**California Department of Education**

# Report to the Governor, the Legislature, and the Department of Finance: Educator Workforce Investment Grant Program Professional Learning Grants



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**Multilingual Support Division and Special Education Division**

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*Description:* Educator Workforce Investment Grant Program: Professional Learning Grants

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2022–23 California State Budget

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## Executive Summary

This report is required by Section 124 of the Education Omnibus Budget Trailer Bill, Assembly Bill 185 (Chapter 571, Statutes of 2022), of the California State Budget. This report provides an update regarding the Educator Workforce Investment Grant (EWIG) Programs: Effective Language Acquisition Programs (ELAP) and Special Education-Related Professional Learning (PL) focused on Universal Design for Learning (UDL).

The California Department of Education (CDE) received an appropriation of $20 million to further support the EWIG Program, established pursuant to Section 124 of Assembly Bill 185 (Chapter 571, Statutes of 2022), to coordinate and support professional learning opportunities across the state. The total appropriation was divided equally between the Multilingual Support Division and Special Education Division (SED) to allocate to a County Office of Education (COE) or consortium of COEs with expertise in developing and delivering high-quality PL to teachers and paraprofessionals in public schools serving transitional kindergarten, kindergarten, and grades one through twelve to provide PL opportunities for educators throughout the state in a manner that aligns with the statewide system of support.

Of the $20 million EWIG program appropriation, the Multilingual Support Division received $10 million to award to COEs/consortia of COEs to provide PL opportunities to implement effective language acquisition programs for English learner (EL) students. The CDE Multilingual Support Division, in collaboration with the California Collaborative for Educational Excellence (CCEE), selected four COE consortia to be awarded $2.5 million. On July 19, 2023, the CDE notified the fiscal agents of each of the four consortia of their selection. The fiscal agents of each selected consortium, hereafter referred to as the grantees, are Sacramento COE, San Bernardino County Superintendent of Schools, Los Angeles COE, and Orange County Department of Education. The grant period commenced August 1, 2023, and the funds will be paid out to each grantee in three installments of $1.5 million; $500,000; and $500,000 over two years.

The CDE SED received $10 million to allocate to COEs/consortia of COEs to provide PL opportunities with a focus on UDL to teachers and paraprofessionals across the state. The CDE SED awarded the Placer COE $10 million in April 2023. The grant period commenced July 1, 2023, and the funds will be paid in two $5 million installments over two years.

## State Statute and Authority

Section 124 of the Education Omnibus Budget Trailer Bill, Assembly Bill 185 (Chapter 571, Statutes of 2022), provided $20 million through the 2024–25 fiscal year for an EWIG Program to support one or more competitive grants for PL opportunities for teachers and paraprofessionals across the state. The grants approved for funding were provided as follows:

* $10 million divided equally among four separate grantees for conducting PL activities designed to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, building and strengthening capacity to implement the EL Roadmap adopted by the State Board of Education (SBE) in July 2017, and bilingual and biliterate proficiency.
* $10 million to one grantee for conducting PL activities focused on UDL to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.

The CDE and the CCEE facilitated coordination between the EWIG grantees and the California System of Support subject matter project leads that are currently authorized by California *Education Code* *(EC)* Section 52059.5(b).

## Legislative Reporting Requirements

Section 124(e) of the Education Omnibus Budget Trailer Bill, Assembly Bill 185 (Chapter 571, Statutes of 2022), requires that the CDE and the CCEE report, in September of each year, the following information to the appropriate policy and fiscal committees of the Legislature, the Department of Finance, and the Governor:

1. The process for awarding grants,
2. The name of each grant recipient,
3. The amount awarded to each grant recipient,
4. The activities provided with grant funds, and
5. If available, the number of schools and educators served.

## Effective Language Acquisition Programs Professional Learning

### Process for Awarding Grants

The EWIG: ELAP grant succeeds the 2019 EWIG: EL Roadmap Policy Implementation investment grant that supported statewide PL around the implementation of the EL Roadmap. The California Legislature appropriated $10 million to create and deliver PL opportunities designed to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, building and strengthening capacity to implement the EL Roadmap adopted by the SBE in July 2017, and bilingual and biliterate proficiency.

In spring 2023, the EWIG: ELAP Request for Applications (RFA) was issued by the CDE and the CCEE. Four applications were received, which included four consortia of COEs, one for each zone (A, B, C, D). As described in the RFA, zones are based on geographic locale as well as existing relationships within the Statewide California System of Support among California County Superintendents Association regions and Geographic Lead Agencies. Through a competitive grant process, the CDE, in collaboration with the CCEE, selected four grant recipients, approved by the SBE, which will serve as the fiscal agent to a consortium of COEs within each zone. The four selected grant recipients for the EWIG: ELAP participated as dedicated partners in the 2019 EWIG: EL Roadmap program, which created coherence across investments. In addition, each grant recipient brings a wealth of knowledge and skill in developing and providing PL to teachers, paraprofessionals, school leaders, and counselors in public schools serving kindergarten and grades one to twelve, inclusive.

To review this RFA, please visit the [CDE EWIG ELAP RFA web page](https://www.cde.ca.gov/fg/fo/r28/ewigelap23rfa.asp).

### Grantees and Amount Awarded

The CDE, in collaboration with the CCEE, selected Sacramento COE (Zone A), San Bernardino County Superintendent of Schools (Zone B), Los Angeles COE (Zone C), and Orange County Department of Education (Zone D) as the four EWIG: ELAP grant recipients. The CDE awarded $2.5 million to each recipient, and the grant period began August 1, 2023, and ends on June 30, 2025.

As stated above, each of the four grant recipients will serve as the fiscal agent for a consortium of COEs within each zone. The four grantees have formed a statewide structure for PL called EL Roadmap Power in Collaboration across California (EPiCC). EPiCC proposes to meet monthly to ensure efficiency, coherence, and alignment in grant implementation and to leverage the knowledge and momentum gained in the 2019 EWIG: EL Roadmap program. The four grantees will collaboratively work within the statewide system of support to build the capacity of local educational agencies (LEAs) across the state by providing PL opportunities for teachers, paraprofessionals, school leaders, and counselors to implement effective language acquisition programs for EL students.

### Activities Provided with Grant Funds

The EWIG: ELAP grant period commenced on August 1, 2023. Because grantees received Grant Award Notifications on this date and are currently in the process of receiving funds, the CDE does not yet have reports on activities grantees have completed. However, each grantee is expected to build capacity to support LEAs with PL opportunities for teachers, paraprofessionals, school leaders, and counselors in early education and public schools serving transitional kindergarten, kindergarten, and grades one to twelve (inclusive) across the state.

The CDE expects each grantee to design PL to provide high-quality learning experiences that support the systemwide implementation of effective language acquisition programs for EL students. PL may include integrated language development within and across content areas, building and strengthening capacity to implement the EL Roadmap, and bilingual and biliterate proficiency. The CDE expects each grantee to complete the following:

* Develop, and deliver free of charge to LEAs statewide, professional development and PL opportunities that are publicly available, content-focused, standards- and research-based, incorporate active learning, support and promote collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and are of sustained duration.
* Leverage and use expertise and resources already identified, developed, and available to advance the goal of effective English language acquisition programs implementation.
* Provide PL opportunities in a manner that is consistent with the statewide system of support and work within the statewide system of support to provide professional development and PL opportunities.
* Provide ongoing coaching and training for school staff that supports the PL opportunities provided.
* Design and develop PL opportunities to include early educators.
* Provide ongoing training to develop mentors and coaches that support school staff in high-need settings.
* Review PL opportunities offered to ensure they are high-quality.
* In consultation with the CDE and the CCEE, participate in the development of an evaluation and evaluate the PL opportunities offered for their effectiveness.
* Identify any existing gaps in capacity to deliver high-quality PL opportunities on a statewide basis and work with PL providers and other partners to address those gaps.
* Provide program information, as needed, to the CDE.

Per the RFA, grant recipients are required to provide a summary of activities in an annual report, by July 15 of each year, to the CDE. The annual report must identify both collective and individual contributions, including (but not limited to) the following:

1. Results to date of project analysis to assess progress toward the project goals. These results include multiple proposed measures that evaluate the increased capacity of the grantees to provide quality assistance and expertise to LEAs. In consultation with the CDE and the CCEE, evaluate the PL opportunities offered or funded pursuant to this section for their effectiveness. The grantee or grantees shall participate in the development of the evaluation.
2. Professional development implementation resources identified, calibrated, coordinated, developed, and implemented (including systems and processes) that are focused on effective language acquisition programs, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy across the state.
3. Technical assistance and professional development opportunities provided to early educators, teachers, paraprofessionals, school leaders, and counselors in various formats, including asynchronous offerings.
4. The number of unduplicated early educators, teachers, paraprofessionals, school leaders, classrooms, schools, LEAs, counties, and regions served; and
5. Evidence of coordination and collaboration with other agencies of the system of support, including (but not limited to) COEs, Regional EL Specialists, the CCEE, and the CDE.

By the next annual legislative report due on September 1, 2024, the CDE will have information from the grantees and be able to report more completely on the activities provided with the grant funds.

### Number of Schools and Educators Served

Per statute, this information must be reported if available. While this information is not currently available, the CDE will report on the number of schools and educators served by the grantees in the next annual legislative report in September 2024.

## Special Education Professional Learning

### Process for Awarding Grants

The CDE and the CCEE invited California-based COEs to apply for the Special Education EWIG. Grant applicants were required to demonstrate the ability to provide expertise in developing and providing PL on UDL to improve inclusive practices for general and special education teachers, paraprofessionals, school leaders, and counselors in public schools serving transitional kindergarten; kindergarten; and grades one to twelve, inclusive.

On March 15, 2023, the SED received two applications for this grant. One of the applications was disqualified as it did not meet the requirements to apply. The remaining application—from the Placer County Office of Education (PCOE)—was read and scored by a panel of CDE reviewers the week of April 10, 2023. Additionally, before being awarded the grant, the PCOE was required to participate in panel interviews with representatives from the SED, the CCEE, and the SBE before the SBE’s determination of the winning bidder. Following this panel interview, the PCOE was recommended to the SBE as the sole grant recipient, and the SBE confirmed this choice.

### Grantees and Amount Awarded

As indicated above, the PCOE is the selected grantee for the Special Education EWIG, which covers the grant periods beginning July 1, 2023, to June 30, 2024, and July 1, 2024, to June 30, 2025. The total budget for the 2023–24 and 2024–25 calendar years is $10 million. The grant will be divided into two separate $5 million payments over the course of two years.

The PCOE is expected to work collaboratively with and within the Statewide System of Support to build the capacity of LEAs across the state by providing PL opportunities for teachers, paraprofessionals, school leaders, and counselors in UDL to improve inclusive practices for all pupils (including pupils with disabilities) in general education settings. Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors should include strategies for high-quality instruction and special education-related professional development aligned to the Quality Professional Learning Standards.

### Activities Provided with Grant Funds

The Special Education EWIG grant period commenced June 1, 2023. Because the grantee received their Grant Award Notifications recently and is currently in the process of receiving funds, the CDE does not yet have information from the grantee on activities it has completed. However, the PCOE is expected to continue to build upon the resources developed in the initial grant to increase educators’ capacity in UDL experiences for inclusion, access, and equity for all learners.

The PCOE began meeting the goals of the EWIG when they received the initial Special Education EWIG grant in 2019. Since then, the PCOE has worked with its network of partnerships to successfully support UDL implementation across the state. Working closely with CAST (formerly the Center for Applied Special Technology), a nonprofit education research organization that created the UDL framework and guidelines, five COEs previously involved in the first grant will continue to scale and build on the work of the California Coalition for Inclusive Literacy project within and across their regions. Additionally, through the current grant, they will continue to provide support for partner Geographic Leads and the schools and districts of their respective counties. The PCOE will utilize a train-the-trainer model to onboard and provide the new partners with the capacity to support their regions and expand services to additional Geographic Leads in the future. All partners will learn about UDL at the systems level and how to support school-based administrative teams as they design and execute school improvement plans using CAST’s research-based UDL School Certification and Implementation Criteria. As the selected grantee, the CDE expects the PCOE to complete the following:

* Develop and deliver, free of charge to LEAs statewide, professional development and PL opportunities that, at minimum, are publicly available, content-focused, standards and research-based, incorporate active learning, support and promote collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and are of sustained duration.
* Leverage and use expertise and resources already identified, developed, and available, including (but not limited to) expert leads established pursuant to *EC* Section 52073.1 and the special education resource leads established pursuant to *EC* Section 52073.2, to advance the goals of this section.
* Provide PL opportunities in a manner that is consistent with the statewide system of support pursuant to Article 4.5 (commencing with *EC* Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of California *EC*.
* Provide ongoing coaching and training for school staff that supports the PL opportunities provided pursuant to this section.
* Design and develop PL opportunities to include early educators.
* Work within the statewide system of support to provide professional development and PL opportunities.
* Provide ongoing training to develop mentors and coaches that support school staff in high-need settings.
* Review PL opportunities offered pursuant to this section to ensure they are high-quality.
* In consultation with the CDE and the CCEE, evaluate the PL opportunities offered or funded pursuant to this section for their effectiveness. The grantee or grantees shall participate in the development of the evaluation.
* Identify any existing gaps in capacity to deliver high-quality PL opportunities on a statewide basis and work with PL providers selected pursuant to this section and other partners to address those gaps.

Per the RFA, the grant recipient is required to provide a summary of activities in an annual report, by July 15 of each year, to the CDE. The annual report must identify both collective and individual contributions, including (but not limited to) the following:

1. Proposed multiple measures to assess progress toward the program goals that evaluate the increased capacity of the grantee and partner(s) to provide quality assistance and expertise to LEAs.
2. Special education-related professional development implementation resources identified, calibrated, coordinated, developed, and implemented.
3. Technical assistance and PL opportunities provided to teachers, paraprofessionals, school leaders, and counselors related to special education.
4. Evidence of coordination and collaboration with other agencies of the Statewide System of Support, including (but not limited to) COEs, Regional EL Specialists, the CCEE, and the CDE.
5. The number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served.

By the next annual legislative report on September 1, 2024, the CDE will have information from the PCOE and be able to report more completely on the activities provided with the grant funds.

### Number of Schools and Educators Served

Per statute, this information must be reported if available. While this information is not currently available, the CDE will report on the number of schools and educators served by the PCOE in the next annual legislative report in September 2024.