

California Commission on Teacher Credentialing



Request for Proposals For a California Classified School Employee Teacher Credentialing Program

Helping School Districts Address the Demand for Credentialed Teachers

Who Is Eligible to Apply?

A school district, county office of education, or charter school may apply for funding to recruit classified school employees to participate in a program designed to support their completion both of an undergraduate degree and a Commission-approved teacher preparation program so that they can become qualified to provide instructional service as credentialed teachers in the public schools.

Available Funding

Grant awards of \$4,000 per participant per year may be made to eligible applicants whose proposals are recommended for funding to the Commission. Applicants should note that demand for participation across the state may exceed funding for the Program and not all participant slots requested by each successful grant applicant may ultimately be authorized.

Project Period

Five years, from 2016-17 through 2020-2021.

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Request for Proposals

Classified School Employees Teacher Credentialing Program

Section I: Introduction

Introduction

This Request for Proposals is to provide grants of \$4,000 per participant per year for up to five years for eligible applicants to develop and implement a Classified School Employees Teacher Credentialing Program (Program) to recruit classified school employees to participate in a program designed to support the completion of a degree and teacher preparation program and provide instructional service as fully credentialed teachers. The Program must be operated by a school district, county office of education, or a charter school and intended to meet the demand for teachers in shortage areas in transitional kindergarten, kindergarten, bilingual cross-cultural instruction, and grades 1 to 12, inclusive. The Program is intended to attract classified school staff who are enrolled in, may have previously been enrolled in, or would be interested in enrolling in, a teacher training program leading to a California Multiple Subject, Single Subject, or Education Specialist teaching credential.

Applicants should note that eligible classified Program participants must either have an AA degree or have successfully completed two years of postsecondary education at the time of enrollment in a funded Classified School Employee Teacher Credentialing program. Per Education Code Section 44393(d), participants must also commit to accomplishing all of the following:

- (A) Graduate from an institution of higher education with a bachelor's degree.
- (B) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.
- (C) Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the Program.

Definitions of Terms Applicable to the Classified School Employee Teacher Credentialing Program

Definitions of terms relating to this Program are provided in Education Code section 44392 and are reproduced here for the applicant's information.

- (a) **"Applicant"** means a school district, charter school, or county office of education applying for program funds under the California Classified School Employee Teacher Credentialing Program.
- (b) **"Institutions of higher education"** means the California Community Colleges, the California State University, the University of California, and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program.

- (c) **“Participant”** means a classified school employee who elects to participate in the California Classified School Employee Teacher Credentialing Program.
- (d) **“Program”** means the California Classified School Employee Teacher Credentialing Program.
- (e) **“Classified school employee”** means a non-certificated school employee currently working in a public school.
- (f) **“Teacher training program”** means an undergraduate or graduate program of instruction conducted by a teacher preparation program approved by the Commission that includes a plan to provide instruction, coursework, and clearly defined that are designed to qualify participants enrolled in the Program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

Key Dates in the Application Process

Date	Activity
September 15, 2016	RFP issued
September 30, 2016	Intent to Apply due
September 30, 2016	Written questions about the RFP due to the Commission
October 10, 2016	Responses to written questions posted and distributed
November 4, 2016 by 5 p.m.	RFP Proposals due to the Commission
November 9-23, 2016	Review of applications
November 28, 2016	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFP are encouraged to submit via email to contracts@ctc.ca.gov by **September 30, 2016** a Notice of Intent to Apply (Appendix B). The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFP may be provided, including responses to written questions (see below). Submission of an Intent to Apply is not a promise or obligation to submit a proposal, nor does a lack of an Intent to Apply disqualify or preclude an applicant from submitting a proposal in response to this RFP.

How to Submit Written Questions about this RFP

Applicants who have questions about information contained in this RFP may submit questions via email with “Classified School Employee Program” in the subject line **by September 30, 2016** to: contracts@ctc.ca.gov.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website.

Section II: How to Respond to this RFP

Components to be Addressed in the Applicant's Response

Applicants interested in developing and implementing a Classified School Employee Teacher Credentialing Program must provide a narrative response to this Request for Proposals. In order to be considered, responses must include all of the components described below. The response by each applicant will be evaluated based on the selection criteria indicated below. Responses to this RFP must reach the Commission on Teacher Credentialing according to the submission information provided in Section III, no later than 5 p.m. PDT on **November 4, 2016**. The proposals receiving the highest scores as calculated using the selection criteria summarized at the end of this section of the RFP will be recommended to the Executive Director of the Commission on Teacher Credentialing for funding.

When responding to the proposal components, applicants should note that the enabling legislation requires the selection criteria for this grant program to include all of the following:

- (1) The extent to which the applicant demonstrates the capacity and willingness to accommodate the participation of classified school employees in teacher training programs conducted at institutions of higher education or a local educational agency.
- (2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating classified school employees. Each selected applicant shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.
- (3) The extent to which the applicant's plan for recruitment attempts to meet the demand for teachers in shortage areas in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive.
- (4) The extent to which a developmentally sequenced series of job descriptions leads from an entry-level classified school employee position to an entry-level teaching position in that school district, charter school, or county office of education.
- (5) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

The following information provides guidance to applicants for organizing a complete response to this RFP.

Responses should include a cover page (Appendix C) that identifies a contact person at the applicant entity, along with contact information by telephone, fax, and email, and the signature of the superintendent of the applicant entity.

Following the cover page, applicants should provide a table of contents indicating where in the application each of the required responses can be found.

1. Capacity and willingness to accommodate the participation of classified school employees in the program (5 points)

Applicants should describe their capacity and willingness to accommodate the participation of classified employees in the planned program, including as applicable how they will accommodate employees who may be in a wide range of job categories and have differing schedules, and individual circumstances and needs.

2. Need for credentialed teachers and requested number of program participants (15 points)

Applicants should describe the need they have for credentialed teachers in shortage areas in transitional kindergarten, kindergarten, bilingual cross-cultural education, and grades 1-12, inclusive, and how the applicant’s plan for recruitment attempts to meet the demand for teachers in these shortage areas. Applicants should also indicate the estimated number of participant slots requested for the planned Program and describe how they determined this number.

Successful applicants will be required to finalize within one month of notification of a grant award the actual number of slots requested, the academic status of each of the intended participants for whom grant funding is requested, and the projected number of years each potential participant would need to finish his/her degree and become eligible to teach as either a fully -credentialed teacher or as an intern. The final allocation of slots to successful applicants will be determined within two months of the grant award notification based on updated information from grantees, the number of slots available on a statewide basis, and the need to balance geographic and other demographic factors to allow for the maximum feasible statewide access to and participation in the Program. In responding to this criterion, applicants should specify how they plan to obtain and analyze the necessary information from prospective Program participants, if awarded a grant. Applicants should also note that within one month of notification of how many slots have been allocated, a line-item detailed program budget and budget narrative will need to be submitted to the Commission (Appendix F). Further information about the budget process is provided in the Budget Form instructions and definitions in Appendices F and G.

3. Developmentally sequenced job descriptions (5 points)

Applicants should explain the developmentally sequenced career path that will lead a participant from an entry-level classified school employee position to an entry-level teaching position in that school district, charter school, or county of education.

4. Recruitment plan and implementation (10 points)

Applicants should describe their recruitment plan and explain how the plan involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating classified school employees, including how the applicant will determine that each potential classified employee

meets the minimum qualifications of an AA degree or successful completion of two years of college and how they will establish priorities for the selection of participants in the event that not all of the requested participant slots are awarded.

5. Program design (60 points total)

Applicants should address all of the following:

5A. Program overview and focus (5 points)

Indicate what credential areas the program will focus on (e.g., multiple subject, single subject, education specialist, or a combination of these) and why.

5B. Program planning, implementation, key staff and governance (10 points)

Explain who will be involved in the development of the Program and what their roles will be in both the development and the implementation of the Program, and provide a timeline for planning and for implementation of the Program. The timeline should identify all significant activities and events by quarter and by year for each of the five project years, including the expected date for completion of the Program planning process and of implementation of the planned Classified School Employees Teacher Credentialing Program. Indicate what governance structure will be in place for the proposed Program within the applicant's organization.

Provide a chart that identifies the key staff to be involved in the Program planning and implementation processes, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which staff will be responsible for the overall management of the project, for the fiscal management of the project, and for providing the required project data indicated in criterion 6 below. In addition, explain the relationship and governance of the project within the institution in terms of internal oversight, management, and reporting.

5C. Collaboration with public and private institutions of higher education, including articulation agreements (10 points)

Eligible applicants must actively participate with one or more local campuses of the participating institutions of higher education through which participants will ultimately complete a baccalaureate degree and teacher credential program. Although the grantee will be a LEA, proposals must be developed and implemented through a collaborative process that involves the LEA, a California Community College, and/or a California four-year public or private not-for-profit institution of higher education. Applicants should identify their Program partners and describe any existing or planned written articulation agreements applicable to the Program.

An articulation agreement should be (1) based on the multi-year plan for moving participants through a program of study leading to a credential; (2) specific with respect to the linkages between each component of the program; and (3) designed to prevent participants from having to repeat coursework in the program.

Articulation agreements must remain in effect until the participants' scheduled finishing date. If the agreement is not in place by the time the proposal is submitted, then the proposal must include a detailed explanation of the status of the required articulation agreement(s).

5D. Participant advisement (10 points)

Applicants should describe the specific advisement participants will receive to ensure they are able to minimize the time needed to complete an undergraduate degree and teacher preparation program, and that candidates enroll in and complete only those classes applicable to their intended degree and certification goals. Applicants should also describe the process to ensure consistent, timely, and accurate participant advisement over the life of the Program, and how the progress of each participant will be monitored.

5E. Participant support (15 points)

Support for participants is a critical element of the Program and can be provided through the LEA and/or the college and university. Participant support may be demonstrated in a variety of ways; for example, providing access to coursework at times and/or locations convenient for the participants (e.g., courses offered at school sites, night and weekend courses), providing economic support through paid release time, providing professional support within the program (e.g., designating a district facilitator who is in regular contact with participants), ensuring timely access to academic advising for participants; establishing flexible hours of employment for participants, providing special assistance and/or preparation for certification. Support should also include providing funding to cover the participants' cost for books, fees, and tuition while enrolled in the Program.

Describe the support that participants in the proposed program will receive to help them be successful.

5F. Progress monitoring (10 points)

Describe how the progress of participants will be monitored, and how often (at least twice per year). Explain how the program will determine sufficient annual progress of participants (e.g., minimum successful completion of 6 semester units or the equivalent per year) to allow participants to continue to receive funding and support from the program. Applicants should also explain how they plan to monitor the progress and success of their ongoing Program implementation and participant support activities and adjust as needed.

6. Mandatory Data Collection and Reporting Requirement (5 points)

The following data are required to be collected and submitted to the Commission during each year of funding. **Describe the plan to collect, analyze and report the following data to the Commission:**

- the number of classified school employees recruited;

- the academic progress of the classified school employees recruited;
- the number of classified school employees recruited who are subsequently employed as teachers in the public schools;
- the degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education; and
- the ethnic and racial composition of the participants in the program.

7. Budget and cost effectiveness (5 points)

Provide a budget for year 1 of the project, using the budget form provided in Appendix D. In addition, provide a budget narrative explaining how each of these costs was determined. Applicants should be aware that the cost-effectiveness of the applicant’s plan to use the available funding will be a factor in determining the grant award recommendations to the Commission. Cost-effectiveness factors may include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning the Program.

Summary Review of Selection Criteria

Proposal Component	Points
1. Willingness and capacity	5
2. Need for credentialed teachers	15
3. Developmentally sequenced job descriptions	5
4. Recruitment plan and implementation	10
5. Program Design (60 points total)	
5A. Program overview and focus	5
5B. Program planning, implementation, key staff, and governance	10
5C. Collaboration with institutions of higher education	10
5D. Participant advisement	10
5E. Participant support	15
5F. Progress monitoring	10
6. Mandatory data collection	5
7. Budget and cost effectiveness	5
8. Overall thoroughness and clarity of the responses to criteria 1-7 above	10
Total Points Possible	115

Section III

Application Submission and Process for Application Review

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for Classified School Employee Teacher Training Program must submit an electronic copy plus four paper copies of the proposal to the Commission. **All Proposals (electronic and paper) must reach the Commission office by 5:00 p.m. PDT on Friday, November 4, 2016.** Proposals received after this time will not be evaluated.

Email the electronic copy to: contracts@ctc.ca.gov

Mail or Deliver the four paper copies to:

Adrienne Trapnell
Fiscal and Business Services
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Proposal

Proposals should be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of a proposal is not more than 40 double spaced or 20 single spaced pages.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members and rated according to the scoring criteria provided in this RFP.

A recommendation for awarding the grants will be made to the Executive Director and will result in a grant award letter from the Commission and grant acceptance conditions to be signed and returned by the grantee. Further information about the grant process will be

provided to successful grantees following the awarding of the grant.

Funding Considerations and Requirements

Applicants should note that, per the enabling legislation, if they are selected to receive a grant, prior to receiving funding applicants must do the following:

1. Provide information about the Program to all eligible classified school employees in the school district, charter school, or county office of education and assistance to each classified school employee recruited under the program regarding admission to a teacher training program.
2. Provide an assurance to the Commission that they will require participants to satisfy both of the following requirements before participating in the Program:
 - (A) Pass a criminal background check.
 - (B) Provide verification of one of the following:
 - (i) Has earned an associate or higher level degree.
 - (ii) Has successfully completed at least two years of study at a postsecondary educational institution.
3. Provide certification to the Commission that the applicant has received a commitment from each participant that he or she will accomplish all of the following:
 - (A) Graduate from an institution of higher education under the program with a bachelor's degree.
 - (B) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.
 - (C) Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that he or she receives assistance for books, fees, and tuition while in the Program.

In addition, within one month of notification of funding, successful grantees will need to provide the Commission with the results of the survey of potential participants regarding participants' educational status and the estimated time needed for each potential participant to complete his/her degree and become eligible to serve as either an Intern or a fully credentialed teacher. The information provided by successful grantees will be used in making final determinations of the number of participant slots available to each successful grantee and the amount of funding allocated for those slots both initially and over time to program completion. In addition, as noted above, within one month of notification of how many slots have been allocated, a line-item detailed program budget and budget narrative will need to be submitted to the Commission (Appendix F).

The grantee will be expected to make appropriate yearly progress in implementing the California Classified School Employee Teacher Credentialing Program according to the Program design provided in the funded application. Funding for the period of the Program through 2020-21 is contingent on satisfactory annual progress in implementing the Program detailed in the initial application, annual certification of participants, updated annual budget plan, and interim

application submission and approval. Applicants should note that as a condition of receipt of a grant, the applicant agrees to provide annual outcomes data as specified in the RFP.

Grantees may use funds for Program administration purposes. No additional funds will be allocated or made available for Program administration purposes beyond the annual yearly grant award.

Funds to grantees will be distributed in two annual payments each qualifying year (fall and spring), based on the number of certified Program participants. The first payment will be 50% of the annual budget amount, and the second payment will be 50% of the annual budget amount

Appendix A Legislation

California Classified School Employee Teacher Credentialing Program

Section 44390 of the Education Code is repealed.

Section 44391 of the Education Code is amended to read:

This article shall be known, and may be cited, as the California Classified School Employee Teacher Credentialing Program.

Section 44392 of the Education Code is amended to read:

44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:

(a) "Applicant" means a school district, charter school, or county office of education applying for program funds under the California Classified School Employee Teacher Credentialing Program.

(b) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program.

(c) "Participant" means a classified school employee who elects to participate in the California Classified School Employee Teacher Credentialing Program.

(d) "Program" means the California Classified School Employee Teacher Credentialing Program.

(e) "Classified school employee" means a noncertificated school employee currently working in a public school.

(f) "Teacher training program" means an undergraduate or graduate program of instruction conducted by a teacher preparation program approved by the commission that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

Section 44393 of the Education Code is amended to read:

44393. (a) The California Classified School Employee Teacher Credentialing Program is hereby established for the purpose of recruiting classified school employees to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) Subject to an appropriation for these purposes in the annual Budget Act or another statute, the commission shall issue a request for proposals to all school districts, charter schools, and county offices of education in the state in order to solicit applications for funding. The criteria adopted by the commission for the selection of school districts, charter schools, or county offices of education to participate in the program shall include all of the following:

(1) The extent to which the applicant demonstrates the capacity and willingness to accommodate the participation of classified school employees in teacher training programs conducted at institutions of higher education or a local educational agency.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating classified school employees. Each selected applicant shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for teachers in shortage areas in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive.

(4) The extent to which a developmentally sequenced series of job descriptions leads from an entry-level classified school employee position to an entry-level teaching position in that school district, charter school, or county office of education.

(5) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(c) An applicant that is selected to participate pursuant to subdivision (b) shall provide information about the program to all eligible classified school employees in the school district, charter school, or county office of education and assistance to each classified school employee it recruits under the program regarding admission to a teacher training program.

(d) (1) An applicant shall require participants to satisfy both of the following requirements before participating in the program:

(A) Pass a criminal background check.

(B) Provide verification of one of the following:

(i) Has earned an associate or higher level degree.

(ii) Has successfully completed at least two years of study at a postsecondary educational institution.

(2) An applicant shall certify that it has received a commitment from each participant that he or she will accomplish all of the following:

(A) Graduate from an institution of higher education under the program with a bachelor's degree.

(B) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.

(C) Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing teacher training programs to conduct an evaluation to determine the success of the program. The evaluation shall be completed on or before July 1, 2021. The commission shall submit the completed evaluation to the Governor and the education policy and fiscal committees of the Assembly and Senate.

(f) On or before January 1 of each year, the commission shall report to the Legislature regarding the status of the program, including, but not limited to, the number of classified school employees recruited, the academic progress of the classified school employees recruited, the

number of classified school employees recruited who are subsequently employed as teachers in the public schools, the degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education, and the ethnic and racial composition of the participants in the program. The report shall be made in conformance with Section 9795 of the Government Code.

SEC. 36. (a) For the 2016–17 fiscal year, the sum of twenty million dollars (\$20,000,000) is appropriated from the General Fund to the Commission on Teacher Credentialing for the California Classified School Employee Teacher Credentialing Program, as set forth in Section 44393 of the Education Code, to be available for the 2016–17, 2017–18, 2018–19, 2019–20, and 2020–21 fiscal years. The Commission on Teacher Credentialing shall allocate grants for up to 1,000 new participants per year. A grant to an applicant shall not exceed four thousand dollars (\$4,000) per participant per year.

(b) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2015–16 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2015–16 fiscal year.

Appendix B

Intent to Apply for a Classified School Employee Teacher Credentialing Program

As indicated by the signature of the superintendent, CEO or designee below, it is the intent of the local education agency (LEA) identified below to apply for a grant to develop and implement a Classified School Employee Teacher Credentialing Program. The LEA understands that this Intent to Apply must be received by the Commission **by September 30, 2016** and that submission of this form does not require or otherwise obligate the institution to submit a proposal to the Commission. A scanned copy of the signed Intent to Apply form may be emailed to contracts@ctc.ca.gov or sent by postal mail to:

Commission on Teacher Credentialing
Attn: Contracts
1900 Capitol Ave.
Sacramento, CA 95811-4213

Applicant LEA	
Signature	
Print Name	
Title	
Date	

Appendix C
Application Cover Page
California Classified School Employee Teacher Training Program

The proposal should include one copy of this form from the applicant school district, county office of education, or charter school.

This form should be the cover page to the application submitted to the Commission.

1. Name of Applicant:

Mailing Address:

Contact Person:

Telephone:

Fax:

E-mail:

2. Fiscal Agent for the Program:

Name:

Agency:

Mailing Address:

Telephone:

Fax:

Email:

3. Administrative Approval from the Applicant LEA:

Name:

Position:

Signature:

Date:

Appendix D Initial Application Budget Form

Directions: Complete the worksheet using the two listed categories as applicable.

Note: This budget should reflect an estimate of the planned distribution of funds to operate the program. Grantees will receive a total of \$4,000 in funding for each participant in the program. Indicate below the amount that will be allocated for direct participant support (i.e., books, tuition, fees, examination fees, credential fees, and other support services) and the amount that will be allocated for program administration purposes, if applicable. Base estimates on the requested number of participant slots. After final allocation of available slots to grantees, a more detailed budget (Appendices F and G) will be required within a month of notification based on the actual number of participants and their educational status.

Category	Year 1
Direct Participant Support (indicate # of participants:))	
Program Administration	
Program Total	

Appendix E

Participant Commitment Form

STATE OF CALIFORNIA

JERRY BROWN, Governor

COMMISSION ON TEACHER CREDENTIALING**Professional Services Division**

1900 Capitol Avenue
Sacramento, California 95811
(916) 445-3223
FAX (916) 323-4508



CALIFORNIA CLASSIFIED SCHOOL EMPLOYEE TEACHER CREDENTIALING PROGRAM

PARTICIPANT COMMITMENT AND AGREEMENT

This Agreement is entered into between the _____ School District (), County Office of Education (), Charter School () (herein after referred to as "the LEA"), and _____ (employee name), for the purpose of clearly defining both the LEA's and the participant's responsibilities in relation to his/her voluntary participation in the LEA's Classified School Employee Teacher Credentialing Program.

The participant agrees to act in good faith in all aspects of this Agreement and agrees to do all of the following:

- (A) Graduate from an institution of higher education under the program with a bachelor's degree.
- (B) Complete all of the requirements for, and obtain, a multiple subject, single subject, or education specialist teaching credential.
- (C) Complete one school year of classroom instruction in the school district, charter school, or county office of education for each year of assistance received for books, fees, and tuition while attending an institution of higher education under the program.
- (D) Comply with the rules and requirements of the LEA's program established by the participant's employer.

Certification of Acceptance of Terms of the Agreement

I have read the Participant Commitment and Agreement for participation in the California Classified School Employee Teacher Credentialing Program and agree to comply with all terms included in the agreement.

Participant Signature

Date

Appendix F

Budget Form Based on Final Allocation of Participant Slots

Directions: Complete the worksheet using the listed categories as applicable. If additional categories are necessary that are not included, list in spaces provided below. Definitions for each category listed can be found within Appendix G, Budget Definitions. All categories must be detailed in the budget narrative. Note that annually payment shall be 50% in fall and the remaining 50% in the spring.

Category	Year 1
Personnel Salaries	
Release Time	
Participant Recruitment Activities (not included in Personnel and/or Release Time)	
Collaboration Activities with IHEs (not included in Personnel and/or Release Time)	
IHE Tuition, Fees, Books - Participants at a CA Community College	
IHE Tuition, Fees, Books - Participants at a CSU, UC or private four-year IHE	
Other Support Services for Participants	
Testing and Credential Fees	
Program Administration	
Other (specify)	
Total	

Grantees will initially be funded for the first Program year. An end of year budget and a proposal for the following year's budget must be submitted prior to the start of the next year's budget and will be subject to Commission review and approval.

Appendix G

Budget Definitions

Directions: For each of the line item budget categories on the Budget Form, provide the details of how the yearly total was calculated. Below are clarifications of what type of information should be included for each line item.

Personnel: Use this line item if a portion of an employee's salary will be paid by the grant funds. Indicate the position(s) and the percent of time to be paid by the grant funds.

Release Time: Use this line item to indicate the positions of any personnel who will be released to work on the grant and the amount/percentage of release time that will be paid by the grant funds.

Participant Recruitment Activities: Use this line item to indicate any recruitment activities not otherwise accounted for in the Personnel and/or the Release Time categories, and describe the type(s) and amount(s) of expenditure(s).

Collaborative Activities with IHEs: Use this line item to indicate any collaborative activities with IHEs providing coursework and other services to participants not otherwise accounted for in the Personnel and/or the Release Time categories, and describe the type(s) and amount(s) of expenditure(s).

IHE Tuition, Fees, Books for Participants: Use this line item to indicate the amount expected to be expended on behalf of the participants for books, tuition, and fees, calculated for participants attending a California Community College and participants attending a CSU, UC or private four-year IHE, based on initial estimates of the number of participants.

Other Support Services for Participants: Use this line item to indicate any other type of support services that may be provided to participants through the grant funds (e.g., tutoring, transportation, etc.)

Testing and Credential Fees: Use this line item to indicate any test fees (e.g., CBEST, CSET, RICA) and any credential fees to be paid on behalf of participants through the grant funds.

Program Administration: Use this line item to indicate any costs for program administration not included in any other budget category.

Other: Add any additional line items with associated expenditures.