# 2021–22 California Community Schools Partnership Program Lead Technical Assistance Center Contract



## Request for Applications

Funded by the Budget Act of 2021

**Application Due Date:**

**Friday, April 29, 2022**

Administered by the:

California Department of Education

Career and College Transition Division

1430 N Street, Suite 4202

Sacramento, CA 95814

Phone: 916-445-2652

Fax: 916-327-3879Table of Contents

[Overview 3](#_Toc79670329)

[Program Description 6](#_Toc79670330)

[Program and Administrative Requirements 9](#_Toc79670331)

[Application Procedures and Processes 12](#_Toc79670332)

[Application Questionnaire: Section for Submission 17](#_Toc79670333)

[Appendix A: Application Submission Checklist 25](#_Toc79670334)

[Appendix B: Scoring Rubric 26](#_Toc79670335)

[Appendix C: Definitions 47](#_Toc79670337)

[Appendix D: Budget Categories 51](#_Toc79670338)

## Overview

A community school is a “whole-child” school improvement strategy where the local educational agency (LEA) and school(s) work closely with teachers, students, and families. LEAs supporting community schools partner with community agencies and local government to align community resources to improve student outcomes. These partnerships “provide an integrated focus on academics, health and social services, youth and community development, and community engagement.”[[1]](#footnote-1) Many community schools operate year-round, morning to evening, and serve children and adults. Community schools often serve neighborhoods where economic and social barriers to learning are prevalent.[[2]](#footnote-2)

Until recently, community schools initiatives have been driven at the local level with the support of philanthropy or LEA budget investments. California Senate Bill 820, Chapter 110, and the Budget Act of 2020[[3]](#footnote-3) marked the first time LEAs across the state received grant funding to support coordination of partners and administration of services for community schools programs. With momentum growing around the efficacy of the community schools approach, especially in communities disproportionately impacted by the COVID-19 pandemic, the Legislature passed the California Community Schools Partnership Act, followed by the Budget Act of 2021, that allocated funding for the goals presented in the legislation.[[4]](#footnote-4) The California Community Schools Partnership Program (CCSPP) is an equity-driven initiative that prioritizes schools whose unduplicated count exceeds 80 percent of the overall enrolled student body. This investment marks the largest investment in school transformation through community schools strategies in the nation. This investment also signals state leaders’ support for elevating the community schools model as an approach LEAs should consider for their own resource allocation.

The California Department of Education (CDE) has been charged with implementing the California CCSPP in consultation with the State Board of Education (SBE). Based on feedback ascertained through a facilitated community input process, the CDE drafted the California Community Schools Framework (Framework) which outlines California’s intentional approach to community schools as a school transformation approach rooted in equity and charged with changing outcomes for students most impacted by present and historical educational disparities (see Appendix C). The SBE approved the proposed Framework at its January 2022 meeting.[[5]](#footnote-5) While the referenced legislative language establishes the process and structure of this Request for Applications (RFA), the Framework is the guiding document that informs the expected equity outcomes for all potential grantees.

Recent events have forced LEAs to rethink the direct connection between schools and families, and to examine the link between schools and community services, including ways in which these links can be strengthened. Community schools strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, codified in state law, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

* Integrated support services;
* Family and community engagement;
* Collaborative leadership and shared decision-making; and
* Extended/expanded learning time and opportunities.

While aligning governmental and community resources is central to the community schools approach, elevating the assets and meeting the needs of children by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life, are key to the foundation of the program.

To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, LEA, and school site initiatives. These initiatives include new state investments in youth-focused behavioral health, nutrition, universal prekindergarten, and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college and career readiness, and school improvement. These investments were made strategically by the Legislature with the intent that they would support the community schools model of school transformation.

### Purpose

The California Department of Education (CDE) is accepting applications from local educational agencies (LEAs), to serve as a CCSPP Lead Technical Assistance Center (TAC). Funds in the amount of $2,836,660,000 have been appropriated for the California Community Schools Partnership Act as part of California *Education Code* (*EC*) Sections 8900–8902[[6]](#footnote-6) and the Budget Act of 2021. Of that amount, $141,833,000 is set aside for the CCSPP TACs for seven years.

Contracts for at least five Regional TACs will be awarded through a separate application process. Per statute, the Regional TACs will be charged with sharing best practices and assisting both prospective applicants and grant recipients with tasks, including, but not limited to, all of the following:

* Conducting a comprehensive school and community needs and asset assessment.
* Improving authentic family and community engagement in the languages spoken in the community.
* Creating community partnerships.
* Developing sustainable funding sources.
* Coordinating services across child-serving agencies and schools.
* Accessing and combining funding for services from multiple revenue sources.

Per SBE action at their January 2022 Board Meeting, the Lead TAC will act as a hub of the CCSPP technical assistance system and be responsible for working closely with the CDE to accomplish the following; including, but not limited to:

* Building content and overarching methodology for CCSPP technical assistance.
* Building a developmental implementation rubric to articulate community school implementation benchmarks.
* Facilitating a community of practice among the Regional TACs.
* Coordinating and maximizing areas of expertise among the Regional TACs.[[7]](#footnote-7)

Also per statue, the Regional TACs are charged with the following responsibilities that, per SBE approval, the Lead TAC will take a leadership role in accomplishing:

* Supporting the CDE to collect and analyze qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.
* Supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems.

### Assumptions

The CCSPP is built on the following assumptions:

* The COVID-19 pandemic has continued to exacerbate conditions associated with poverty, including food insecurity, housing and employment instability, and inadequate health care.
* Community schools offer unique models to more efficiently and effectively provide trauma-informed integrated educational, health, and mental health services to pupils with a wide range of needs that have been affected by the COVID-19 pandemic.
* Additional investment in community schools that provide integrated pupil supports, community partnerships, and expanded learning opportunities will help address the trauma and loss of learning that have resulted from the COVID-19 pandemic.

## Program Description

### Contract Information

The CCSPP provides funding for a contract period beginning September 1, 2022 and running through June 30, 2028. This contract period will be separated into two allocation periods as listed below. Funds available are based on the content and quality of the submitted application and proposed budget. The total budget for this Request for Applications (RFA) is up to $24,000,000.

All LEAs (school districts, charter schools, and county offices of education) are eligible to apply and must demonstrate the capacity to deliver the technical assistance content and methodology development, implementation rubric development, development and facilitation of a community of practice among the Regional TACs, and coordination and maximization of areas of expertise among the Regional TACs. The Lead TAC contract will be awarded to an LEA or a consortium of LEAs, with preference given to applicants that propose a partnership with institutions of higher education and/or nonprofit community-based organizations.

### Funding Levels

The award amount for the CCSPP Lead TAC contract shall not exceed $24,000,000 for an LEA serving as the CCSPP Lead TAC to act as the hub of the CCSPP technical assistance system.

In response to this RFA, a total of up to $24,000,000 in contracts will be awarded to an LEA or LEA consortium, with preference given to applicants that propose a partnership with institutions of higher education and/or nonprofit community-based organizations. The tentative contract periods and funding amounts are as follows:

Contract Period 1: September 1, 2022, through June 30, 2025 ($12,000,000)

Contract Period 2: July 1, 2025, through June 30, 2028 ($12,000,000)

This application will be for Contract Period 1. The contract may be renewed based upon successful completion of contract outcomes as described in the approved contract.

### Eligibility Requirements

The Lead TAC contract will be awarded to an LEA or a consortium of LEAs with preference given to LEAs in partnership with institutions of higher education and/or nonprofit community-based organizations that demonstrate the capacity to act as a hub of the CCSPP technical assistance system and the ability to work closely with CDE to accomplish the following; including, but not limited to:

* Building content and overarching methodology for CCSPP technical assistance in accordance with *EC* 8900-8902 and the California Community Schools Framework (adopted by SBE January 2022).
* Building a developmental implementation rubric to articulate community school implementation benchmarks.
* Facilitating a community of practice among the Regional TACs.
* Coordinating and maximizing areas of expertise among the Regional TACs.
* Supporting the CDE to collect and analyze qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.
* Supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems.

### Non-allowable Activities and Costs

Funds provided under the CCSPP may not be used to:

* Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than service contracts;
* Acquire equipment for administrative or personal use;
* Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables);
* Purchase or lease facilities;
* Remodel facilities not directly related to accessibility to instruction or services;
* Purchase food services, refreshments, banquets, and meals––possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, and/or parents;
* Purchase promotional favors, such as bumper stickers, pencils, pens, or   
  t-shirts;
* Purchase subscriptions to journals, magazines, or other periodicals; and
* Travel outside of the United States or to banned states, as specified by state travel rules. California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression.[[8]](#footnote-8)

### Payment and Invoicing Procedures

For services satisfactorily rendered, and upon receipt and approval of the invoices, the CDE will compensate the LEA for actual expenditures incurred in accordance with the rates specified in the contract awarded to the successful applicant.

Other requirements and information will be shared with the LEA that is successfully awarded the CCSPP Lead TAC contract.

### Administrative Indirect Cost Rate

An LEA must limit administrative indirect costs (overhead) to the rate approved by the CDE for the applicable fiscal year in which the funds are expended. The approved rates can be found on the CDE’s Indirect Cost Rates web page at [www.cde.ca.gov/fg/ac/ic/index.asp](http://www.cde.ca.gov/fg/ac/ic/index.asp).

## Program and Administrative Requirements

The CCSPP Lead TAC contract will be awarded only to the LEA or consortium of LEAs that has demonstrated the capacity to deliver the expected outcomes addressed in this RFA. LEA applicants applying in partnership with institutes of higher education and/or nonprofit community-based organizations will be given priority. LEAs must have key leadership staffing in place to execute the elements of the CCSPP Lead TAC contract expected outcomes.

An LEA awarded the CCSPP Lead TAC contract and also a recipient of a CCSPP grant may not blend CCSPP Lead TAC contract funds with CCSPP grant funds.

An LEA awarded the CCSPP Lead TAC contract and also a recipient of a CCSPP grant will be monitored directly by an assigned staff member from the CDE. Contract amounts will be relatively the same for all contract periods. Contract periods will be:

Contract Period 1: September 1, 2022, through June 30, 2025

Contract Period 2: July 1, 2025, through June 30, 2028

The Contractor will be required to attend regular meetings with CDE staff, meeting dates and times will be determined by the CDE.

### Expected Outcomes

With guidance and assistance from the CDE, the contracted LEA or consortium of LEAs will be required to act as a hub of the CCSPP technical assistance system and will be responsible for the following; including, but not limited to:

* Building content and overarching methodology for CCSPP technical assistance in accordance with *EC* 8900-8902 and the California Community Schools Framework (adopted by SBE January 2022).
* Building a developmental implementation rubric to articulate community school implementation benchmarks.
* Facilitating a community of practice among the Regional TACs.
* Coordinating and maximizing areas of expertise among the Regional TACs.
* Supporting the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.
* Supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems.

### Contract Requirements

The contractor will be responsible for all of the following:

* The contractor must have appropriate administrative, content area, and support staff in place.
* The contractor may not purchase any equipment using this contract award.
* The contractor may subcontract up to fifty percent of the contract total with other LEAs or institutions of higher education and/or nonprofit community-based organizations in accordance with CDE guidelines.
* The contractor will provide the CDE with a detailed budget consisting of the following:
  + Salary and benefits of any individuals charged with fulfilling the terms of the Lead TAC contract.
  + Any executed subcontracts for services related to fulfilling the terms of the Lead TAC contract.
  + Any associated travel costs.
  + Minimal supplies needed for training sessions.
  + Travel costs shall be reimbursed at rates not to exceed those established for CDE’s non­represented employees, computed in accordance with, and allowable pursuant to applicable California Department of Human Resources regulations.[[9]](#footnote-9)

In addition, the contractor will:

* Build content and overarching methodology for CCSPP technical assistance.
* Build a developmental implementation rubric to articulate community school implementation benchmarks.
* Facilitate a community of practice among the Regional TACs.
* Coordinate and maximize areas of expertise among the Regional TACs.
* Identify personnel who oversee the contract and personnel responsible for fulfilling the terms of the Lead TAC contract (to include a resume and job description for each).
* Meet timelines/interim deadlines.
* Provide expected deliverables/measurable outcomes.
* Demonstrate progress towards deliverables as required and outlined in the contract work plan.
* Submit quarterly progress and expenditure reports based on the scope of work in the formal contract and quarterly mandatory meetings with the CDE.

## Application Procedures and Processes

### Contract Timeline

| Date | Activity |
| --- | --- |
| March 30, 2022 | RFA Release Date |
| April 29, 2022 | Applications must be received at the CDE, by 11:59 p.m. PDT |
| May 2022 | Scoring of Applications |
| June 2022 | Contractor Announced |
| Two weeks after contractor announcement | Appeals must be received at the CDE |
| July 2022 | Contract Writing Process Begins |
| September 1, 2022 | Contract Start Date |
| June 30, 2025 | Contract End Date |

### Application Due Date

The CCSPP Lead TAC application, required forms, and all supporting documents must be received by the CDE on or before **Friday, April 29, 2022,** by 11:59 p.m. Pacific Daylight Time (PDT).

Any LEA may only participant in one application for the CCSPP Lead TAC.

### Application Submission Procedures

The CCSPP Lead TAC application shall be submitted via email to the CDE at [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov):

1. Form A: Cover Sheet, including the superintendent’s (or designee’s) e-signatures of the applying LEA(s).
2. Table of Contents
3. Application Questionnaire
4. Form B: Budget Narrative
5. Attachment I: California Community Schools Partnership Program Budget Worksheet (.xlsx), including the superintendent’s (or designee’s) signature of the applying LEA or of each LEA applying as a consortium, which can be located on the CCSPP Lead TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815>. Select Request for Applications.

Note: Attachment I contain multiple worksheets; all worksheets must be completed and submitted with the application.

Note: Attachment I can be found on the CCSPP Lead TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815>. Select Request for Applications.

1. Appendix (optional): Letters of commitment from institutions of higher education and/or nonprofit community-based organizations may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.

Note: Attachments I and II can be found on the CCSPP Lead TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815>. Select Request for Applications.

When submitting the Cover Sheet, Table of Contents, Application Questionnaire, Budget Worksheet, and Appendix applicants must include the applying LEA’s name and LEA Name County-District-School (CDS) Code[[10]](#footnote-10) in the file name.

Example: Shadow Unified School District-12123456000000.

Note: The Budget Worksheet must be submitted as Excel documents with the application; other file types will not be accepted.

LEAs applying as a consortium must list all LEAs in the consortium on the Cover Sheet. LEAs are also required to have institutions of higher education and/or nonprofit community-based organizations sign the Cover Sheet.

It is the responsibility of each applicant to ensure their application is complete and submitted prior to the submission deadline on Friday, April 29, 2022, no later than 11:59 p.m. PDT.

### Costs of Preparing the Application

The costs of preparing and delivering an application are the sole responsibility of the applicant. The State of California and the CDE will not reimburse such costs.

### Incomplete and Late Applications

Incomplete or late applications will not be considered.

### Technical Assistance

The CDE staff will conduct one application webinar to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date, time and delivery format of the application webinar, are posted on the CDE’s CCSPP Lead TAC Funding Description web page at [https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815](https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815" \o "Funding Profile). Select Request for Applications.

### Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during the month of May 2022.

Applications will be randomly assigned to readers, taking into consideration any conflicts of interest. Readers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.

Each application will be scored independently and will not be grouped together.

### Evaluation Criteria

Each application will be reviewed and scored holistically by at least two readers. Readers will provide a score for each prompt. Readers will independently evaluate and score the applications using the CCSPP Scoring Rubric (see Appendix B). The CDE uses a non-consensus scoring process, some variation in content readers’ scores is expected. If a large discrepancy exists between the reader scores, an additional reader will score the application. The additional reader’s score will replace the outlying score (high or low). The two scores will then be averaged to determine a final score.

Readers will be instructed to consider whether the proposed budget adequately supports the required outcomes for the contract. For example, are the number of staff in the budget and budget narrative appropriate? Is the operating expense budget justified and related to the planned program? Does the work plan include a timeline for expected outcomes, including: development of the technical assistance content and methodology, development of an implementation rubric, development and facilitation of a community of practice among the Regional TACs, and coordination and maximization of areas of expertise among the Regional TACs?

Applicants meeting the scoring threshold may also be required to participate in an evaluation interview prior to awards being made.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email or standard mail to:

Pete Callas, Director

Career and College Transition Division

California Community Schools Partnership Program

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814

The CDE must **receive** the letter of appeal, with an original signature by the authorized applicant, no later than **two weeks after the day of the grantee announcement**. A link to the funding results will be posted on the CDE’s CCSPP Lead TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815> and communication, via email, will be sent to all applicants. When submitting a letter of appeal, applicants must clearly specify which CCSPP funding opportunity they are appealing: Planning Grant, Implementation Grant, Lead Technical Assistance Center or Regional Technical Assistance Center. Letters of appeal can be submitted via email to [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov).

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

The Director of the CCTD will make the final decision in writing within three weeks from the date that appeals are due to the CDE. That decision shall be the final administrative action afforded the appeal. All appeal decisions will be made prior to the issuance of the Grant Award Notification letters.

## Application Questionnaire: Section for Submission

### Application Instructions

***Application Format Requirements:***

Applications must adhere to the following formatting requirements:

* Application and included forms may not be altered.
* 8 ½“ x 11” (Letter) page size
* 12-point Arial (normal) font (for charts and tables,10-point Arial font size is allowed)
* Single (1.0) line spacing
* One-inch margins on sides, top, and bottom (except pre-formatted forms)
* Handwritten entries will not be accepted.
* The grant application is restricted to 40 single-sided pages. All pages, including forms, application narrative, budget narrative and appendix count toward the 40-page limit. Pages exceeding the limit will not be considered for scoring and will be omitted from scoring based upon the submission requirements outlined in this RFA (not the order documents are submitted). Do not submit any unused material (guidance and instructions) included in the RFA with the application, as all submitted pages count toward the page limit.
* An appendix (optional), including of letters of commitment from institutions of higher education and/or nonprofit community-based organizations, personnel resumes and other relevant information (included in the 40-page limit).
* While not a research contract, applicants are expected to have a deep understanding of the research behind adult learning, institutional change and change management, and technical assistance and should demonstrate this knowledge and ability in their proposal and include research citations (author and year) within the text if referencing research.
* Do not include hyperlinks or web page references in the application as embedded links cannot be followed or considered for scoring.

***Attachment I – Budget Worksheet***

Use the CCSPP Budget Worksheet provided on the CDE’s CCSPP Lead TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815>. Select Request for Applications.

* Create a proposed budget aligned to the purpose and goals of the CCSPP.
* Provide a detailed explanation of each proposed expenditure. Costs should be as accurate as possible. All proposed expenditures (including conferences, services, curriculum, and salaries) should be explicitly for the CCSPP program(s).
* Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CCSPP services.

***A complete application consists of the following components:***

1. Form A: Cover Sheet, including the superintendent’s (or designee’s) e-signatures of the applying LEA(s).
2. Table of Contents
3. Application Questionnaire
4. Form B: Budget Narrative
5. Appendix (optional): Letters of commitment from institutions of higher education and/or nonprofit community-based organizations may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.

Note: Items 1–5, listed above, have a 40-page limit, see Application Format Requirements, above.

1. Attachment I: California Community Schools Partnership Program Budget Worksheet (.xlsx), including the superintendent’s (or designee’s) signature of the applying LEA or of each LEA applying as a consortium, which can be located on the CCSPP Lead TAC R Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815>. Select Request for Applications.

Note: Attachment I contain multiple worksheets; all worksheets must be completed

### Application Questionnaire

The LEA or consortium of LEAs awarded the CCSPP Lead TAC contract will be required to develop a detailed scope of work and budget in the CDE’s formal contract format. The CDE contract monitor will work with the awarding LEA on the formal contract development and submission process.

When responding to the prompts below, please include information on all participating LEAs (if applying as a consortium) and information on any institutions of higher education or nonprofit community-based organizations (if committing to partner with such an institution or organization).

#### Section I: Capacity and Experience (50 points)

**I.1.** Provide a description of the LEA or LEA consortium and any proposed institutions of higher education and/or nonprofit community-based organizations, including institutions of higher education and/or nonprofit community-based organizations. Include proposed Lead TAC organizational chart, summary descriptions of each organization as well as a description of the overall management structure and the roles and responsibilities of each partner in order to meet the expected outcomes of the Lead TAC as the hub of the CCSPP technical assistance system in accordance with *EC* 8900-8902 and the California Community Schools Framework adopted by the SBE in January 2022. Include supporting documentation of any formal agreements, and/or letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formal relationships between the partners, if applicable.

**I.2.** Describe the LEA’s or LEA consortium’s and any proposed institutions of higher education and/or nonprofit community-based organizations’ ability to act as the hub of the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of community schools as aligned to the California Community Schools Framework adopted by the SBE in January 2022. Specifically, provide a description of relevant experience with examples of the LEA or LEA consortium’s and any proposed institutions of higher education and/or nonprofit community-based organizations’ experience in planning, implementing, and sustaining community schools.

**I.3.** Describe the LEA’s or LEA consortium’s and any proposed institutions of higher education and/or nonprofit community-based organizations’ ability to act as the hub of the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the California Community Schools Framework adopted by the SBE in January 2022. Specifically, provide a description of relevant technical assistance experience with examples of the LEA or LEA consortium’s and institutions of higher education and/or nonprofit community-based organizations’ experience in whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement.

**I.4** Describe the key personnel from the LEA or LEA consortium and any proposed institutions of higher education and/or nonprofit community-based organizations, their roles and responsibilities as part of the Lead TAC, their qualifications for these roles and responsibilities, and their time commitment base to the Lead TAC expected outcomes. Explain why these personnel are essential to the successful management, function, and completion of the Lead TAC expected outcomes. If meeting the Lead TAC expected outcomes require hiring staff not currently employed by the LEA, LEA consortium or proposed institutions of higher education and/or nonprofit community-based organizations, include a brief description of the job(s) and the minimum qualifications. Provide a curriculum vitae (CV) or resume for each of the key project personnel listed on the organization chart. The CV or resumes can be included as attachments. Please see application instructions that detail the process for submitting attachments.

#### Section II: Program Implementation and Outcome Measures (70 points)

**II.1.** Describe the proposed CCSPP technical assistance content in accordance with *EC* 8900-8902 and the California Community Schools Framework (adopted by SBE January 2022).

**II.2.** Describe the proposed overarching CCSPP technical assistance methodology.

**II.3.** Describe the proposed process for developing a CCSPP implementation rubric.

**II.4.** Describe the proposed methods, processes, systems and infrastructure for building and supporting communities of practice among the Regional TACs.

**II.5.** Describe the proposed methods, processes, systems and infrastructure for coordinating and maximizing the areas of expertise across Regional TACs.

**II.6** Describe the proposed plan for supporting the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.

#### Section III: Alignment and Sustainability (10 points)

**III.1.** Describe the proposed plan for supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems that can help to sustain CCSPP initiatives beyond the identified grant period.

#### Section IV: Budget and Budget Narrative (30 points)

**IV.1.** Describe the LEA’s financial management and accounting experience and describe the procedures that will be used to ensure proper financial management. Include a description of the fiscal controls put in place to ensure accuracy in accountability.

**IV.1.** Complete Attachment I: California Community Schools Partnership Program Budget Worksheet and Form B: Budget Narrative.

### Form A: Cover Sheet

**California Community Schools Partnership Program:   
Lead Technical Assistance Center**

**Request for Applications**

Please complete the following for the local educational agency (LEA) applicant or all LEAs in a consortium, and any partner institutions of higher education or nonprofit community-based organizations:

**LEA:** [Enter LEA Name]

**LEA’s Mailing Address:**

[Enter Address]

[Enter City], CA [Enter Zip Code]

**LEA’s County-District-School Code:** [Enter CDS Code]

**Primary Contact:**

**Name:** [Enter Primary Contact Name]

**Title:** [Enter Primary Contact Title]

**Phone:** [Enter Primary Contact Phone]

**Email:** [Enter Primary Contact Email]

**Secondary Contact:**

**Name:** [Enter Secondary Contact Name]

**Title:** [Enter Secondary Contact Title]

**Phone:** [Enter Secondary Contact Phone]

**Email:** [Enter Secondary Contact Email]

**List Partner Organization(s):** [Enter Partner Organization List]

I support this application for a California Community Schools Partnership Program (CCSPP) Lead Technical Assistance Center (TAC) contract. I assure that the LEA or consortium of LEAs applying for the CCSPP Lead TAC contract will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *Education Code* Sections 8900–8902 along with the requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I agree that my electronic signature is the legal equivalent of my manual signature on this Form.

Add pages and/or signature lines as needed to ensure each LEA and Partner Organization listed above has signed this form. Sign and date below.

**LEA 1 Name:** [Enter LEA 1 Name]

[Enter LEA 1 Superintendent or Designee Name as e-Signature and Date]

E-Signature of LEA Superintendent or Designee Date

**LEA 2 Name:** [Enter LEA 2 Name]

[Enter LEA 2 Superintendent or Designee Name as e-Signature and Date]

E-Signature of LEA Superintendent or Designee Date

**Partner Organization 1 Name:** [Enter Partner Organization 1 Name]

[Enter Partner Organization 1 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

**Partner Organization 2 Name:** [Enter Partner Organization 2 Name]

[Enter Partner Organization 2 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

**Partner Organization 3 Name:** [Enter Partner Organization 3 Name]

[Enter Partner Organization 3 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

**Partner Organization 4 Name:** [Enter Partner Organization 4 Name]

[Enter Partner Organization 4 Executive Officer Name as e-Signature and Date]

E-Signature of Partner Organization Executive Officer or Designee Date

### Form B: Budget Narrative

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Limit to three pages.

[Enter Budget Narrative]

## Appendix A: Application Submission Checklist

A complete California Community Schools Partnership Program application consists of the following components:

* Email application contents to [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov):
  + File 1 – Application Packet 40-page limit (including appendix)
    - Form A: Cover Sheet, including the superintendent’s (or designee’s) signature of the applying local educational agency (LEA) and signatures for each Partner Organization
    - Table of Contents
    - Application Questionnaire
    - Form B: Budget Narrative
    - Appendix (Optional): Letters of commitment from major partners may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.
  + File 2 – Attachment I: California Community Schools Partnership Program Budget Worksheet (.xlsx).

NOTE: Attachment I can be located on the CCSPP Lead TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5815&recID=5815>. Select Request for Applications..

## Appendix B: Scoring Rubric

### Section I: Capacity and Experience (50 points)

**I.1.** Provide a description of the local educational agency (LEA) or LEA consortium and any proposed institutions of higher education and/or nonprofit community-based organizations, including institutions of higher education and/or nonprofit community-based organizations. Include proposed Lead Technical Assistance Center (TAC) organizational chart, summary descriptions of each organization as well as a description of the overall management structure and the roles and responsibilities of each partner in order to meet the expected outcomes of the Lead TAC as the hub of the California Community Schools Partnership Program (CCSPP) technical assistance system in accordance with *Education Code* (*EC*) 8900-8902 and the California Community Schools Framework adopted by the State Board of Education (SBE) in January 2022. Include supporting documentation of any formal agreements, and/or letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formal relationships between the partners, if applicable.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the proposed overall management structure of the Lead TAC and the roles of each partner in the Lead TAC’s management can fully meet the expected outcomes as the hub of the CCSPP technical assistance system. Includes an institution of higher education as well as other non-profit organizations to ensure a full complement of necessary expertise, and roles of these partners are commensurate to the role(s) of the LEA(s). | The description clearly demonstrates that the proposed overall management structure of the Lead TAC and the roles of each partner in the Lead TAC’s management can meet the expected outcomes as the hub of the CCSPP technical assistance system. Includes an institution of higher education as well as other non-profit organizations to ensure necessary expertise, and roles of these partners are complementary but not commensurate to the role(s) of the LEA(s). | The description adequately demonstrates that the proposed overall management structure of the Lead TAC and the roles of each partner in the Lead TAC’s management can meet the expected outcomes as the hub of the CCSPP technical assistance system. Includes an institution of higher education and/or other non-profit organizations. Does not ensure that the full complement of necessary expertise nor that the roles of identified partners is meaningfully commensurate to the role(s) of the LEA(s). | The description does not or minimally demonstrate that the proposed overall management structure of the Lead TAC and the roles of each partner in the Lead TAC’s management can meet the expected outcomes as the hub of the CCSPP technical assistance system. Does not include an institution of higher education and/or other non-profit organizations. Does not ensure the full complement of necessary expertise. Roles of identified partners are not convincingly meaningful. |

**I.2.** Describe the LEA’s or LEA consortium’s and any proposed institutions of higher education and/or nonprofit community-based organizations’ ability to act as the hub of the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of community schools as aligned to the California Community Schools Framework adopted by the SBE in January 2022. Specifically, provide a description of relevant experience with examples of the LEA or LEA consortium’s and any proposed institutions of higher education and/or nonprofit community-based organizations’ experience in planning, implementing, and sustaining community schools.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of community schools as aligned to the California Community Schools Framework. Relevant experience, including examples in planning, implementation, and sustainability of community schools is comprehensive and robust across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. | The description clearly demonstrates that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of community schools as aligned to the California Community Schools Framework. Relevant experience, including examples in planning, implementation, and sustainability of community schools is sufficient across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. | The description adequately demonstrates that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of community schools as aligned to the California Community Schools Framework. Relevant experience, including examples in planning, implementation, and sustainability of community schools is uneven and not fully comprehensive across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. | The description does not or minimally demonstrate that the proposed staff and organizations have the capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of community schools as aligned to the California Community Schools Framework. Relevant experience, including examples in planning, implementation, and sustainability of community schools is not sufficient across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. |

**I.3.** Describe the LEA’s or LEA consortium’s and any proposed institutions of higher education and/or nonprofit community-based organizations ability to act as the hub of the CCSPP technical assistance system including staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the California Community Schools Framework adopted by the SBE in January 2022. Specifically, provide a description of relevant technical assistance experience with examples of the LEA or LEA consortium’s and institutions of higher education and/or nonprofit community-based organizations’ experience in whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the proposed staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the California Community Schools Framework. Relevant technical assistance experience, including examples of whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement is comprehensive and robust across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. | The description clearly demonstrates that the proposed staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the California Community Schools Framework. Relevant technical assistance experience, including examples of whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement is sufficient across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. | The description adequately demonstrates that the proposed staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the California Community Schools Framework. Relevant technical assistance experience, including examples of whole child school improvement and transformation, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement is uneven and not fully comprehensive across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. | The description does not or only minimally demonstrate that the proposed staff and organizational capacity, knowledge, experience, and qualifications in developing, implementing, and assessing the effectiveness of technical assistance aligned to the California Community Schools Framework. Relevant technical assistance experience, including examples of whole child school improvement, school climate transformation, shared decision making and collaborative school leadership and other child serving systems improvement and transformation is not sufficient across the LEA(s) and institutions of higher education and/or nonprofit community-based organizations. |

**I.4.** Describe the key personnel from the LEA or LEA consortium and any proposed institutions of higher education and/or nonprofit community-based organizations, their roles and responsibilities as part of the Lead TAC, their qualifications for these roles and responsibilities, and their time commitment base to the Lead TAC expected outcomes. Explain why these personnel are essential to the successful management, function, and completion of the Lead TAC expected outcomes. If meeting the Lead TAC expected outcomes require hiring staff not currently employed by the LEA, LEA consortium or proposed institutions of higher education and/or nonprofit community-based organizations, include a brief description of the job(s) and the minimum qualifications. Provide a curriculum vitae (CV) or resume for each of the key project personnel listed on the organization chart. The CV or resumes can be included as attachments. Please see application instructions that detail the process for submitting attachments.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (15–20 points) | STRONG/MEETS EXPECTATIONS (10–14 points) | GOOD/APPROACHES EXPECTATIONS (5–9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–4points) |
| --- | --- | --- | --- |
| The description thoroughly and convincingly demonstrates that the key project personnel are in place. Assigned roles and responsibilities along with relevant qualifications ensure that the community schools experience across the proposed Lead TAC is comprehensive and robust, and ensures that the Lead TAC can fully meet the expected outcomes as the hub of the CCSPP technical assistance system. | The description clearly demonstrates that the key project personnel are in place. Assigned roles and responsibilities along with relevant qualifications ensure that the community schools experience across the proposed Lead TAC is sufficient, and ensures that the Lead TAC can adequately meet the expected outcomes as the hub of the CCSPP technical assistance system. | The description adequately demonstrates that some key project personnel are in place. Assigned roles and responsibilities along with relevant qualifications do not fully demonstrate that the community schools experience across the proposed Lead TAC is comprehensive. The Lead TAC may meet some but not all of the expected outcomes as the hub of the CCSPP technical assistance system. | The description does not or minimally demonstrate that key project personnel are in place. Assigned roles and responsibilities along with relevant qualifications do not fully demonstrate that the community schools experience across the proposed Lead TAC is sufficient. The Lead TAC may meet some but not all of the expected outcomes as the hub of the CCSPP technical assistance system. |

### Section II: Program Implementation and Outcome Measures (70 points)

**II.1.** Describe the proposed CCSPP technical assistance content in accordance with *EC* 8900-8902 and the California Community Schools Framework (adopted by SBE January 2022).

| OUTSTANDING/EXCEEDS EXPECTATIONS  (15–20 points) | STRONG/MEETS EXPECTATIONS (10–14 points) | GOOD/APPROACHES EXPECTATIONS (5–9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–4 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly proposes a full scope of CCSPP technical assistance content, that addresses all aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description includes and thoroughly addresses challenges regarding effective community school development, implementation and sustainability. | Clearly proposes a scope of CCSPP technical assistance content, that addresses key aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description includes and addresses challenges regarding effective community school development, implementation and sustainability. | Adequately proposes a scope of CCSPP technical assistance content, that addresses some aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description minimally addresses challenges regarding effective community school development, implementation and sustainability. | Does not or only minimally proposes a scope of CCSPP technical assistance content, that addresses aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description does not address challenges regarding effective community school development, implementation and sustainability. |

**II.2.** Describe the proposed overarching CCSPP technical assistance methodology.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly proposes an overarching technical assistance methodology, that addresses all aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description includes and thoroughly addresses challenges regarding effective technical assistance. | Clearly proposes an overarching technical assistance methodology, that addresses key aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description includes and addresses challenges regarding effective technical assistance. | Adequately proposes an overarching technical assistance methodology, that addresses some aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description minimally addresses challenges regarding effective technical assistance. | Does not or only minimally proposes an overarching technical assistance methodology, that addresses aspects of supporting effective community schools development, implementation and sustainability as defined in statute and the California Community Schools Framework. Description does not address challenges regarding effective technical assistance. |

**II.3.** Describe the proposed process for developing a CCSPP implementation rubric.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly proposes a robust process for developing a CCSPP implementation rubric to articulate community school implementation benchmarks aligned to the California Community Schools Framework. Description demonstrates significant knowledge and experience in successfully conducting similar processes. | Clearly proposes a solid process for developing a CCSPP implementation rubric to articulate community school benchmarks aligned to the California Community Schools Framework. Description demonstrates prior knowledge and experience in conducting similar processes. | Adequately proposes a process for developing a CCSPP implementation rubric to articulate community school benchmarks aligned to the California Community Schools Framework. Description demonstrates limited prior knowledge and experience in conducting similar processes. | Does not or only minimally proposes a process for developing a CCSPP implementation rubric to articulate community school benchmarks aligned to the California Community Schools Framework. Description does not demonstrate prior knowledge and experience in conducting similar processes. |

**II.4.** Describe the proposed methods, processes, systems and infrastructure for building and supporting communities of practice among the Regional TACs.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly proposes robust methods, processes, systems and infrastructure for building and supporting communities of practice among the Regional TACs. Description demonstrates significant knowledge and experience in successfully designing and supporting communities of practice. | Clearly proposes solid methods, processes, systems and infrastructure for building and supporting communities of practice among the Regional TACs. Description demonstrates prior knowledge and experience in designing and supporting communities of practice. | Adequately proposes methods, processes, systems and infrastructure for building and supporting communities of practice among the Regional TACs. Description demonstrates limited prior knowledge and experience in designing and supporting communities of practice. | Does not or only minimally proposes methods, processes, systems and infrastructure for building and supporting communities of practice among the Regional TACs. Description does not demonstrate prior knowledge and experience in designing and supporting communities of practice. |

**II.5.** Describe the proposed methods, processes, systems and infrastructure for coordinating and maximizing the areas of expertise across Regional TACs.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly proposes robust methods, processes, systems and infrastructure for coordinating and maximizing the areas expertise across Regional TACs. Description demonstrates significant knowledge and experience in successfully coordinating and maximizing the areas expertise. | Clearly proposes solid methods, processes, systems and infrastructure for coordinating and maximizing the areas expertise across Regional TACs. Description demonstrates prior knowledge and experience in coordinating and maximizing the areas expertise. | Adequately proposes methods, processes, systems and infrastructure for coordinating and maximizing the areas expertise across Regional TACs. Description demonstrates limited prior knowledge and experience in coordinating and maximizing the areas expertise. | Does not or only minimally proposes methods, processes, systems and infrastructure for coordinating and maximizing the areas expertise across Regional TACs. Description does not demonstrate prior knowledge and experience in coordinating and maximizing the areas expertise. |

**II.6** Describe the proposed plan for supporting the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly proposes a robust plan for supporting the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP. Description includes and thoroughly addresses challenges of evaluating the effectiveness of community schools and other school improvement strategies, and the utilization of data to support continuous improvement processes. Description demonstrates significant knowledge and experience in utilizing data to drive community school development, school improvement and transformation, and other child serving systems improvement. | Clearly proposes a solid plan for supporting the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP. Description includes and addresses challenges of evaluating the effectiveness of community schools and other school improvement strategies and utilizing data to support continuous improvement processes. Description demonstrates prior knowledge and experience in utilizing data to drive community school development, school improvement and transformation, and other child serving systems improvement. | Adequately proposes a plan for supporting the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP. Description minimally addresses challenges of evaluating the effectiveness of community schools and other school improvement strategies and utilizing data to support continuous improvement processes. Description demonstrates limited prior knowledge and experience in utilizing data to drive community school development, school improvement and transformation, and other child serving systems improvement. | Does not or only minimally proposes a plan for supporting the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP technical assistance. Description does not address challenges of evaluating the effectiveness of community schools and other school improvement strategies and utilizing data to support continuous improvement processes. Description does not demonstrate prior knowledge and experience in utilizing data to drive community school development, school improvement and transformation, and other child serving systems improvement. |

### Section III: Alignment and Sustainability (10 points)

**III.1.** Describe the proposed plan for supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems that can help to sustain CCSPP initiatives beyond the identified grant period.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly proposes a robust plan for aligning the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems. Description includes and thoroughly addresses challenges regarding the effectiveness and sustainability of community schools as a school transformation strategy and aligning to other school improvement and professional development support systems. | Clearly proposes a solid plan for aligning the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems. Description includes and addresses challenges regarding the effectiveness and sustainability of community schools as a school transformation strategy and aligning to other school improvement and professional development support systems. | Adequately proposes a plan for aligning the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems. Description minimally addresses challenges regarding the effectiveness and sustainability of community schools as a school transformation strategy and aligning to other school improvement and professional development support systems. | Does not or only minimally proposes a plan for aligning the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems. Description does not address challenges regarding the effectiveness and sustainability of community schools as a school transformation strategy and aligning to other school improvement and professional development support systems. |

### Section IV: Budget and Budget Narrative (30 points)

**IV.1.** Describe the financial management and accounting procedures that will be used to ensure proper financial management, including fiscal controls put in place to ensure accuracy in accountability.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (9–10 points) | STRONG/MEETS EXPECTATIONS (6–8 points) | GOOD/APPROACHES EXPECTATIONS (2–5 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0–1 points) |
| --- | --- | --- | --- |
| Provides a thorough and clear description of the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. Provides multiple examples of state and federal projects where reporting was required. | Provides a strong description of the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. Provides some examples of projects where reporting was required. | Provides an adequate description of the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. | Does not or only minimally describes the LEA applicant’s capabilities and knowledge to ensure proper financial management, including fiscal controls to ensure accuracy. |

**IV.2.** Complete Attachment I: California Community Schools Partnership Program Budget Worksheet and Form B: Budget Narrative.

| OUTSTANDING/EXCEEDS EXPECTATIONS  (15-20 points) | STRONG/MEETS EXPECTATIONS (10-14 points) | GOOD/APPROACHES EXPECTATIONS (5-9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS  (0-4 points) |
| --- | --- | --- | --- |
| Program expenses for the program are indicated and complete for the fiscal years and includes convincing evidence that the roles of institutions of higher education and/or nonprofit community-based organizations are commensurate to the role(s) of the LEA(s). The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also clearly demonstrates need for such expense in meeting expected outcomes. | Program expenses for the program are indicated and complete for the fiscal years and includes evidence that the roles of institutions of higher education and/or nonprofit community-based organizations are complementary but not commensurate to the role(s) of the LEA(s). The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also demonstrates the need for such expense in meeting expected outcomes. | Program expenses for the program are somewhat indicated for the fiscal years and includes evidence that the roles of identified institutions of higher education and/or nonprofit community-based organizations are not meaningfully commensurate to the role(s) of the LEA(s). The budget narrative identifies program expenses for each fiscal year. Budget narrative somewhat demonstrates the need for such expense in meeting expected outcomes. | Program expenses for the program are not indicated and complete for the fiscal years and contains no evidence that the roles of identified institutions of higher education and/or nonprofit community-based organizations are not convincingly meaningful relative to the role(s) of the LEA(s). The budget narrative minimally identifies program expenses for each fiscal year. Budget narrative does not adequately demonstrate the need for such expense in meeting expected outcomes. |

## Appendix C: Definitions

The following definitions are exclusive to this Request for Applications. Although some of these terms may be used by the California Department of Education and other state agencies, any differences that appear in this document do not imply changes in definitions and policies used by those agencies.

**Community School—**A public school serving preschool, kindergarten, or any of grades one through twelve, inclusive, with strong and intentional community partnerships ensuring pupil learning and whole child and family development, and specifically includes the following:

1. Integrated supports services, including the coordination of trauma-informed health, mental health, and social services that ensure coordination and support with county and local educational agency resources and nongovernmental organizations, and early screening and intervention for learning and other needs.
2. Family and community engagement, which may include home visits, home-school collaboration, culturally responsive community partnerships to strengthen family well-being and stability, and school climate surveys.
3. Collaborative leadership and practices for educators and administrators, including professional development to transform school culture and climate, that centers on pupil learning and supports mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas relating to pupil learning and whole child and family development.
4. Extended learning time and opportunities, including before and after school care and summer programs.

**Consortium—**Two or more local educational agencies, or one or more local educational agencies and one or more cooperating agencies.

**Cooperating Agency—**A federal, state, or local agency or public or private nonprofit entity that agrees to offer support services at a school site, an adjacent location, or virtually through a program implemented under the California Community Schools Partnership Act.

**Local Educational Agency—**A school district, charter school, or county office of education.

**Partner—**A private business, nonprofit, or foundation that provides financial assistance or otherwise assists a program operating under the California Community Schools Partnership Act.

**Qualifying Entity—**An entity that is any of the following:

* + - 1. A local educational agency that meets any of the following:
  1. Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils.
  2. The local educational agency has higher than state average dropout rates.
  3. The local educational agency has higher than state average rates of suspension and expulsion.
  4. The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
     + 1. A school that is not within a local educational agency that satisfies any of the criteria in paragraph 1 (above), but the school demonstrates two or more of the criteria in paragraph 1, and the school demonstrates other factors that warrant the school’s consideration, including, but not limited to, fulfilling an exceptional need or providing service to a particular target population.
       2. A local educational agency or consortium, on behalf of one or more schools that are qualifying entities within the local educational agency or consortium.
       3. A county behavioral health agency that will operate the program in partnership with at least one local educational agency that is a qualifying entity.
       4. A federal Head Start or Early Head Start program or other government-funded early childhood program or agency that will operate the program in partnership with at least one local educational agency that is a qualifying entity.
       5. A childcare program or agency within a public institution of higher education that will operate the program in partnership with at least one local educational agency that is a qualifying entity.

**Support Services—**Includes case-managed health, mental health, social, and academic support services benefiting children and their families, and may include, but is not limited to, all of the following:

1. Health care, including all of the following:
2. Immunizations.
3. Vision and hearing testing and services.
4. Dental services.
5. Physical examinations and diagnostic and referral services.
6. Prenatal care.
7. Mental health services, including all of the following:
8. Primary prevention.
9. Crisis intervention.
10. Assessments and referrals.
11. Trauma-informed mental health care, including substance abuse prevention, early intervention, and treatment services, including all of the following:
12. Training for teachers, early educators, and school personnel in the detection of mental health problems, the impact of trauma and toxic stress, trauma-informed care and education, building resiliency, and helping pupils and families heal.
13. Outreach, risk assessment, and education for pupils and families.
14. Youth-focused substance use disorder prevention and treatment programs that are culturally and gender competent, trauma informed, and evidence based.
15. Family support and parenting education, including child abuse prevention and parenting programs, such as home visits or, when in-person home visits are not possible, virtually conducted home visits.
16. Academic support services, including tutoring, mentoring, employment, and community service internships, and in-service training for teachers and administrators.
17. Counseling, including family counseling, peer-to-peer counseling, and suicide prevention.
18. Services and counseling for children who experience violence, toxic stress, or adverse childhood experiences in their communities.
19. Nutrition services to reduce food insecurity.
20. Youth development services, including tutoring, mentoring, career development, and job placement.
21. Case management services.
22. Provision of onsite or virtual Medi-Cal eligibility workers, as allowed via telehealth pursuant to Section 1320b-5 of Title 42 of the United States Code.

**Technical Assistance—**A structure to deliver training and technical assistance to grantees using regional collaboratives and state, regional, and local technical assistance providers that have expertise in pupil and family engagement, school-community collaboration of service delivery and financing, the coordination and integration of support services, and multi-indicator data collection and evaluation.

## Appendix E: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. Note: Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**  Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency (LEA) capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**  Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal services, and other operating expenditures.  **Contracting Services**: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.  **Travel and Conference**: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by the agency for audit purposes. Bus transportation for students should be listed here.  Note:California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression. |
| **6000** | **Capital Outlay**  Record expenditures for sites, buildings, and equipment. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the LEA’s threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **7000** | **Indirect Rate**  If applicable (not to exceed CDE approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at [www.cde.ca.gov/fg/ac/ic/index.asp](http://www.cde.ca.gov/fg/ac/ic/index.asp). |

1. . Coalition for Community Schools.  
   <http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx>. [↑](#footnote-ref-1)
2. . Learning Policy Institute, Community Schools: An Evidence-Based Strategy for Equitable School Improvement. June 2017. <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>. [↑](#footnote-ref-2)
3. . Senate Bill 820, Chapter 110: <http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB820> [↑](#footnote-ref-3)
4. . California Community Schools Partnership Act. <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8901&lawCode=EDC> [↑](#footnote-ref-4)
5. . See the January 2022 SBE’s Agenda, Agenda Item 02 Attachment 1 for the California Community Schools Framework. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-5)
6. . California EC Sections 8900–8902. <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8901&lawCode=EDC> [↑](#footnote-ref-6)
7. 7. See the January 2022 SBE’s Agenda, Agenda Item 02. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-7)
8. .  Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws (AB 1887). <https://oag.ca.gov/ab1887>. [↑](#footnote-ref-8)
9. 9. To view the California Department of Human Resources Travel Reimbursements visit, <https://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>**.** [↑](#footnote-ref-9)
10. . To locate a CDS Code, visit the CDE’s County-District-School Administration web page at <https://www.cde.ca.gov/ds/si/ds/>. [↑](#footnote-ref-10)