# California Department of EducationReport to the Legislature, Department of Finance, and the Governor

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



**Prepared by the**

**Educator Excellence and Equity Division**

**Instruction, Measurement, and Administration Branch**

**March 2022**

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

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

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

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

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**California Department of Education**

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

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

## Executive Summary

This report is required by Senate Bill 75, Chapter 51, Statutes of 2019, Section 84 of the Education Omnibus Budget Trailer Bill for the 2019–20 California State Budget. The attached report provides an update regarding the activities of the Educator Workforce Investment Grant (EWIG) Programs: English Learner Roadmap (ELR) Policy Implementation, Special Education-Related Professional Learning, and Computer Science (CS).

In Spring 2020, the California Department of Education (CDE), in collaboration with the California Collaborative for Educational Excellence, awarded two $5 million grants for the implementation of the ELR Policy. The two grant recipients are Californians Together and California Association for Bilingual Education.

Throughout the 2021 and 2022 calendar years, these two grantees provided professional development and technical assistance to more than 40,000 educatorsstatewide from local educational agencies and county offices of education regarding the ELR Policy adopted by the California State Board of Education through the EWIG ELR Policy Implementation Grant Program.

Of the $5 million budget in the EWIG for Special Education, the CDE Special Education Division awarded $4,910,679 to one grant recipient, the Center for Applied Special Technology Incorporated, on July 20, 2020, due to COVID-19 prompting necessary administrative changes to the grant award process.

The Budget Act of 2021, Item 6100-195-0001, provides $5 million on a one-time basis to establish the EWIG: CS. In March 2022, the CDE awarded one $5 million grant for the implementation of the EWIG: CS to the University of California, Los Angeles. The EWIG: CS is just beginning and is currently in the planning phase of professional learning as of the writing of this report.

If you have any questions regarding this report, please contact Emily Oliva, Education Programs Consultant, Educator Excellence and Equity Division, at PLSMO@cde.ca.gov.

You will find this report on the CDE Educator Workforce Investment Grant Program web page at [https://www.cde.ca.gov/pd/ps/ewig.asp.](https://www.cde.ca.gov/pd/ps/ewig.asp) If you need a copy of this report, please contact Alyssa Khan, Assistant Government Program Analyst, Educator Excellence and Equity Division, at PLSMO@cde.ca.gov.

## State Statute and Authority

Section 84 of the Education Omnibus Trailer Bill, Senate Bill (SB) 75 (Ch. 51, Stats. 2019), provided $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. The grants approved for funding were provided as follows:

* Ten million dollars to qualified entities for conducting professional learning activities designed to implement the California English Learner Roadmap (ELR) Policy: Educational Programs and Services for English learners, and
* Five million dollars to qualified entities for special education-related Professional Development (PD) opportunities.

The Budget Act of 2021, Item 6100-195-0001, provides $5 million on a one-time basis to establish the EWIG: Computer Science (CS).

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

## Legislative Reporting Requirements

The CDE’s role is limited to conducting the award process, distributing the funding, and providing technical oversight of the items contained within the Request for Applications (RFA) document for each program. Sections 84(d)(6) and (e) of the Education Omnibus Budget Trailer Bill, SB 75 (Ch. 51, Stats. 2019), require that the CDE and CCEE report on an annual basis the following information to the appropriate policy and fiscal committees of the Legislature, the Department of Finance, and the Governor:

1. The process for awarding grants;
2. The name of each grant recipient;
3. The amount awarded to each grant recipient;
4. The activities provided with grant funds; and, if available
5. The number of schools served and the number of educators served.

## California English Learner Roadmap Policy

### Implementation

In recognition of the need to build capacity throughout the state to implement the comprehensive California ELR Policy adopted by the State Board of Education (SBE) in July 2017, the California Legislature earmarked $10 million to create and deliver professional learning opportunities that are aligned with the California System of Support. This PD is designed to support the systemwide implementation of the ELR Policy within local educational agencies (LEAs).

In spring 2020, the CDE awarded two EWIG ELR Policy Implementation grants for $5 million each with a grant period beginning April 3, 2020, and ending on June 30, 2023. The CDE used an RFA process in March 2020, just before the COVID-19 pandemic led to school closures and elevated the need for a focused effort to provide access to high-quality instruction. To review this RFA, please visit the CDE EWIG ELR Policy Implementation RFA web page at <https://www.cde.ca.gov/fg/fo/r28/elroadmap19rfa.asp>.

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

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

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

### Request for Application Deliverables

The RFA required the following deliverables:

1. Data from multiple measures to use in the analysis of progress toward the increased capacity of the grantees and partners to provide quality assistance and expertise to LEAs;
2. ELR Policy Implementation resources identified, calibrated, coordinated, developed, and implemented;
3. Technical assistance and training provided to teachers, paraprofessionals, and school leaders;
4. The number of teachers, paraprofessionals, school leaders, classrooms, schools, LEAs, counties, and regions served; and
5. Evidence of coordination and collaboration with other agencies of the Statewide System of Support, including but not limited to COEs, Regional English Learner Specialists, the CCEE, and the CDE.

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

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

### Grantee #1: Californians Together

#### English Learner Roadmap Implementation for Systemic Excellence!

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

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

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

Table 1 shows the total numbers for activities provided with grant funds in Year 2 of the project.

**Table 1: Californians Together: Educator Workforce Investment Grant**: **English Learner Roadmap Implementation for Systemic Excellence! Activities (Educator Workforce Investment Grant Year 2)**

| **Type of Resource or Activity (Virtual)** | **Date(s)**  | **Major Objective** | **Attendees** |
| --- | --- | --- | --- |
| EL RISE! AnchorCOE Internal Cross Division ELR focus | January–December 2021 | Four sessions (three hours each) to provide technical assistance in articulating a vision for English learners and developing an internalCOE ELR implementation plan. | 84 |
| ELR 101 for School Board Members | January–June 2021 | A one-and-a-half-hour session for school board members to provide a basic overview of the comprehensive and visionary ELR Policy. It is designed to address the role of local governing bodies in supporting and overseeing the planning, resource allocation, and implementation of responsive and effective programs and services for English learners that are aligned with the state policy. | 93 |
| Integrated andDesignated ELDInstitute for Secondary Teachers | January–December 2021 | Twenty-six sessions (three hours each) to support participants to build an understanding of language development with disciplinary content knowledge and learn how to plan responsive Integrated and Designated ELD. | 2,635 |
| Integrated andDesignated ELDStrand for Secondary Teachers | July–December 2021 | Twelve sessions (three hours each) focused on Integrated and Designated ELD and asset-based pedagogy as well as culturally and linguistically sustaining practices to meet multilingual needs.  | 1,442 |
| Local Planning forELR Implementation for school/site district teams | January–June 2021 | Two sessions (an hour-and-a-half each) designed to lead cross-role/cross-site teams within the EL RISE! anchor districts to make shared meaning of the ELR Policy and set priorities for implementation. Using reflection/assessment tools, dialogue prompts, and planning templates, teams will lay out a plan for pursuing those priorities and a structure for revisiting and refining their own local roadmap of implementation. | 83 |
| Structuring District/School Site Supportfor Newcomer Students | January–December 2021 | Thirteen sessions (three hours each) designed for site and district administrators and EL directors/coordinators. It provides an overview of who newcomers are, their needs, and effective school and district responses. Participants learn about newcomer program models, supporting effective instruction, approaches to assessment and placement, and creating safe havens. | 1,291 |
| Meeting the Unique Needs of Newcomers in the Classroom | January–December 2021 | Twelve sessions (three hours each) designed for kindergarten through grade twelve educators that begin with an overview of who newcomer students are and their cultural and social needs. The institute will then focus on the academic needs of these students to help them succeed in the classroom and beyond. Participants will receive strategies and practical resources they can use right away to create a welcoming environment for newcomer students and facilitate their learning. | 772 |
| Superintendent'sForum | Spring 2021 | One half-hour session designed to engage with the six EL RISE! Anchor LEA superintendents to support local implementation of the ELR Policy as a resource and model for the state. | 28 |
| The ELR forAdministrators Strand (Modules 1–2) | January–December 2021 | Thirty-four sessions (four hours each) designed to support district and site administrators to enact the ELR Policy. | 941 |
| Community of Practicefor Leading School Improvement with English Learners at the Heart: The ELR forAdministrators Strand  | January–December 2021 | A Community of Practice to provide an opportunity for administrators enrolled in this three-hour session to deepen their professional learning, connect to other leaders, and reflect on leading and supporting implementation efforts. | 27 |
| The ELR for Administrators Strand (Modules 3–5) | July–December 2021 | Eight sessions (four hours each) designed to support district and site administrators to enact the comprehensive ELR Policy. Each module involves examining the role of leading improvement processes and supporting evidence-based practice and results in a plan for inquiry and implementation.  | 557 |
| Trainer of Trainers (TOT) The ELRAdministrator Strand | January–June 2021 | Four sessions (one hour each) to build capacity and develop trainers to support district and site administrators to enact the ELR Policy. | 25 |
| The ELR forAdministrators Strand (Modules 1–2)Anchor COE Replication: YoloLos AngelesSacramento | January–December 2021 | Nine sessions (four hours each) designed to support district and site administrators to enact the ELR Policy. | 270 |
| Preparing to Lead Integrated andDesignated ELD | July–December 2021 | One three-hour session focused on how administrators can enact Principle #2 of the ELR Policy in their virtual or in-person school. Participants were provided with specific skills and strategies to lead staff, assess instructional materials, and guide a strong Integrated and Designated ELD program. | 66 |
| CaliforniaAssociation of Latino Superintendents and Administrators SummerInstitute  | July 2021 | One-hour institute to introduce the EWIG grant and how EL RISE! is building awareness, capacity, and foundational understanding of the CA EL Roadmap and resources to support the implementation of the CA ELR Policy. | 35 |
| ELR Aligned Local Control and Accountability Plan (LCAP) Toolkit Workshop | January–June 2021 | Twenty-two sessions (three hours each) to provide guidance for LEA teams to design and align the LCAP to the ELR principles. | 473 |
| English LearnerMaster Plan Institute:Designing Local Policy Aligned to the California EnglishLearner Roadmap | July–December 2021 | Twelve sessions (three hours each) to help LEA teams plan to develop a districtwide English Learner Master Plan aligned to the research-based CA ELR Policy. Participants receive resources included in the Center for Equity for English Learners’ English Learner Master Plan Playbook to develop a strategy for beginning or refining their approach to writing their English Learner Master Plan. Alignment with ELR principles and elements are highlighted. | 317 |
| The ELR Elementary Teacher Strand(Modules 1–2) | January–December 2021 | Thirty-three sessions (three hours each) focused on classroom practices, teaching and learning, and specific instructional strategies. Principle #1 engages teachers in understanding the typologies and diversity within the English learner population and implications for classroom practices and for creating inclusive and affirming classroom environments, including working with culturally and linguistically diverse families. | 2,714 |
| The ELR Elementary Teacher Strand(Modules 3–5) | July–December 2021 | Nine sessions (three hours each) focused on classroom practices, on teaching and learning, and specific instructional strategies. Participant work is guided by Principle #2 in Modules 3 and 4 and continues to delve deep in the areas of integrated and designated ELD, immersion in the ELD standards, understanding integration of language development and content knowledge, planning responsive designated ELD, and learning high-leverage instructional strategies that build comprehension, support active engagement, and focus on all four domains of language. | 194 |
| Community of Practice TOT: ELR TeacherStrand | January–June 2021 | One two-hour session to build the capacity of trainers, in which they receive resources and strategies on how to hold their own Community of Practice with participants who attended this offering. The Community of Practice is a key component of supporting teachers to implement and put their learning into practice. | 9 |
| The ELR ElementaryDual LanguageTeacher Strand(Modules 1–2) | January–December 2021 | Thirteen sessions (three hours each) to engage teachers in understanding the typologies and diversity within the English learner population, understanding the dual language brain and implications for classroom practices and for creating inclusive and affirming classroom environments, including working with culturally and linguistically diverse families. The focus is on Principle #1 and part of Principle #2. | 191 |
| Dual LanguagePedagogy Institute forElementaryAdministrators & Leaders | January–December 2021 | Ten sessions (three hours each) designed to support planning, implementing, strengthening, and sustaining dual language programs. It draws from the recently released CDE publication, *Improving Education for Multilingual and English Learner Students: F**rom Research to Practice.* New research findings, updated case studies, and promising practices engage participants in key strategies to implement and expand effective, transformative, and sustainable dual language programs and pathways that center and elevate English learners. | 126 |
| Dual LanguagePedagogy Institute for Elementary Teachers | January–December 2021 | Nine sessions (three hours each) designed to support teachers to develop the foundation and strategies to implement effective, transformative, and sustainable dual language programs. | 266 |
| Creating Conditions for Dual Language Learners to Thrive in Early Education | July–December 2021 | Three sessions (three hours each) for early educators designed to improve educator effectiveness in meeting the needs of dual language learners and their families in the foundational years of preschool. The sessions focus on four themes critical to dual language learners’ success:* Partnering with families
* Complex oral language
* Making languages visible and tangible
* Early literacy and engaging with text
 | 30 |
| ElementaryCoachingto Enact the ELR | July–December 2021 | Six webinar/asynchronous sessions (three hours each), with embedded pre-session work and follow-up reflection and application, focused on how coaches can support teachers in enacting the ELR Policy. Participants learn specific skills and strategies for supporting their teachers in leveraging students’ and families’ cultural and linguistic assets; harnessing formative assessment to guide instruction; and facilitating intentional, collaborative planning of Integrated and Designated ELD using the ELD standards. Presenters and participants shared processes and protocols that ensure English learners experience a coherent, articulated, and aligned set of pathways across a school site. | 98 |
| Elementary ELR101 FamilyWebinar-TOT Model | January–December 2021 | Eight sessions (two hours each) that prepare district and school site educators to deliver ELR workshops to their families so they are:* Familiar with the ELR context, policy, and principles, and
* Poised to understand their roles in the effective implementation of the ELR Policy at their child’s school
 | 293 |
| LeveragingAcademic TexttoDeepen LanguageProficiency | July–December 2021 | Two sessions (two hours each) with embedded pre-session work and follow-up application that equip teachers to select high-quality mentor texts in order to build students’ ability to effectively express themselves in written and oral formats. | 60 |
| Elementary Culturally Sustaining Pedagogy:CreatingConditions forEnglish learners to Thrive | January–December 2021 | Nine webinar/asynchronous sessions (three hours each) for early educators designed to improve educator effectiveness in meeting the needs of dual language learners and their families in the foundational years of preschool. The sessions focused on four themes critical to the success of dual language learners:* Partnering with families
* Complex oral language
* Making languages visible and tangible
* Early literacy and engaging with text
 | 236 |
| Integrated andDesignated ELD:Elementary Teacher as a Language Coach | January–December 2021 | Seven sessions (two hours each) aligned to Principle #2 of the ELR during which participants learn to effectively identify and address the strengths and needs of English learners by providing targeted scaffolds and supports to actively deepen students’ use of sophisticated academic language for speaking and writing and tapping into their linguistic genius. Teachers are prepared with tools and resources that can be implemented in virtual and in-person classrooms. | 670 |
| ELD for ElementaryTeachers andAdministrator  | January–December 2021 | Twenty-three sessions (two hours each) with embedded pre-work to support teachers in designing responsive designated ELD lessons that build upon students’ knowledge across the disciplines. Teachers expand their understanding of backward planning to identify English learners’ strengths and needs to provide targeted language instruction. Administrators have the opportunity to expand their understanding of how to support teachers. | 2,305 |
| Institute for EnglishLearners/EmergentBilinguals: TheCA ELR Policy in Action National Resource Center for Asian Languages Webinar Series(three sessions) | January–June 2021 | Three webinar sessions to develop and share best practices for teaching English learners/emergent bilingual students. The webinars are guided by the four principles of the ELR Policy. | 337 |
| English Learners with DisabilitiesCommunity ofPractice sessionsfacilitated by our partners Imperial COE Special Education Local Plan Area | January–December 2021 | Ten sessions (two hours each) to provide information and guidance for improving outcomes for English learners with disabilities. Topics include the review of comprehensive ELD elements, planning connections with ELR principles, and development of an Individualized Education Program (IEP). | 201 |
| Developing anEnglish Learner Data Dashboard, Systems, and Culture | January–June 2021 | Meeting to provide follow-up information to Anchor and Partner COEs on the English Learner Multilingual Educational and Global Achievement Data Dashboard system tool to access student learning associated with English language acquisition.  | 19 |

Table 2 presents the total educators and sites served with grant funds in Year 2 of the project. In Year 1, **2,454 educators** were served, and in Year 2, **7,362 educators** were served, for a total of **9,816 educators served to date**.

**Table 2: Californians Together: Educator Workforce Investment Grant: English Learner Roadmap Implementation for Systemic Excellence! Schools and Educators Served in Year 2**

| **Educators** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **No Grade**  | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teachers | 741 | 592 | 1,012 | 647 | 1,099 | 734 | 4,825 |
| Paraeducators | N/A | N/A | N/A | N/A | N/A | 40 | 40 |
| Counselors | N/A | N/A | N/A | N/A | N/A | 80 | 80 |
| Administrators | N/A | N/A | N/A | N/A | N/A | 1,677 | 1,677 |
| Other (program experts, educational partners, etc.) | N/A | N/A | N/A | N/A | N/A | 740 | 740 |
| **Year 2 Educator Totals** | 741 | 592 | 1,012 | 647 | 1,099 | 3,271 | **7,362** |

| **Sites** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **No Grade**  | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Classrooms | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| School sites | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| LEAs (Districts, Charters) | N/A | N/A | N/A | N/A | N/A | 737 | 737 |
| COEs | N/A | N/A | N/A | N/A | N/A | 78 | 78 |
| **Year 2 Site Totals** | N/A | N/A | N/A | N/A | N/A | 815 | **815** |

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

#### Multilingual California Project

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

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

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

Table 3 shows the total number of activities provided with the grant funds in Year 2 of the project.

**Table 3: California Association for Bilingual Education: Multilingual California Project Activities (Educator Workforce Investment Grant Year 2)**

| **Type of Resource or Activity (Virtual)** | **Date(s) Completed or Length of Activity** | **Major Objective** | **Total Number of Users or Participants**  |
| --- | --- | --- | --- |
| MCAP Team Meetings  | Weekly or monthly depending on partner  | All partners held weekly or monthly team meetings to plan for organizational and implementation planning within their partner organization.  | Six MCAP Alliance Teams made up of COE partners  |
| LEA Recruitment/Planning Meetings  | Meetings held January–December 2021  | All partners held presentations and meetings to recruit and plan with targeted districts to participate in Stage 2 and 3 activities.  | Total number of district partners met with this year: 28 |
| MCAP Website  | Ongoing updates | A hub for the dissemination of MCAP resources/tools, statewide webinars, PD for targeted LEAs, and other information related to the ELR and multilingual education.  | 494 subscribers 21,229 visitors  |
| Local Control Funding Formula (LCFF) Tool  | March 2021  | An LCFF tool to support districts with their current LCAP and Learning Continuity and Attendance Plan and provide sample action items for LEAs to consider in response to their English learner student needs as they participate in multilingual programs.  | 360  |
| Stage 1 Paraeducator Statewide Professional Learning Series Spring 2021  | February–March 2021  | A four-part series designed specifically for paraeducators with resources and instructional strategies to support student learning and increase collaboration with teachers.  | 556 |
| Stage 1 Paraeducator Statewide Professional Learning Series Fall 2021  | October–December 2021  | A four-part series designed specifically for paraeducators with resources and instructional strategies to support student learning and increase collaboration with teachers.  | 96  |
| Stage 1 Digital Academy Launch  | December 2021 | Webinar launched to provide additional information on the topics of the Digital Academies and the registration process.  | 51  |
| Stage 1 Digital Academies  | December 2021 (open for registration)  | Nine online academies based on MCAP Partner Stage 2 and 3 Innovations: Stage 1 Digital Academies in the areas of biliteracy and English learner support for teachers, paraeducators, and administrators.  | 80  |
| Stage 2 Statewide Summit A and Statewide Summit B  | January–February 2021  | An introduction to Stage 2 Innovations for Administrators (Summit A) and Educators/Parents (Summit B)  | 277  |
| Liberatory Design Training  | August–October 2021 | MCAP Leads participated in Liberatory Design training to build capacity in: * Supporting LEAs to center their work on the Liberatory Design framework.
* Supporting MCAP LEA teams. PD focused on developing an understanding of the Liberatory Design approach and mindsets needed to take careful and effective action toward creating equity-centered English learner supports.
 | 11  |
| Institutions of Higher Education (IHE) Convenings  | August–December 2021  | Three convenings supported a statewide network of IHEs located in the five MCAP counties to develop, strengthen, and grow Bilingual Authorization programs in these regions.  | 19 |
| Bilingual Teacher Prep Modules  | August–December 2021  | SDSU designed four modules that provide foundations for model teacher preparation programs. These were designed for use by our IHEs partners.  | 19  |
| University Global Seal of Biliteracy | January–December 2021  | SDSU students earn the University Global Seal of Biliteracy by participating in cultural and linguistic immersion experiences and demonstrating language proficiency through standardized testing in a language other than English.  | Of 40 participants, 14 received a seal |

In Year 1, 414 families and 13,251 educators were served, bringing the total number of participants served in Year 1 to 13,665. In Year 2, Stages 1–3 webinars and trainings served 184 families and 16,959 educators for a total of 17,143 participants statewide. To date, **30,210 educators** have been served.

Table 4 provides additional detail about the educators served in Year 2.

**Table 4: California Association for Bilingual Education: Multilingual California Project Educators and Sites Served in Year 2**

| **Educators** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **Multiple Grade Level** | **No Grade Levels** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teachers | 102 | 53 | 54 | 26 | 25 | 37 | 195 | 492 |
| Paraeducators | 44 | 19 | 4 | 23 | 57 | 219 | 98 | 464 |
| Counselors | 0 | 0 | 0 | 0 | 6 | 9 | 10 | 25 |
| Administrators | 6 | 4 | 4 | 12 | 8 | 60 | 76 | 170 |
| No Role Identified | N/A | N/A | N/A | N/A | N/A | N/A | 15,808 | 15,808 |
| **Year 2 Educator Totals** | 152 | 76 | 62 | 61 | 96 | 325 | 16,187 | **16,959** |

| **Sites** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **Multiple Grade Level** | **No Grade Levels** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Classrooms | 399 | 331 | 241 | 352 | 595 | 705[[1]](#footnote-2) | 1,670 | 4,293 |
| School sites | N/A | N/A | N/A | N/A | N/A | N/A | 160 | 160 |
| LEAs (Districts and Charters) | N/A | N/A | N/A | N/A | N/A | N/A | 176 | 176 |
| COEs | N/A | N/A | N/A | N/A | N/A | N/A | 18 | 18 |
| **Year 2 Site Totals** | 399 | 331 | 241 | 352 | 595 | 705 | 2,024 | **4,647** |

#### California System of Support Collaboration

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

## Special Education

### Implementation

On February 14, 2020, the SED received five grant applications, which were read and scored by peer reviewers the week of February 24, 2020. Through the peer review process, two grant applicants were identified for participation in personal interviews with representatives from the SED, CCEE, and the SBE before the SBE’s determination of the winning bidder. Interviews were conducted on March 9‒10, 2020, and the Center for Applied Special Technology Incorporated (CAST) was recommended to the SBE as the sole grant recipient. The SBE confirmed this choice.

The SED moved the grant forward for a grant award amount of $4,910,679 to CAST. The budget for the RFA was $5 million. Due to COVID-19 prompting necessary administrative changes to the grant award process, there was some delay in the completion of the grant award. The grant was awarded to CAST on July 20, 2020.

### Request for Application Deliverables

The heart of the California Coalition for Inclusive Literacy (CCIL) work revolves around building the capacity of the five participating COEs to engage and support school sites in deep implementation of Universal Design for Learning (UDL) in support of the best practices around Inclusive Literacy. The activities and resources provided in 2021 relate to the primary goals of the CCIL project to provide PD, support, and coaching in the following areas:

* Inclusive practices for general education and special education settings, including a 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 IEPs for these students (to be addressed in 2022–23)
* Alternative dispute resolution procedures (to be addressed in 2022–23)
* Strategies for supporting students with particular disabilities in a general education setting
* Support for students with overlapping educational needs, particularly those with an IEP who are also identified as English learners

These goals are in service of:

1. Building LEA Capacity to Support Students
2. Capacity Building Through Statewide Partnerships and Systems of Support
3. Professional Development and Educator Support

### Grantee: Center for Applied Special Technology Incorporated

#### Building Local Educational Agencies’ Capacity to Support Students

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

CAST formed connections with multiple capacity-builders throughout the state, including the California UDL Coalition; members of the Supporting Inclusive Practices (SIP) project; Valley to Coast Collaborative (VALCO); the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR); Pivot Learning; Alameda COE; San Marino Unified School District (USD); Marysville Joint USD; San Mateo COE; California Association of Inclusive Schools (CAIS); 21st California School Leadership Academy (21 CSLA); the New Teacher Project; WestEd; and California Educator Preparation Innovation Center.

The CCIL project continued to build upon the connection and support with partner COEs to gain further momentum and to take action to hire a Project Director and Implementation Specialist housed in the Placer COE. With the support of the new Project Director, CAST continued to work closely with the five partner COEs: Fresno, Los Angeles, Placer, San Joaquin, and Santa Clara. The CCIL team continued their monthly partner meetings on the second Friday of every month, during which all of the COEs come together to plan for the upcoming month, discuss needs, network, and share ideas. The team finalized timelines for hiring the remaining new staff, scheduled COE trainings and school/district PD, outlined a monthly statewide PD schedule, and set goals for each of the training sessions. COE partners were able to showcase their work and movement in UDL implementation with a focus on Inclusive Literacy Practices.

The CCIL project is continuing to build upon the connection and support with partner COEs to complete the hiring of a full team; all five of CAST’s COE partners have an Implementation Specialist leading their efforts. Foundational UDL training modules have been developed, refined, and scheduled/facilitated with COE teams.

#### Capacity Building Through Statewide Partnerships and the Systems of Support

CAST formed connections with multiple capacity-builders throughout the state, including the UDL Coalition, VALCO, SIP project, CEEDAR Center, Pivot Learning, Compton College, Alameda COE, San Marino USD, and Ocean View USD.

The scope and sequence of the CCIL project highlight the targeted, intensive, and universal supports as well as the statewide resources in development. In addition to the scope and sequence, the CCIL project also launched a website that will house the curated resources, the Literacy Toolkit, links to partnerships, registration for future events, and much more. Resources will also be available on CCIL’s Learning Designed Platform. The scope of the work was further developed during a CCIL team retreat in July, where our Master Journey Mapping Document was created. This tool will contain all the resources, themes, and timelines for our work in the 2021–22 school year.

The start of the school year took the CCIL beyond COEs to schools and districts across the state. CAST began the deep dive into supporting inclusive literacy practices through the UDL implementation. Opportunities, collaboration, and partnerships also continued to develop with other projects such as the California Dyslexia Initiative, Early Literacy Support Block (ELSB) Grant, Californians Together, and 21 CSLA. Working with COEs, schools, and districts, CAST hopes to better understand what resources, supports, and opportunities are available statewide to support increasing student literacy and then explore opportunities for coordinating across initiatives.

CAST has partnered with WestEd to develop an evaluation plan for the CCIL. WestEd is proposing to develop a mixed-methods evaluation of the CCIL with both formative and summative components. The formative portion of the evaluation will focus on providing feedback on early implementation, such as participation in PD activities and initial uptake of UDL practices. The summative portion of the evaluation will focus on collecting pre- and post-implementation data to measure the extent to which classroom practices reflect UDL. The formative and summative portions will occur concurrently. The evaluation seeks to meet the needs to fully understand and evaluate CCIL itself as well as to contribute to the knowledge base of scaled implementation of UDL, its rollout, sustainability, and impact on student learning outcomes.

CAST has solidified partnership opportunities with the Dyslexia Grant and the ELSB Grant. Monthly meetings are held with these partners. Partnerships with teacher and administrator preparation programs have also been formed. The CCIL project provided a four-module series for Placer County’s Preliminary Administrative Service Credential program. This program is also in collaboration with 21 CSLA.

CAST and CCIL meet regularly with the ELR recipients to provide updates, collaborate, and calibrate resources. New leadership at CCEE has also brought additional opportunities for collaboration as all statewide literacy initiatives to focus efforts and resources on the seven statewide literacy priorities.

#### Professional Development and Educator Support

A webinar series titled “Designing for Literacy Instruction in the Hybrid Classroom” has continued with the CCIL team providing relevant, focused material around inclusive literacy in California. The webinar series helped educators create literacy lessons utilizing UDL principals to support students on IEPs and 504 plans along with general education students. CAST concluded its webinar series in quarter three. To date, 969 people registered/attended the webinar series and 1,540 people have accessed the video recordings. Feedback for the series was positive, with survey results indicating that webinar objectives were met.

CAST’s next webinar series is titled “Universal Design for Inclusive Literacy.” CAST will explore how to support the literacy development of all students in inclusive and equitable learning environments through the lens of UDL. Educators grappling with accelerating learning in the face of barriers and student variability will find this series timely and relevant.

With the project fully staffed and COE partnerships invested, the CCIL team was able to continue to build relationships and connections with partners beyond the five COEs and offer PD experiences in a number of different venues while working to prepare for launches with school sites and districts in the fall of 2021.

CAST’s Professional Learning Team has a deep well of resources explicitly designed to support the implementation of special education best practices. The CCIL team continues to identify, access, deliver, and curate resources to support student learning, PD, and inclusive literacy practices. The team designs and delivers professional learning with a “triple track agenda” focus. These tracks focus on providing strategies to support content learning in the moment, modeling UDL within the professional learning series, and resources and strategies to support UDL implementation in the classroom setting for students.

CAST released the first in a series of assessment videos to support California educators with designing assessments for remote and hybrid learning. This resource continues to be highlighted and shared in the scope of the CCIL project. A playbook providing guidance on implementation also accompanies this video series, making it easier for coaches, districts, COEs, and school sites to use it as an ongoing PD tool.

CAST began tagging all literacy-based resources on the Learning Designed website at <https://www.learningdesigned.org/>, an online learning forum available for free to all California educators. CAST also continues to create new content for the webinar series mentioned above and has its own collaborative group in Learning Designed.

CAST provided support to COE coaches and included ongoing monthly coaching sessions and workshops designed to build content knowledge and agency around UDL design and delivery. Coaching support and technical assistance are embedded and available as needed.

CAST looks forward to showcasing the work in project schools at a later date. CAST’s professional learning modules continue to be refined to provide relevant and rigorous content for participants. Teaching and learning during a pandemic have highlighted the discrepancies, strengths, and additional barriers to access. CAST strives to be responsive in design and delivery to be as comprehensive and supportive as possible given the current climate in schools and communities.

Table 5 shows the activities provided with the grant funds, major objectives, total users or participants, participation options, and alignment to project goals.

**Table 5: Educator Workforce Investment Grant: Special Education Activities in Year 2**

| **Type of Resource or Activity** | **Date(s) Completed or Length of Activity** | **Major Objective** | **Total Users or Participants** | **Virtual or In-Person** | **Project Goal Number** |
| --- | --- | --- | --- | --- | --- |
| Introduction to UDL | \*Twelve hours PD completed with each COE team as follows: \*Fresno: 6/2, 8/18, 9/9, 9/15, 10/1 \*Los Angeles: 8/16, 8/23, 8/30, 9/13 \*Placer: 8/19, 8/23, 9/2, 9/18 \*San Joaquín: 3/29, 4/20, 4/27, 5/7 \*Santa Clara: 5/25, 6/3, 6/17, 6/22 | Introduction to UDL, research, components, lesson design, implementation, TOT model for capacity building and implementation. | 291 | Virtual and In-Person, Hybrid options | 1, 4, 5 |
| Monthly COE Workshops | Two- to three-hour monthly meetings with each COE team ongoing | Focus on UDL and inclusive literacy practices, capacity building, ongoing coaching, and support of COE team members. | 56 | Virtual and In-Person, Hybrid options | 1, 4, 5 |
| 2020–21 Webinar Series: Designing for Literacy in the Hybrid Classroom | December 2020–June 2021 | This seven-part series explores how to provide flexible options for learners to engage in, make meaning from, and express themselves in the hybrid classroom. | 1,540 | Live Webinar | 1, 4, 5 |
| 2021–22 Webinar Series: Universal Design for Inclusive Literacy | September 2021–May 2022 | We will explore how to support the literacy development of all students in inclusive and equitable learning environments through the lens of UDL. | 1,418 | Live Webinar | 1, 4, 5 |
| Professional Conferences and Presentations | 2021 CA Multi-Tiered System of Support Professional Learning Institute  | UDL and Inclusive Literacy Implementation Practices. | 495 | Virtual Conference | 1, 4, 5 |
| Professional Conferences and Presentations | 2021 CA Positive Behavioral Interventions and Supports Conference | Explore how UDL Implementation leads to improved student outcomes.  | 38 | In-Person | 1, 4, 5 |
| Professional Conferences and Presentations | CDE Literacy Roundtable | Understand the CCIL project, goals, and structure and collaborate with participants regarding UDL implementation across the state. | 23 | In-Person | 1, 4, 5 |
| Professional Conferences and Presentations | Curriculum and Instruction Steering Committee Quarterly Meeting | Understand CCIL project and resources and explore ways to move the work beyond five participating COEs. | 150 | In-Person | 1, 4, 5 |
| CA Systems of Support All Leads Collaboration | 2/26/21 4/22/21 9/23/21 | Address inequities and build capacity of LEAs to improve teaching and learning over time, address achievement gaps, and strengthen outreach and collaboration with their stakeholders. | 150 | Virtual | 1, 4, 5 |
| Instructional Rounds | October 2021: Placer County | Observation protocol examining instructional practices | 12 | In-Person and Virtual | 1, 4, 5 |
| CCIL Annual Convening | July 2021 | CCIL team annual design plan for implementation | 5 | In-Person | 1, 2, 3, 4, 5 |
| Statewide Resource Development and project website: <https://ccil.cast.org/home> | Ongoing; new material and resources published monthly | Goal is to equip teachers and paraeducators with tools and strategies that ensure students with disabilities have access to grade-level content standards in inclusive classroom environments. | 3,386 | Website | 1, 4, 5 |
| **Totals** | **N/A** | **N/A** | **7,564** | **N/A** | **N/A** |

Table 6 provides numbers regarding project participation of general education teachers, special education teachers, administrators, instructional coaches/teachers on special assignments, and psychologists/counselors.

**Table 6: Educator Workforce Investment Grant: Special Education Educators Served in Year 2**

| **Educators Trained** | **Total** |
| --- | --- |
| General Education Teachers | 190 |
| Special Education Teachers | 38 |
| Administrators | 37 |
| Instructional Coach/Teacher on Special Assignment | 19 |
| Psychologist/Counselor | 3 |

Table 7 provides numbers regarding project participants by grade bands.

**Table 7: Educator Workforce Investment Grant: Special Education Educators Served by Grade Bands in Year 2**

| **Grade/Age Span Impacted** | **Total** |
| --- | --- |
| Early Childhood | 27 |
| Elementary Grades K–5  | 172 |
| Middle Grades 6–8  | 72 |
| High School Grades 9–12  | 82 |
| Adult Learners | 24 |

Table 8 provides numbers regarding the current long-term project impact to COEs.

**Table 8: Educator Workforce Investment Grant: Special Education Long-Term Project Impact to County Offices of Education**

| **COE**  | **Number of Districts** | **Number of Schools** | **Number of Administrators** | **Number of Teachers** | **Number of Students** |
| --- | --- | --- | --- | --- | --- |
| Fresno  | 33 | 340 | 1,165 | 10,707 | 205,480 |
| Los Angeles | 87 | 2,201 | 6,678 | 73,622 | 1,390,342 |
| Placer | 17  | 130 | 325 | 3,655 | 73,926 |
| San Joaquin | 15 | 236 | 682 | 7,342 | 151,179 |
| Santa Clara | 34 | 406 | 1,030 | 13,048 | 253,625 |
| **Totals** | **186** | **3,313** | **9,880** | **108,374** | **2,074,552** |

## Computer Science (2021)

The CDE and the CCEE invited 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 systemwide implementation of the *CA CS Content Standards* developed pursuant to California *EC* Section 60605.4.

The 2021 EWIG: CS grant covers the grant period beginning March 3, 2022, and ending March 29, 2024. The 2021 EWIG: CS RFA was based upon the 2019 EWIG Program RFAs. Funds are available based on the application and proposed budget. The total grant budget for this RFA is $5 million. Eight applications were received, and each application was scored by multiple reviewers. The 2021 EWIG: CS grantee is the University of California, Los Angeles.

To review the 2021 EWIG: CS RFA, please visit the CDE EWIG: CS RFA web page at <https://www.cde.ca.gov/fg/fo/r12/csewig21rfa.asp>.

### Implementation

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

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

### Request for Application Deliverables

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

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

### Grantee: University of California, Los Angeles

The 2021 EWIG: CS grant covers the grant period beginning March 3, 2022, and ending March 29, 2024. The 2021 EWIG: CS RFA was based upon the 2019 EWIG Program RFAs. The 2021 EWIG: CS Grantee is the University of California, Los Angeles. The project is currently in the planning phase, and professional learning activities are scheduled to begin during the summer of 2022.

1. 705 classrooms = self-reported grade level and classroom counts from individuals that did not report grade level. [↑](#footnote-ref-2)