



**California Department of Education
California Collaborative for Educational Excellence**

**Educator Workforce Investment Grant Program:
Special Education-Related Professional
Development**

REQUEST FOR APPLICATION

**Form B: Intent to Submit an Application Due Date:
January 6, 2020, by 5 p.m.**

**Application Due Date:
February 14, 2020, by 5 p.m.**

Administered by the
Special Education Division

California Department of Education
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1. OVERVIEW

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) invite 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 through twelve, inclusive, to apply for a grant to create, design, and deliver professional learning opportunities for teachers and paraprofessionals in the area of literacy development with the ultimate goal of providing access for students with disabilities to their grade-level content standards within the general education environment. The professional learning activities must be designed to support teachers and paraeducators in implementing high-quality instruction, must use a coaching approach to build capacity, and must integrate evidence-based practices and interventions within a multi-tiered system of support (MTSS) framework that aligns with the California Statewide System of Support structure.

A. *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 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 at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

In addition to the Statewide System of Support, individual and collective capacities 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 at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

B. Background

Educational equity is a cornerstone of California’s education system. The 2018–2019 results of the California Assessment of Student Performance and Progress (CAASPP)—California’s statewide student assessment system—reveal that the academic performance of students with disabilities in California is poor compared to all students in California. The results for 2018–2019 show that just 16.26 percent of students with disabilities met or exceeded the statewide standard for English language arts compared with 55.40 percent for students with no reported disability and 50.87 percent of all students in California. Similarly, the results for the same year show that 12.61 percent of students with disabilities met or exceeded the statewide standard for math compared with 43.25 percent of students with no reported disability and 39.73 percent of all students in California.

As noted in *One System: Reforming Education to Serve All Students*, a March 2015 report of California’s Statewide Task Force on Special Education, “The academic performance of students receiving special education services in California is poor compared to that of other states. Furthermore, there is a lack of coordination and integration between California’s special education and general education teacher preparation requirements. As a result, students in California across all ‘categories of disability’ spend less time learning in general education classrooms than their peers in all but three other states (pages 33–34).”

The report’s authors also observe that, “Too often, neither general education nor special education teachers are well prepared to meet the needs of students with disabilities in a general education classroom—a major barrier to increasing the amount of time that students with disabilities spend within the general setting (page 34).” The report continues by recommending both general education and special education teachers receive professional learning opportunities that are focused, among other things, on inclusive practices, such as Universal Design for Learning and that are “purposely integrated” and culturally and linguistically responsive (pages 38–39). The report further emphasizes the importance of professional development opportunities for paraeducators (page 39).

Teaching and developing literacy skills across disciplines is critical for student success. For students experiencing reading difficulties, early intervention and targeted interventions, a change in intensity or duration of instruction, or the provision of special education services can support improved reading outcomes. As noted in the *California Dyslexia Guidelines*, published by the California Department of Education (2017), “Learning to teach reading, oral language, and written expression is a complex undertaking. The competence and expertise of teachers can be cultivated with training that emphasizes the study of reading development,

language structure, and individual patterns of language, learning strengths, and weaknesses. In addition, to learn to use instructional strategies effectively, teachers need supervised practicum opportunities, especially if they are responsible for teaching students with dyslexia” (page 38). Additionally, as California increases the use of early screeners for potential reading disabilities, a predicted increase in the need for trained educators and paraeducators may occur necessitating additional highly trained staff.

To work toward improving educational outcomes for all students, California has expanded its Statewide System of Support by establishing and providing funding for new roles with specific responsibilities aimed at developing the capacity of agencies responsible for providing differentiated assistance and ensuring access to a broad range of expertise within the system of support. These new roles include geographic lead agencies, special education leads agencies, and expert leads that can be funded through specific provisions included in the annual budget. These agencies work closely with the CDE and the CCEE with the goal of ensuring there are people or roles within the system whose duties specifically include supporting coordination and communication to connect LEAs to relevant resources or expertise.

The Statewide System of Support Special Education Local Plan Area (SELPA) lead agencies consist of two types of lead agencies: SELPA “Systems Improvement Lead Agencies” and SELPA “Content Lead Agencies.” The main goal of all the SELPA lead agencies is to grow differentiated assistance provided to LEAs with a focus on improving the outcomes of students with disabilities. They work collaboratively with the Statewide System of Support and one another to build the capacity of SELPAs statewide. They do this through training and supporting the use of data best practices, as well as evidence-based practices in root cause analyses, systems alignment, and coherence. These foundational processes will serve to ground SELPAs and the LEAs they serve to ultimately improve educational outcomes for students with disabilities.

The SELPA Systems Improvement Lead Agencies are the El Dorado COE SELPA, the Riverside COE SELPA, and the West San Gabriel Valley SELPA. The SELPA Content Lead Agencies and their designated content areas are as follows:

Marin County SELPA—In partnership with the California Autism Professional Training and Information Network (CAPTAIN) to scale up the use of Evidence-Based Practices

Placer County SELPA—Open Access Project (focus on Universal Design for Learning, Assistive Technology, and Augmentative Alternative Communication strategies)

South County SELPA—Disproportionality

Imperial County SELPA—Students with Disabilities and English Language Learners

More information about the “SELPA Resource Lead Agency System” is available at <https://www.cde.ca.gov/sp/se/ac/selparesourcelead.asp>.

C. *State Statute and Authority*

Senate Bill (SB) 75 (Chapter 51, Statutes of 2019) the Education Omnibus Trailer Bill, Section 84, provides \$37,100,000, through the 2022–23 fiscal year, for an Educator Workforce Investment Grant (EWIG) Program to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals across the state.

Specifically, the grants will be provided as follows:

1. Twenty-two million one hundred thousand dollars, collectively, to qualified entities able to deliver professional learning for teachers and paraprofessionals statewide within the following areas:
 - Strategies to support social-emotional learning,
 - Practices to create a positive school climate, including restorative justice,
 - Strategies for providing high-quality instruction and computer science (CS) learning experiences aligned to the *California CS Content Standards*, and
 - Practices to support the ethnic studies model curriculum
2. Ten million dollars to qualified entities for conducting professional learning activities designed to implement the California English Learner Roadmap Policy: Educational Programs and Services for English Learners.
3. Five million dollars to qualified entities for special education-related professional learning opportunities.

The CDE and CCEE 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, the CDE in collaboration with the CCEE is providing this Special Education-Related Professional Development Grant Request for Application (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 instruction and special education-related professional learning experiences in key areas of special education to improve outcomes for students with disabilities.

This EWIG: Special Education-Related Professional Development Grant will fund one successful applicant \$5,000,000 from May 1, 2020, through June 30, 2023.

2. PROGRAM DESCRIPTION

A. *Grant Information*

This application covers the grant period beginning May 1, 2020, and ending June 30, 2023. Funds are available based on the application and proposed budget. The total grant budget for this RFA is \$5,000,000. The grant period is three years and two months.

Alignment, communication, and collaboration within the Statewide System of Support are critical to the improvement process and are expected of grantees. In order to impact students in a variety of learning situations throughout California, the CDE and CCEE will fund an EWIG for special education-related professional development that participates in the Statewide System of Support, with a focus on literacy development through MTSS. 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 State Board of Education (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.

B. *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 and capacity to:

- Build the capacity of teacher and paraeducator in literacy development among students experiencing literacy difficulties, including in assessment, instruction, and curriculum, through an MTSS framework.
- Use a coaching approach to professional learning that includes facilitating expert support, and provides models of instruction and active learning to implement literacy development through special education-related professional development in a manner that aligns with the Statewide System of Support.

- Connect teachers and paraeducators using a collaborative and team approach for reflection and feedback opportunities as well as for sharing of content and resources.

C. Goals

One grantee will collaboratively work with the Statewide System of Support to build the capacity of LEAs across the state to create, design, and deliver professional learning opportunities for teachers and paraprofessionals in the area of literacy development with the ultimate goal of providing access for students with disabilities to their grade-level content standards within the general education environment. Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors should include strategies for high-quality instruction and special education-related professional development aligned to the QPLS and that address, but are not limited to, the following five areas specified below:

- Inclusive practices for general education and special education settings, including a universal design for learning (UDL) to help educators teach all students regardless of ability and teaching models that support these practices, including co-teaching
- General procedures for identifying individuals with disabilities and developing appropriate individualized education programs for these students
- Alternative dispute resolution procedures
- Strategies for supporting students with particular disabilities in a general education setting
- Support for students with overlapping educational needs, particularly those with an individualized education program who are also identified as English learners

The professional development efforts may include, but are not limited to the following goals:

- Creating professional learning materials to inform teachers, paraprofessionals, school leaders, and counselors of practices that encourage and support diverse students
- 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 special education-related content knowledge, pedagogical content knowledge, and instructional strategies

- Encouraging IHEs to assume greater responsibility for improving special education-related 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
<p>Data: Uses varied sources and kinds of information to guide priorities, design, and assessment</p>	<ul style="list-style-type: none"> • Uses formative and summative student achievement data, disaggregated by race, gender, English language learner status, disability status, 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
<p>Content and Pedagogy: Enhances educators’ expertise to increase students’ capacity to learn and thrive</p>	<ul style="list-style-type: none"> • 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

Standard	Sample Indicators
<p>Equity: Focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups</p>	<ul style="list-style-type: none"> • 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
<p>Design and Structure: Reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices</p>	<ul style="list-style-type: none"> • 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 provide 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

Standard	Sample Indicators
<p>Collaboration and Shared Accountability: Facilitates the development of a shared purpose for student learning and collective responsibility for achieving it</p>	<ul style="list-style-type: none"> • 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 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
<p>Resources: Dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes</p>	<ul style="list-style-type: none"> • 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

Standard	Sample Indicators
<p>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</p>	<ul style="list-style-type: none"> • Offers learning and practice activities that are directed toward meeting educators’ professional and performance standards • Reflects classroom, school, and district goals for student 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: California Department of Education. 2015

D. 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 learning experiences that support literacy development as it relates to the system-wide implementation of the five special education-related professional development areas noted in subsection C. Goals and are conducted in a manner that aligns with the Statewide System of Support. The selected applicant must be able to complete the following:

- Provide expertise to build capacity and effectively provide support to LEAs focused on literacy development as it relates to the five specified special education-related professional development areas.
- Identify existing resources, leverage partnerships, and, if requested, develop new resources to improve outcomes for students with disabilities.
- 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 recipients, when requested by the CDE or the CCEE.

- 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.
- 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 EWIG Application for Special Education-Related Professional Development must reflect the applicant's: (1) knowledge and expertise relative to special education and QPLS; and (2) ability to leverage existing relationships to plan and implement a statewide special education-related network to develop and provide professional learning opportunities to teachers, paraprofessionals, and other K–12 educators in public schools designed to implement special education-related professional development in a manner that aligns with the Statewide System of Support and the QPLS.

E. 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 COEs, LEAs, IHEs, or NPO 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.

F. 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, or
- Travel to states included in Assembly Bill 1887's (Statutes of 2016) travel prohibition list found at <https://oag.ca.gov/ab1887>

G. Administrative Indirect Cost Rate

The grantee must limit administrative indirect costs to a maximum 8 percent indirect cost rate per Section 84 of Chapter 51 of the Statutes of 2019.

3. ACCOUNTABILITY

A. Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CCEE, the CDE and other Lead Agencies in the Statewide System of Support. The grantee will participate in regular meetings to be convened by the CCEE and the CDE. 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
- An annual program report by each grantee, and by the partnership, identifying the number of schools and educators served

If the CCEE and the CDE do 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.

B. 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 assess progress toward the program goals that evaluate the increased capacity of the grantee and partner(s) to provide quality assistance and expertise to LEAs

- Special education-related professional development implementation resources identified, calibrated, coordinated, developed, and implemented
- Technical assistance and professional learning opportunities provided to teachers, paraprofessionals, school leaders, and counselors related to special education
- Evidence of coordination and collaboration with other agencies of the Statewide System of Support, including but not limited to COEs, English Learner Specialists, the CCEE, the CDE, IHEs, NPOs
- Number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served

4. APPLICATION PROCEDURES AND PROCESSES

Application Timeline

Activity	Date
RFA Release	December 3, 2019
Application Workshop Webinar	December 10, 2019, at 11 a.m.
Form B: Intent to Submit an Application	January 6, 2020, by 5 p.m.
Application due to the CDE	February 14, 2020, by 5 p.m.
Special education applicant interviews	Week of March 9, 2020
Intent to award posted	March 18, 2020
Last day for appeals to be received at the CDE	March 25, 2020, by 5 p.m.
Final awards posted	April 17, 2020

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 5 p.m. on February 14, 2020.**
 - **Interested applicants are required to submit the EWIG for Special Education-Related Professional Development Intent to Submit an Application Form (see Form B) to the CDE Special Education Division by email at SEEWIG@cde.ca.gov by 5 p.m. on January 6, 2020.** Submitting this form does not require an organization to submit

an application; however, an application will not be accepted unless the form was submitted and received by the CDE on time.

- 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 CCEE and the CDE are not able to modify the application information after it is submitted.
- Incomplete or late applications will not be considered.

C. 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.

D. Technical Assistance

In order to impact students in a variety of learning contexts throughout California, the CDE and CCEE will fund an EWIG for special education-related professional development that partners with multiple entities and creates a statewide special education professional development 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 State Board of Education.

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 EWIG Special Education-Related Professional Development Grant Application information session is listed below:

- Application Webinar Workshop, **December 10, 2019, 11 a.m. to 12:30 p.m.**

Please register for this session by sending an email to the Special Education Division at SEEWIG@cde.ca.gov by December 9, 2019, at 5 p.m. Write EWIG Special Education-Related Professional Development RFA Workshop in the subject line.

E. Appeals Process

The CDE must receive the request for appeal no later than **5 p.m. on March 25, 2020**. 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 ten (10) business days from the date that appeals are due to the CDE for this specific RFA.

F. 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. Each grantee must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

G. 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 chief executive officer (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 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 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 ten working days of receipt.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2019–2020 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.

5. PROGRAM APPLICATION

A complete application is submitted electronically through the EWIG: Special Education-Related Professional Development Online Application, a link to which will be available on the RFA web page at <https://cde.ca.gov/fq/fo/r18/seewig19rfa.asp>, shortly after the RFA is released. See Section 4 and Appendix B for instructions. Applicants must separately attach supporting evidence, such as a budget and Letters of Commitment.

A. *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 in literacy development for students' access to grade-level standards aligns to the QPLS and California's MTSS initiative; develops strong relationships with key regional and local partners and builds common language across partners; builds capacity and effectively provides support to LEAs focused on special education; and develops the capacity of LEAs to provide high-quality, inclusive instruction and learning experiences for students with disabilities.

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.
- Follow all application directions in Section 4.B.

Part 1—Special Education EWIG Goals and Activities

Applicants must demonstrate current expertise and qualifications to provide professional learning opportunities in literacy development for access to grade-level standards to teachers and paraprofessionals in public schools in a manner that aligns with QPLS, the MTSS Initiative, and the Statewide System of Support.

Vision and Mission

The aim of this grant is to provide professional development opportunities and resources for special and general education teachers and paraeducators in the area of student literacy development to support increased access to grade-level standards and inclusion of students with disabilities within the general education environment. Applicants must consider how they can serve as capacity builders, connectors, and facilitators within the Statewide System of Support. The QPLS and coaching systems and structures are expected features of the professional development model to support practice and student outcomes.

Applicants must articulate a theory of action for addressing student literacy development for access to grade-level standards and inclusion within the general education setting. The five areas for special education-related professional development noted below must be included as they relate to literacy development:

- Inclusive practices for general education and special education settings, including a universal design for learning (UDL) to help educators teach all students regardless of ability and teaching models that support these practices, including co-teaching
- General procedures for identifying individuals with disabilities and developing appropriate individualized education programs for these students
- Alternative dispute resolution procedures
- Strategies for supporting students with particular disabilities in a general education setting
- Support for students with overlapping educational needs, particularly those with an individualized education program who are also identified as English learners

For each of the roles below:

- Describe the applicant's previous experience or expertise, if any
- Propose strategies and responsible agencies or staff
- Propose a timeline of activities that will be used to achieve the goals

Use of Quality Professional Learning Standards

- Describe how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.

Special Education-Related Professional Development Capacity Builder

- Effectively use evidence-based practices for building and deconstructing foundational literacy skills, including specific skills, such as literacy across disciplines and content; problem-solving; analytical thinking; and critical thinking and analysis.
- Effectively identify appropriate interventions and evidence-based practices to address the needs of students struggling with reading skills and address the impact of disability on literacy skill development.
- Support the improvement of procedures for identifying individuals with exceptional needs, developing appropriate individualized educational programs to improve outcomes for students with disabilities across grade bands and abilities, and improve alternative dispute resolution procedures within systems.
- Develop and share materials for teachers and paraeducators that promote inclusive practices and support student literacy development for access to grade-level standards, including using content-rich text and, culturally and linguistically responsive instructional practices and strategies.
- Support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and universal design for learning strategies to improve outcomes for students with disabilities, regardless of educational setting.

Special Education-Related Professional Development Resource Connector

- Build others as coaches so they can serve as a resource to other teachers and paraeducators in implementing evidence-based practices

in literacy development for access to grade level standards that improve outcomes for students with disabilities.

- Align professional learning opportunities for districts and schools with access for both special and general education professionals.
- Integrate the use of a multi-tiered system of support framework and universally designed instruction in literacy to ensure greater access to the core curriculum for students with disabilities, including those identified as English learners.
- Leverage and expand upon existing policies and infrastructures to support proposed activities.

Special Education-Related Professional Development Facilitator

- Partner with a county office of education or consortium of county offices of education (COEs) or others.
- 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 special education focus.
- Leverage and expand upon existing policies and infrastructures to support proposed activities.

Project 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 CEO of the NPO, and the COE superintendent in each participating COE partner, if applicable
- Discuss how the applicant will recruit, select, engage, retain, and replace, if necessary, project participants in multi-year professional learning opportunities

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.

B. 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 (May 1, 2020–June 30, 2023) is required for the application. The budget will be reviewed and scored. Applicants must 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 CCEE, and the CDE, and other Lead Agencies; and
- Indirect charges, capped at 8 percent.

Applicants must use the EWIG Special Education-Related Professional Development Proposed Budget Template available on the RFA web page at <https://cde.ca.gov/fg/fo/r18/seewig19rfa.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 Special Education-Related Professional Development 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

Please note: Positive consideration will be given to applicants who propose to partner with a county office of education or a consortium of county offices of education.

Part 1—Special Education Educator Workforce Investment Grant Program Goals and Activities

Vision and Mission

OUTSTANDING (16 points)	STRONG (12 points)	ADEQUATE (8 points)	MINIMAL (4–0 points)
<p>Thoroughly and convincingly articulates a theory of action for addressing student literacy development for access to grade-level standards and inclusion within the general education setting. The five areas for special education-related professional development noted on page 21 must be included as they relate to literacy development.</p>	<p>Clearly articulates a theory of action for addressing student literacy development for access to grade-level standards and inclusion within the general education setting. The five areas for special education-related professional development noted on page 21 must be included as they relate to literacy development.</p>	<p>Adequately articulates a theory of action for addressing student literacy development for access to grade-level standards and inclusion within the general education setting. The five areas for special education-related professional development noted on page 21 must be included as they relate to literacy development.</p>	<p>Minimally articulates a theory of action for addressing student literacy development for access to grade-level standards and inclusion within the general education setting. The five areas for special education-related professional development noted on page 21 must be included as they relate to literacy development.</p>

Quality Professional Learning Standards (QPLS)

OUTSTANDING (20 points)	STRONG (15 points)	ADEQUATE (10 points)	MINIMAL (5–0 points)
Thoroughly and convincingly describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.	Clearly describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.	Adequately describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.	Minimally describes how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence

Special Education-Related Professional Development Capacity Builder

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
Thoroughly and convincingly describes how the applicant will effectively use evidence-based practices for building and deconstructing foundational literacy skills, including specific skills, such as literacy across disciplines and content; problem-solving; analytical thinking; and critical thinking and analysis.	Clearly describes how the applicant will effectively use evidence-based practices for building and deconstructing foundational literacy skills, including specific skills, such as literacy across disciplines and content; problem-solving; analytical thinking; and critical thinking and analysis.	Adequately describes how the applicant will effectively use evidence-based practices for building and deconstructing foundational literacy skills, including specific skills, such as literacy across disciplines and content; problem-solving; analytical thinking; and critical thinking and analysis.	Minimally describes how the applicant will effectively use evidence-based practices for building and deconstructing foundational literacy skills, including specific skills, such as literacy across disciplines and content; problem-solving; analytical thinking; and critical thinking and analysis.

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
<p>Thoroughly and convincingly describes how the applicant will effectively identify appropriate interventions and evidence-based practices to address the needs of students struggling with reading skills and address the impact of disability on literacy skill development.</p>	<p>Clearly describes how the applicant will effectively identify appropriate interventions and evidence-based practices to address the needs of students struggling with reading skills and address the impact of disability on literacy skill development</p>	<p>Adequately describes how the applicant will effectively identify appropriate interventions and evidence-based practices to address the needs of students struggling with reading skills and address the impact of disability on literacy skill development.</p>	<p>Minimally describes how the applicant will effectively identify appropriate interventions and evidence-based practices to address the needs of students struggling with reading skills and address the impact of disability on literacy skill development.</p>
<p>Thoroughly and convincingly describes how the applicant will support the improvement of procedures for identifying individuals with exceptional needs, developing appropriate individualized educational programs to improve outcomes for students with disabilities across grade bands and abilities, and improve alternative dispute resolution procedures within systems.</p>	<p>Clearly describes how the applicant will support the improvement of procedures for identifying individuals with exceptional needs, developing appropriate individualized educational programs to improve outcomes for students with disabilities across grade bands and abilities, and improve alternative dispute resolution procedures within systems</p>	<p>Adequately describes how the applicant will support the improvement of procedures for identifying individuals with exceptional needs, developing appropriate individualized educational programs to improve outcomes for students with disabilities across grade bands and abilities, and improve alternative dispute resolution procedures within systems</p>	<p>Minimally describes how the applicant will support the improvement of procedures for identifying individuals with exceptional needs, developing appropriate individualized educational programs to improve outcomes for students with disabilities across grade bands and abilities, and improve alternative dispute resolution procedures within systems</p>

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
<p>Thoroughly and convincingly describes how the applicant will develop and share materials for teachers and paraeducators that promote inclusive practices and support student literacy development for access to grade-level standards, including using content-rich text and, culturally and linguistically responsive instructional practices and strategies.</p>	<p>Clearly describes how the applicant will develop and share materials for teachers and paraeducators that promote inclusive practices and support student literacy development for access to grade-level standards, including using content-rich text and, culturally and linguistically responsive instructional practices and strategies.</p>	<p>Adequately describes how the applicant will develop and share materials for teachers and paraeducators that promote inclusive practices and support student literacy development for access to grade-level standards, including using content-rich text and, culturally and linguistically responsive instructional practices and strategies.</p>	<p>Minimally describes how the applicant will develop and share materials for teachers and paraeducators that promote inclusive practices and support student literacy development for access to grade-level standards, including using content-rich text and, culturally and linguistically responsive instructional practices and strategies.</p>
<p>Thoroughly and convincingly describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and universal design for learning strategies to improve outcomes for students with disabilities, regardless of educational setting.</p>	<p>Clearly describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and universal design for learning strategies to improve outcomes for students with disabilities, regardless of educational setting.</p>	<p>Adequately describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and universal design for learning strategies to improve outcomes for students with disabilities, regardless of educational setting.</p>	<p>Minimally describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and universal design for learning strategies to improve outcomes for students with disabilities, regardless of educational setting.</p>

Special Education-Related Professional Development Resource Connector

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
<p>Thoroughly and convincingly describes how the applicant will build others as coaches so they can serve as a resource to other teachers and paraeducators in implementing evidence-based practices in literacy development for access to grade-level standards that improve outcomes for students with disabilities.</p>	<p>Clearly describes how the applicant will build others as coaches so they can serve as a resource to other teachers and paraeducators in implementing evidence-based practices in literacy development for access to grade-level standards that improve outcomes for students with disabilities.</p>	<p>Adequately describes how the applicant will build others as coaches so they can serve as a resource to other teachers and paraeducators in implementing evidence-based practices in literacy development for access to grade-level standards that improve outcomes for students with disabilities.</p>	<p>Minimally describes how the applicant will build others as coaches so they can serve as a resource to other teachers and paraeducators in implementing evidence-based practices in literacy development for access to grade-level standards that improve outcomes for students with disabilities.</p>
<p>Thoroughly and convincingly describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals.</p>	<p>Clearly describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals.</p>	<p>Adequately describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals.</p>	<p>Minimally describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals.</p>

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
Thoroughly and convincingly describes how the applicant will integrate the use of a multi-tiered system of support framework and universally designed instruction in literacy to ensure greater access to the core curriculum for students with disabilities, including those identified as English learners.	Clearly describes how the applicant will integrate the use of a multi-tiered system of support framework and universally designed instruction in literacy to ensure greater access to the core curriculum for students with disabilities, including those identified as English learners.	Adequately describes how the applicant will integrate the use of a multi-tiered system of support framework and universally designed instruction in literacy to ensure greater access to the core curriculum for students with disabilities, including those identified as English learners.	Minimally describes how the applicant will integrate the use of a multi-tiered system of support framework and universally designed instruction in literacy to ensure greater access to the core curriculum for students with disabilities, including those identified as English learners.
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.	Adequate 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.

Special Education-Related Professional Development Facilitator

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
Thoroughly and convincingly describes how the applicant will partner with a COE or a consortium of COEs or others.	Clearly describes how the applicant will partner with a COE or a consortium of COEs or others.	Adequately describes how the applicant will partner with a COE or a consortium of COEs or others.	Minimally describes how the applicant will partner with a COE or a consortium of COEs others.

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
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, strategies of the partners, and how the partners will work together to address the goals.	Minimally describes how the applicant will build capacity, readiness, strategies of the partners, and how the partners will work together to address the goals.
Thoroughly and convincingly describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a special education focus.	Clearly describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a special education focus.	Adequately describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a special education focus.	Minimally describes how the applicant will convene and cultivate peer learning networks and/or communities of practice with a special education focus.
Leverage and expand upon existing policies and infrastructures to support proposed activities.	Leverage and expand upon existing policies and infrastructures to support proposed activities.	Leverage and expand upon existing policies and infrastructures to support proposed activities.	Leverage and expand upon existing policies and infrastructures to support proposed activities.

Project Participants

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
<p>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 CEO of the NPO, and the COE superintendent in each participating COE partner, if applicable.</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>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 CEO of the NPO, and the COE superintendent in each participating COE partner, if applicable.</p>
<p>Thoroughly and convincingly describes how the applicant will recruit and select project participants in multi-year professional learning opportunities.</p>	<p>Clearly describes how the applicant will recruit and select project participants in multi-year professional learning opportunities.</p>	<p>Adequately describes how the applicant will recruit and select project participants in multi-year professional learning opportunities.</p>	<p>Minimally describes how the applicant will recruit and select project participants in multi-year professional learning opportunities.</p>

OUTSTANDING (4 points)	STRONG (3 points)	ADEQUATE (2 points)	MINIMAL (1–0 points)
Thoroughly and convincingly describes how the applicant will engage, retain, and replace, if necessary, project participants.	Clearly describes how the applicant will engage, retain, and replace, if necessary, project participants.	Adequately describes how the applicant will engage, retain, and replace, if necessary, project participants.	Minimally describes how the applicant will engage, retain, and replace, if necessary, project participants.

Part 2—Proposed Metrics

OUTSTANDING (16 points)	STRONG (12 points)	ADEQUATE (8 points)	MINIMAL (4 points)
Thoroughly and convincingly describes how the specific quantitative and qualitative metrics can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities.	Clearly describes how the specific quantitative and qualitative metrics that can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities.	Adequately describes how the specific quantitative and qualitative metrics that can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities.	Minimally describes how the specific quantitative and qualitative metrics that can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities.

Appendix B: Online Application Instructions

Applicants should use the instructions below for filling out the EWIG Special Education-Related Professional Development online application available at <https://cde.ca.gov/fg/fo/r18/seewig19rfa.asp>. 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 5 p.m. on February 14, 2020.

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 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 address will allow you to return to your application.

Applicant Information

Application Field	Instructions
Project Director Name	Please list the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee.
Project Director Title	Please provide the title of the Project Director.
Project Director's Office	Please provide the name of the Project Director's office.
Type of Entity Applying	Please select "Institution of Higher Education" or "Nonprofit Organization."
Name of Entity Applying	Please provide the name of the IHE or the NPO applying for the grant.
Street Address (Ex: 1430 N Street)	Please provide the street address of the applying entity.
City	Please provide the city where the applying entity is located.

<p>State (Ex: CA)</p>	<p>Please provide the state where the applying entity is located.</p>
<p>Zip Code (5-digit: 00000)</p>	<p>Please provide the zip code where the applying entity is located.</p>
<p>Project Director Telephone Number (10-digit: 000-000-0000)</p>	<p>Please provide the Project Director's telephone number. This number will be used to contact the Project Director, if needed.</p>
<p>Project Director Extension</p>	<p>Please provide the Project Director's telephone extension number, if necessary.</p>
<p>Project Director Email Address (Ex: SEEWIG@cde.ca.gov)</p>	<p>Please provide the Project Director's email address. Most communication with the grantee will be through email, so please ensure that the email address is correctly entered.</p>
<p>Fiscal Agent Name</p>	<p>Please list the name of the person who will serve as the Fiscal Agent of the grant, if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant.</p>
<p>Fiscal Agent Title</p>	<p>Please provide the title of the Fiscal Agent.</p>
<p>Fiscal Agent Telephone Number (10-digit: 000-000-000)</p>	<p>Please provide the Fiscal Agent's telephone number.</p>
<p>Fiscal Agent Extension</p>	<p>Please provide the Fiscal Agent's telephone extension number, if needed.</p>
<p>Fiscal Agent Email Address (Ex: SEEWIG@cde.ca.gov)</p>	<p>Please provide the Fiscal Agent's email address.</p>
<p>IHE or NPO Partners</p>	<p>Please list any IHE or NPO partners for this grant.</p>

County Office of Education Partners	Please list any COE partners for this grant.
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Application Narrative

Part 1—EWIG Special Education-Related Professional Development Goals and Activities

Application Field	Instructions
<p>Vision and Mission (5,000 character max)</p>	<p>Articulate a theory of action for addressing student literacy development for access to grade-level standards and inclusion within the general education setting. The five areas for special education-related professional development noted below must be included as they relate to literacy development:</p> <ul style="list-style-type: none"> • Inclusive practices for general education and special education settings, including a universal design for learning (UDL) to help educators teach all students regardless of ability and teaching models that support these practices, including co-teaching • General procedures for identifying individuals with disabilities and developing appropriate individualized education programs for these students • Alternative dispute resolution procedures • Strategies for supporting students with particular disabilities in a general education setting • Support for students with overlapping educational needs, particularly those with an individualized education program who are also identified as English learners
<p>For each of the roles below:</p>	<ul style="list-style-type: none"> • Describe the applicant's previous experience or expertise, if any • Propose strategies and responsible agencies or staff • Propose a timeline of activities that will be used to achieve the goals
<p>Quality Professional Learning Standards (7,500 character max)</p>	<p>Describe how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.</p>

<p>Special Education-Related Professional Development Capacity Builder (2,500 character max)</p>	<p>Describe how the applicant will effectively use evidence-based practices for building and deconstructing foundational literacy skills, including specific skills, such as literacy across disciplines and content; problem-solving; analytical thinking; and critical thinking and analysis.</p>
<p>Special Education-Related Professional Development Capacity Builder (2,500 character max)</p>	<p>Describe how the applicant will effectively identify appropriate interventions and evidence-based practices to address the needs of students struggling with reading skills and address the impact of disability on literacy skill development.</p>
<p>Special Education-Related Professional Development Capacity Builder (2,500 character max)</p>	<p>Describe how the applicant will support the improvement of procedures for identifying individuals with exceptional needs, developing appropriate individualized educational programs to improve outcomes for students with disabilities across grade bands and abilities, and improve alternative dispute resolution procedures within systems.</p>
<p>Special Education-Related Professional Development Capacity Builder (2,500 character max)</p>	<p>Describe how the applicant will develop and share materials for teachers and paraeducators that promote inclusive practices and support student literacy development for access to grade-level standards, including using content-rich text and, culturally and linguistically responsive instructional practices and strategies.</p>
<p>Special Education-Related Professional Development Capacity Builder (2,500 character max)</p>	<p>Describe how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and universal design for learning strategies to improve outcomes for students with disabilities, regardless of educational setting.</p>
<p>Special Education-Related Professional Development Resource Connector (2,500 character max)</p>	<p>Describe how the applicant will build others as coaches so they can serve as a resource to other teachers and paraeducators in implementing evidence-based practices in literacy development for access to grade level standards that improve outcomes for students with disabilities.</p>

<p>Special Education-Related Professional Development Resource Connector</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals.</p>
<p>Special Education-Related Professional Development Resource Connector</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will integrate the use of a multi-tiered system of support framework and universally designed instruction in literacy to ensure greater access to the core curriculum for students with disabilities, including those identified as English learners.</p>
<p>Special Education-Related Professional Development Resource Connector</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities.</p>
<p>Special Education-Related Professional Development Facilitator</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will partner with a county office of education or consortium of county offices of education or others.</p>
<p>Special Education-Related Professional Development Facilitator</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will build capacity, readiness, and strategies of the partners to address the goals of the grant.</p>
<p>Special Education-Related Professional Development Facilitator</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will convene and cultivate peer learning networks and/or communities of practice with a special education focus.</p>

<p>Special Education-Related Professional Development Facilitator</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities.</p>
<p>Project Participants</p> <p>(2,500 character max)</p>	<p>Describe how the applicant will recruit, select, engage, retain, and replace, if necessary, project participants in multi-year professional learning opportunities</p> <p>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 CEO of the NPO, and the COE Superintendent in each participating COE partner, if applicable. (Please see Attachment Instructions.)</p>

Part 2—Proposed Metrics

Application Field	Instructions
<p>Proposed Metrics</p> <p>(5,000 character max)</p>	<p>Describe how specific quantitative and qualitative metrics can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission.</p> <p>It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities.</p>

Electronic Signature

Application Field	Instructions
<p>Project Statement of Assurances</p>	<p>Please select the checkbox to declare:</p> <p>I have reviewed the EWIG Special Education-Related Professional Development Statement of Assurances and hereby certify that each of the requirements contained therein will be met.</p>

Signature by Authorizing Official	<p>The authorizing official should type their name in the field, which will serve as a signature that certifies agreement with the statement below.</p> <p>I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.</p>
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Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the EWIG Special Education-Related Professional Development Proposed Budget and Letters of Commitment 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	<p>Certificated Salaries</p> <p>Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. 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.</p>
2000	<p>Classified Salaries</p> <p>Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. 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.</p>
3000	<p>Employee Benefits</p> <p>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.</p>
4000	<p>Books and Supplies</p> <p>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.</p>

<p>5000</p>	<p>Services and Other Operating Expenditures</p> <p>Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.</p> <p>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.</p> <p>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, training, and technical assistance activities.</p>
<p>6000</p>	<p>Capital Outlay</p> <p>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.</p>
<p>7000</p>	<p>Indirect if applicable (not to exceed CDE approved rate).</p> <p>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/.</p>

APPENDIX D: Budget Act of 2019

Background

California is in the midst of implementing a new public school accountability system based on the Local Control Funding Formula (LCFF), 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):** County offices of education (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 California Collaborative for Educational Excellence (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, Senate Bill (SB) 75 (Chapter 51, Statutes of 2019) the Education Omnibus Trailer Bill, established the Educator Workforce Investment Grant Program to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals across the state.

The CDE and the CCEE shall provide \$22,100,000 to entities selected pursuant to paragraph (2) of the legislation that are able, collectively, to deliver professional learning for teachers and paraprofessionals statewide within all of the following areas:

- Strategies to support social-emotional learning.
- Practices to create a positive school climate, including restorative justice.
- Strategies for providing high-quality instruction and computer science learning experiences aligned to the *California Computer Science Content Standards* developed pursuant to Section 60605.4 of the Education Code.

- Practices to support the ethnic studies model curriculum developed pursuant to Section 51226.7 of the Education Code.

The CDE and the CCEE shall also provide \$10,000,000 to qualified entities for conducting professional learning activities designed to implement the California English Learner Roadmap Policy: Educational Programs and Services for English Learners and \$5,000,000 to qualified entities for special education-related professional learning opportunities.

FORM A: Educator Workforce Investment Grant Program: Special Education-Related Professional Development 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 Educator Workforce Investment Grant Program for Special Education-Related Professional Development 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 California Department of Education (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 8 percent indirect cost rate per Section 84 of Chapter 51 of the Statutes of 2019.
- 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 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, by January 15 of each program year, 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.

**FORM B: Intent to Submit an Application for the
Educator Workforce Investment Grant Program:
Special Education-Related Professional Development**

Please return this Intent to Submit an Application form to the California Department of Education (CDE) at the email address below to submit an application for the Educator Workforce Investment Grant Program: Special Education-Related Professional Development. The CDE will accept only applications for which it has received the Intent to Submit an Application form. The form must be received by the CDE by email no later than 5 p.m. on Monday, January 6, 2020.

Return this form to:

Special Education Division

Email: SEEWIG@cde.ca.gov

Subject line: Educator Workforce Investment Grant Program: Special Education-Related Professional Development

Official Applicant*:

Contact Person/Title:

Telephone:

Email address:

Signature of Authorizing Officials: By signing this document, I certify the local educational agency is eligible to apply for Title IV, Part A Student Support and Academic Enrichment Grant Program funding and the application will fulfill all requirements of the statute and regulations related to this funding.

Dean of Institution of Higher Education or Chief Executive Officer of Nonprofit Organization or Designee's Signature:

_____ Date: _____

*If applying as a partner of a county office of education (COE) or a partner of a consortium of COEs, please complete page two of this form.

If applying as a partner of a COE or a partner of a consortium of COEs, please provide the names of the additional COEs, grant contacts, and titles. If the consortium consists of more than five COEs, please attach a document with all COE names and grant contacts and titles.

COE Name:

Contact Person/Title:

COE Name:

Contact Person/Title:

COE Name:

Contact Person/Title:

COE Name:

Contact Person/Title:

COE Name:

Contact Person/Title: