

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

gad-july20item01

# California State Board of Education July 2020 Agenda Item #22

**Subject**

Request to Ratify the California Department of Education Grant Application to the U.S. Department of Education’s Education Stabilization Fund: Rethink K-12 Education Models Grant.

**Type of Action**

Action, Information

**Summary of the Issue(s)**

Beginning in March 2020, nearly all schools in California closed in response to California Governor Gavin Newsom’s Executive Order N-33-20, which issued a Statewide “shelter in place” to protect the health and well-being of all Californians and to establish consistency across the state in order to slow the spread of COVID-19. This created an unprecedented need for local educational agencies (LEAs), educators, students, and families to engage in distance learning in a rapid manner in order to meet the new learning environment necessitated by the pandemic.

The Coronavirus Aid, Relief, and Economic Security (CARES) Act, signed by President Trump on March 27, 2020, included $30.75 billion in emergency education funding to states. Congress set aside one percent of the $30.75 billion allotted to the Education Stabilization Fund through the CARES Act for grants to States with the highest coronavirus burden. One of the ways the U.S. Department of Education (ED) has made funding available is through the Education Stabilization Fund-Rethink K12 Education Models (ESF-REM) Grant. More information about the grant is available at <https://oese.ed.gov/offices/education-stabilization-fund/states-highest-coronavirus-burden/>.

The ESF-REM Grant was created to provide support to State educational agencies (SEAs) in states with the highest coronavirus burden. The grant funds will allow participating states to address specific educational needs of students, their parents, and teachers in public and non-public elementary and secondary schools in accordance with section 18001(a)(3) of the CARES Act.

Applying SEAs were required to propose projects that meet one of three of the following absolute priorities: (1) provide funding through microgrants so parents can meet the educational needs of their school-age children through increased access to high-quality remote learning; (2) develop and/or expand high-quality course-access programs or statewide virtual school; or (3) demonstrate a rationale to address the specific educational needs of their states, as related to remote learning.

On April 30, 2020, ED invited states to apply for the ESF-REM Grant with a deadline of June 29, 2020. In order to be considered for a grant, states were required to create an implementation plan and timeline for key grant activities; demonstrate a plan assessing the number of students served, parent satisfaction, including the types of new remote learning options that would be available through the proposal; provide an analysis of immediate needs and how the project would address those needs through improving student outcomes; and to include a signed letter from the Governor supporting the plan.

Each state was assigned a “Coronavirus Burden” score, and ED assigned California in the twenty-first through fortieth percentile (the second-lowest quintile) for the COVID-19 burden. As a result, California received eight out of a total of 20 points. The Coronavirus Burden was calculated by examining the following four areas of comparison: the percent of the population without access to broadband, the percent of K–12 students in poverty, each state’s percentage share of COVID-19 cases per capita, and the percent of students who live in a rural educational area.

The CDE notified ED on May 19, 2020, of the intent to apply on behalf of the State of California.

The application had a deadline of June 29, 2020. Through collaboration with CDE, the California State Board of Education (SBE), and the Governor’s Office, the application was submitted on June 25, 2020.

ED intends to make awards by no later than August 2020.

California’s proposal addressed absolute priority number two (developing and/or expanding high-quality course-access programs or statewide virtual school). If funded, ***the California Open Education Project: Developing a Statewide Remote and Distance Learning Online Course Access and Learning Management System*** (shortened to CalOpEd Project) will use grant funds to: 1) develop, populate, and implement a statewide course-access program; 2) widely disseminate academic content to the public, 3) ensure access to innovative courses, including the Universal Design for Learning curriculum, to all grades six through twelve students in California, and 3) provide access to college and career distance learning curriculum for educators and parents, especially for those in remote and rural regions that have historically lacked funding and/or capacity to access quality digital coursework and content to supplement or replace site-based instruction.

The project provides access to college and career distance learning curriculum for educators and parents, especially for those in remote and rural regions that have historically lacked funding and/or capacity to access quality digital coursework and content to supplement or replace site-based instruction.

The proposal aims to build on California’s work for an inclusive and equitable education that prepares students to meet the demands of a technologically expanding economy and education environment. Additionally, this proposal will align with the State’s long-term goal of closing the achievement gap by offering courses to students from underserved and rural regions. The project will also maximize potential of the CTE Online platform to create distance learning collections and create repositories for sector specific resources, appropriate for remote implementation. The CTE Online platform can be found on the CDE webpage at: <https://www.cde.ca.gov/ci/ct/gi/cteonline.asp>.

**Recommendation**

The CDE recommends that the SBE ratify California’s ESF-REM Grant Application to develop a statewide course-access program for all grade six through twelve students in California, in order to help students be career and college ready across the State’s regional, demographic, and economic differences.

**Brief History of Key Issues**

In March 2020, the College and Career Transition Division established a task force to address the shift that LEAs and adult schools had to make to move to an online environment as a result of COVID-19. A survey was sent out on April 1, 2020, to collect data from the field to inform the work of the task force. The task force utilized the data collected to create an action plan with short-term (i.e., platform development), mid-term (i.e., initial lesson development), and long-term (i.e., on-going and sustained lesson development) objectives. The objectives below formed the basis for developing the CalOpEd Project Grant Proposal. Attachment 1 is the project abstract that was required for the grant application.

California aims to increase access to an inclusive and equitable 21st Century education that prepares all students to be college and career ready (CCR) across the State’s regional, demographic, and economic differences. New demands from the remote workplace, rapid globalization, shifts in demographics, and school models due to COVID-19 are creating a new urgency to innovate CCR education.

Communication, critical thinking, creative problem-solving, and collaboration are essential prerequisites for this work. Equally important, learners must be able to continuously adapt and self-manage their future in response to ongoing and rapid change. The COVID-19 crisis has identified how the State must address and develop solutions to unprecedented issues in education and workplace settings. The CDE has addressed the recent COVID-19 crisis through an expanded emphasis on partnerships, social-emotional learning support, program development and implementation, and guidance resources for the new requirements of delivering educational services. CDE COVID-19 Resources can be found on the CDE webpage at [https://www.cde.ca.gov/ls/he/hn/coronavirus.asp](https://www.cde.ca.gov/ls/he/hn/coronavirus.asp" \o "CDE's COVID-19 Resources Web page).

Undergirding the CCR infrastructure (CCRI) is the work of the California Workforce Pathways Joint Advisory Committee (CWPJAC) as defined by its Guiding Policy Principles to Support Student-Centered K–14+ Pathways (Guiding Policy Principles) and its 12 Essential Elements of a High-Quality College and Career Pathway (12 Essential Elements). CWPJAC Resources can be found on the CDE webpage at <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

One of the CWPJAC’s guiding policy principles is to pivot toward purposeful integration of the student experience across systems and into college and careers, with the goal of a statewide CCRI that can engage students of all ages for careers and lifelong learning while addressing the emerging workforce needs. While all 12 Essential Elements of a High-Quality College and Career Pathway can be linked to the CalOpEd grant goals, objectives, and deliverables, one that is of special relevance to the grant is the **Student-Centered Delivery of Services. This Essential Element is described in the following manner:** all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.

COVID-19 has exposed three factors when it comes to K–12 education. First, the digital divide was exacerbated when it came to offering K–12 courses and programs in an online environment. The CDE has undertaken a major effort to close this expanding digital divide through increasing resources to K–12 school districts. The State Superintendent of Public Instruction (SSPI) has called for a statewide effort through a public-private partnership <https://www.cde.ca.gov/nr/ne/yr20/yr20rel51.asp>. Also, CDE is providing information and resources regarding COVID-19 response efforts, including a guidance document for safely reopening schools for the 20-21 school year <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>.

Second, COVID-19 amplified concerns around the digital divide for students from under-resourced populations. Therefore, transforming learning loss to accelerated learning is a top priority of the SSPI when schools begin reopening for the 2020–21 school year.

Third, CCR course and program offerings frequently engage learners in project-based coursework; yet there are limited resources to ensure that this continues in a COVID-19 educational environment. The CalOpEd project directly addresses this third factor, but has wide-ranging implications for the first two factors described above. When completed, CalOpEd deliverables should provide additional professional learning resources to support remote and rural regions that have historically lacked funding and/or capacity to access quality digital coursework and content to supplement or replace site-based instruction. Attachment 2 lists outs the project responsibilities, timelines, and milestones.

ED required that all applicants sign-off on various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs and that the applicant will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out. Attachment 3 is CDE’s assurances sign-off.

**Fiscal Analysis**

The CDE is requesting a total amount of $19,394,155, over three years from the ED to fund the CalOpEd Project.

**Attachment(s)**

* Attachment 1: Education Stabilization Fund: Rethink K-12 Education Models Grant Project Abstract (1 page)
* Attachment 2: CalOpEdProject Timelines and Milestones (5 pages)
* Attachment 3: Education Stabilization Fund: Rethink K-12 Education Models Grant Assurances Sign-Off (3 pages)

**Attachment 1**

## Education Stabilization Fund: Rethink K-12 Education Models Grant Project Abstract

The California Department of Education (CDE) selects Absolute Priority 2 for the **California Open Education Project** (CalOpEd). Grant funds will support the development of a course-access and learning management system called the Statewide Learning and Teaching Equity (SLATE) platform. The CDE will develop and disseminate academic content to the public to ensure access to college and career preparatory courses and Universal Design for Learning distance learning curriculum for educators, parents, and all sixth through twelfth grade students in California. CalOpEd will provide additional professional learning resources to support remote and rural regions that have historically lacked funding and/or capacity to access quality digital coursework and content to supplement or replace site-based instruction.

The three primary project objectives are to (1) provide a common, enterprise-level learning management system and collaboration platform so parents, teachers, and students have access to quality digital learning resources and enhanced instructional materials, (2) organize a statewide stakeholder group consisting of parents, community leaders, industry partners, and education leaders to identify critical needs and provide ongoing monitoring and input, and (3) convene regional educator teams to collaboratively write, curate, and develop a repository of courses, curriculum, and professional learning modules. The CDE will administer this project to support innovation in distance learning and blended learning education. To aid educators, the CDE will extend SLATE to include a professional learning community platform and provide professional learning resources to guide teachers in distance learning and blended learning instructional strategies to accommodate shifting school-delivery formats and family needs. Key partners include the California County Superintendents Educational Services Association, the Association of California School Administrators, and the California Rural Education Network.

**Attachment 2**

## CalOpEdProject Timelines and Milestones

**Project Responsibilities, Timelines and Milestones**

**Objective 1**: Provide a common, enterprise-level learning management and collaboration platform - *Statewide Learning and Teaching Equity (SLATE).*

***Task 1*** - Conduct technical resource planning and development for SLATE. Creating Universal Design for Learning curriculum templates as course guides.

| **Responsibilities** | **Milestones** | **Timeline** |
| --- | --- | --- |
| * Develop and Deploy Canvas Open Source System for digital course authoring and distribution | * Canvas master licenses deployed for each region * Canvas sub-accounts to all local educational agencies identified for support | **Phase I**  June 2020 to March 2021 |
| * Integrate appropriate curriculum templates as course guides and digital learning repositories for content development teams | * Canvas blueprint course templates developed, copied, and shared to content development teams | **Phase II**  April 2021 to  June 2021 |
| * Integrate existing California education community of practice platforms and digital learning resource repositories | * Single-Sign On to Canvas Open Source System added to existing California education communities of practice * Digital Learning Object Repository centralized for multi-system distribution | **Phase II**  June 2021 to August 2021 |
| * Ongoing system support, assessments, and updates | * Ongoing user support * Two system assessment reports and resulting updates * Integration of student users | **Phase II to  Phase IV**  July 2021 to  June 2023 |

**Objective 2**: Organize a statewide stakeholder group consisting of parents, community leads, industry partners and education leaders.

***Task 2*** - Convene statewide stakeholder input and continuous guidance to identify critical needs and provide ongoing project monitoring and input.

| **Responsibilities** | **Milestones** | **Timeline** |
| --- | --- | --- |
| * Develop and distribute funding/objectives overview and input survey instruments to collect input on prioritized program focus areas from regional leads | * Survey findings for each region in California synthesized into a Statewide Needs Report | **Phase I**  July 2020 to December 2020 |
| * Create statewide findings report and deliver to regional leads and identify representatives to serve on Statewide Advisory of Future Education (SAFE) panel | * Statewide Needs Report delivered to the California Open Education Project (CalOpEd) Lead Team * Regional assignees approved for Statewide oversight | **Phase I**  July 2020 to December 2020 |
| * Establish members of SAFE, and set input process and ongoing quarterly schedule for guidance of CalOpEd activities | * Convene SAFE on quarterly schedule * Issue guidance report to CalOpEd lead team annually | **Phase I to Phase IV**  July 2020 to June 2023 |

**Objective 3:** Convene regional educator teams and learning content providers to collaboratively curate and develop a growing repository of courses, curriculum, interactive resources, professional learning modules and communities of practice.

***Task 3*** - Design and implement educator institutes to develop courses and curriculum.

| **Responsibilities** | **Milestones** | **Timeline** |
| --- | --- | --- |
| * Convene stakeholder group to do an evaluation of Career Technical Education Model Curriculum Standards (CTEMCS) and make recommendations for distance learning implementation and alignment with updated academic content standards * Develop timelines, identify priority content areas, format, support regimen, and outreach for professional learning - content design institutes | * Institute format specifications and outreach materials | **Phase I**  July 2020 to December 2020 |
| * Solicit regional educator design teams to participate in professional learning and writing institutes | * Rosters of participating design teams showing a diverse series of practitioners and subjects | **Phase I**  July 2020 to December 2020 |
| * Conduct content design institutes throughout the state and publish resulting materials * Plan, coordinate, market, and host a minimum of 4 virtual conferences and/or events (quarterly) for up to 3000 educators | * Inventory of coursework developed integrated with digital learning resources published to the SLATE platform * Professional Learning event planning and hosting | **Phase I to Phase IV**  December 2020 to May 2023 |

***Task 4*** - Ensure Universal Access to Diverse Coursework, Learning Resources and Instructional Models.

| **Responsibilities** | **Milestones** | **Timeline** |
| --- | --- | --- |
| * Create Universal Design for Learning Course Outline and curriculum templates * Integrate repositories of diverse learning resources as generated from quality learning resource providers and organize in relation to distance/digital learning applications | * List of agreements with national and statewide digital learning resource (DLR) providers and corresponding submissions * Integrated DLR repository with specialize search tags applied to distance/digital learning, standards aligned, and consumable formats | **Phase II to Phase IV**  July 2021 to June 2023 |
| * Enable local education initiatives to design and distribute instructional models and coursework that follow research-based learning design principles and are responsive to local community needs | * List of districts conducting their own digital learning resources institutes and professional learning communities with the CalOpEd system * Publish materials of those local teams applying research-based, locally proven resources and content | **Phase II to Phase IV**  July 2021 to June 2023 |
| * Create Distance Learning Guidance documents and re-align CTEMCS with identified academic misalignment and remote implementation * Develop and implement advanced assessment and certification package aligned to distance learning pathway courses in Arts, Media, and Entertainment (AME) pathways as a pilot * Analyze the scaling of AME pilot to additional industry sectors, but focusing on Science, Technology, Engineering, Arts, and Mathematics | * Competency-based assessment tools developed * Integration with SLATE * Pilot implementation | **Phase II to Phase IV**  July 2021 to  June 2023 |

**Attachment 3**

**Education Stabilization Fund: Rethink K-12 Education Models Grant Assurances Sign-Off**

**Application Requirement 5 Assurance**

The California Department of Education assures the U.S. Department of Education (USDE) that the CDE will comply with submitting information, as requested by the USDE, for evaluations the Secretary of Education may carry out.

**The CDE also signed off on the following:**

As the duly authorized representative of the applicant, I certify that the applicant:

Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.