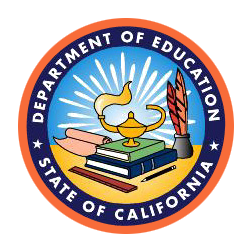
# Mathematics, Science, and Computer Science Professional Learning Grant Request for Applications



**California Department of Education**

Funded through the Assembly Bill 185, Chapter 571, Statutes of 2022, Section 53 of the Education Omnibus Budget Trailer Bill for the 2022–23 California State Budget

Deadline for Notice of Intent to Apply:

**Thursday, March 16, 2023, by 5 p.m.**

Deadline for Applications[[1]](#footnote-2):

**Thursday, April 13, 2023, by 3 p.m.**

Administered by the

Professional Learning Support and Monitoring Office

Educator Excellence and Equity Division

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## Introduction

The California Department of Education (CDE), with the approval of the Executive Director of the State Board of Education (SBE), invites county offices of education (COEs) with expertise in providing professional learning to strengthen mathematics, science, and computer science instruction for all students, to apply to be the Lead COE of a consortium for the Mathematics, Science, and Computer Science Professional Learning (MSCS PL) Grant project. The consortium must have demonstrated experience, ability and expertise in building leadership capacity, actively involving and supporting teachers and administrators in local planning and implementing evaluation outcomes.

The Lead COE shall partner with the Fresno County Superintendent of Schools’ (FCSS’) Early Math Initiative (EMI) and collaborate with other state-sponsored and nonprofit mathematics, science, and computer science educator training initiatives to develop a comprehensive system of support for children birth to grade twelve.

The MSCS PL Grant project will expand existing statewide infrastructure and capacity to provide educator professional learning in mathematics, science, and computer science for grades four to twelve, inclusive. The professional learning will be designed to enable local implementation efforts of the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve*; *California Common Core State Standards: Mathematics*; and *Computer Science Standards for California Public Schools, Kindergarten through Grade Twelve* (Mathematics, Science and Computer Science Standards). The grant project will also support local efforts to improve family and community engagement in mathematics and science education, and positively engage families and communities in implementing these state academic content standards. More information about the Mathematics, Science and Computer Science Standards is provided on the CDE Content Standards web page at <https://www.cde.ca.gov/be/st/ss/>.

The Lead COE will also facilitate, to the greatest extent practicable, coordination among the grantees of other mathematics, science, and computer science educator professional development initiatives.

This MSCS PL Grant will fund one successful applicant for a total of $50 million from June 1, 2023, through March 5, 2027. (Timeline subject to change. Refer to the CDE’s 2023 MSCS PL Grant Request for Applications (RFA) web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp> for the most up-to-date timeline.)

## State Statute and Authority

Assembly Bill 185, Chapter 571, Statutes of 2022, Section 53 of the Education Omnibus Budget Trailer Bill for the 2022–23 California State Budget appropriated the sum of

$85 million to allocate to COEs to provide professional development and support family engagement in mathematics, science, and computer science for pupils in preschool, transitional kindergarten, kindergarten, and grades one to twelve, inclusive. Of this amount, $50 million will be allocated to a Lead COE who will serve as the lead of a COE-led consortium to support grades four through twelve, inclusive. The Lead COE will work with FCSS that has been allocated $35 million to support preschool, transitional kindergarten, kindergarten, and grades one to three, and augment the work of the existing EMI.

Refer to Appendix A for the complete state statute.

## Goals and Purpose of the Program

The grant project will accomplish multiple goals as described below.

1. Expand existing statewide infrastructure and capacity to provide educator professional learning opportunities and coaching in mathematics, science, and computer science for grades four to twelve, inclusive.
2. Generate and disseminate professional learning opportunities for grades four to twelve, inclusive, educators designed to enable local implementation efforts of the Mathematics, Science and Computer Science Standards. The professional learning opportunities must conform to the best evidence regarding effective learning for educators. This includes, but is not limited to, the Quality Professional Learning Standards (QPLS) and the sample indicators described below in Table 1.

More information about the QPLS is available on the CDE QPLS web page at <https://www.cde.ca.gov/ci/pl/qpls.asp>.

**Table 1. QPLS 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; provides messages of high expectations; and creates 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.

1. Support local efforts to improve family and community engagement in mathematics and science education, and positively engage families and communities in implementing the Mathematics, Science and Computer Science Standards for pupils in grades four to twelve, inclusive.
2. The Lead COE will successfully work with FCSS who will be providing mathematics, science and computer science support for preschool, transitional kindergarten, kindergarten, and grades one to three inclusive, and augmenting the work of the existing EMI. The Lead COE will also facilitate, to the greatest extent practicable, coordination among the grantees of other mathematics, science, and computer science educator professional development initiatives, including but not limited to all of the following:
   * The California Subject Matter Projects (CSMP) authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the California *Education Code* (*EC*).
   * Grantees of the 21st Century California School Leadership Academy (21CSLA) (<https://www.cde.ca.gov/ci/pl/ca21csla.asp>) authorized pursuant to Article 5 (commencing with Section 44590) of Chapter 3.1 of Part 25 of Division 3 of Title 2 of the *EC*.
   * The EMI (<https://ece.fcoe.org/early-math-initiative>) authorized pursuant to sections 130 and 131 of Chapter 44 of the Statutes of 2021.
   * Grantees of the Learning Acceleration System Grant (<https://www.cde.ca.gov/fg/fo/profile.asp?id=5757>) authorized pursuant to Section 145 of Chapter 44 of the Statutes of 2021.

Information about the EMI is provided in the section titled Background. The proposed grant project will begin June 1, 2023, and the last date to expend funds will be March 5, 2027.

## Application Information

Refer to the Application Procedures section for additional information for submitting an application.

### Application Timeline

| **Activity** | **Date** |
| --- | --- |
| RFA Release | Wednesday, March 1, 2023 |
| Notice of Intent to Apply | Thursday, March 16, 2023, by 5 p.m. |
| Application Workshop Webinar | Thursday, March 23, 2023 |
| Application due to the CDE | Thursday, April 13, 2023, by 3 p.m. |
| Intent to Award posted | Wednesday, May 10, 2023 |
| Last day for Appeals to be received by the CDE | Wednesday, May 24, 2023 |
| Final Awards posted | Wednesday, May 31, 2023 |

\*Timeline subject to change. Refer to the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp> for the most up-to-date timeline.

### Eligibility Requirements

Any COE is eligible to apply for the grant as the Lead COE. To form a consortium, the Lead COE must partner with one or more nonprofit entities or institutions of higher education (IHEs), or both, and may include other COEs.

Applications that do not contain a Letter of Commitment from a nonprofit entity or IHE named as a partner in the consortium will be considered incomplete and will not be considered for the grant award.

## Background

Beginning in 2018, the EMI provided professional learning and coaching to diverse agencies and regions across California and created educator, family, and community resources to support the mathematical development of children birth to age eight. The FCSS is the lead agency. Partners for the EMI include AIMS Center for Math and Science Education (AIMS CMS), Les Mayfield III, WestEd, and the California Early Math Project. Details and resources are available on the FCSS EMI website at <https://ece.fcoe.org/early-math-initiative>.

The EMI developed a model of professional learning that includes virtual, in-person, and hands-on components. The professional learning has been primarily provided by the FCSS Early Care and Education and Science, Technology, Engineering and Mathematics (STEM) departments; AIMS CMS; and WestEd. The professional learning has included a Community of Practice for educators from tribal, urban, suburban, rural, and remote small districts who developed plans for addressing the mathematical needs and gaps within their own communities. This initiative has:

* Supported remote areas of the state with access to the same types of professional support, learning, and peer interactions;
* Built connections within agencies and between agencies who typically do not work together to support early learning;
* Created connections between teachers and teacher leaders across the entire state; and
* Given educators who live in geographically isolated and sparsely populated areas a rare opportunity to connect with peers involved in similar work elsewhere.

The professional learning model included ongoing personalized, frequent, professional development and implementation support to people from 30 entities across the state who committed to providing mentoring and professional learning to educators in their local communities.

A Community of Practice began in 2019 with a week-long in-person professional learning seminar. Ongoing professional support included quarterly meetings, video conferencing, a robotic telepresence, and social media to connect the participants across California to share resources, harness promising strategies, and maintain a cohesive implementation. A follow-up two-day institute occurred in the summer of 2020 using a hybrid model with some participants engaging virtually and some participating in-person at the AIMS CMS center in Southeast Fresno. Participants continued to engage in quarterly meetings through 2021.

To elevate awareness of the importance of early math and emphasize the important role all parents and adults can play in supporting children’s mathematical development through simple conversations, observations, explorations, activities, and routines, the EMI developed resources and materials for home, school, and community settings. These include the following:

* Numerous play-based early math activities for home, school, or child centers based upon children’s literature stories (to provide a comfortable access point for math-anxious teachers and parents)
* Math installations for schools, centers, and community spaces (a collection of large-scale math activities and exhibits that are interactive and replicable)
* An expansion of the Early Math Project website (<https://www.earlymathca.org/>) including development of a collection of family STEM activities including family math night resources and a series of early math guidance articles, Development Briefs, and the M5 Early Math Practices
* Development of a comprehensive early math web-based application called Count Play Explore (<https://www.countplayexplore.org/>) that provides families and teachers with free access to early math ideas, activities, and resources
* I'm Ready Videos (<https://www.earlymathca.org/im-ready-videos>) to illustrate simple activities, routines, and conversations that all families can engage in with children
* A survey of available early math resources

## Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of the Lead COE 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 Lead COE, acting as the Fiscal Agent, must agree to 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 them 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 Lead COE selected for funding will be the Fiscal Agent and receive a Grant Award Notification (AO-400), the official CDE document that awards funds to local projects. The grantee must sign and return the AO-400 to the CDE before project work may begin and disbursement of funds can be made. The grantee and the Fiscal Agent must be the same entity.

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 March 5, 2027, 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.

Before the release of funds, the Lead COE will provide the CDE with a five-year project plan and budget plan for the funds subject to approval by both the State Superintendent of Public Instruction and the Executive Director of the SBE.

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 grantee will ensure there is a publicly accessible website or web page available beginning July 2023 through the duration of the project. This online resource will provide public access to information about:

1. The project and partners
2. All activities conducted by the project
3. Professional learning and lesson resources utilized by the project
4. Family engagement resources
5. Final copies of evaluation reports

The grantee will facilitate, to the greatest extent practicable, coordination among the grantees of other mathematics, science, and computer science educator professional development initiatives, including but not limited to all of those listed in this RFA.

### 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 this RFA.

The grantee may enter into subcontracts with one or more COE, local educational agency (LEA), IHE, or nonprofit educational service providers to assist in fulfilling the responsibilities to implement the goals and objectives outlined in this RFA.

### Non-Allowable Activities and Costs

Funds may not be used for the following unless the expense is approved by the CDE as a necessary and reasonable expense:

* Travel and costs related to statewide conferences, symposia, or other similar events not organized exclusively by the grantee
* Rental of a venue to provide professional learning
* Purchases in Capital Outlay, Budget Category 6000

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
* Travel to states included in AB 1887’s travel prohibition list found at <https://oag.ca.gov/ab1887>

### Administrative Indirect Cost Rate

Indirect costs 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.

The grantees must limit administrative indirect costs to CDE’s approved indirect cost rates, which may be found on the CDE Indirect Cost Rates (ICR) web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>.

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 ICR. 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 ICR, 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* (*CSAM*)at <https://www.cde.ca.gov/fg/ac/sa/index.asp>, Procedures 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 ICR 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 ICR 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.

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

### Accountability and Reporting Requirements

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

* A quarterly fiscal activity report by grantee
* A quarterly narrative report, including but not limited to reporting of:
  + Identified resources
  + Activities
  + Effective practices developed or utilized
  + Evidence of coordination and collaboration within the consortium and with other entities
  + Number of schools and educators served
* An annual evaluation report summarizing details and data that is posted to the public with approval from the CDE

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.

## Application Process Summary

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

### Notice of Intent to Apply

The Lead COE may submit a letter of the intent to apply via email to [PLSMO@cde.ca.gov](mailto:PLSMO@cde.ca.gov) in order to be added to an email list for the purposes of receiving information regarding the online application system, answers to questions, clarifications, or updates. The email should be titled “MSCS Intent to Apply” and sent by the date listed on the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp> and include a statement of the intent to submit an application, the name of a contact person for the Lead COE, and the person’s email address and phone number.

### Application Submission

1. Applicants must follow the application procedures listed in the section titled Application Procedures.
2. A complete application will consist of:

* Applicant Information;
* Responses to Application Questions;
* Budget Information;
* Project Plan; and
* A Letter of Commitment.

Additional Letters of Commitment or Letters of Support may be submitted. To prepare the application, follow the guidance provided in the section titled Application Procedures.

1. Applicants must submit the application by the due date listed on the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp>.

* The applicant will receive email confirmation of the following:
  + A Letter of Intent to Apply has been received.
  + An application has been 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 a team of reviewers. Each application will receive a single score. Application reviewers will be instructed to take a holistic approach in the review of the application and evaluate the application according to Appendix B. Application Evaluation Rubric.

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.

Although scores from the review of the applications are important, they are not the sole determiners for funding. The CDE and SBE reserve the right to not award the grant and may choose to reopen the grant competition.

## Technical Assistance

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 Application Technical Assistance Webinar is listed on the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp>.

## Appeals Process

The application review process and appeals process will be based on written record alone. No hearings will be allowed. The CDE must receive the written request for appeal by the date and time listed on the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp>.

Only the Lead COE may electronically submit an appeal. Appeals must be submitted via the link on the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp>. 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.

## Application Procedures

A complete application is submitted electronically through the online application system, a link to which will be available on the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp>, shortly after the RFA is released. Information is provided below regarding the information that will be requested and the attachments that must be uploaded as part of the application.

The online application system will require the applicant to enter responses to prompts requesting information including:

* Contact information for the Lead COE and a Project Director
* A list of the partners that make up the consortium

### Application Questions

Provide answers to the questions listed below in the online application system. Text can be pasted into the online application field from a document. The online application system does not capture formatting (i.e., bulleting, paragraph breaks, etc.). Refer to the scoring rubric in Appendix B to understand how responses to the questions will be evaluated by the reviewers. The responses to application questions should reference the Project Plan and Proposed Budget where appropriate. Follow the requirements below when entering responses into the online application system:

* Adhere to character limits for each response to an application question. Responses that exceed the character limits will not be captured by the system and will not be reviewed. The character count includes characters with spaces.
* You must select the Save Responses button on the first or subsequent pages 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 into 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 URL will allow you to return to your application.
* Applicants should begin the process of entering and saving responses prior to the application deadline.

The questions are organized into categories. The maximum character count allowed for a response to each question is 9,980 characters with spaces.

The questions below are related to category A. Expanding Existing Statewide Infrastructure and Capacity.

1. Describe how the project will expand existing statewide infrastructure and capacity to provide educator professional learning and coaching in mathematics, science, and computer science for grades four to twelve, inclusive.
2. Describe how the project will work in collaboration with existing infrastructure or efforts to build a coherent and comprehensive system of statewide supports for all children from birth to grade twelve, inclusive.
3. Describe how the project will coordinate with other mathematics and science educator professional learning initiatives, including, but not limited to, all of the following: the CSMP, the EMI, the 21CSLA, and the Learning Acceleration System Grant recipients.

The questions below are related to category B. Professional Learning Plan.

1. Describe how the project will generate (create) professional learning opportunities for grades four to twelve, inclusive, educators designed to enable local implementation efforts of Mathematics, Science and Computer Science Standards.
2. Describe how the project will disseminate (implement) professional learning opportunities for grades four to twelve, inclusive, educators designed to enable local implementation efforts of the Mathematics, Science and Computer Science Standards.

The question below is related to category C. Improving Family and Community Engagement.

1. Describe how the project will support local efforts to improve family and community engagement in mathematics and science education, and positively engage families and communities in implementing Mathematics, Science and Computer Science Standards for pupils in grades four to twelve, inclusive.

The questions below are related to category D. Project Staff Experience.

1. Describe the Lead COE’s experience collaborating with partners to provide professional learning and implement a multi-subject and multi-year grant project statewide.
2. Describe the project staff’s experience and ability to build leadership capacity and actively involve and support teachers and administrators in local planning.
3. Describe the project staff’s experience implementing and evaluating outcomes and align the response with the Project Plan.

The questions below are related to category E. Evaluating Outcomes.

1. Describe how the project will implement key outcomes that will be evaluated and align the response with the Project Plan.
2. Describe how the project will evaluate outcomes and make improvements as needed and align the response with the Project Plan.

### Application Files to Upload

Files to be uploaded and included in the application are described below. Refer to the scoring rubric in Appendix B to understand how the items will be evaluated by the reading panel. No additional information included will be reviewed. The files will be requested at the end of the online application. These files must be saved into a single zip file for uploading into the system as only one file may be uploaded per applicant. The zip file size limit is 20MB.

#### Project Plan

The application must include an uploaded file that is a table with the project year and name of the Lead COE in the title (see sample table below). The table must include five project years of project goals and activities and contain three columns as described below.

The first column must include the project month and year. The second column must include the major goals, activities, and measurable outcomes that will demonstrate project success. The third column must include names of specific people responsible for achieving each of the outcomes mentioned (include each person's project title when they are mentioned for the first time).

This table will show how the project leadership will monitor the overall success of the project and partnership. A separate row should be created for each goal or measurable outcome expected to be achieved, and a separate row should be created for each activity if there are multiple activities conducted within a one-month period.

For each project year, the table should include:

1. All proposed activities and the goals of each activity that will be implemented each project year
2. Indications when data will be collected, analyzed, or used for project improvement purposes

**Sample Project Plan Table for Mathematics, Science, and Computer Science Professional Learning Grant Project**

**XXXX County Office of Education**

**Year One**

| **Month/Year** | **Goals, Activities & Outcomes** | **Responsible Person(s)** |
| --- | --- | --- |
| 11/2018 | Goal: Convene partners  Outcomes:   * Reviewed workshop calendar * Assembled professional learning teams * Identified sample lesson materials for workshops * Reviewed when data will be collected, analyzed, and used for project improvement purposes | Jane Doe, Project Coordinator |
| 12/2018 | Goal: Workshop #1 preparation  Outcomes:   * Recruited workshop participants * Session materials developed * Facility and materials secured | Jane Doe, Project Coordinator and  John Smith, Calvert Foothills Education Center  Emily Baker, California Center for Mathematics |

#### Proposed Budget Spreadsheet

A five-year Proposed Budget Spreadsheet is required in the application. Project expenses will be identified using grant funds beginning June 1, 2023, for fiscal year 2022–23 and through March 5, 2027, in fiscal year 2026–27 and not to exceed a total amount of $50 million. A blank copy of the Proposed Budget Spreadsheet can be downloaded from the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp>.

The budget must demonstrate an appropriate use of state funds and include: staffing costs, costs to develop educator resources and professional learning, and costs for an independent evaluation of the program. The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed activities. Costs must align with the allowable expenditures described in this RFA and be reasonable and necessary to support the proposal’s goals and activities.

The budget will be reviewed and scored. The expenditure information alone does not provide sufficient information, and additional explanations should be included to make a strong proposed budget.

Provide details and calculations for expenditure amounts for the following areas:

* Staff compensation including identifying costs that are for administrative services
* Compensation for educators or substitute costs associated with participation at professional learning events
* Supplies required to support the project’s activities
* Services provided by the applicant and external entities
* Travel costs at the approved CalHR travel rates for state government employees, which can be found at <https://www.calhr.ca.gov/employees/Pages/travel-reimbursements.aspx>
* Indirect charges

Applicants must use the Proposed Budget Template available on the 2023 MSCS PL Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r12/mscspl23rfa.asp>.

Expenditure categories and object codes must be consistent with the Standard Accounting Code Structure—the relevant expenditure categories and object codes can be found in Procedure 330, Object Classification, in the *CSAM* on the CDE Definitions, Instructions, and Procedures web page at <https://www.cde.ca.gov/fg/ac/sa>.

The Proposed Budget Detail must include a detailed budget narrative (description) for each line-item included in the grant period. 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 Proposed Budget Spreadsheet must be uploaded as an Excel file through the online application portal.

#### Letters of Commitment and Letters of Support

The Application must include a Letter of Commitment from a nonprofit entity or IHE named as a partner in the consortium. Additional Letters of Commitment and Letters of Support from other partners may be included.

### Electronic Signature

The following fields must be completed in the online application prior to submission:

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Statement of Assurances** | Please select the checkbox to declare as the duly authorized representative of the applicant:  I have reviewed the Assurances, Certifications, Terms, and Conditions provided in the MSCS PL Grant RFA, and I agree my LEA will comply with all requirements as a condition of funding.  I certify that the Superintendent of the Lead COE has reviewed the information contained in this application, and to the best of my knowledge, the information contained in this application is correct and complete. |
| **Signature of Person Submitting Application** | The person submitting the application must be an authorized official and must type their name in the field to serve as a signature that certifies agreement with the Project Statement of Assurances. |

## Appendix A. Legislation

**Assembly Bill No. 185**

CHAPTER 571

SEC. 53.

Section 122 of Chapter 52 of the Statutes of 2022 is amended to read:

Sec. 122.

(a)(1) For the 2022–23 fiscal year, the sum of eighty-five million dollars ($85,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction for allocation to county offices of education to provide professional development and support family engagement in mathematics, science, and computer science for pupils in preschool, transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, aligned with the Next Generation Science Standards, the California Common Core State Standards: Mathematics, the California Computer Science Standards, and the mathematics and science domains of the California Preschool Learning Foundations.

(2) Funds appropriated pursuant to this section shall be available for encumbrance until June 30, 2027.

(b) Of the amount appropriated pursuant to subdivision (a), the sum of thirty-five million dollars ($35,000,000) shall be allocated to the Fresno County Office of Education to, in partnership with the county office of education-led consortium selected pursuant to subdivision (e), and in collaboration with other state-sponsored and nonprofit mathematics, science, and computer science educator training initiatives, including those identified in subdivision (g), expand and augment the work of the existing California Statewide Early Math Initiative. Funds shall be used for all of the following purposes:

(1) To expand existing statewide infrastructure and capacity to provide educator professional development and coaching in mathematics, science, and computer science for preschool, transitional kindergarten, kindergarten, and grades 1 to 3, inclusive.

(2) To generate and disseminate professional learning opportunities for preschool, transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, educators designed to enable local implementation efforts of the Next Generation Science Standards, the California Common Core State Standards: Mathematics, the California Computer Science Standards, and the mathematics and science domains of the California Preschool Learning Foundations.

(3) To support local efforts to improve family and community engagement in mathematics and science education, and positively engage families and communities in implementing the Next Generation Science Standards, the California Common Core State Standards: Mathematics, the California Computer Science Standards, the mathematics and science domains of the California Preschool Learning Foundations, and the Cognitive Development Domain of the California Infant/Toddler Learning and Development Foundations for children from birth to grade 3, inclusive.

(c) Before the release of funds allocated pursuant to subdivision (b), the Fresno County Office of Education shall provide the State Department of Education with a proposed scope of work and five-year budget plan for the funds. In addition to staffing costs, costs to develop educator resources and professional development, and other related expenditures, the budget plan shall include costs for an independent evaluation of the program. Release of funds to the Fresno County Office of Education shall be subject to approval of the scope of work and the budget plan by both the Superintendent of Public Instruction and the executive director of the State Board of Education.

(d) Of the amount appropriated pursuant to subdivision (a), the sum of fifty million dollars ($50,000,000) shall be allocated to a county office of education, which shall partner with the Fresno County Office of Education’s Early Math Initiative and collaborate with other state-sponsored and nonprofit mathematics, science, and computer science educator training initiatives, including those identified in subdivision (g), to do all of the following:

(1) Expand existing statewide infrastructure and capacity to provide educator professional development and coaching in mathematics, science, and computer science for grades 4 to 12, inclusive.

(2) Generate and disseminate professional learning opportunities for grades 4 to 12, inclusive, educators designed to enable local implementation efforts of the Next Generation Science Standards, the California Common Core State Standards: Mathematics, and the California Computer Science Standards.

(3) Support local efforts to improve family and community engagement in mathematics and science education, and positively engage families and communities in implementing the Next Generation Science Standards, the California Common Core State Standards: Mathematics, and the California Computer Science Standards for pupils in grades 4 to 12, inclusive.

(e)(1) The State Department of Education, in consultation with the executive director of the State Board of Education, shall establish a competitive process, administered by the department, to select, subject to approval by the executive director of the State Board of Education, a county office of education-led consortium with demonstrated expertise in developing and providing professional learning and mentoring for educators in public schools to strengthen mathematics, science, and computer science instruction for all pupils.

(2) Applicants shall demonstrate a desire and the capacity to work in collaboration with existing efforts to build a coherent and comprehensive system of statewide supports for all children from birth to grade 12, inclusive. Applicants shall also demonstrate ability to build leadership capacity, actively involve and support teachers and administrators in local planning, and evaluate implementation outcomes.

(f) Before the release of funds allocated pursuant to subdivision (d), the county office of education selected pursuant to subdivision (e) shall provide the State Department of Education with a proposed scope of work and five-year budget plan for the funds. In addition to staffing costs, costs to develop educator resources and professional development, and other related expenditures, the budget plan shall include costs for an independent evaluation of the program. Release of funds to the county office of education selected pursuant to subdivision (e) shall be subject to approval of the scope of work and the budget plan by both the Superintendent of Public Instruction and the executive director of the State Board of Education.

(g) Recipients of funds pursuant to subdivisions (b) and (d) shall, to the greatest extent practicable, facilitate coordination among the grantees of other mathematics, science, and computer science educator professional development initiatives, including, but not limited to, all of the following:

(1) The subject matter projects authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the Education Code.

(2) Grantees of the 21st Century California School Leadership Academy authorized pursuant to Article 5 (commencing with Section 44690) of Chapter 3.1 of Part 25 of Division 3 of Title 2 of the Education Code.

(3) The California Early Math Initiative authorized pursuant to Sections 130 and 131 of Chapter 44 of the Statutes of 2021.

(4) Grantees of the Learning Acceleration System Grant authorized pursuant to Section 145 of Chapter 44 of the Statutes of 2021.

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

(1) “Consortium” means a lead county office of education partnered with one or more nonprofit entities or institutions of higher education, or both, and may include other county offices of education.

(2) “Educator” means public preschool, transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, school administrators, teacher leaders, teachers, professional learning coaches, specialists, paraprofessionals, and before school, after school, and summer school staff.

(3) “Preschool” is defined as any public prekindergarten program administered by a local educational agency serving children from birth until, but not including, kindergarten.

(i) For purposes of making the computations required by section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2021–22 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2021–22 fiscal year.

## Appendix B. Application Evaluation Rubric

Reviewers will review the overall application using the rubrics provided in this appendix.

### A. Expand Existing Statewide Infrastructure and Capacity

| **Question** | **Outstanding (7–6 points)** | **Strong (5–4 points)** | **Adequate (3–2 points)** | **Minimal (1–0 points)** |
| --- | --- | --- | --- | --- |
| A 1. Describe how the project will expand existing statewide infrastructure and capacity to provide educator professional learning and coaching in mathematics, science, and computer science for grades four to twelve, inclusive. | The description is thorough and convincing. Details are provided for each academic subject area and there is complete alignment with the Project Plan. | The description is missing some details to be thorough or it is not completely aligned with the Project Plan. | The description is missing details and is not completely aligned to the Project Plan. | The description is not adequate or not provided. |
| A 2. Describe how the project will work in collaboration with existing infrastructure or efforts to build a coherent and comprehensive system of statewide supports for all children from birth to grade twelve, inclusive. | The description is thorough and convincing. Details are provided for each academic subject area and there is complete alignment with the Project Plan. | The description is missing some details to be thorough or it is not completely aligned with the Project Plan. | The description is missing details and is not completely aligned to the Project Plan. | The description is not adequate or not provided. |
| A 3. Describe how the project will coordinate with other mathematics and science educator professional learning initiatives, including, but not limited to, all of the following: the CSMP, the EMI, the 21CSLA, and the Learning Acceleration System Grant recipients. | The description is thorough and convincing. Details are provided for each academic subject area and there is complete alignment with the Project Plan. | The description is missing some details to be thorough or it is not completely aligned with the Project Plan. | The description is missing details and is not completely aligned to the Project Plan. | The description is not adequate or not provided. |

### B. Professional Learning Plan

| **Question** | **Outstanding (7–6 points)** | **Strong (5–4 points)** | **Adequate (3–2 points)** | **Minimal (1–0 points)** |
| --- | --- | --- | --- | --- |
| B 1. Describe how the project will generate (create) professional learning opportunities for grades four to twelve, inclusive, educators designed to enable local implementation efforts of the Mathematics, Science and Computer Science Standards. | The description is thorough and convincing. Details are provided for each academic subject area and there is complete alignment with the Project Plan. | The description is missing some details to be thorough or it is not completely aligned with the Project Plan. | The description is missing details and is not completely aligned to the Project Plan. | The description is not adequate or not provided. |
| B 2. Describe how the project will disseminate (implement) professional learning opportunities for grades four to twelve, inclusive, educators designed to enable local implementation efforts of the Mathematics, Science and Computer Science Standards. | The description is thorough and convincing. Details are provided for each academic subject area and there is complete alignment with the Project Plan. | The description is missing some detail to be thorough or it is not completely aligned with the Project Plan. | The description is missing details and is not completely aligned to the Project Plan. | The description is not adequate or not provided. |

### C. Improving Family and Community Engagement

| **Question** | **Outstanding (7–6 points)** | **Strong (5–4 points)** | **Adequate (3–2 points)** | **Minimal (1–0 points)** |
| --- | --- | --- | --- | --- |
| C 1. Describe how the project will support local efforts to improve family and community engagement in mathematics and science education, and positively engage families and communities in implementing Mathematics, Science and Computer Science Standards for pupils in grades four to twelve, inclusive. | The description is thorough and convincing. Details are provided for each academic subject area and there is alignment with the Project Plan. | The description is missing some details to be thorough or it is not completely aligned with the Project Plan. | The description is missing details and is not completely aligned to the Project Plan. | The description is not adequate or not provided. |

### D. Project Staff Experience

| **Question** | **Outstanding (9–8 points)** | **Strong (7–6 points)** | **Adequate (5–4 points)** | **Minimal (3–0 points)** |
| --- | --- | --- | --- | --- |
| D 1. Describe the Lead COE’s experience collaborating with partners to provide professional learning and implement a multi-subject and multi-year grant project statewide. | The description is thorough and convincing. Details are provided regarding the experience of the lead applicants and consortium members’ past experience collaborating with partners, providing professional learning and implementing a multi-subject and multi-year grant project statewide. | Some more details are needed regarding the experience of the lead applicants or consortium members’ past experience collaborating with partners, providing professional learning and implementing a multi-subject and multi-year grant project statewide. | More details are needed regarding the experience of the lead applicants and consortium members’ past experience collaborating with partners, providing professional learning and implementing a multi-subject and multi-year grant project statewide. | The description is not adequate or not provided. |
| D 2. Describe the project staff’s experience and ability to build leadership capacity and actively involve and support teachers and administrators in local planning. | The description is thorough and convincing. Details are provided regarding the project staff’s past experience and appropriately experienced people are named in the Project Plan. | Some more details are needed regarding the project staff’s past experience or appropriately experienced people are missing (not named) in the Project Plan. | More details are needed regarding the project staff’s past experience or appropriately experienced people are missing (not named) in the Project Plan. | The description is not adequate or not provided. |
| D 3. Describe the project staff’s experience implementing and evaluating outcomes and align the response with the Project Plan. | The description is thorough and convincing. Details are provided regarding the project staff’s past experience and appropriately experienced people are named in the Project Plan. | Some more details are needed regarding the project staff’s past experience or appropriately experienced people are missing (not named) in the Project Plan. | More details are needed regarding the project staff’s past experience or appropriately experienced people are missing (not named) in the Project Plan. | The description is not adequate or not provided. |

### E. Evaluating Outcomes

| **Question** | **Outstanding (7–6 points)** | **Strong (5–4 points)** | **Adequate (3–2 points)** | **Minimal (1–0 points)** |
| --- | --- | --- | --- | --- |
| E 1. Describe how the project will implement key outcomes that will be evaluated and align the response with the Project Plan. | The description is thorough and convincing. Details are provided and there is alignment with the Project Plan. | Some more details are needed to make the description thorough and aligned with the Project Plan. | More details are needed to make the description strong and aligned with the Project Plan. | The description is not adequate or not provided. |
| E 2. Describe how the project will evaluate outcomes and make improvements as needed and align the response with the Project Plan. | The description is thorough and convincing. Details are provided and there is alignment with the Project Plan. | Some more details are needed to make the description thorough and aligned with the Project Plan. | More details are needed to make the description strong and aligned with the Project Plan. | The description is not adequate or not provided. |

### F. Proposed Budget Spreadsheet

| **Item** | **Outstanding (4 points)** | **Strong (3 points)** | **Adequate (2 points)** | **Minimal (1–0 points)** |
| --- | --- | --- | --- | --- |
| F 1.  Overall Budget | Thoroughly and convincingly identifies only allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. The budget is not overly heavy in administrative costs and takes into consideration the costs of educators’ time to attend professional learning. The budgetincludes details that align the budget with the planned activities and outcomes and includes costs for an independent evaluation of the program. | Clearly identifies only allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. The budget is not heavy in administrative costs and takes into consideration the costs of educators’ time to attend professional learning. The budget includes costs for an independent evaluation of the program. However, the budgetis missing some details that would align the budget with the planned activities and outcomes. | Adequately identifies only allowable and appropriate project expenses to support the activities of the grant for the project’s performance period. The budget includes costs for an independent evaluation of the program. However, the budget is heavy in administrative costs, or a higher percentage of funds could be used to ensure educators are able to attend professional learning, or the budgetis missing some details that would align the budget with the planned activities and outcomes. | Minimally identifies the allowable and appropriate project expenses to support the activities of the grant for the project’s performance period or includes nonallowable expenses. The vast majority of the budget goes towards costs that cannot be aligned with the planned activities and outcomes or the budget does not include costs for an independent evaluation of the program. |
| F 2. Budget Detail | Provides a thorough and convincing budget detail describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and evaluating project outcomes. | Provides a clear budget detail describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and evaluating project outcomes. | Provides adequate budget detail describing each line item and how each proposed cost is aligned to project activities and evaluating project outcomes. | Provides minimal budget detail for each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and evaluating project outcomes. |

1. \*Timeline subject to change. Refer to the 2023 Mathematics, Science, and Computer Science Professional Learning Grant **Request for Applications web page** for the most up-to-date timeline. Multiple links to this web page are provided throughout this document. [↑](#footnote-ref-2)