**California Department of Education**

**Report to the Legislature, Department of Finance,
and the Governor**

# Educator Workforce Investment Grant Program: Professional Learning Grants



**Prepared by the**

**Multilingual Support Division and Special Education Division**

**Opportunities for All Branch**

**March 2021**

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

*Authority*: Section 84 of the Education Omnibus Trailer Bill (Senate Bill 75) for the 2019–20 California State Budget

*Recipient*s: Legislature, Department of Finance, and the Governor

*Due Date*: Annually on March 15 until grant funds are expended

**California Department of Education**

**Report to the Legislature, Department of Finance,
and the Governor**

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

## Table of Contents

[Table of Contents i](#_Toc67388953)

[Executive Summary 1](#_Toc67388954)

[State Statute and Authority 2](#_Toc67388955)

[California English Learner Roadmap Policy Implementation 2](#_Toc67388956)

[Special Education-Related Professional Development 10](#_Toc67388957)

**California Department of Education**

**Report to the Legislature, Department of Finance,
and the Governor**

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

## Executive Summary

This report is required by Section 84 of the Education Omnibus Trailer Bill [Senate Bill (SB) 75] for the 2019–20 California State Budget. The attached report provides an update regarding the activities of the Educator Workforce Investment Grant (EWIG) Programs: English Learner Roadmap (EL Roadmap) Policy Implementation and Special Education-Related Professional Learning.

In Spring 2020 the California Department of Education (CDE), in collaboration with the California Collaborative for Educational Excellence (CCEE), awarded two $5 million grants for the implementation of the EL Roadmap policy. The two grant recipients are as follows:

* Californians Together
* California Association for Bilingual Education (CABE)

Since April 2020, these two grantees have provided professional development and technical assistance to over 100 schools and local educational agencies (LEAs) regarding the EL Roadmap Policy adopted by the California State Board of Education (SBE).

In spring 2020, the CDE conducted the Request for Applications (RFA) process for the Special Education-Related Professional Learning grant. Due to the Coronavirus (COVID-19) pandemic, the award process was slightly delayed. However, in July 2020, the CDE awarded one grant of $4.9 million to the following organization:

* Center for Applied Special Technology Incorporated (CAST)

The CAST named their project the California Coalition for Inclusive Literacy (CCIL). CAST has since partnered with five county offices of education (COEs) to deliver the grant program objectives.

This report includes information regarding the progress and status of each of the three grantees.

If you have any questions regarding this report, please contact Sandra Covarrubias, Education Programs Consultant, Language Policy and Leadership Office, by phone at 916-319-0267 or by email at ELROADMAPPROJECT@cde.ca.gov.

## State Statute and Authority

The Budget Act of 2019, Section 84, provides $37 million through the 2022–23 fiscal year for an EWIG Program to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals across the state. The grants approved for funding were provided as follows:

* Ten million dollars to qualified entities for conducting professional learning activities designed to implement the California EL Roadmap Policy: Educational Programs and Services for English Learners, and
* Five million dollars to qualified entities for special education-related professional learning opportunities.

The CDE and the CCEE facilitated coordination among the EWIG grantees and California State System of Support subject matter project leads that are currently authorized by California *Education Code* Section 52059.5(b). Applicants proposing to partner with a COE or consortium of COEs were given positive consideration.

## Legislative Reporting Requirements

The CDE’s role is limited to conducting the award process, distributing funding, and providing technical oversight of the items contained within the RFA document for each program. Sections 84(d)(6) and (e) of the Education Omnibus Trailer Bill require that CDE and CCEE report on an annual basis 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, if available;
5. The number of schools served and the number of educators served.

## California English Learner Roadmap Policy Implementation

In recognition of the need to build capacity throughout the state to implement the comprehensive California EL Roadmap Policy: Educational Programs and Services for English Learners adopted by the SBE in July 2017, the California Legislature earmarked $10 million to create and deliver professional learning opportunities that are aligned with the California State System of Support. This professional development is designed to support the system-wide implementation of the EL Roadmap policy within LEAs.

In spring 2020, the CDE awarded two EWIG EL Roadmap Implementation grants for $5 million each with a grant period beginning April 3, 2020, and ending on June 30, 2023. The CDE used an RFA process in March 2020 just before the COVID-19 pandemic led to school closures and elevated the need for a focused effort to provide access to high-quality instruction. To review this RFA, please visit the CDE Educator Workforce Investment Grant: EL Roadmap Policy Implementation RFA web page at ~~https://www.cde.ca.gov/fg/fo/r28/elroadmap19rfa.asp~~ [This link is no longer available].

The CDE selected Californians Together and California Association for CABE as the two EWIG EL Roadmap Implementation grantees. These two organizations bring research-based strategies and resources to administrators and educators as tools to address student, teacher, parent, and educational system needs while pursuing a vision of powerful opportunities for learning multiple languages and receiving dual language instruction in California.

These organizations have expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving kindergarten and grades one to twelve, inclusive. The EWIG EL Roadmap Implementation grantees have committed to work collaboratively with all agencies of the California State System of Support, including COEs, Regional English learner Specialists, the CCEE, and the CDE. This robust communication network is key to building the capacity of LEAs across the state by providing training in EL Roadmap Policy implementation opportunities for teachers, paraprofessionals, school leaders, and counselors that support the use of evidence-based practices in root cause analyses and systems alignment. Both grantees share the goals of preparing educators to implement the vision, mission, and principles of the EL Roadmap Policy and build system mechanisms to address the needs of English learners. The professional learning activities are designed to support the system-wide implementation of the EL Roadmap Policy that align with the California State System of Support and dramatically improve multilingual academic opportunities and outcomes for English learners across California by:

* Building widespread awareness and foundational understanding of the EL Roadmap Policy’s vision, mission, and principles.
* Developing the capacity of COEs to support LEAs to improve programs and services for English learners preschool and grades one to sixteen, inclusive, and to work with LEAs in data-driven, locally designed, research-based continuous improvement processes.
* Designing delivery mechanisms and special content to support educators in the need to build capacity for distance learning, hybrid instructional delivery, and new configurations of schooling required to address public health urgencies of schooling during a pandemic, and provide approaches to educational recovery and socioemotional learning in response to the conditions resulting from the COVID-19 pandemic.
* Emphasizing and addressing the preschool through higher education vision of the EL Roadmap Policy involving partners and directing professional learning across that spectrum.
* Avoiding one-size-fits-all approaches to implementing the EL Roadmap Policy by facilitating local planning processes and shaping professional learning options to build capacity addressing the different contexts and priorities and needs of schools across the state.
* Focusing on local planning efforts through which cross-role teams and leadership, inclusive of parents and families, develop a shared understanding of the EL Roadmap Policy, an understanding of their English learner students’ needs, and local plans for professional learning and implementation.
* Providing coherent professional learning across roles that is asset-oriented, role-specific, supported through coaching and/or communities of practice, and builds upon the most recent research consensus on dual language development, effective instructional pedagogy for English learners in both English-instructed and dual-language program contexts.
* Building skills and strategies for implementing EL Roadmap Policy-aligned evidence-based instructional practices that effectively develop academic content knowledge, discipline-specific practices, academic language, integrated and designated English language development, and multilingual and multiliterate proficiency.
* Supporting the development of strong systems and defined processes for using data to monitor progress for self-evaluating English learner program strategies and activities. These systems and processes provide transparency into English learner and dual language achievement and serve as the foundation for continuous improvement.
* Creating professional networks across the state to share resources.

### Request for Application Deliverables

The RFA required the following deliverables:

1. Proposed multiple measures to assess progress towards the program goals that evaluate the increased capacity of the grantees and partners to provide quality assistance and expertise to LEAs;
2. EL Roadmap Policy implementation resources identified, calibrated, coordinated, developed, and implemented;
3. Technical assistance and training provided to teachers, paraprofessionals, and school leaders;
4. The number of teachers, paraprofessionals, school leaders, classrooms, schools, LEAs, counties, and regions served; and
5. Evidence of coordination and collaboration with other agencies of the statewide system of support, including but not limited to COEs, English learner Specialists, the CCEE, and the CDE.

The following section provides information about items 1–4 by grantee #1. Activities for item 5 are described at the end of the section.

The activities described below show webinars, meetings, and documents developed under these projects to support the implementation of the principles and elements contained in the EL Roadmap Policy.

### Grantee #1: Californians Together

#### English Learner Roadmap Implementation for Systemic Excellence

The Californians Together project, EL Roadmap Implementation for Systemic Excellence! (EL RISE!), is a collaboration with several lead agencies including the Sobrato Early Academic Language (SEAL), Loyola Marymount University’s Center for Equity for English Learners (LMU-CEEL), the National Resource Center for Asian Languages, and 20 COEs across the state of California.

EL RISE! provides a variety of interactive workshops on topics that assist LEAs to incorporate the EL Roadmap Policy into their work to build systems, deliver instruction, respond to the current pandemic needs, and ensure their local educational community benefits. See Table 1 below for topics. EL RISE! encourages LEAs to participate as teams to have a wider impact. EL RISE! uses current evidence-based professional learning practices to maximize engagement and ensure implementation at the local level focusing on identifying actions, services, programs, and resources that ensure equitable opportunities and outcomes for English learners. Participants leave with a wealth of resources and tools they can use to identify and respond to the needs of their English learners.

For more information and resources, please visit the Californians Together EL RISE! web page at <https://www.californianstogether.org/el-rise/>.

Table 1 below shows the total numbers for activities provided with grant funds in Year 1 of the project.

##### Table 1: Californians Together: EL Rise! Activities in Year 1 of the EWIG

| **Type of Resource or Activity****(Virtual)** | **Date(s) Completed** | **Major Objective** | **Attendees** |
| --- | --- | --- | --- |
| EL Roadmap Policy Implementation:Fall Administrator Webinar Series | August–September2020 | A series of three 1.5-hour webinars to support school leaders in addressing some of the major challenges in reopening schools and structuring supports for English learners during EL Roadmap Policy Implementation | 953 |
| EL Roadmap Policy ImplementationFall Teacher Webinar Series | August–September2020 | A series of four two-hour webinars (offered twice) to support teachers in addressing some of the major challenges in meeting and structuring supports for English learners in distance learning during EL Roadmap Policy Implementation | 1,266 |
| COE InternalCross Division-EL Roadmap Focus | September–December 2020 | Three four-hour sessions to articulate a vision for English learner programs and services and develop an internal COE EL Roadmap implementation plan | 59 |
| EL Roadmap Policy-AlignedLocal Control and Accountability Plan (LCAP) Toolkit Workshop  | November–December 2020 | Six three-hour sessions to provide resources and guidance for LEA teams to design an LCAP aligned to the EL Roadmap Policy principles | 107 |
| Developing an English learner Data Dashboard System | November 20, 2020 | One-hour session facilitated by San Diego COE for four Anchor COEs to introduce the Multilingual Education and Global Achievement (MEGA) Data Dashboard and EL Roadmap Policy Alignment | 15 |
| English Language Development (ELD) forElementary Teachers and Administrators Institute | January–May 2021 | Four two-hour sessions to support LEAs in designing responsive Designated ELD instruction aligned to the EL Roadmap Policy principles | 69 |

Table 2, below, presents the total numbers of educators and sites served with grant funds in Year 1 of the project.

##### Table 2: Californians Together: El Rise! School and Educators Served in Year 1 of the EWIG

| **Educators and Sites** | **Grades****K–1** | **Grades****2–3** | **Grades****4–6** | **Grades****7–8** | **Grades****9–12** | **No Grade Level Noted** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teachers | 279 | 98 | 96 | 41 | 63 | 341 | 918 |
| Paraeducators | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | 0 |
| Counselors | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | 22 |
| Administrators | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | 855 |
| Other (English learner/Program Specialists, stakeholders, etc.) | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | 659 |
| Classrooms | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added |
| School sites | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added |
| LEAs (Districts, Charters) | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added |
| COEs | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added | Not Added |

### Grantee #2: California Association for Bilingual Education

#### Multilingual California Project

The CABE Multilingual California Project (MCAP) is an effort of the Multilingual California Alliance involving five COEs (San Diego, Orange, San Bernardino, Fresno, and Butte), and San Diego State University (SDSU) along with at least 20 LEAs across the state. An advisory council comprised of renowned experts in the field of English learners and biliteracy education also collaborates with and supports this effort.

The MCAP has established an extensive network to support LEAs by providing access to a plethora of professional learning opportunities to support district and school implementation of the EL Roadmap Policy. These innovative research- and evidence-based professional learning sessions are designed for LEA teams to reflect on their local context to address the EL opportunities and accelerate achievement across preschool through grade sixteen (PK–16). The MCAP uses the Liberatory Design (LD) mindsets and modes as the theoretical framework for this work. The MCAP innovations are offered by CABE and their five COE partners to showcase the capacity of support available to the California system of support and the continuous improvement process.

Please visit the MCAP web page at <https://mcap.gocabe.org/> and click on the webinars and innovations links for more information and resources.

Table 3 below shows the total number of activities provided with grant funds in Year 1 of the project.

##### Table 3: CABE: MCAP Activities in Year 1 of the EWIG

| **Type of Resource or Activity (Virtual)** | **Date(s) Completed or Length of Activity** | **Major Objective** | **Total Number of Users or Participants**  |
| --- | --- | --- | --- |
| MCAP EL Roadmap Policy Implementation Website | Launched June 2020 (ongoing) | Disseminate MCAP information about activities, events, ongoing resource updates to support EL Roadmap Policy implementation | 11,412 visitors335 subscribers |
| LD Training for Effective EL Roadmap Policy Implementation | August 27–28,2020 | Coach partners re: EL Roadmap Policy, LD framework, and overall MCAP goals | 52 participants |
| EL Roadmap Policy Implementation: Fall Webinar Series (6 webinars total) | September – December 2020 | Stage 1 activity to build EL Roadmap Policy and MCAP awareness;Response to COVID-19 and distance learning | 1,486(unduplicated) |
| Learning Continuity Plan (LCP) Document Alignment with the EL Roadmap Policy | Launched: September 16, 2020 (ongoing) | Response to COVID-19 and distance learning; Requirement for all schools to submit an LCP by September 30, 2020 | 1,497 by email71 web visitors |
| Translation of EL Roadmap Policy-Aligned Documents | September–October 2020 | Disseminate Hmong translation of EL Roadmap Policy, COVID-19, and Emergency Documents to Butte COE and the Butte English learner Network | 40 LEAs in Butte County  |
| MCAP EL Roadmap Policy-Aligned Innovations Development | September–December 2020 | Plan for EL Roadmap Policy-Aligned Innovation delivery, mode, and content sessions to be launched in March 2021 | MCAP CABEMCAP Partners |
| Superintendents Forum for EL Roadmap Policy Implementation | October 14, 2020 | Bring partners and leaders together to plan implementation of Stage 1 and 2 EL Roadmap Policy Implementation activities | 37 attendees |
| Global Seal of Biliteracy and the EL Roadmap Policy (information sessions for SDSU students) | Launched: November 2020 (on-going) | Build awareness and recruit students interested in earning the Global Seal of Biliteracy at the university level as a part of EL Roadmap Policy Implementation | 70 SDSU students recruited to participate |
| EL Roadmap Policy-aligned Dual Language Resources website | Launched: December 2020 (on-going) | Response to COVID-19 and distance learning during EL Roadmap Policy Implementation; Need for Dual Language teachers | 62 visitors |
| Universal Design for Learning (UDL) and the EL Roadmap Policy: three-day Webinar Series | December 8–10, 2020 | Stage 1 activity to build awareness of MCAP and the EL Roadmap Policy; Response to COVID-19 distance learning | 585 (unduplicated) |

Table 4. below shows the total number of educators and sites served. Year 1 totals show 13,251 educators were served during Stage 1 activities. While this table does not show the total number of parents served, CABE MCAP reports that 414 parents were served in Year 1. This brings the total number of participants served in Year 1 to 13,665.

##### Table 4: CABE: MCAP Educators and Sites Served in Year 1 of the EWIG

| **Educators and Sites** | **Grades****K–1** | **Grades****2–3** | **Grades****4–6** | **Grades****7–8** | **Grades****9–12** | **No Grades Reported** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Totals** | 229 | 182 | 190 | 71 | 57 | 12,522 | **13,251** |
| Teachers | 214 | 168 | 174 | 63 | 50 | 1,392 | 2,061 |
| Paraeducators | 15 | 14 | 16 | 8 | 7 | 211 | 271 |
| Counselors | N/A | N/A | N/A | N/A | N/A | 4 | 4 |
| Administrators | N/A | N/A | N/A | N/A | N/A | 400 | 400 |
| No Role Identified | N/A | N/A | N/A | N/A | N/A | 10,515 | 10,515 |
| Classrooms | N/A | N/A | N/A | N/A | N/A | 1,324 | 1,324 |
| School sites | N/A | N/A | N/A | N/A | N/A | 851 | 851 |
| LEAs (Districts and Charters) | N/A | N/A | N/A | N/A | N/A | 433 | 433 |
| COEs | N/A | N/A | N/A | N/A | N/A | 54 | 54 |

#### California State System of Support Collaboration

As part of the deliverables, both grantees regularly attend collaboration meetings with the lead agencies brought together under the California State System of Support. The goal of the System of Support is to provide technical assistance to LEAs that are eligible under the state continuous improvement model. The CCEE, the Regional English learner Specialists, the EWIG grantees, the CDE, and the Geographic and Subject Matter Leads all meet to discuss and share the resources that define the California State System of Support. Both grantees attend statewide System of Support meetings, Regional English learner Specialists meetings, and quarterly technical assistance meetings with the CDE.

## Special Education-Related Professional Development

### Grant Award Process

The CDE, Special Education Division (SED), released the Special Education EWIG on December 3, 2019, in accordance with the requirements for conducting a formal RFA process and in coordination with other divisions at the CDE charged with implementing SB 75, Chapter 51, Statutes of 2019, Section 84. On February 14, 2020, the SED received five grant applications, which were read and scored by peer reviewers the week of February 24, 2020. Through the peer review process, two grant applicants were identified for participation in in-personal interviews. The interviews were conducted with representatives from the SED, CCEE, and the SBE. Interviews were conducted on March 9 and 10, 2020, and the CAST was recommended to the SBE as the sole grant recipient. The SBE confirmed this choice.

The SED granted an award amount of $4.9 million to CAST. The budget for the RFA was $5,000,000. Due to COVID-19 prompting necessary administrative changes to the grant award process, there was some delay in the completion of the grant award. The grant was fully awarded to CAST on July 20, 2020.

#### Activities Provided with Grant Funds

* **Building LEA Capacity to Support Students**

CAST named the grant project the CCIL. The first half of the 2020–21 fiscal year has been used to foster connections between CAST and its partner COEs, redesign the CCIL project for hybrid learning in a mostly virtual workforce, and identifying, developing, and disseminating resources.

CAST has partnered with these five COEs: Fresno, Los Angeles, Placer, San Joaquin, and Santa Clara to ensure that the CCIL work is well distributed throughout the state. The CCIL team holds monthly planning meetings with the COEs. During the first half of the fiscal year, these meeting times have been used to hire new staff, schedule COE trainings, schedule school or district professional development (PD), outline a monthly statewide PD schedule, and set goals for each of the training sessions.

CAST and the COE partners continue to meet on a bi-weekly basis with the California UDL Coalition and its capacity-building subcommittee to create a plan for disseminating expertise beyond the boundaries of the CCIL project itself.

* **Capacity Building through Statewide Partnerships and the System of Support**

During the first half of the 2020–21 fiscal year, CAST formed connections with multiple capacity-builders throughout the state including the California UDL Coalition; the Valley to Coast Collaborative (VALCO); members of the Supporting Inclusive Practices (SIP) project; the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center; Pivot Learning; Compton College; Alameda COE; San Marino Unified School District, and Ocean View School District.

CAST has met multiple times with representatives from VALCO, and CAST agreed to train several VALCO members as literacy ambassadors through the CCIL work in Los Angeles and Fresno. They will utilize this training to train staff in the six COEs with whom they work (Fresno, Kern, Los Angeles, San Luis Obispo, Santa Barbara, and Ventura).

CAST is working with the California UDL Coalition to disseminate information on CCIL’s free PD and recruit participants for training. Additionally, the California UDL Coalition is creating a blueprint for expanding on the work of CCIL by working with regional leaders to bring training information and materials back to their regions.

CAST met with representatives of the SIP project to discuss the overlap between projects and to share materials. Since this original meeting, SIP members have met with CAST on several occasions to continue the work together.

CAST and representatives from the EWIG EL Roadmap Implementation grant met to share information on the respective projects. They continue to collaborate to discuss and develop the partnership of the two grants.

On October 29, 2020, CAST presented at the CCEE All Leads Meeting and, as a result, made multiple connections with other organizations and System of Support leads. Additionally, CAST meets with the SED and CCEE to collaborate on integrating the work of CCIL with the work of the California System of Support, the CCEE, and the SED.

* **Professional Development and Educator Support**

CAST’s professional learning team already has an extensive amount of resources explicitly designed to support the implementation of special education best practices. During this quarter, CAST identified resources that are most relevant to the CCIL project and are modifying them to meet the needs of the unique California landscape. For example, they have redesigned their two-day Coaching Academy for remote training. This PD will introduce COE staff to both UDL and the wide array of coaching protocols that CAST has created to support school- and district-based educators around its implementation. When the CCIL project reaches this stage of implementing this PD, the Coaching Academy will deepen the COE staff’s capacity to coach school and district staff around the UDL inclusive literacy design process, understand the relationship between design and reading/writing outcomes, use reflective practices to inform decision-making, and ask and answer design questions. CAST has also modified its Instructional Rounds and Lesson Design Studios to support educators who are teaching remotely and in hybrid classrooms.

CAST has begun phase one of the CCIL Literacy Toolkit for COE coaches, school-based professional learning communities, and school improvement teams. In the first phase of this work, CAST researched and identified literacy best practices to highlight in the CCIL Literacy Toolkit. In phase two, CAST will organize these resources according to the UDL framework. Phase three will involve creating new resources to support comprehension and implementation such as case studies, classroom videos, interviews, and prototype lesson plans. In the final phase, the CCIL Literacy Toolkit will become interactive with options for educators to exchange best practices, ask each other questions, and publish lesson plans.

The CCIL project has released a series of assessment videos to support California educators with designing assessments for remote and hybrid learning. The first in this series was released in November 2020, the second in December 2020, and the remaining was released in January 2021. The goal of the video series is to support educators in thinking about assessment from a UDL perspective. A UDL approach to assessment includes a proactive design to make sure that assessments are accessible, flexible, engaging, and aligned to the intended learning objectives. The videos teach how to use frequent, formative assessment to improve instruction for all students by reducing barriers that may prevent robust learning. Whereas traditional tests and diagnostics tend to focus on identifying weaknesses and disabilities in the individual learner, assessments in a UDL approach focus more on identifying weaknesses and barriers in the design of the learning context itself. This makes it possible to probe whether a different set of options, a different path, or a different design might lead students to deeper and more meaningful learning, and provide the opportunity for students to express what they know or can do. Additionally, a UDL approach incorporates recurring and flexible assessments throughout instruction to provide ongoing, actionable feedback that educators and students can use before failure takes place. Along with the videos, the CCIL project released an assessment playbook. This playbook links the video content to transcripts and guiding questions that help the viewer to access the information in greater depth. The playbook also links the viewer to additional resources and tools. There have been over 1,000 views of the first video in the series and the number continues to increase. The second video also has hundreds of views as of the date of this report.

The CCIL project has also launched a webinar series titled “Designing for Literacy Development in the Hybrid Classroom.” This webinar series explores how to provide flexible options for learners to engage in, make meaning from, and express themselves in a hybrid classroom. The first webinar session titled “Becoming Expert Readers and Writers” was held in December 2020 and had 150 participants. The second webinar titled “Accessibility in Hybrid Literacy” was held in January 2021 and had 140 participants. There are an additional five webinar sessions scheduled through June 2021. Interested educators can register for these webinars or view the previous webinars at any time using the links in the flyer located on the Padlet link below.

The CCIL project has also created a Padlet to house links to the resources and PD created through the project. The Padlet currently contains links to the assessment videos and completed webinars, tips for remote literacy teaching, links to descriptions of upcoming webinars on designing for hybrid learning, and monthly highlighted resources. The Padlet is available here <https://padlet.com/jlevine_CAST/CCIL>.