**California Department of Education**

**Report to the Legislature, Department of Finance,
State Board of Education, and the Legislative Analyst’s Office:**

# Educator Workforce Investment Grant Program: Professional Learning Grants



**Prepared by the**

**Educator Excellence and Equity Division**

**Equity and Access Branch**

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

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## Executive Summary

This report is required by Section 84 of the Education Omnibus Trailer Bill (Senate Bill 75) for the 2019–20 California State Budget. The attached report provides an update regarding the Educator Workforce Investment Grant Program: Professional Learning Grants for Computer Science; Social-Emotional Learning, Positive School Climate, and Restorative Justice; English Learner Roadmap Policy Implementation; and Special Education-Related Professional Learning.

The report includes information regarding the status of each of the programs, including progress made during the last budget year.

If you have any questions regarding this report, please contact Emily Oliva, Education Programs Consultant, Educator Excellence and Equity Division, by phone at

916-323-6440 or by email at EEED@cde.ca.gov.

You can find this report at the California Department of Education Educator Workforce Investment Grant Program web page at <https://www.cde.ca.gov/pd/ps/ewig.asp>. If you need a copy of this report, please contact Monique McWayne, Education Administrator, Educator Excellence and Equity Division, by phone at 916-323-6440 or by email at EEED@cde.ca.gov.

## State Statute and Authority

The Budget Act of 2019, Section 84, provides $37.1 million 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. $22.1 million, 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 Computer Science Content Standards* (*CA CS Content Standards*),and
* Practices to support the ethnic studies model curriculum.
1. $10 million to qualified entities for conducting professional learning activities designed to implement the California English Learner Roadmap Policy: Educational Programs and Services for English Learners.
2. $5 million to qualified entities for special education-related professional learning opportunities.

The California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) will, to the extent possible, facilitate the coordination among the EWIG grantees and the subject matter projects currently authorized by state statute. Applicants that propose to partner with a county office of education (COE) or consortium of COEs will be given positive consideration.

## Stakeholder Engagement

In early September 2019, staff from the CDE and the CCEE focused on jointly delivering overviews of the EWIG initiative and upcoming opportunities to provide input into the development of the initiative. These included venues such as the State and Federal Program Directors Meeting and the statewide Every Student Succeeds Act update webinar on September 13, 2019, as well as the California County Superintendents Educational Services Association’s Curriculum and Instruction Steering Committee meeting on September 19, 2019. Notifications about the virtual EWIG overview session and stakeholder input survey were emailed directly to all 58 COEs, as well as through various statewide district leadership, research, advocacy, and educator association listservs. A webinar providing an overview of each of the EWIG content areas was facilitated jointly by the CDE and CCEE on September 25, 2019. The interactive webinar was recorded with all materials archived and made available through the state EWIG web page. From the 150 attendees of the webinar, input was gathered to further refine the EWIG input survey, including suggestions about common obstacles to identifying and accessing meaningful professional learning for educators.

On September 27, 2019, the EWIG input survey was made available to the public and was kept open through early November 2019. Over 800 responses were collected, including 150 responses collected during the September 25, 2019 webinar session. Of the total number of responses, 43 percent were teachers or paraeducators, and 73 percent responded as potential participants of future professional learning opportunities to be made available through the EWIG initiative. Other respondents included county office and district office staff; site administrators; technical assistance providers and coaches; researchers; parents; and other association members.

High-leverage takeaways from the survey and webinar input session indicated clear agreement that professional learning opportunities for educators in California needed to be:

* Delivered by trainers or coaches who can focus on improvement in addition to specific content areas
* Made available to school administrators and district personnel to support implementation at the school site
* Grounded in culturally responsive approaches

All respondents—especially instructional staff—identified the cost and the lack of time available for school leaders for professional learning opportunities as the greatest obstacles to accessing and attending professional learning. Suggested solutions to these obstacles focused on identifying job-embedded opportunities for receiving and implementing feedback to support professional growth.

## Computer Science

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

The EWIG CS grant covers the grant period beginning April 27, 2020, and ending June 30, 2023. Funds are available based on the application and proposed budget. The total grant budget for this Request for Applications (RFA) is $5.6 million. The grant period is three years. Nine applications were received of which three were submitted by an IHE and six by an NPO. Each application was scored by multiple reviewers. Throughout the RFA creation and review process, members from the CDE, CCEE, and California State Board of Education (SBE) were involved. Currently, all applicants have been requested by the Executive Director of the SBE to provide a written response to three questions in addition to the RFA process. Awardees have not been determined.

Three errata have been posted. Erratum #1 provided corrections regarding reporting requirements and the appeal deadline. Errata #2 and #3 provided corrections regarding the application timeline. The last day for appeals to be received by the CDE is May 7, 2020, by 4:00 p.m. Final awards will be posted by May 27, 2020.

## Social-Emotional Learning, Positive School Climate, and Restorative Justice

The CDE shall administer the EWIG Positive School Climate Program. The CDE shall issue $11.1 million in grants, based upon merit, to one or more IHEs or NPOs. As provisioned by Section 84 of the Education Omnibus Trailer Bill (Senate Bill 75) for the 2019–20 California State Budget, lead applicants must be an IHE or 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. If multiple IHEs or NPOs partner, a lead applicant must be identified.

Applicants must be able to demonstrate knowledge of and capacity to implement practices and strategies to create a positive school climate in a manner that aligns with the Statewide System of Support and consistent with the *Quality Professional Learning Standards*. The professional learning opportunities may include, but are not limited to:

* 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, local educational agencies, and IHEs to form partnerships that focus on long-term professional learning for teachers to enhance their social and emotional learning knowledge and instructional strategies
* Encouraging IHEs to assume greater responsibility for improving social and emotional learning teacher education and to bring together kindergarten through grade twelve teachers, paraprofessionals, administrators, and counselors for mutual professional growth

Applications will be scored in May 2020 and awarded in June 2020. The performance period of the grants will be July 1, 2020 (or sooner), through September 30, 2023.

## California English Learner Roadmap Policy: Educational Programs and Services for English Learners

The CDE and the CCEE released an RFA and invited IHEs and NPOs to apply for grants to design and deliver professional learning opportunities that are designed to support the system-wide implementation of the California English Learner Roadmap SBE Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) that align with the California Statewide System of Support. $10 million will be provided to two qualified entities for designing and conducting professional learning activities designed to implement the EL Roadmap Policy. $5 million will be provided to each grant recipient. The award start date is April 3, 2020, and the award end date is June 30, 2023.

A process was established to select two IHEs or NPOs to receive these grants and conduct professional learning activities to implement the California EL Roadmap Policy. The review of applications took place on February 24, 2020. SBE, CDE, and CCEE staff participated in the review of these applications. There was a total of four applicants and there were two top-scoring candidates. No appeals were received and the top two candidates, Californians Together and the California Association for Bilingual Education, have received approval from the Executive Director of the SBE as organizations with expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving kindergarten and grades one to twelve, inclusive.

## Special Education

The CDE, Special Education Division (SED), released its EWIG on December 3, 2019, in accordance with the requirements for conducting a formal RFA and in coordination with other divisions at the CDE that are implementing Senate Bill 75, Chapter 51, Statutes of 2019, Section 84. On February 14, 2020, the SED received five grant applications, which were read and scored by peer reviewers the week of February 24, 2020. The total grant budget for this RFA is $5 million. At the time of writing, two grant applicants have been identified for participation in personal interviews with representatives from the SED, CCEE, and SBE, before the SBE’s determination of the winning bidder.

## Ethnic Studies

The EWIG Ethnic Studies has been postponed until the Ethnic Studies Model Curriculum is adopted. Current legislation requires that a final draft of this curriculum be submitted to the SBE for adoption in March 2021.