

**California Department of Education**

# Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant

**REQUEST FOR APPLICATIONS**

**Application Due Date:**

**December 17, 2021,**

**by 4:00 p.m.**

Administered by the

Educator Excellence and Equity Division

California Department of Education

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## Overview

The California Department of Education (CDE) invites institutions of higher education (IHEs) and nonprofit organizations (NPOs) with expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving kindergarten and grades one to twelve, inclusive, to apply for a grant to design and deliver professional learning opportunities for teachers and paraprofessionals. The professional learning activities must be designed to provide high-quality instruction and computer science (CS) learning experiences that support system-wide implementation of the *California Computer Science Content Standards* (*CA CS Content Standards)* developed pursuant to California *Education Code* (*EC*) Section 60605.4.

### Introduction

The California Statewide System of Support is designed to build local capacity and assist local educational agencies (LEAs) in identifying and addressing inequities, as part of the continuous improvement process. This support includes three levels: (1) support for all; (2) individually designed, or differentiated assistance; and (3) intensive intervention.

The Statewide System of Support is made up of numerous support providers, and all are expected to work collaboratively to provide coordinated support to LEAs. In this system, lead agencies support this work by serving as facilitators, resource connectors, and capacity builders. The CDE, as one of the key state agencies in the system, continues to work to make the various state and federal programs more coherent and streamlined to avoid redundancies. Another key Statewide System of Support state agency, the California Collaborative for Educational Excellence (CCEE), provides customized support to county offices of education (COEs), LEAs, and charter schools. The goal of this broad system is to build local capacity to ensure that the LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school. More information about the California Statewide System of Support is available on the CDE California Systems of Support web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

In addition to the Statewide System of Support, individual and collective capacity are developed when the Quality Professional Learning Standards (QPLS), which identify elements of a quality professional learning system, are implemented well. The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning over time, which leads to improved educator knowledge, skills, and dispositions. Seven interdependent standards support professional learning that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information about the QPLS is available on the CDE QPLS web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

### Background

Educational equity is a cornerstone of California’s education system. CS education for all ensures each and every student develops foundational conceptual knowledge and proficiency in CS practices to provide the skills to responsibly and productively participate in a world in which digital technologies are broadly integrated. More than availability of CS classes, equity requires leaders and educators to carefully consider inclusive practices regarding how classes are taught, student recruitment and retention, instruction practices that guarantee universal access, and high expectations for all students (*CA CS Content Standards*, Introduction, p. 5).

The *CA CS Content Standards for California Public Schools, Kindergarten Through Grade Twelve,* 2018 were adopted by the California State Board of Education (SBE) on September 6, 2018. The *CA CS Content Standards* inform LEAs to ensure all students receive quality CS instruction. The standards contain significant themes, including equity, powerful ideas, computational thinking, and breadth of application. As a field, CS crosses multiple disciplines. Educators are encouraged to design CS learning experiences according to their local capacity and context, to meet the needs of their students. More information about the *CA CS Content Standards* are available on the CDE CS Education web page at <https://www.cde.ca.gov/be/st/ss/computerscicontentstds.asp>.

CS can be defined as “the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society” (Tucker et. al, 2006, p. 2). Although CS is not computer literacy, educational technology, digital citizenship, and information technology, it builds upon these and goes further in complexity and depth. CS requires students to not merely use technology as passive consumers. CS calls upon students to understand why and how computing technologies work, and then build upon that conceptual knowledge by creating computational artifacts. CS is:

* A skill that teaches students how to use computers to create, not just consume;
* A tool that helps you tell a story or make something happen with technology;
* A discipline that emphasizes persistence in problem solving—a skill that is applicable across disciplines, driving job growth and innovation across all sectors of the workforce; and
* A theory and practice that allows you to program a computer or a technological tool to do what you want it to do.

CS spans multiple disciplines, such as mathematics, science, English Language Arts, health, and visual and performing arts. The *CA CS Content Standards* includes interdisciplinary connections and are meant to be general suggestions as to relationships between content areas and do not constitute guidance for synonymous instruction between disciplines.

The *CA CS Content Standards* include five core concept areas, coupled with seven core practices that demonstrate ways in which students actively engage in CS learning experiences that build conceptual knowledge.

The CS **core concepts** include:

* Computing Systems
* Networks and the Internet
* Data and Analysis
* Algorithms and Programming
* Impacts of Computing

The CS **core practices** include:

* Fostering an Inclusive Computing Culture
* Collaborating Around Computing
* Recognizing and Defining Computational Problems
* Developing and Using Abstractions
* Creating Computational Artifacts
* Testing and Refining Computational Artifacts
* Communicating About Computing

The CS Strategic Implementation Plan (CSSIP) was approved by the SBE on May 8, 2019. The CSSIP provides guidance for local plan development and refinement of CS education, and includes a vision, mission, and CS principles. It is divided into three sections: Equity and Access, Supporting Educators to Teach CS, and Expanding CS Course Offerings. It was developed from the recommendations of the CSSIP Panel (Panel), comprised of teachers, administrators, faculty from IHEs, representatives from private industry, a public school student, a representative from a parent organization, and representatives from the California Commission on Teacher Credentialing (CTC) and the Instructional Quality Commission. The CSSIP is guided by the Panel’s vision of kindergarten through grade twelve (K–12) CS education with the goal of supporting California’s commitment to equity.

Per the CSSIP, California’s vision of CS education is to ensure that all students develop foundational knowledge and skills in CS to prepare them for college, careers, and civic engagement. The mission statements include the following: All schools offer rigorous and relevant CS education equitably and sustainably throughout grades K–12. All teachers are adequately prepared to teach rigorous and relevant CS aligned with the *CA CS Content Standards*. More information about the CSSIP is available on the CDE CSSIP web page at <https://www.cde.ca.gov/pd/ca/cs/cssip.asp>.

### State Statute and Authority

The Budget Act of 2021, Item 6100-195-0001, provides $5 million on a one-time basis to establish the Educator Workforce Investment Grant (EWIG): CS. The CDE will, to the extent possible, facilitate the coordination among the EWIG grantee and the subject matter projects currently authorized by state statute. Applicants that propose to partner with a COE or consortium of COEs will be given positive consideration.

As part of the EWIG Program, the CDE is providing this CS Professional Learning Grant Request for Applications (RFA). The selected grantee will become an important member of the Statewide System of Support, providing targeted support focused on strategies for providing high-quality CS instruction and CS learning experiences aligned to the *CA CS Content Standards* developed pursuant to *EC* Section 60605.4.

This EWIG: CS Professional Learning Grant will fund one successful applicant

$5 million from March 3, 2022, through March 29, 2024.

## Program Description

### Grant Information

This application covers the grant period beginning March 3, 2022, and ending March 29, 2024. Funds are available based on the application and proposed budget. The total grant budget for this RFA is $5 million. Alignment, communication, and collaboration within the Statewide System of Support are critical to the improvement process. In order to impact students in a variety of learning situations throughout California, the CDE will fund a CS EWIG that participates in the Statewide System of Support. Although scores from the review of the applications are important, they are not the sole determiners for funding. The selected applicant is subject to approval by the Executive Director of the SBE.

The selected applicant must be able to develop, support, and participate in a robust communication network, share expertise across the state with other agencies serving in the Statewide System of Support, and ensure that the development and delivery of professional learning opportunities is aligned with the structures and processes being developed by the Statewide System of Support.

### Eligibility Requirements

Lead applicants must be an IHE or an NPO with demonstrated expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving kindergarten and grades one to twelve, inclusive. Applicants that propose to partner with a COE or consortium of COEs will be given positive consideration. Applicants must be able to demonstrate knowledge of and capacity to implement the *CA CS Content Standards* in a manner that aligns with the Statewide System of Support. If multiple IHEs and/or NPOs partner, a lead applicant must be identified.

### Goals

One grantee will collaboratively work with the Statewide System of Support to build the capacity of LEAs across the state through professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors that pertains to strategies for high-quality instruction, and CS learning experiences aligned to the *CA CS Content Standards* and aligned to the QPLS.

* Structures collective learning around an evidence-based cycle of continuous learning and improvement, maintaining a consistent focus on shared goals
* Develop and include resources for teachers and paraprofessionals that use instructional techniques and strategies, including interactive and project-based activities with strong CS content, collaborative learning, inquiry-based pedagogy, and culturally and linguistically responsive teaching
* Develop differentiated instructional strategies in CS education to prepare and encourage young students and beginners, students with disabilities, female students, and underrepresented minorities
* Facilitates cycles of feedback and reflection that are spaced over time through opportunities for teachers to solicit and receive feedback and input to change instructional practice

The professional learning opportunities may include, but are not limited to:

* Establishing alignment and articulation of the *CA CS Content Standards* across content disciplines;
* Creating professional learning materials to inform teachers, paraprofessionals, school leaders, and counselors of practices that encourage and support diverse students and female students to pursue CS opportunities;
* Providing coaching and coaching support focused on teacher and paraeducator needs;
* Identifying and sharing models of effective practice to provide exemplars of best practice around curricular and instructional practice for teachers and other instructional staff;
* Encouraging COEs, LEAs, and IHEs to form partnerships that focus on long-term professional learning of teachers to enhance their CS content knowledge, pedagogical content knowledge, and instructional strategies; and
* Encouraging IHEs to assume greater responsibility for improving CS teacher education and to bring together K–12 teachers, paraprofessionals, administrators, and counselors for mutual professional growth.

Professional learning opportunities must conform to the best evidence regarding effective learning for educators. This includes, but is not limited to, the QPLS and sample indicators described in Table 1.

#### Table 1. Quality Professional Learning Standards and Sample Indicators

| Standard | Sample Indicators |
| --- | --- |
| **Data:** Uses varied sources and kinds of information to guide priorities, design, and assessment | * Uses formative and summative student achievement data, disaggregated by race, gender, English language learner status, special needs, foster youth, and/or socio-economic status, to identify critical student needs that require improved instruction, support, and leadership * Develops educators’ ability to meet students’ academic, cultural, social, physical, and emotional needs * Collects and reviews evidence of changes and/or improvements in collective practice |
| **Content and Pedagogy:** Enhances educators’ expertise to increase students’ capacity to learn and thrive | * Focuses on specific teaching strategies associated with discipline-specific curriculum content that supports teacher learning within the teachers’ classroom contexts * Deepens and extends subject-matter knowledge within educators’ own discipline and across other disciplines * Increases educators’ use of linguistically and culturally responsive materials * Creates multiple opportunities, in different settings, including built-in time for educators to practice, to receive feedback, and to revise their practice by the facilitation of reflection and solicitation of feedback * Uses instructional techniques and strategies, such as using authentic artifacts and interactive activities, that educators then use with students * Develops knowledge of, and skills for, how to address students’ academic, cultural, social, physical, and emotional well-being |
| **Equity:** Focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups | * Helps educators develop and understand that building on students’ abilities, perspectives, and potential contributes to increased student learning * Ensures that all educators have equitable access to effective professional learning and support * Supports educators to build trusting relationships with students, their families, communities, and one another; provide messages of high expectations; and create opportunities for meaningful participation |
| **Design and Structure:** Reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices | * Provides educators with dedicated time within the school schedule and leverages extended-time opportunities to learn, practice, implement, assess, and reflect upon new strategies that facilitate changes in their practice * Uses curriculum models, such as lesson plans; unit plans; sample student work; observations of peer teachers; and video or written cases of teaching, that provides teachers with a clear vision of effective practices * Actively engages educators in inquiry centered on authentic problems and instructional practices designed to be job-embedded and situated in as realistic as possible in the work setting of the learner so that theoretical learning and its practical applications are directly linked |
| **Collaboration and Shared Accountability:** Facilitates the development of a shared purpose for student learning and collective responsibility for achieving it | * Ensures that educators interact with content and are provided space to share ideas and collaborate in the learning, often job-embedded contexts, to create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district * Sets clear purposes, goals, and working agreements that support the sharing of practices and results within a safe and supportive environment * Structures collective learning around an evidence-based cycle of continuous learning and improvement, maintaining a consistent focus on shared goals * Capitalizes on relationships with networks that have specialized expertise or resources, in order to extend educators’ access to resources not available locally * Uses technology to support cross-community communication and extend educators’ access to learning and resources |
| **Resources:** Dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes | * Recognizes the leadership capacity of internal staff to present, facilitate, or coach targeted professional learning * Capitalizes on flexible staffing arrangements that allow for peer-to-peer learning * Requires time for collaboration and learning is made available in an ongoing and systematic way * Develops a cycle of activities, including theory, demonstration, practice, feedback, reflection, and coaching, that are spaced over time * Uses time within the school day for practice-embedded learning, but also provides release time when needed * Provides technology (hardware, software, and web-based) to enable educator learning, practice, and use of equipment and materials |
| **Alignment and Coherence:** Contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources | * Offers learning and practice activities that are directed toward meeting educators’ professional and performance standards * Reflects classroom, school, and district goals for students and educator growth, to which policies, structures, and practices are aligned * Supports novice educators’ induction and their ability to apply theoretical learning to real-world assignments and reflect upon results and next steps * Continuously extends experienced educators’ capacity to meet professional expectations and to meet the needs of all students through a coordinated system * Enables skilled veteran educators to assist novice educators and peers and to lead schoolwide and districtwide initiatives |

**Source:** CDE. 2015. Adapted from the QPLS.

### Responsibilities of Grantee

The grantee will focus directly on building capacity to support LEAs with professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors designed to provide high-quality instruction and CS learning experiences that support system-wide implementation of the *CA CS Content Standards* and are conducted in a manner that aligns with the Statewide System of Support. The selected grantee must be able to complete the following:

* Provide expertise to build capacity and effectively provide support to LEAs focused on the implementation of the *CA CS Content Standards*,
* Collaborate with the CA CS Coordinator at the CDE to provide guidance to the field to facilitate and promote the implementation of the *CA CS Content Standards* and the CSSIP,
* Identify existing resources, leverage partnerships, and develop new resources to improve outcomes for young women and underrepresented students,
* Serve as centers of expertise and partner in providing support with other facilitators and capacity builders in the Statewide System of Support,
* Provide necessary assistance to other EWIG grant recipients, when requested by the CDE,
* Fund in-state travel for the project lead to attend a semi-annual convening with others from the Statewide System of Support,
* Establish qualitative and quantitative goals to evaluate the capacity built within agencies developing and/or receiving services statewide to provide quality assistance and expertise to LEAs across multiple measures,
* Be adaptive, be responsive, and work with the statewide agencies to ensure coherence with existing systems of support and professional learning within the state, and
* Provide a written report summarizing the activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.

The CS EWIG Application must reflect the applicant’s: (1) knowledge and expertise relative to the *CA CS Content Standards* and QPLS; and (2) ability to leverage existing relationships to plan and implement a statewide CS network to develop and provide professional learning opportunities to teachers, paraprofessionals, and other K–12 educators in public schools designed to implement the *CA CS Content Standards* in a manner that aligns with the Statewide System of Support and the QPLS.

### Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed and any items that are deemed non-allowable, excessive, or inappropriate will be eliminated. Generally, all expenditures must contribute to the goals and objectives outlined in Section 1.

The grantee may enter into subcontracts with one or more COE, LEA, IHE, or not-for-profit educational service providers to assist in fulfilling the responsibilities outlined in Section 1.

Funds may not be used for rental of a venue to provide professional learning unless the expense is determined by the CDE to be a necessary and reasonable expense.

### Non-Allowable Activities and Costs

Funds provided under this grant may not be used for the following purposes:

* Supplanting of existing funding and efforts;
* Acquisition of equipment for administrative or personal use;
* Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities;
* Food services, refreshments, banquets, meals;
* Purchase of space;
* Payment for memberships in professional organizations;
* Purchase of promotional favors, such as bumper stickers, pencils, pens, or t-shirts;
* Subscriptions to journals or magazines;
* Travel outside the United States, or
* Travel to states included in Assembly Bill 1887’s travel prohibition list found at <https://oag.ca.gov/ab1887>.

### Administrative Indirect Cost Rate

Indirect costs (<https://www.cde.ca.gov/fg/ac/ic/>) reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. Funds used to pay indirect costs are best attributable to the partner that “uses” the corresponding funds as direct costs.

Certain types of costs (activities) require relatively minimal administrative support compared to the amount of dollars spent. These costs would distort the indirect cost process and are excluded from the calculation of the indirect cost rate. Following are the most common costs excluded from the calculation:

* Subagreements for Services (Object Code 5100),
* Capital Outlay (Object Codes 6000–6999),
* Other Outgo (Object Codes 7000–7499) and Other Financing Uses (Object Codes 7600–7699).

Since these costs are excluded from the determination of the indirect cost rate, it is not appropriate to include them in the pool of eligible program expenditures on which to charge indirect costs. (See the *California School Accounting Manual* at <http://www.cde.ca.gov/fg/ac/sa/index.asp>. Procedure 330 and 915 for further details on these categories of expenditures.)

Unlike other costs in Object Codes 5000–5999, Object Code 5100 costs are excluded from the calculation of the indirect cost rate and from eligible program expenditures on which indirect costs are charged (see Procedure 915). However, in recognition that some general administration is necessary to process a subagreement, indirect cost guidelines allow that up to $25,000 of each individual subagreement may be coded to Object Code 5800, Professional/Consulting Services and Operating Expenditures, with the remainder charged to Object Code 5100. The amount charged to Object Code 5800 is included in the calculation of the indirect cost rate and in eligible program expenditures on which indirect costs are charged. The $25,000 limit per subagreement applies each year throughout the duration of the subagreement.

As part of the EWIG Program, the grantee must limit administrative indirect costs to a maximum eight percent indirect cost rate.

For the purposes of this section, a modified total direct cost base consists of total direct costs minus the following:

* The amount of each sub-award in excess of $25,000
* Stipends
* Tuition and related fees
* Equipment, as defined in 2 *Code of Federal Regulations* Section 200.33

If an applicant has established a threshold for equipment that is lower than $5,000 for other purposes, it must use that threshold to exclude equipment under the modified total direct cost base for the purposes of this section.

## Accountability

### Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CDE, and other lead agencies in the Statewide System of Support. The grantee will participate in meetings to be convened by the CDE and the CCEE. Additionally, the following regular reporting will be completed and submitted:

* A quarterly fiscal activity report by grantee;
* A quarterly narrative report of identified resources, activities, and effective practices developed by each grantee, and by the partnership; and
* An annual program report by each grantee, and by the partnership, identifying the number of schools and educators served.

If the CDE does not receive the required reports, program activities are not completed, there is a lack of participation in meetings, or there is a negative trend in the dissemination of technical assistance, funding may be halted.

### Program Deliverables

The grantee must provide a summary of activities in the annual report identifying both individual and collective contributions including, but not limited to:

* Proposed multiple measures to evaluate progress towards the program goals that evaluate the increased capacity of the grantee and partner(s) to provide quality assistance and expertise to LEAs;
* CS implementation resources identified, calibrated, coordinated, developed, and implemented;
* Technical assistance and professional learning opportunities provided to teachers, paraprofessionals, school leaders, and counselors related to CS;
* Evidence of coordination and collaboration with other agencies of the Statewide System of Support, including but not limited to COEs, the CDE, IHEs, and NPOs; and
* Number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served.

## Application Procedures and Processes

### Application Timeline

| **Activity** | **Date** |
| --- | --- |
| RFA Release | October 25, 2021 |
| Application Workshop Webinar | November 4, 2021 |
| Application due to the CDE | December 17, 2021 by 4:00 p.m. |
| Intent to Award posted | February 10, 2022 |
| Last day for Appeals to be received by the CDE | February 17, 2022 by 4:00 p.m. |
| Final Awards posted | March 3, 2022 |

### Application Process

1. In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the evaluation rubric in Appendix A.
2. Each applicant will receive a single score. Reading members will be instructed to take a holistic approach in the application review process to rank and evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.
3. The application will consist of four general types of information: (1) Applicant Information, (2) Applicant Narrative, (3) Budget Information, and (4) Letters of Commitment. To prepare the application, follow the guidance provided in Section 5.
4. Applicants must submit the application by 4:00 p.m. on December 17, 2021.

* The applicant will receive email confirmation of the information submitted. If changes need to be made, resubmit the entire application prior to the submission deadline.
* The last submitted application will be the one considered for review.
* The CDE is not able to modify the application information after it is submitted.
* Incomplete or late applications will not be considered.

### Application Review

Complete applications will be reviewed and evaluated by the reading panel and will be evaluated using the Evaluation Rubric (Appendix A). Care is taken to ensure that reviewers have no conflicts with the applicants. Interviews with potential grantees may be conducted. All costs associated with the interviews will be the responsibility of the applicant.

### Technical Assistance

In order to impact students in a variety of learning contexts throughout California, the CDE and CCEE will attempt to fund a CS EWIG that partners with multiple entities and creates a statewide CS professional learning network. Although scores from the review of the applications are important, they are not the sole determiners for funding. The selected applicant is subject to approval by the executive director of the SBE.

The CCEE and the CDE staff will conduct one application information session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date and time of the CS EWIG Application information session is listed below:

* Application Webinar, November 4, 2021, 10:30 a.m. to 11:30 a.m. via <https://www.cde.ca.gov/fg/fo/r12/csewig21rfa.asp>

### Appeals Process

The CDE must receive the request for appeal, no later than **4:00 p.m. on**

**February 17, 2022.** Only the lead applicant may electronically submit an appeal via the link on the CDE EWIG Program web page. Appeals submitted via means other than the electronic link will **not** be accepted.

Appeals shall be limited to the grounds that the CDE failed to **correctly apply the standards for reviewing the application** as specified in this RFA. The appellant must file a full and complete written appeal, include the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application. A final decision will be provided in writing within 10 business days from the date that appeals are due to the CDE for this specific RFA.

### Grant Award Notification

Applicants selected for funding will receive a Grant Award Notification (CDE Form AO-400), the official CDE document that awards funds to local projects. The grantee must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

### Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of applicants and the grantee as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

#### Assurances and Certifications

The Dean of the Institution at the IHE and/or the CEO of the NPO, acting as the fiscal agent, must agree to Form A, Project Statement of Assurances.

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep on file and available for compliance reviews, complaint investigations, or audits.

General assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

#### Terms and Conditions

The grant award will be processed upon receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within 10 working days of receipt.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2021–22 fiscal year, and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display annual implementation showing how the grant will be used to provide professional learning opportunities to teachers and paraprofessionals in public schools in a manner that aligns with the Statewide System of Support. Proposed expenditures must demonstrate appropriate use of state funds.

**Note:** Funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires approval by the CDE.

## Program Application

A complete application is submitted electronically through the EWIG: CS Online Application, a link to which will be available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/csewig21rfa.asp>, shortly after the RFA is released. See Section 4 for instructions. Applicants must separately attach supporting evidence, such as budget and letters of commitment.

### Cost of Preparing an Application

The costs of preparing and delivering the application are the sole responsibility of the applicant. The CDE will not provide reimbursement for any cost incurred or related to the applicant’s involvement or participation in the RFA process.

### Application Narrative

The grantee will serve as a **capacity builder**, resource **connector**, and **facilitator**. Provide a narrative that describes how the applicant will address these multiple roles.

The applicant should be able to demonstrate how their expertise in creating professional learning opportunities for K–12 educators aligns to the QPLS and will support the understanding of the *CA CS Content Standards*, develop strong relationships with key regional and local partners and build common language across partners, build capacity and effectively provide support to LEAs focused on the implementation of the *CA CS Content Standards*, and develop the capacity of LEAs to provide high-quality instruction and CS learning experiences.

To complete the narrative:

* Address the prompts for the sections below,
* Refer to the scoring rubric in Appendix A to understand how responses will be evaluated by the reading panel, and
* Follow all application directions in Section 4.B.

#### Part 1—Computer Science Educator Workforce Investment Grant Goals and Activities

Applicants must demonstrate current expertise and qualifications to provide professional learning opportunities to teachers and paraprofessionals in public schools in a manner that aligns with the Statewide System of Support.

##### Vision and Mission

Articulate a theory of action for implementation and meeting the vision and mission included in the CSSIP at <https://www.cde.ca.gov/pd/ca/cs/cssip.asp>.

##### Quality Professional Learning Standards

Describe how the proposed professional learning will align with the QPLS and describe the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills pertaining to CS education. More information about the QPLS is available on the CDE QPLS web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

##### Computer Science Capacity Builder

Describe how the applicant will accomplish the following:

* Effectively use evidence-based practices, including coaching, to develop specific skills, such as content knowledge; problem-solving; analytical thinking; and critical thinking and analysis.
* Effectively use evidence-based practices, such as coaching, to improve foundational understanding of CS across grade bands and LEA systems and processes as described in the *CA CS Content Standards*, while teaching and using a common language when talking about CS education.
* Effectively use specific professional learning models and strategies to ensure that the capacity of teachers and paraprofessionals, along with other educators, increases as a result of the grant, while using iterative process(es) and measures to determine increased capacity.
* Effectively build the capacity of the system to improve CS education by developing coaching resources, training resources, and capacity that can be leveraged across the state.
* Develop and share materials for teachers that support the development of culturally and linguistically responsive instructional practices and strategies, prepare and encourage young students and beginners, students with disabilities, female students, and underrepresented minorities to enter fields related to CS.

Provide a table titled **Scope of Work** that illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. Year One is March 3, 2022 through June 30, 2022. Year Two is July 1, 2022 through June 30, 2023. Year Three is July 1, 2023 through March 29, 2024.

##### Computer Science Resource Connector

Describe how the applicant will accomplish the following:

* Select and implement evidence-based practices and programs that improve outcomes for CS education.
* Align professional learning opportunities to the concepts and practices of CS that are included in the SBE-adopted *CA CS Content Standards*.
* Integrate CS with other content disciplines and science, technology, engineering, mathematics (STEM) fields.
* Leverage and expand upon existing policies and infrastructures to support proposed activities.

##### Computer Science Facilitator

Describe how the applicant will accomplish the following:

* Partner with a COE or consortium of COEs.
* Build capacity, readiness, and strategies of the partners to address the goals of the grant.
* Convene and cultivate peer learning networks and/or communities of practice with a CS focus.
* Leverage and expand upon existing policies and infrastructures to support proposed activities.

Provide an organizational chart for this project that clearly illustrates the organizational structure, lists names, titles, role and responsibilities.

**Note:** Only one person can be identified as the Project Director.

##### Project Participants

Describe target participants, including their roles, the number of educators who will be served, and their locations, along with strategies for recruitment, selection, engagement, and retention of participants.

Provide Letters of Commitment addressed to the lead applicant and signed by the Dean of the specific department within the IHE who will oversee the grant and/or the Chief Executive Officer of the NPO, and the COE Superintendent in each participating COE partner, if applicable.

#### Part 2—Proposed Metrics

The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning. It is pertinent that the grantee collects, analyzes, reflects upon, and report various sources of data for evidence of changes and/or improvements in collective practice to anchor decisions about planning, implementing, or assessing quality professional learning.

It is required that the grantee will provide specific information, such as the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served, within quarterly and annual reports. The grantee agrees to be adaptive, be responsive, and work with the statewide agencies to ensure coherence with existing systems of support and professional learning within the state.

* Describe how the proposed evaluation plan is conceptually clear, integrated with the project goals and objectives, and technically feasible, and how the analysis of the data collected from project activities will aid in a better understanding of the characteristics and needs to support CS educations.

### Application Budget

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal’s goals and activities. A projected budget for the entire grant period (March 3, 2022–March 29, 2024) is required for the application. The budget will be reviewed and scored. It is suggested that proposals direct costs more towards professional learning activities to increase the capacities of teachers, paraprofessionals, and other educators. Provide expenditure amounts for the following areas:

* Internal staff compensation;
* Supplies required to support COEs, LEAs, and grant participants;
* Services provided by the applicant and external entities;
* Travel and communication expense to meet with COEs, the CDE, and other lead agencies; and
* Indirect charges capped at eight percent.

Applicants must use the EWIG CS Proposed Budget Template available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/csewig21rfa.asp>. The Proposed Budget Detail must include a detailed budget narrative (description) for each line-item included in the grant period. The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. Provide sufficient detail and a breakdown/calculation that justifies each line-item. Group line-items by the Object Code series and provide lines for Object Code totals. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Detail.

The EWIG CS Proposed Budget must be submitted as an Excel file through the online application. Please see the attachment instructions in Appendix B: Online Application Instructions.

## APPENDIX A: Evaluation Rubric

### Part 1—Computer Science Educator Workforce Investment Grant Goals and Activities

#### Vision and Mission

| Outstanding (16–13 points) | Strong (12–9 points) | Adequate (8–5 points) | Minimal (4–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates a theory of action for implementation and meeting the vision and mission included in the CSSIP. | Clearly articulates a theory of action for implementation and meeting the vision and mission included in the CSSIP. | Adequately articulates a theory of action for implementation and meeting the vision and mission included in the CSSIP. | Minimally articulates a theory of action for implementation and meeting the vision and mission included in the CSSIP. |

#### Quality Professional Learning Standards

| Outstanding (20–16 points) | Strong (15–11 points) | Adequate (10–6 points) | Minimal (5–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the proposed professional learning model will address the QPLS and describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills pertaining to CS education. | Clearly describes how the proposed professional learning model will address the QPLS and describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills pertaining to CS education. | Adequately describes how the proposed professional learning model will address the QPLS and describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills pertaining to CS education. | Minimally describes how the proposed professional learning model will address the QPLS and describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills pertaining to CS education. |

#### Computer Science Capacity Builder

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 point) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will effectively use evidence-based practices, including coaching, to develop specific skills, such as content knowledge; problem-solving; analytical thinking; and critical thinking and analysis. | Clearly describes how the applicant will effectively use evidence-based practices, including coaching, to develop specific skills, such as content knowledge; problem-solving; analytical thinking; and critical thinking and analysis. | Adequately describes how the applicant will effectively use evidence-based practices, including coaching, to develop specific skills, such as content knowledge; problem-solving; analytical thinking; and critical thinking and analysis. | Minimally describes how the applicant will effectively use evidence-based practices, including coaching, to develop specific skills, such as content knowledge; problem-solving; analytical thinking; and critical thinking and analysis. |
| Thoroughly and convincingly describes how the applicant will effectively use evidence-based practices, such as coaching, to improve foundational understanding of CS across grade bands and LEA systems and processes as described in the *CA CS Content Standards*, while teaching and using a common language when talking about CS education. | Clearly describes how the applicant will effectively use evidence-based practices, such as coaching, to improve foundational understanding of CS across grade bands and LEA systems and processes as described in the *CA CS Content Standards*, while teaching and using a common language when talking about CS education. | Adequately describes how the applicant will effectively use evidence-based practices, such as coaching, to improve foundational understanding of CS across grade bands and LEA systems and processes as described in the *CA CS Content Standards*, while teaching and using a common language when talking about CS education. | Minimally describes how the applicant will effectively use evidence-based practices, such as coaching, to improve foundational understanding of CS across grade bands and LEA systems and processes as described in the *CA CS Content Standards*, while teaching and using a common language when talking about CS education. |
| Thoroughly and convincingly describes how the applicant will effectively use specific professional learning models and strategies to ensure that the capacity of teachers and paraprofessionals, along with other educators, increases as a result of the grant, while using iterative process(es) and measures to determine increased capacity. | Clearly describes how the applicant will effectively use specific professional learning models and strategies to ensure that the capacity of teachers and paraprofessionals, along with other educators, increases as a result of the grant, while using iterative process(es) and measures to determine increased capacity. | Adequately describes how the applicant will effectively use specific professional learning models and strategies to ensure that the capacity of teachers and paraprofessionals, along with other educators, increases as a result of the grant, while using iterative process(es) and measures to determine increased capacity. | Minimally describes how the applicant will effectively use specific professional learning models and strategies to ensure that the capacity of teachers and paraprofessionals, along with other educators, increases as a result of the grant, while using iterative process(es) and measures to determine increased capacity. |
| Thoroughly and convincingly describes how the applicant will effectively build the capacity of the system to improve CS education by developing coaching resources, training resources, and capacity that can be leveraged across the state. | Clearly describes how the applicant will effectively build the capacity of the system to improve CS education by developing coaching resources, training resources, and capacity that can be leveraged across the state. | Adequately describes how the applicant will effectively build the capacity of the system to improve CS education by developing coaching resources, training resources, and capacity that can be leveraged across the state. | Minimally describes how the applicant will effectively build the capacity of the system to improve CS education by developing coaching resources, training resources, and capacity that can be leveraged across the state. |
| Thoroughly and convincingly describes how the applicant will develop and share materials for teachers that include culturally and linguistically responsive instructional practices and strategies, and prepare and encourage young students and beginners, students with disabilities, female students, and underrepresented minorities to enter fields related to CS. | Clearly describes how the applicant will develop and share materials for teachers that include culturally and linguistically responsive instructional practices and strategies, and prepare and encourage young students and beginners, students with disabilities, female students, and underrepresented minorities to enter fields related to CS. | Adequately describes how the applicant will develop and share materials for teachers that include culturally and linguistically responsive instructional practices and strategies, and prepare and encourage young students and beginners, students with disabilities, female students, and underrepresented minorities to enter fields related to CS. | Minimally describes how the applicant will develop and share materials for teachers that include culturally and linguistically responsive instructional practices and strategies, and prepare and encourage young students and beginners, students with disabilities, female students, and underrepresented minorities to enter fields related to CS. |
| The Scope of Work thoroughly and convincingly illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. Year One is March 3, 2022 through June 30, 2022. Year Two is July 1, 2022 through June 30, 2023. Year Three is July 1, 2023 through March 29, 2024. | The Scope of Work clearly illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. Year One is March 3, 2022 through June 30, 2022. Year Two is July 1, 2022 through June 30, 2023. Year Three is July 1, 2023 through March 29, 2024. | The Scope of Work adequately illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. Year One is March 3, 2022 through June 30, 2022. Year Two is July 1, 2022 through June 30, 2023. Year Three is July 1, 2023 through March 29, 2024. | The Scope of Work minimally illustrates the sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. Year One is March 3, 2022 through June 30, 2022. Year Two is July 1, 2022 through June 30, 2023. Year Three is July 1, 2023 through March 29, 2024. |

#### Computer Science Resource Connector

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 point) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will select and implement evidence-based practices and programs that improve outcomes for CS education. | Clearly describes how the applicant will select and implement evidence-based practices and programs that improve outcomes for CS education. | Adequately describes how the applicant will select and implement evidence-based practices and programs that improve outcomes for CS education. | Minimally describes how the applicant will select and implement evidence-based practices and programs that improve outcomes for CS education. |
| Thoroughly and convincingly describes how the applicant will align professional learning opportunities to the concepts and practices of CS that are included in the SBE-adopted *CA CS Content Standards*. | Clearly describes how the applicant will align professional learning opportunities to the concepts and practices of CS that are included in the SBE-adopted *CA CS Content Standards.* | Adequately describes how the applicant will align professional learning opportunities to the concepts and practices of CS that are included in the SBE-adopted *CA CS Content Standards.* | Minimally describes how the applicant will align professional learning opportunities to the concepts and practices of CS that are included in the SBE-adopted *CA CS Content Standards.* |
| Thoroughly and convincingly describes how the applicant will integrate CS with other content disciplines and STEM fields. | Clearly describes how the applicant will integrate CS with other content disciplines and STEM fields. | Adequately describes how the applicant will integrate CS with other content disciplines and STEM fields. | Minimally describes how the applicant will integrate CS with other content disciplines and STEM fields. |
| Thoroughly and convincingly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Clearly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Adequately describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Minimally describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. |

#### Computer Science Facilitator

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 point) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will partner with a COE or a consortium of COEs. | Clearly describes how the applicant will partner with a COE or a consortium of COEs. | Adequately describes how the applicant will partner with a COE or a consortium of COEs. | Minimally describes how the applicant will partner with a COE or a consortium of COEs. |
| Thoroughly and convincingly describes how the applicant will build capacity, readiness, and strategies of the partners to address the goals of the grant. | Clearly describes how the applicant will build capacity, readiness, and strategies of the partners to address the goals of the grant. | Adequately describes how the applicant will build capacity, readiness, and strategies of the partners to address the goals of the grant. | Minimally describes how the applicant will build capacity, readiness, and strategies of the partners to address the goals of the grant. |
| Thoroughly and convincingly describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a CS focus. | Clearly describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a CS focus. | Adequately describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a CS focus. | Minimally describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a CS focus. |
| Thoroughly and convincingly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Clearly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Adequately describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Minimally describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. |
| The organizational chart for this project thoroughly and clearly illustrates the organizational structure, lists names, titles, role and responsibilities. **Note:** Only one person can be identified as the Project Director. | The organizational chart for this project clearly illustrates the organizational structure, lists names, titles, role and responsibilities. **Note:** Only one person can be identified as the Project Director. | The organizational chart for this project adequately illustrates the organizational structure, lists names, titles, role and responsibilities. **Note:** Only one person can be identified as the Project Director. | The organizational chart for this project minimally illustrates the organizational structure, lists names, titles, role and responsibilities. **Note:** Only one person can be identified as the Project Director. |

#### Project Participants

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 point) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will target participants, including their roles, the number of educators who will be served, and their locations, along with strategies for recruitment, selection, engagement, and retention of participants. | Clearly describes how the applicant will target participants, including their roles, the number of educators who will be served, and their locations, along with strategies for recruitment, selection, engagement, and retention of participants. | Adequately describes how the applicant will target participants, including their roles, the number of educators who will be served, and their locations, along with strategies for recruitment, selection, engagement, and retention of participants. | Minimally describes how the applicant will target participants, including their roles, the number of educators who will be served, and their locations, along with strategies for recruitment, selection, engagement, and retention of participants. |
| Provides all Letters of Commitment addressed to the lead applicant and signed by the Dean of the specific department within the IHE who will oversee the grant and/or the Chief Executive Officer of the NPO, and the COE Superintendent in each participating COE partner, if applicable. | Not applicable | Not applicable | Does not provide letters of commitment addressed to the lead applicant and signed by the Dean of the specific department within the IHE who will oversee the grant and/or the Chief Executive Officer of the NPO, and the COE Superintendent in each participating COE partner, if applicable. |

### Part 2—Proposed Metrics

| Outstanding (16–13 points) | Strong (12–9 points) | Adequate (8–5 points) | Minimal (4–0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the proposed evaluation plan, which includes quantitative and qualitative metrics, is conceptually clear, integrated with the project goals and objectives, and technically feasible, and how the analysis of the data collected from project activities will aid in a better understanding of the characteristics and needs to support CS education. Outcomes must be measurable and relate to the proposed activities. | Clearly describes how the proposed evaluation plan, which includes quantitative and qualitative metrics, is conceptually clear, integrated with the project goals and objectives, and technically feasible, and how the analysis of the data collected from project activities will aid in a better understanding of the characteristics and needs to support CS education. Outcomes must be measurable and relate to the proposed activities. | Adequately describes how the proposed evaluation plan, which includes quantitative and qualitative metrics, is conceptually clear, integrated with the project goals and objectives, and technically feasible, and how the analysis of the data collected from project activities will aid in a better understanding of the characteristics and needs to support CS education. Outcomes must be measurable and relate to the proposed activities. | Minimally describes how the proposed evaluation plan, which includes quantitative and qualitative metrics, is conceptually clear, integrated with the project goals and objectives, and technically feasible, and how the analysis of the data collected from project activities will aid in a better understanding of the characteristics and needs to support CS education. Outcomes must be measurable and relate to the proposed activities. |

#### Budget

| Outstanding (4 points) | Strong (3 points) | Adequate (2 points) | Minimal (1–0 point) |
| --- | --- | --- | --- |
| Provides thorough and convincing identification of the allowable and appropriate project expenses to support the activities of the 2021 EWIG: CS Budget Summary for the project’s performance period from March 3, 2022, through March 29, 2024. | Clearly identifies the allowable and appropriate project expenses to support the activities of the 2021 EWIG: CS Budget Summary for the project’s performance period from March 3, 2022, through March 29, 2024. | Adequately identifies the allowable and appropriate project expenses to support the activities of the 2021 EWIG: CS Budget Summary for the project’s performance period from March 3, 2022, through March 29, 2024. | Minimally identifies the allowable and appropriate project expenses to support the activities of the 2021 EWIG: CS Budget Summary for the project’s performance period from March 3, 2022, through March 29, 2024. |
| Provides thorough and clear budget narrative, describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides a clear budget narrative, describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides an adequate narrative, describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | Provides a marginal narrative, describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

## APPENDIX B: Online Application Instructions

Applicants should use the instructions below for filling out the EWIG CS online application, a link to which will be available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/csewig21rfa.asp> shortly after the RFA is released. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The CDE must receive your online submission no later than 4 p.m. on December 17, 2021.

You must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

### Saving Responses

You must select the Save Responses button on the first page of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back in to the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This address will allow you to return to your application.

### Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the EWIG CS Proposed Budget, Letters of Commitment, Scope of Work, and Organizational Chart into the online application system. These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant. The zip file size limit is 20MB.

## APPENDIX C: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the CTC. List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**  Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold, but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**  Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.  **Travel and Conference:** Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here.  **Contracting Services:** Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, trainings, and technical assistance activities. |
| **6000** | **Capital Outlay**  Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA’s threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the LEA’s threshold amount for capitalization, anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **7000** | **Indirect** if applicable (not to exceed CDE-approved rate)  Indirect costs are not assessed on expenditures for Capital Outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. |

## APPENDIX D: Budget Act of 2021

### Background

California is in the midst of implementing a new public school accountability system based on the Local Control Funding Formula, which overhauled public school finance and accountability. A critical feature of California’s new approach is a refocused system of support with three levels of assistance:

* **Support for All (Level 1):** All LEAs can access various resources and assistance such as trainings, conferences, voluntary technical assistance, and various tools. This support builds the overall capacity of school districts and schools to improve opportunities and outcomes for all students.
* **Differentiated Assistance (Level 2):** COEs are required to provide customized assistance to LEAs that meet eligibility criteria based on student group performance on the multiple measures included in the California School Dashboard. The CCEE also can provide advice and assistance upon referral by a COE or the State Superintendent of Public Instruction (SSPI).
* **Intensive Intervention (Level 3)**: The SSPI may intervene in LEAs if there are persistent performance issues over multiple years.

The goal at all three levels is to assist LEAs to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.

### Provisions Related to the Educator Workforce Investment Grant Program

The budget includes a substantial investment of state funding aimed at increasing the capacity and expertise to provide assistance within the Statewide System of Support. Notably, the Budget Act of 2019 established the EWIG Program to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals across the state.

Of the funds appropriated in this 2021 item, $5 million is available on a one-time basis to establish the EWIG: CS.

The CDE shall provide $5 million on a one-time basis to an entity selected that is able, collectively, to deliver professional learning for teachers and paraprofessionals statewide within strategies for providing high-quality instruction and CS learning experiences aligned to the *CA CS Content Standards* developed pursuant to *EC* Section 60605.4.

## Form A: Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant

### Project Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the EWIG for CS Application will be met:

* If a funded grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the CDE Project Monitor and the respective CDE Office prior to making any changes in the activities or expenditures of the project.
* All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines.
* Grantee must limit administrative indirect costs to a maximum eight percent indirect cost rate as part of the EWIG Program.
* All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.
* Grantee will be adaptive, be responsive, and work with the statewide agencies to ensure coherence with existing systems of support and professional learning within the state.
* Grantee will work collaboratively with the Statewide System of Support to build the capacity of LEAs statewide through professional learning aligned to the QPLS.
* Grantee will provide information and all reports according to the predetermined reporting schedule.
* Grantee will report to the CDE activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.
* Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
* Grantee shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant, are available as open educational resources.
* Grantee commits to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
* The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the partnership, professional learning activities, and follow-up professional learning.