and how annual goals will be established. |
| **Part 4: Project Leadership** (6,000 character limit) | Proposals must describe the role and contribution of **each** collaborative partner to the operational success of the project and the achievement of its goals. Applicants must:   1. Describe the overall management structure of the project and the roles of each partner if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders. 2. Include supporting documentation of any formal agreements, letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. |
| **Part 5: Project Staff** (6,000 character limit) | At the time the proposal is submitted, every partner, if applicable, identified in the project must have a programmatic role. Applicants must discuss in detail the composition of the Partnership that will operate the project. Applicants must:   1. Complete Form D: 21CSLA Activities, Timeline, and Responsible Parties that clearly illustrates the individual, their role and responsibilities. Only one person can be identified as the Principal Investigator/Project Coordinator. 2. Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and the minimum qualifications. 3. Provide a CV or resume (one page maximum) for each of the key project personnel listed on the organization chart. Do **not** submit a CV longer than one page. The CV or resumes can be included as attachments. Please see application instructions that detail the process for submitting attachments. |
| **Part 6: Project Participants** (6,000 character limit) | Proposals must describe how the project will ensure enthusiastic, engaged, and sustained participation in every phase.  Describe the characteristics of project partners.   1. Identify strategies and activities that will be used to collaboratively plan and network with the Regional Academies, CDE, CCEE, and grant partners in order to share resources, generate materials, review professional learnings, evaluate the growth of LEA teams of learners, and revise offerings. 2. Provide a process that will engage the Regional Academies in discussion and assignments of regional boundaries in order to determine the areas being served on a statewide basis. |
| **Part 7: Budget and Cost Effectiveness** (1,000 Character limit) | A three-year budget is required for the application. Project expenses will be identified using grant funds in the 2020–21 through the 2022–23 fiscal years.   1. Complete the 21CSLA Proposed Project Budget Summary (Form E) for the three project years. The performance period will be from May 15, 2020 through June 30, 2023. 2. Provide a detailed 21CSLA Proposed Project Budget Narrative for each project year justifying each line item cost contained in the 21CSLA Proposed Budget Narratives (Form F). The narrative should include how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

### Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the following attachments:

* Form C: 21CSLA Statement of Assurances
* Form D: 21CSLA Activities Timeline, and Responsible Parties Template
* Form E: 21CSLA Proposed Budget Summary
* Form F: 21CSLA Proposed Budget Narrative
* General Assurances and Certifications 2019–20
* Drug-Free Workplace, CDE Form 100f
* Lobbying, U.S. Department of Education Form 80-0013
* Debarment and Suspension, U.S. Department of Education Form 80-0014
* Federal Funding Accountability and Transparency Act, CDE Form AO-FFATA-001

These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant. The zip file size limit is 20MB.

### Electronic Signature

| Application Field | Instructions |
| --- | --- |
| **Signature by Authorizing Official** | The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below.  I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. |

**Form B-2: 21st Century California School Leadership Academy**

## Regional Academy Online Application Instructions

Applicants should use the instructions below for filling out the 21CSLA Regional Academy Online Application, a link to which will be available on the Request for Applications web page at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. **The CDE must receive your online submission no later than**

**4 p.m., March 3, 2020.**

### Saving Responses

You must select the Save Responses button on the first page of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back in to the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This address will allow you to return to your application.

### Applicant Information

| Application Field | Instructions |
| --- | --- |
| **Project Director Information** | Please list the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee. |
| * First Name | Please provide the first name of the Project Director. |
| * Last Name | Please provide the last name of the Project Director. |
| * Title | Please provide the title of the Project Director. |
| * Office | Please provide the name of the Project Director’s office. |
| * Telephone | Please provide the telephone number. This number will be used to contact the Project Director, if needed. |
| * Telephone Extension | Please provide the Project Director’s telephone extension number, if necessary. |
| * Email Address | Please provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted. |
| **Type of Entity Applying** | Please select one of the following options:   * LEA * IHE * Nonprofit Educational Service Provider |
| **Name of Entity Applying** | Please provide the name of the entity applying for the grant. |
| **Applicant Address** | Please provide the address of the applying entity. |
| * **Street Address** (Ex: 1430 N Street) | Please provide the street address of the applying entity. |
| * **City** | Please provide the city where the applying entity is located. |
| * **State** (Ex: CA) | Please provide the state where the applying entity is located. |
| * **Zip Code** (5-digit: 00000) | Please provide the zip code where the applying entity is located. |
| **Fiscal Agent Information** (optional) | Please list the name of the person who will serve as the Fiscal Agent of the grant if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant. |
| * First Name | Please provide the first name of the Fiscal Agent. |
| * Last Name | Please provide the last name of the Fiscal Agent. |
| * Title | Please provide the title of the Fiscal Agent. |
| * Telephone Number | Please provide the Fiscal Agent’s telephone number. |
| * Telephone Extension | Please provide the Fiscal Agent’s telephone extension number, if needed. |
| * Email Address | Please provide the Fiscal Agent’s email address. |
| **Geographic Lead Regions** | Please select the Geographic Lead Regions your application will cover. To see which counties the Geographic Lead Regions cover, please see the Geographic Lead Agencies web page at <https://www.cde.ca.gov/sp/sw/t1/crss.asp>.   * Alameda County Office of Education (COE) * Kern County Superintendent of Schools * Placer and Sacrament COEs * Riverside and San Diego COEs * Shasta COE * Sonoma COE * Tulare COE |

### 21st Century California School Leadership Academy Regional Academy Narrative

| Application Field | Instructions |
| --- | --- |
| **Application Partners** (optional; 1,000 character limit) | Please list all LEAs, IHEs, and nonprofit educational service provider partners. |
| **Part 1: Capacity** (7,000 character limit) | Describe the applicant’s ability to support the generation and implementation of supports for school leaders and build regional capacity by responding to the following:   1. Demonstrate capacity and expertise to provide coaching, mentoring, and support to provide assistance to teams of central office leaders, principals and other school leaders, including teacher leaders, involved in school improvement efforts to improve student achievement.   B. Gather and use participant data to evaluate, inform, and revise the coaching, mentoring, and services provided.  C. Accommodate the learner participant cohorts by scheduling meeting days, times, and locations according to their needs.   * 1. Provide networking opportunities for school leaders throughout the region to share problems of practice and gain feedback from colleagues, mentors, coaches, and experts. This will include traveling to provide coaching and mentoring where the participant learner teams are located.   2. Participate as a collaborative partner in the development, evaluation, and revision of the 21CSLA Program and overall Statewide SOS. |
| **Part 2: Program Facilitation** (7,000 character limit) | Describe planned facilitation efforts to ensure that educational administrators are served throughout the region or beyond.   1. Identify the use of the CPSEL and QPLS in providing supports to educational leaders. 2. Describe both coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices for students with disabilities, asset-based pedagogies, social-emotional learning, restorative practices, and other alternative behavioral programs. 3. Describe coaching and professional learning that supports effective language acquisition programs for English learners. 4. Identify strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, and addressing other critical areas identified by the CDE, CCEE, and stakeholders. 5. Describe the teaching and learning strategies that will be used to ensure engaging and relevant learning takes place and impacts measurable change. 6. Explain current existing approaches and experiences serving LEA and school leaders. |
| **Part 3: Goals and Expected Outcomes** (6,000 character limit) | Proposals must describe how the project leadership will monitor the overall success of the program and how applicants will:   1. Describe the desired changes in principal and other school leader knowledge and skills as a result of participation in the 21CSLA Program 2. Describe the metrics to determine project success and evidence of high-quality coaching and professional learning for school site administrators to build their skills as instructional leaders to build educator capacity, and establish and maintain a culture of continuous improvement. 3. Thoroughly and convincingly describes the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from professional learning participants. 4. Explain the decision-making process that will be used to determine outcomes and how annual goals will be established. |
| **Part 4: Project Leadership** (6,000 Character limit) | Proposals must describe the role and contribution of **each** collaborative partner to the operational success of the project and the achievement of its goals. Applicants must:   1. Describe the overall management structure of the project and the roles of each partner if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders. 2. Include supporting documentation of any formal agreements, letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. |
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| **Part 6: Project Participants** (6,000 character limit) | Proposals must describe how the project will ensure enthusiastic, engaged, and sustained participation in every phase.   1. Describe the characteristics of 21CSLA learner cohorts who will be served by the proposed project. 2. Demonstrate capacity to serve educational leaders throughout the regional boundary or beyond one region if applicable. 3. Identify the recruitment, retention, and replacement activities and processes that will be used to solicit and determine participants in the learning cohorts, and recruit replacements of those participants who leave the learning cohort. 4. Describe specific needs of principals and other school leaders in your region(s) based on their local context. 5. Describe how the applicant may include private school participation. |
| **Part 7: Budget and Cost Effectiveness** (1,000 character limit) | A three-year budget is required for the application. Project expenses will be identified using grant funds in the 2020–21 through the 2022–23 fiscal years.   1. Complete the 21CSLA Proposed Project Budget Summary (Form E) for the three project years. The performance period will be from May 15, 2020, through June 30, 2023. 2. Provide a detailed 21CSLA Proposed Project Budget Narrative for each project year justifying each line item cost contained in the 21CSLA Proposed Budget Narratives (Form F). The narrative should include how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

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* Debarment and Suspension, U.S. Department of Education Form 80-0014
* Federal Funding Accountability and Transparency Act, CDE Form AO-FFATA-001

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## Appendices

## Appendix A: 2019 State Budget Language

### Senate Bill No. 75, Section 26

Article 5 (commencing with Section 44690) is added to Chapter 3.1 of Part 25 of Division 3 of Title 2 of the California *Education Code*, to read:

### Article 5. 21st Century California School Leadership Academy

**44690.**

(a) The Legislature finds and declares all of the following:

(1) Skilled school and school LEA leaders are critical for building a strong and stable workforce, and for making the important shifts in practice envisioned by the local control funding formula and the Common Core State Standards.

(2) Strong leadership is a key predictor of pupil achievement, and highly skilled leadership is critical to successful improvement efforts for local educational agencies and schools.

(3) The roles of principals and other school leaders have evolved considerably since the California School Leadership Academy was first established more than three decades ago, with a broad range of knowledge, skills, and competencies needed to successfully support success for the diverse learners served in California public schools.

(4) Focused investments in leadership development for principals and other school leaders will benefit pupils and staff at California’s public schools and, ultimately, improve outcomes for pupils.

(b) The 21st Century California School Leadership Academy is hereby established.

(c) (1) The department and the California Collaborative for Educational Excellence shall establish a process, administered by the department, to organize and offer professional learning opportunities, and to select, subject to approval by the Executive Director of the state board, providers of high-quality professional learning for administrators and other school leaders to receive grants in a manner that ensures the availability of professional learning through the 21st Century California School Leadership Academy, free of charge, to local educational agencies that receive federal Title II funds on a statewide basis.

(2) In designing professional learning opportunities and in selecting grantees pursuant to this section, the department and the California Collaborative for Educational Excellence shall ensure that professional learning provided through the 21st Century California School Leadership Academy includes all of the following:

(A) Professional learning and coaching for principals and other school leaders in critical areas identified by the department and the California Collaborative for Educational Excellence, in consultation with the Executive Director of the state board.

(B) Professional learning mentors for novice principals and teachers.

(C) Professional learning coaches to support leaders in high-need settings.

(D) Professional learning for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts.

(3) Professional learning opportunities may include, but are not necessarily limited to, coaching and professional learning around supporting effective standards-aligned instruction and other instruction that promotes critical thinking, inclusive practices, social-emotional learning, restorative practices and other alternative behavioral programs, implementing effective language acquisition programs for English learners, strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement, building collegial environments, effectively engaging parents and guardians, and using resources provided by the department related to the California Assessment of Student Performance and Progress system established pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 of Division 4, such as formative or interim assessments, to improve outcomes for pupils.

(4) In designing and offering professional learning opportunities and in selecting grantees pursuant to this section, the department and the California Collaborative for Educational Excellence shall ensure that professional learning is provided through the 21st Century California School Leadership Academy in a manner that is consistent with the Statewide SOS pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4.

(d) Grantees eligible to be selected pursuant to this section shall be limited to local educational agencies, institutions of higher education, and nonprofit educational services providers.

(e) Priority for professional learning through this program may be given to school LEAs and county offices of education eligible to receive differentiated assistance pursuant to Sections 52071 and 52071.5 and schools identified for comprehensive support as described in Section 1003(e)(1)(B) of the federal Every Student Succeeds Act.

(f) (1) Grants shall be awarded for a term not to exceed three years.

(2) The department and the California Collaborative for Educational Excellence shall evaluate the professional learning opportunities offered or funded through the 21st Century California School Leadership Academy for their effectiveness. The process for

selecting grantees shall ensure that grantees identify metrics to measure the effectiveness of the professional learning provided and under which the grantees will be evaluated in performing the duties specified in this section.

(3) At the conclusion of each grant term, the department and the California Collaborative for Educational Excellence may renew the selection of the grantees or reopen the selection process in a manner consistent with subdivision (c).

(4) Before renewing the selection of a grantee, the department and the California Collaborative for Educational Excellence shall evaluate the grantee’s performance relative to the metrics identified pursuant to paragraph (2) and the grantee’s success in fulfilling the purposes of this section.

(g) Grantees receiving funds pursuant to this section shall provide program information to, and as needed by, the department and the California Collaborative for Educational Excellence as a condition of receiving the funds.

**Appendix B: 21st Century California School Leadership Academy**

## Eligible School Local Educational Agencies Resources

**Eligible School Local Educational Agencies:**

1. Local educational agencies (LEAs) that **receive federal Title II funds** <https://www.cde.ca.gov/fg/aa/ca/title2pa18result.asp>.
2. Priority for professional learning through this program may be given to school LEAs and county offices of education **eligible to receive differentiated assistance** <https://www.cde.ca.gov/fg/aa/lc/>.
3. Schools identified for **comprehensive support** <https://www.cde.ca.gov/sp/sw/t1/essaassistdatafiles.asp>.