California Commission on Teacher Credentialing

Round Eight Request for Applications
Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program

Who Is Eligible to Apply?

Eligible applicants for the Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program (Math/Read/Lit Grant Program) are Local Education Agencies (LEAs) interested in securing grant funding to support credentialed teachers in adding a Mathematics Instructional Added Authorization (MIAA), Mathematics Instructional Leadership Specialist (MILS), Supplementary Authorization in Introductory Mathematics (SAIM), Reading and Literacy Added Authorization (RLAA), or a Reading and Literacy Leadership Specialist (RLLS) Credential.

Available Funding

Existing law appropriates fifteen million dollars to the Commission on Teacher Credentialing for the Reading and Literacy Supplementary Authorization Incentive Program. With the passage of AB121, the program has been revised and recast as the Mathematics Instructional Added Authorization and Reading and Supplementary Authorization Incentive Grant Program (Math/Read/Lit Grant) for the purpose of including mathematics authorizations. In addition, the new legislation increases the award amount each participating teacher is eligible to receive and extends the dates that the funds are available to June 30, 2030.

The updated grant program now allows for one-time grant awards of up to $6,000 per participating teacher through June 30, 2030, for eligible LEA applicants whose proposals are recommended for funding. While the award amount has increased the amount a participating teacher is eligible to receive, it maintains a local match requirement that is equal to one-third (1/3) of the grant award.

Applicants should note that this funding is intended to supplement and not supplant existing LEA programs and efforts designed to increase the number of teachers eligible to provide reading and literacy instruction. These funds may be used for the purpose of paying the teacher costs of coursework, books, fees, and tuition, as applicable, for the MIAA, MILS, SAIM, RLAA, and RLLS. There is a match requirement as outlined in the authorizing legislation (Appendix A). The Round Eight RFA is the only application round that will be offered for the Math/Read/Lit

Grant Program during the 2026-27 fiscal year.

Project Period

Upon grant award through June 30, 2030, with a two-year liquidation period.

Due Date for Receipt of Complete Applications at the Commission Office

Friday, October 30, 2026, by 5:00 pm

All emailed applications must be received at the Commission by this date and time.

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Request for Applications

Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program

Section I: Introduction

Introduction

The Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program is intended to provide support to increase the number of credentialed teachers authorized to provide mathematics and/or reading and literacy instruction in California by obtaining a Mathematics Instructional Added Authorization (MIAA), Mathematics Instructional Leadership Specialist (MILS), Reading and Literacy Added Authorization (RLAA) or a Reading and Literacy Leadership Specialist (RLLS) through a Commission-approved program, or by earning a Supplementary Authorization in Introductory Mathematics (SAIM) as outlined on the CL-629 or CL-603 leaflets

This Request for Application (RFA) is to provide a grant award of up to $6,000 per participating teacher, through June 30, 2030, for eligible Local Education Agency (LEA) applicants to support the preparation of credentialed teachers to earn a MIAA, MILS, SAIM, RLAA, or a RLLS credential. Per statute, the grant funds must be matched by the grantee LEA by one or both of the following: (1) Cash equal to one-third of grant funding received that is to be used in a manner consistent with allowable grant costs; (2) An in-kind match equal to one-third of grant funding received of release time or substitute teacher costs for the participating teacher. *Each teacher participating in the Math/Read/Lit Grant Program may receive a maximum of $6,000 in one-time, non-renewable grant-funded support*.

The Math/Read/Lit Grant Program must be operated by eligible LEA applicants as defined in the authorizing legislation (Appendix A):

- a school district,
- a county office of education,
- a county superintendent of schools,
- a state-operated education program, including a state special school,
- an education program providing instruction in kindergarten or any of grades 1 to 12, inclusive, that is offered by a state agency, including the Department of Youth and Community Restoration and the State Department of Developmental Services, or
- a regional occupational center or program operated by a joint powers authority or county office of education.

Eligible LEAs as defined above may apply for the grant program. However, priority will be given to LEA applicants that provide grant funds to teachers who provide instruction at an eligible school site. An eligible school site for this grant is defined (in Section 42238.02 of the Education Code) as one operated by an eligible local educational agency with an unduplicated pupil

percentage for pupils enrolled in kindergarten and grades 1 to 6, inclusive, based on 2021-22 census day pupil data, that is in the highest 10 percent in the state of all school sites with either kindergarten or any other of the grades 1 to 6, inclusive. LEAs applicants may refer to the eligible school site list provided by the California Department of Education.

Local Education Agency applicants should note that each participating teacher must satisfy **all** of the following requirements according to MIAA (CL-898), MILS (CL-898), SAIM for single subject credential holders (CL-603) and for multiple subject credential holders (CL 629), RLLA (CL-812) and RLLS (CL-537) in order to complete the added authorization:

1. Possess a valid basic California teaching credential, which may be one of the following:

    a. A teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching.
    b. A clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement. See Commission leaflet CL-667, entitled *Basic Skills Requirement*, for additional information.

2. Possess an English Learner Authorization.

3. Provide verification of three years successful, full-time teaching experience in any grade or subject, preschool through adult exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit.

4. Completion of an MIAA, MILS, SAIM, RLAA or RLLS professional preparation program, including successful completion of a supervised field experience.

5. Recommendation for the added authorization from a Commission-approved program sponsor that offers the respective authorization.

Allowable Activities and Use of Funds

This grant funding is available for encumbrance until June 30, 2030, followed by a two-year liquidation period. In making these grants available, the Commission's intent is that the grantees use these funds efficiently and effectively to administer a Math/Read/Lit Grant Program to expand the existing pool of teachers authorized to perform MIAA, MILS, SAIM, RLAA and RLSS duties at the eligible school site. Grant funding can only be used for the costs of coursework, books, fees, and tuition for participating teachers. The awards allocated pursuant to this grant shall not be subject to local education agency indirect costs. Per statute (Appendix A), the grant funds must provide a match of grant funding in the form of one or both of the following:

a. Cash equal to one-third of grant funding received that is to be used in a manner consistent with allowable grant costs
b. An in-kind match equal to one-third of grant funding of release time or substitute

teacher costs for the participating teacher.

Each participating teacher in the Math/Read/Lit Grant Program may receive a maximum of $6,000 in one-time, non-renewable grant-funded support.

Non-Allowable Activities and Use of Funds

Grant funds may not be used to fund any of the following activities:

- Reimbursing expenditures incurred by participants prior to the program's grant funding.
- Supplanting of existing funding and efforts, including any costs associated with operating the LEA.
- Acquiring equipment for administrative or personal use.
- Purchasing technology (e.g., cell phones, laptops, cameras, etc.)
- Purchasing instructional supplies
- Acquiring furniture (e.g., bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to candidates with disabilities.
- Purchasing food services, refreshments, banquets, meals
- Purchasing, renting, remodeling or construction of a space.
- Purchasing memberships in professional organizations.
- Purchasing promotional favors, such as bumper stickers, pencils, pens, or T-shirts.
- Subscribing to journals or magazines.

Additional Information for Applicants

Applicants should refer to authorizing statute (Appendix A) for annual monitoring and fiscal obligations over the grant period if awarded a Math/Read Lit Grant Program. Awarded grantee LEAs must report annually to the Commission on Teacher Credentialing beginning on or before August 31 of the first year after receiving a grant award and continue throughout the project period on the number of new reading and literacy supplementary authorizations issued to teachers who participated in the grant program and areas of reading and literacy duties performed at the school site level by teachers who participated in the grant program. For more information, please review the "Data Collection and Evaluation Reporting" guidelines in Section II.

Mathematics Instructional Added Authorization (MIAA) and the Mathematics Instructional Leadership Specialist (MILS)

The Mathematics Instructional Added Authorization (MIAA) as outlined in CL-898, authorizes the holder to : (1) teach mathematics in grades twelve and below, including preschool and classes organized primarily for adults, in mathematics content typically included in curriculum guidelines and textbooks up to and including pre-Algebra; and (2) develop and coordinate mathematics curriculum; coach mathematics teachers; design and implement intensive mathematics interventions; teach teachers to effectively intervene, accommodate, and differentiate their mathematics instruction to increase student engagement and proficiency in

mathematics; and develop programs and deliver staff development for mathematics education programs at the school site level.

The Mathematics Instructional Leadership Specialist(MILS), as outlined in CL-898, authorizes all of the content included in the MIAA and allows the holder to provide leadership in selecting the mathematics curricula and in developing a district-, county, or state-wide cadre of mathematics teacher leaders; analyze and use data to restructure school and district mathematics programs to increase students' college-readiness; and develop programs and deliver staff development for mathematics education programs coordinated by school districts and county offices of education.

The Supplementary Authorization in Introductory Mathematics, as outlined in CL-629 for multiple subject credential holders and in CL-603, for single subject credential holders, authorizes the holder to teach only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below to students in preschool, grades K-12, or in classes organized primarily for adults.

Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist (RLLS) Credential

The Reading and Literacy Added Authorization (RLAA)as outlined in CL-812, authorizes the holder to assess student reading and provide reading instruction in response to those assessments. RLAA holders are also authorized to develop, implement, and adapt the reading content curriculum and assist classroom teachers in these areas.

The Reading and Literacy Leadership Specialist (RLLS) Credential, as outlined in CL-537, authorizes the holder to provide direct reading instruction (as does RLLA) and to coordinate adoption of literacy curricula, and provide training, guidance, and coaching to teachers.

Note: As of the release of this RFA, there are no Commission-approved MILS programs in California; however, an LEA may reach out to educator preparation institutions that are eligible to offer programs in educator preparation and meet the statutory requirements of this grant to offer a MILS program. After the MILS program is approved by the Commission, LEAs may apply for grant funds.

Key Dates in the Application Process

Date	Activity
August 7, 2026	Request for Application (RFA) issued
September 4, 2026	Written questions about RFA due to Commission
September 4, 2026	Intent to Apply due (optional)
September 11, 2026	Responses to written questions posted and distributed

Date	Activity
October 30, 2026, by 5:00 pm	**RFA Proposals must be received by the Commission**
November 2-20, 2026	Review of proposals
November 20, 2026	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit a Notice of Intent to Apply (Appendix B) by **September 4, 2026.** The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of a Notice of Intent to Apply is not a promise or obligation to submit a proposal, and a lack of submitting a Notice of Intent to Apply does not disqualify or preclude an applicant from submitting a proposal in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with "Math/Read/Lit Grant Program Questions" in the subject line **by September 4, 2026,** to: MathReadLitGrant@ctc.ca.gov .

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

Section II: How to Respond to this RFA

Components to be Addressed in the Applicant's Response

Applicants must provide a narrative response to this Request for Applications (RFA) as described in the Selection Criteria for Applicant Response section below. To be considered, responses must include all components of the criteria, as indicated. The response by each applicant will be evaluated based on the selection criteria summarized at the end of this section. The applications receiving the highest scores as calculated using the selection criteria will be recommended to the Executive Director of the Commission on Teacher Credentialing for funding.

Responses must include a **Cover Page** (Appendix C) that identifies the contact person at the applicant entity responsible for the day-to-day grant oversight grant lead), the person supporting the annual data reporting requirement, the person authorized to sign grant award agreement, and the fiscal agent contact information.

Important note: The Commission will use the contact information provided on the cover page as the sole points of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded. Additionally, in the event that the contact person changes during the grant award period, it is the grantee's responsibility to provide updated contact information to the Commission in a timely manner.

Selection Criteria for Applicant Responses

Directions: Provide a narrative response to each of the following criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant's proposed Math/Read/Lit Grant Program addresses the specified criteria. See Appendix D for a list of definitions used in this RFA.

1. Local Need for Mathematics, Reading and Literacy Teachers (20 points)

Describe and provide data to support the local need for teachers with a MIAA, MILS, SAIM, RLAA or RLLS in transitional kindergarten, kindergarten, bilingual cross-cultural education, and grades 1-12, inclusive. Applicants should include prior and current efforts to meet the demand for mathematics and/or reading and literacy teachers, current needs for mathematics and/or reading and literacy teachers, and the specific needs to be addressed by the grant program, including but not limited to:

- The number of teachers in the LEA with and without a supplementary authorization in mathematics, and/or reading and literacy by credential type (i.e., Multiple Subject, Single Subject, Education Specialist).
- The target number of participants requested per year for the planned Math/Read/Lit Grant Program for each credential type and how that number was determined. Complete Appendix E, the program summary.
- The extent to which the newly authorized individuals would address the unmet needs for

mathematics and/or reading and literacy instruction within the LEA, and/or to develop, implement, and adapt the mathematics and/or reading content curriculum and assist classroom teachers in these areas, especially at eligible school sites.

2. Overview of the Mathematics, Reading and Literacy Authorization Grant Program (20 points)

a. Describe how the program will support credentialed teachers seeking to add a MIAA, MILS, SAIM, RLAA or RLLS, including, but not limited to:
   - program support and monitoring of the progress of participating teachers as they work to satisfy needed coursework/degree requirements for the authorization,
   - how the applicant will select participants and determine that each potential participant meets the minimum requirement according to Mathematics Instructional Added Authorization (CL-898), Mathematics Instructional Leadership Specialist (CL-898), Supplementary Authorization in Introductory Mathematics for single subject credential holders (CL-603) or multiple subject credential holders (CL629), Reading and Literacy Added Authorization (CL-812) or Reading and Literacy Leadership Specialist (CL-537):
     - Possess a valid basic California teaching credential, which may be one of the following:
       - A teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching.
       - A clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement, for additional information.
     - Possess an English Learner Authorization.
     - Provide verification of three years successful, full-time teaching experience in any grade or subject, preschool through adult exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit.
     - Completion of a MIAA, MILS, SAIM, RLAA or RLLS professional preparation program, including successful completion of a supervised field experience.
     - Recommendation for the added authorization from a Commission-approved program sponsor that is eligible to offer the respective program.
   - how the applicant will establish priorities for the selection of participating teachers.

b. Describe how and when the funds associated with the grant be disbursed to participants, institutions of higher education (IHEs), or other service providers.

3. Key Program Personnel (15 points)

a. **Personnel for the Math/Read/Lit Grant Program Planning, Implementation, and Governance:** Explain who will be involved in the development of the Math/Read/Lit Grant Program, what their roles will be in both the development and implementation of the program.

Provide a table Identifying the key staff who will be responsible for the management of the Math/Read/Lit Grant Program, including position title and roles and responsibilities. Include the staff that will be responsible for:

- Overall management of the Grant Program,
- Fiscal management of the Grant,
- Monitoring individual participation in the program,
- Submitting and/or monitoring participants' supplementary authorization applications, and
- Reporting the required program data indicated in Criterion 4 below.
- Identify any faculty and/or staff at the institution of higher education who may work with the LEA to support participants needing additional coursework to satisfy the requirements for the Mathematics, and/or Reading and Literacy Supplementary Authorization

b. **Timeline:** Provide a timeline for planning and for implementation of the Math/Read/Lit Grant Program. The timeline should identify all significant activities and events by quarter and by year for each of the project years, including the expected date for completion of the Math/Read/Lit Grant Program.

c. **Commission Approved Program**: Identify a regionally accredited local education agency or institution of higher education that offers a Commission-approved Mathematics Instructional Added Authorization, Mathematics Instructional Leadership Specialist, Reading and Literacy Added Authorization and/or Reading and Literacy Leadership Specialist program through which participants will complete coursework to satisfy the requirements. Please refer to CL-629 and CL-603 for information about obtaining a subject specific authorization in mathematics.

4. Mandatory Data Collection and Reporting Requirement (15 points)

a. Applicants should describe their processes to collect, analyze, report, and use data regarding the outcomes of the Math/Read/Lit Grant program for continuous improvement. The list below of evaluation criteria is provided for information purposes only.

b. Applicants must provide assurance that, if funded, they will respond to the Commission's requirements for data collection, evaluation, and reporting. A roster of Math/Read/Lit Grant Program participants, including demographic data, will be collected each year, and submitted to the Commission. The following data will be required.

- The number of teachers employed by the local educational agency, or within a consortium, selected to participate in the grant program.
- Information regarding the credentialing, gender, ethnicity, and tenure of the program participants.
- The number of Mathematics Instructional Added Authorization, Mathematics

Instructional Leadership Specialist, Supplementary Authorization in Introductory Mathematics, Reading and Literacy Added Authorization and/or Reading and Literacy Leadership Specialist holders.

- The range of total financial support provided to participants, such as books, fees, and tuition support.
- The average per-participant costs of the program, including matching funds provided by the grantee, and sources of these funds.
- The percentage of program participants who complete the grant program and receive an authorization.
- The number and percentage of program participants who teach in an eligible school site, as defined in the authorizing legislation.
- Best practices found to be effective in implementing the grant program.
- Factors promoting or hindering program implementation.
- Lessons learned to inform potential future investments in this type of grant program.

Note: These data types may change as a result of any future legislation concerning the Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program.

5. Budget and Budget Narrative, including Matching (20 points)

Important Note: Eligible LEAs may receive $6,000 per participant, through June 30, 2030. A two-year liquidation period will follow in which grantees may expend their remaining grant funds. In planning budget expenditures, it is expected that applicants will project the number of Math/Read/Lit Grant Program participants per year. The funds are intended to provide a maximum of direct and/or related services that benefit the participating teacher. For that reason, in accordance with the authorizing legislation*, awards allocated for this program shall not be subject to local educational agency indirect costs.* **No additional grant funds expenditures for program administration purposes will be allowed**.

Directions for Responding to the Budget Criterion

a. Provide a budget for the proposed Math/Read/Lit Grant Program, using the table on Appendix F for Commission-allocated grant funds and the local matching funds.

   Note: It is expected that the budget outlined in Appendix F will be the annual expenditures for the Math/Read/Lit Grant program over the life of the grant. Each year, program leadership will be asked to update expenditures, as necessary, relative to the approved program components. **Once program components have been approved, no additional program components may be added**. Only the sum number of expenditures in the approved program components may be updated yearly.

b. Provide a budget narrative explaining how each of the program costs was determined/calculated for the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and

implementing the Math/Read/Lit Grant Program.

6. Statutory Priority Points (10 points)

Applicants must complete and submit the Statutory Priority Points form (Appendix G).

Summary Review of the Selection Criteria

Application Component	Maximum Points
1. Local Need for Math/Read/Lit Teachers/Instructional Leaders	20
2. Overview of the Math/Read/Lit Grant Program	20
3. Key Program Personnel	15
4. Mandatory Data Collection and Reporting Requirement	15
5. Budget and Budget Narrative	20
6. Statutory Priority Points	10
Total Points Possible	**100**

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Math/Read/Lit Grant Program must submit **ALL** of the following in one combined PDF document, in this order:

1. Appendix C, Application Cover Page
2. Component 1: Local Need for Mathematics, and/or Reading and Literacy Teachers/Instructional Leaders
3. Appendix E, Program Summary
4. Component 2: Overview of the Math/Read/Lit Grant Program
5. Component 3: Key Program Personnel
6. Component 4: Mandatory Data Collection and Reporting Requirement
7. Component 5: Budget and Budget Narrative
8. Appendix F, Budget Overview Form
9. Component 6: Statutory Priority Points
10. Appendix G, Statutory Priority Points

All emailed applications must be received by the Commission by **5:00 pm on Friday, October 30, 2026**.

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

Applications not received as noted will not be accepted, reviewed, or evaluated. The commission no longer requires paper copies of applications to be submitted. Commission staff will send an email confirming receipt of each submitted application. If an applicant does not receive a confirmation email, the Commission has not received the application.

Format and Length of the Proposal

Applications should be formatted to an 8 ½ x 11 page, with one-inch margins on all sides, using a standard 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 30 double spaced or 15 single spaced pages (excluding appendices). Conciseness and brevity are appreciated to the greatest extent possible.

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 RFA.

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 each grantee. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

The grantee will be expected to make appropriate yearly progress in implementing the Math/Read/Lit Grant Program according to the program design provided in the funded application. Funding for the Math/Read/Lit Grant program is contingent on satisfactory annual progress in implementing the program detailed in the initial application, annual certification of participants, updated annual budget plan expenditures, and the reporting of annual data as specified in the RFA.

Funds to grantees will be distributed in two total payments each fiscal year. The first payment will be 90 percent of the total budget amount, and the second payment will be the remaining 10 percent of the budget amount, will be distributed after the program submits its complete annual data report. An end of year budget form and program report will be collected annually and will be subject to Commission review and approval.

Note: Each Math/Read/Lit Grant program participant may only receive a maximum of $6,000 in total in support from the grant funds.

Appendix A
Authorizing Legislation

AB 181 SEC. 126, Stats 2022

SEC. 63. Section 126 of Chapter 52 of the Statutes of 2022 is amended to read:
Sec. 126.
(a) (1) The sum of fifteen million dollars ($15,000,000) is hereby appropriated to the Commission on Teacher Credentialing for the Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program to support the preparation of credentialed teachers to earn an authorization in mathematics or reading and literacy. This funding shall be available for encumbrance until June 30, 2030.

(2) The commission shall approve applications submitted by local educational agencies that meet the criteria established by the commission pursuant to subparagraph (A) of paragraph (4). To the extent that funds are available, the commission shall allocate funds to participating local educational agencies for each approved application.

(3) A participating teacher is eligible to receive an award of up to six thousand dollars ($6,000) from the Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program.

(4) The commission shall do all of the following:

(A) Establish grant criteria for local educational agencies.

(B) Issue a request for proposals to all local educational agencies to solicit applications for funding.

(C) Accept grant applications from participating local educational agencies until funds are fully expended.

(D) Review applications and verify that each proposed participant teacher holds a valid credential.

(E) Allocate grants to participating local educational agencies for the purpose of paying the teacher costs of coursework, books, fees, and tuition, as applicable.

(F) Give priority to grant applications for teachers that provide instruction at an eligible schoolsite.

(5) In selecting grant recipients, the commission shall require each applicant to, at a minimum, do all of the following:

(A) Identify the teachers employed by the local educational agency who have been selected to participate in the incentive grant program.

(B) Identify the number of coursework credits required for each selected teacher to earn an authorization in mathematics or reading and literacy.

(C) Provide an estimated cost for the required coursework, books, fees, tuition, and release time, as applicable.

(D) Provide a match of grant funding in the form of one or both of the following:

(i) Cash equal to one-third of grant funding received that is to be used in a manner consistent with allowable grant costs described in paragraph (3).

(ii) An in-kind match of release time or substitute teacher costs for the

participating teacher.

(6) The awards allocated pursuant to this section shall not be subject to local educational agency indirect costs.

(7) On or before April 1 of each year until the fiscal year following final disbursement of the grant funds, the commission shall report to the fiscal committees of the Legislature, the Legislative Analyst's Office, and the Department of Finance on the program, including, but not limited to, the number of participating local educational agencies, the number of grants issued, and the number of mathematics instructional added authorizations and reading and literacy supplementary authorizations issued. The report shall be submitted in compliance with Section 9795 of the Government Code.

(b) For purposes of this section, the following definitions apply:

(1) "Commission" means the Commission on Teacher Credentialing.

(2) "Local educational agency" means a school district, county office of education, county superintendent of schools, state-operated education program, including a state special school, an education program providing instruction in kindergarten or any of grades 1 to 12, inclusive, that is offered by a state agency, including the Department of Youth and Community Restoration and the State Department of Developmental Services, or a regional occupational center or program operated by a joint powers authority or county office of education.

(3) "Eligible schoolsite" means a schoolsite operated by a local educational agency with an unduplicated pupil percentage for pupils enrolled in kindergarten and grades 1 to 6, inclusive, based on 2021–22 census day pupil data, that is in the highest 10 percent in the state of all schoolsites with either kindergarten or any other of the grades 1 to 6, inclusive. The unduplicated pupil percentage shall be calculated by the sum of the number of unduplicated pupils that are eligible for free and reduced-price meals, classified as English language learners, or that are foster youth, divided by each schoolsite's total enrollment. The Superintendent of Public Instruction shall develop a list of eligible schoolsites, and provide that list to the commission no later than September 1, 2022, for purposes of administering the program.

(4) "Schoolsite" means any school of a local educational agency serving pupils in a classroom setting.

(c) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made pursuant to 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 2021–22 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 2021–22 fiscal year.

Fillable RFA Appendices

Appendix B
Notice of Intent to Apply

Mathematics Instruction Added Authorization and, Reading and Literacy Supplementary Authorization Incentive Grant Program

Please access the fillable electronic version of Appendix B- Notice of Intent to Apply. Carefully read and follow the directions and complete the form.

It is the intent of the institution identified in the form to apply for a Math/Read/Lit Grant Program to secure grant funding to support credentialed teachers in adding a Mathematics Instruction Added Authorization and/or Reading and Literacy Supplementary Authorization to their Single Subject or Multiple Subject Credential.

The institution understands that this optional Intent to Apply form must be received by the Commission by **September 4, 2026,** and that submission of this form does not require or otherwise obligate the institution to submit a proposal to the Commission. Those who submit an intent form will be emailed any additional information regarding the application process that may become available.

Appendix C
Application Cover Page
Mathematics Instruction Added Authorization and, Reading and Literacy Supplementary Authorization Incentive Grant Program

The form below is provided for reference. Please access the fillable electronic version of Appendix C- Application Cover Page available on the Commission's Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application. *This form is the application cover page.*

LEA Applicant Information

- Name of LEA Applicant:
- Complete Mailing Address:
- CD/CDS Code:

Contact Information (Person responsible for day-to-day grant oversight)

- Name of LEA Grant Lead:
- Title:
- Telephone:
- Email:

Contact Information (Person authorized to sign grant award agreement)

- Name of LEA Signatory:
- Title:
- Telephone:
- Email:

LEA Data Agent Information (Person responsible for grant data oversight)

- Name of Data Agent:
- Title:
- Telephone:
- Email:

LEA Fiscal Agent Information (Person responsible for grant budget oversight)

- Name of Fiscal Agent:
- Agency:
- Telephone:
- Email:

Consortium application? List LEAs in the consortium, if the partner LEA is outside of the lead applicant LEA's county or district consortium. *If yes, indicate all LEA consortium members. If no, leave blank.*

Appendix D
Glossary

Mathematics Instruction Added Authorization and, Reading and Literacy Supplementary Authorization Incentive Grant Program

Commission: The Commission on Teacher Credentialing.

Consortium: Two or more eligible LEAs forming a grant partnership.

Eligible schoolsite: a schoolsite operated by a local educational agency with an unduplicated pupil percentage for pupils enrolled in kindergarten and grades 1 to 6, inclusive, based on 2021–22 census day pupil data, that is in the highest 10 percent in the state of all schoolsites with either kindergarten or any other of the grades 1 to 6, inclusive. The unduplicated pupil percentage shall be calculated by the sum of the number of unduplicated pupils that are eligible for free and reduced-price meals, Classified as English language learners, or that are foster youth, divided by each schoolsite's total enrollment.

Encumbrance: The State's allocation of funding for the grantee

Liquidation Period: For purposes of this grant, the liquidation period is defined as a time when grantees may expend remaining grant funds past the project period of June 30, 2030.

Local educational agency (LEA): For purposes of this grant, a "local educational agency" means a school district, county office of education, county superintendent of schools, state-operated education program, including a state special school, an education program providing instruction in kindergarten or any of grades 1 to 12, inclusive, that is offered by a state agency, including the Department of Youth and Community Restoration and the State Department of Developmental Services, or a regional occupational center or program operated by a joint powers authority or county office of education.

Matching Funds: Cash equal to one-third of grant funding received that is to be used in a manner consistent with allowable grant costs described in Section I or an in-kind match of release time or substitute teacher costs equal to one-third of grant funding received for the participating teacher. No in-kind grant funds expenditures for program administration purposes will be allowed.

Participant: A teacher whose credential(s) allows the addition of supplementary authorizations.

Participant preparation costs (tuition and/or fees): Use this line item for costs relating to the tuition and/or fees for participants.

Participant preparation costs (books and/or supplies): Use this line item for costs relating to the books and/or supplies for participants.

Participant release time: Use this line item for funds provided to participants as release time

for their work in the Grant Program or for Program related substitute teacher costs.

Schoolsite: any school of a local educational agency serving pupils in a classroom setting.

Supplementary authorizations: allow the holder to add one or more subjects to the holder's teaching credential. For information, please refer to Mathematics Instructional Added Authorization (CL-898), Mathematics Instructional Leadership Specialist (CL-898), Supplementary Authorization in Introductory Mathematics (CL-603) and (CL-629), Reading and Literacy Added Authorization (CL-812) and the Reading and Literacy Leadership Specialist Credential (CL-537).

Supplemental authorization application fees for participants: Use this line item for payments on behalf of participants and/or reimbursements to participants for supplementary authorization application fees.

Unduplicated pupils: Under Education Code section 42238.02 … "unduplicated pupil" means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. A pupil shall be counted only once … if any of the following apply:

(A) The pupil is classified as an English learner and is eligible for a free or reduced-price meal.
(B) The pupil is classified as an English learner and is a foster youth.
(C) The pupil is eligible for a free or reduced-price meal and is classified as a foster youth.
(D) The pupil is classified as an English learner, is eligible for a free or reduced-price meal, and is a foster youth.

Appendix E
Program Summary

Mathematics Instruction Added Authorization and, Reading and Literacy Supplementary Authorization Incentive Grant Program

The form below is provided for reference. Please access the fillable electronic version of Appendix E - Program Summary available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Indicate the number of participants to be served by the Math/Read/Lit Grant Program across the life of the grant for each credential area. Note: This form may be expanded if additional pages are needed.

In this table, please indicate the number of anticipated NEW teacher participants per year. The total number must match the number of anticipated authorizations.

Fiscal/Academic Year of the Grant	Multiple Subject	Single Subject	Education Specialist	Total
Year 1 (2026-27)				
Year 2 (2027-28)				
Year 3 (2028-29)				
Year 4 (2029-30)				
Total				

In this table, please indicate the number of anticipated authorizations. The total number must match the number of anticipated new teachers per year.

Fiscal/Academic Year of the Grant	MIAA	MILS	SAIM*	RLAA	RLLS	Total
Year 1 (2026-27)						
Year 2 (2027-28)						
Year 3 (2028-29)						
Year 4 (2029-30)						
Total						

**The acronym SAIM is used for the Supplementary Authorization in Introductory Mathematics.*

In the tables below, identify any Commission-approved programs participants may enroll in.

IHE offering a Commission-approved program in RLAA and/or RLLS

IHE offering a Commission-approved program in MIAA and/or MILS *Note: Supplementary Authorizations in specific subject areas such as math are earned by completing 20 semester units of non-remedial coursework in the subject (see CL-629 and CL-603). Applicants/candidates directly apply to the Commission for supplemental authorizations in specific subject areas.*

Appendix F
Budget Overview Form

Mathematics Instruction Added Authorization and, Reading and Literacy Supplementary Authorization Incentive Grant Program

The form below is provided for reference. Please access the fillable electronic version of Appendix F- Budget Overview Form available on the Commission's Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: In the first table, please indicate the total grant and matching funds **PER** participant for the Math/Read/Lit Grant Program. Participants may only receive a maximum of $6,000 in support from the grant funds. Also indicate whether the activity will be funded through grant funds and/or local matching funds. All categories of planned matching funds expenditures must also be detailed in the budget narrative. Legislation requires the matching funds to be met by one or both of the following: (1) Cash equal to one-third of grant funding received that is to be used in a manner consistent with allowable grant costs; (2) An in-kind match of release time or substitute teacher costs for the participating teacher.

Program Component	**Grant Funds Amount**	**Matching Actual Funds Amount (1/3 cash equal to grant funds)**	**Matching In-Kind Amount (1/3 in kind equal to grant funds)**	**Total Amounts** *(Grant + Matching + In-Kind)*
Participant preparation costs tuition and/or fees				
Participant preparation costs books and/or supplies				
Participant release time and/or substitute teacher costs				
RLAA and/or RLLS application fees				
MIAA and/or MILS application fees				
Total of Each Column				

In this table, please indicate the total grant and matching amounts for **ALL** participants per year.

Fiscal/Academic Year of the Grant	**Total Number of Teachers Supported**	**Grants Funds Total**	**Matching + In-Kind**	**Total Amounts** *(Grant + Matching + In-Kind)*
Year 1 (2026-27)				
Year 2 (2027-28)				
Year 3 (2028-29)				
Year 4 (2029-30)				
Total of Each Column				

Note: Grant funds will be distributed annually in two total payments each fiscal year. The first payment will be 90 percent of the total budget amount, distributed in the spring, and the second payment will be the remaining 10 percent of the budget amount, distributed after the program submits its final data report. An end of year budget form and program report will be collected annually and will be subject to Commission review and approval.

Appendix G
Statutory Priority Points

Mathematics Instruction Added Authorization and, Reading and Literacy Supplementary Authorization Incentive Grant Program

The form below is provided for reference. Please access the fillable electronic version of Appendix G- Statutory Priority Points available on the Commission's Grant Funded Program website. Carefully read and follow the directions on the website to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

The authorizing statute states that priority consideration will be given to grant applications for teachers that provide instruction at an eligible schoolsite.

An eligible schoolsite is defined in the authorizing legislation as "a schoolsite operated by a local educational agency with an unduplicated pupil percentage for pupils enrolled in kindergarten and grades 1 to 6, inclusive, based on 2021–22 census day pupil data, that is in the highest 10 percent in the state of all schoolsites with either kindergarten or any other of the grades 1 to 6, inclusive. The unduplicated pupil percentage shall be calculated by the sum of the number of unduplicated pupils that are eligible for free and reduced-price meals, classified as English language learners, or that are foster youth, divided by each schoolsite's total enrollment. The Superintendent of Public Instruction shall develop a list of eligible schoolsites, and provide that list to the commission for purposes of administering the program."

Directions: Indicate whether the applicant LEA or consortium qualifies for statutory priority points by listing the eligible schoolsite(s) as defined by legislation.

Appendix H
Questions and Answers: Request for Applications (RFA)
Mathematics Instruction Added Authorization and, Reading and Literacy Supplementary Authorization Incentive Grant Program

October 8, 2026

Math/Read/Lit Grant funding

1. **Question:** Will there be a spring RFA for the 2026-27 fiscal year?
   Answer: No. The Round Eight RFA, issued on August 7, 2026 with an October 30, 2026 deadline for submission, is the only application round that will be offered for the Math/Read/Lit Grant Program during the 206-27 fiscal year.

November 6, 2025

Clarifying the RFA and Submission Requirements

2. **Question:** We are already a current grantee. We originally applied for the grant before July 2025, when the grant program only covered Reading and Literacy Supplementary Authorizations and not math authorizations. Do we need to apply for another round of funding if we would like to support math authorizations within our LEA?
   Answer: Yes. Since the original application only covered Reading and Literacy Supplementary Authorizations, a new application requesting to support Mathematics Instruction Added Authorizations will be required.
3. **Question:** We are already a current grantee. We originally applied for the grant before July 2025, when the grant funds per participant were capped at $2,500. Since the revised grant program increases the grant funds per participant to $6,000, do we need to apply for another round of funding if we want to increase the amount of funds per participant for our current grant?
   Answer: No. Starting in the 2025-26 fiscal year, participating teachers are eligible to receive an award of up to six thousand dollars ($6,000). Existing grantees can award participants up to $6,000, as their current grant funding allows.

October 29, 2025

Clarifying the RFA and Submission Requirements

4. **Question:** If an LEA wants to apply to offer both Math and Reading and Literacy Supplementary Authorizations, will two separate grant applications be needed?
   Answer: Two applications are not required when applying to offer both Math and Reading and Literacy Supplementary Authorizations. It is a local decision whether or not to submit one application or two depending upon the program design.

October 23, 2025

Clarifying the RFA and Submission Requirements

5. **Question:** I am looking at Appendix G for the Mathematics Instruction Added Authorization and Reading and Literacy Supplementary Authorization Incentive grant application. Is it correct that we are using 2021-22 UDP data to determine priority schools? I wasn't sure if this was going to be updated.
   Answer: Yes. Refer to the eligible schoolsite list provided by the California Department of Education. LEAs not on the eligible schoolsite list may still apply.

6. **Question:** Please advise if charter schools are eligible to apply for the grant if they are on this eligible site list.
   Answer: Charter schools are not eligible to apply directly for this grant. See question 13 for additional information. Charter schools may participate as part of a consortium led by an eligible LEA. In such cases, the LEA may include activities that support teachers from charter schools appearing on the list of eligible school sites.

October 7, 2025

Math/Read/Lit Grant funding

7. **Question:** Is the grant funding limited to $6,000 per participating teacher? Or is it $6,000 for each authorization type? For example, could we support a teacher with up to $6,000 for a math supplementary authorization and up to $6,000 for a reading and literacy supplementary authorization?
   Answer: Grantee LEAs will be funded a maximum of $6,000 per participating teacher. Authorizing legislation states that "A participating teacher is eligible to receive **an** award of up to six thousand dollars ($6,000) from the Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program."

October 6, 2023

Clarifying the RFA and Submission Requirements

8. **Question**: I'm an interested participant. It is unclear which information the cover page requires.

   Answer: The cover page may only be filled out by eligible local education agencies (LEA) applicants (school districts, county offices of education, etc.), not by individual participants.

Who Can Apply for a Reading and Literacy Grant?

9. **Question**: I'm an interested participant. I wanted to know if I would be able to apply for this grant even if I am not able to start or apply for a RLLS program this year. I read that

awards were able to be granted "through June 20, 2027." Could I start a program up until that date? Or must I finish before 2027?
Answer: The grant funds are awarded to eligible LEAs. Interested participants may contact their LEAs/employers to inquire about the grant program and eligibility. One may also notify their employer about the grant for the LEA to apply for the grant to support teachers who may be interested.

10. **Question**: I have had several districts reach out to our county office of education (COE) and ask how they can apply for the RLAA grant through our county office. Does a COE need to apply to support districts?
Answer: No. School districts may apply for the grant and do not need to be supported by a COE. COEs may apply to support their school districts, or a consortium of districts and/or other COEs.
11. **Question**: If a school district wants more information about an IHE's Reading and Literacy program, does the school district reach out to the IHE's program sponsor directly?
Answer: Yes.
12. **Question**: If our county office applies, what is our responsibility to the districts/teachers?
Answer: The COE would be the lead applicant, and as such, the COE would be responsible for managing all aspects of the grant as stated in the request for application, including managing and funding participants, and reporting data to the Commission.

May 26, 2023

Clarifying the RFA and Submission Requirements

13. **Question:** The CTC website shows that completed applications are due to the Commission by June 23, 2023. Will this be the only application period for LEAs to apply?
Answer: Future grant rounds are determined by the availability of grant funds.
14. **Question:** Do LEAs need to identify specific teachers in their application?
Answer: No. Grantee local education agencies (LEAs) will have to identify participating teachers in the required annual data reports submitted to the Commission.
15. **Question:** What are the chances for acceptance into one of the institutions if I do not have prior reading and literacy experience? I am assuming to be accepted for the grant program I would have to be accepted into one of the institutions.
Answer:
    a. LEA grantees will determine how participants will be selected to participate in the grant program. To receive grant funds, a participant must be a teacher in the LEA grantee and enrolled in a Commission-approved program that satisfies the Reading and Literacy Added Authorization (RLAA) or a Reading and Literacy Leadership Specialist (RLLS) credential.

b. Contact the institution of higher education (IHE) directly to learn more about the application criteria. Here is a list of IHEs with courses that satisfy the authorization.

16. **Question:** The RFA states, “priority will be given to LEA applicants that provide grant funds to teachers who provide instruction at an eligible schoolsite." How do I know if priority will be given to an applicant LEA?
    Answer: An eligible schoolsite for this grant is defined (in Section 42238.02 of the Education Code) as one operated by an eligible local educational agency with an unduplicated pupil percentage for pupils enrolled in kindergarten and grades 1 to 6, inclusive, based on 2021-22 census day pupil data, that is in the highest 10 percent in the state of all schoolsites with either kindergarten or any other of the grades 1 to 6, inclusive. LEAs applicants may refer to the eligible schoolsite list provided by the California Department of Education. LEAs not on the eligible schoolsite list may still apply.

Who Can Apply for a Reading and Literacy Grant?

17. **Question:** I do not see us on the eligible school list and wondering if you all will open it up to charter schools?
    Answer: Per Legislation, eligible “Local educational agency” means a school district, county office of education, county superintendent of schools, state-operated education program, including a state special school, an education program providing instruction in kindergarten or any of grades 1 to 12, inclusive, that is offered by a state agency, including the Department of Youth and Community Restoration and the State Department of Developmental Services, or a regional occupational center or program operated by a joint powers authority or county office of education. Charter schools are not included in authorizing legislation as an eligible LEA.
18. **Question:** Can I apply on my own without an LEA?
    Answer: No.
19. **Question:** I am almost finished with my reading authorization which I paid for on my own. Is there a way that I can receive the Literacy Grant to reimburse me for my out-of-pocket expenses? I will complete my last course on June 16, 2023.
    Answer: No. Grant funds may not be used to retroactively reimburse participants.

Local Education Agency Partnership

20. **Question:** Can COEs apply on behalf of teachers at their county schools? Can COEs apply on behalf of teachers at their districts' schools? Can COEs apply on behalf of multiple districts in the same application?
    Answer: Yes. If County Offices of Education (COEs) choose to do so, they should clearly note such partnerships in the narrative of the application.

21. **Question:** Are County Offices able to apply in partnership with LEAs or is this one strictly for LEAs? can county offices partner with LEAs to submit an application jointly? If so, is the county office allowed to take the lead with the application?
    Answer: Yes. And if COEs and LEAs choose to do so, they should clearly note such partnerships in the narrative of the application.

Reading and Literacy Grant Funding

22. **Question:** Are we able to use [district] staff salaries (for our staff assigned to oversee this project) as a demonstration of matching costs?
    Answer: Per authorizing legislation, the match of grant funding can only be in the form of costs for required coursework, books, fees, tuition, and release time, as applicable and/or an in-kind match of release time or substitute teacher costs for the participating teacher.
23. **Question:** Will the grant for the Mathematics and/or Reading and Literacy Supplemental Authorization be retroactive since some teachers already doing the course work?
    Answer: Grant funds and matching funds may only be used for approved expenses incurred after the awarding of the grant.
24. **Question:** My understanding is that this is a gift where the LEA has to match what the state provides, but that this match can be in-kind. Could you please elaborate on what that in-kind matching from an LEA could look like, and what that process would be for applying for funds with an in-kind match?
    Answer: Per authorizing legislation, in-kind matching funds are limited to in-kind match of release time or substitute teacher costs for the participating teacher. The process for indicating in-kind matching funds can be found on Appendix F, Budget Overview form.

25. **Question:** Can the grant fund be used by the LEA awardees to pay for above cost of $2,500?
    Answer: Starting in July 1, 2025, the grant award was increased to $6,000 per participating teacher. LEAs may use matching funds for any additional program costs above the $6,000 grant fund maximum.
26. **Question:** The instructions of the RFA for the Mathematics Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant states that grant funding can be used for any of the following: cost for tuition, books, fees, or release time/sub cost. If we are partnering with an organization that offers asynchronous or evening classes, are we still able to use grant funds to pay teachers to complete their courses? This would be extra duty pay rather than needing to have to cover the cost of a substitute.
    Answer: Authorizing legislation states that the use of grant funds includes coursework, books, fees, tuition, and release time and/or substitute cost. Since asynchronous or evening classes would not require time off from regularly scheduled activities, extra duty pay would not be considered an approved use of grant or matching funds.

27. **Question:** Can we use matching funding from outside the LEA to be used for matching? Some types of other funding that could be interested in matching could include other grant funded sources.
    Answer: Yes. Include this information in the budget narrative (RFA Question #5).

Data Reporting and Responsibilities Post Grant Award

28. **Question:** Are we required to collect any data to receive annual funds?
    Answer: Yes. Per legislation, grantees must commit to the Commission's requirements for data collection, evaluation, and reporting. This may include an annual roster of Mathematics, Reading and Literacy Grant participants and demographic data.