California Department of Education

# Report to the Governor, the Legislature, and the Department of Finance: Regional County Office of Education English Learner Specialists



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**Multilingual Support Division**

**Opportunities for All Branch**

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**California Department of Education**

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## Executive Summary

This report is required by the Budget Act of 2023, Senate Bill 101 (Chapter 12, Statutes of 2023). The attached report provides an update regarding the activities of the Regional County Office of Education (COE) Regional English Learner Specialists (RELS).

In the fall of 2023, the California Department of Education (CDE) awarded a $2 million allocation to the 11 RELS. The 11 recipients are Sonoma COE, Butte COE, Sacramento COE, Contra Costa COE, Santa Clara COE, San Joaquin COE, Tulare COE, Kern COE, San Diego COE, Riverside COE, and Los Angeles COE. Throughout the 2023–24 fiscal year, these regional COEs provided technical assistance to local educational agencies (LEAs) on federal requirements related to English learners, and recommendations for best practices, instructional strategies, and improvement in English language proficiency and state academic standards, in a manner consistent with the statewide System of Support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of California *Education Code* (*EC*)*.* The CDE also designated Riverside COE to be the RELS Liaison Agency, required pursuant to subparagraph (B) of paragraph (2) of subdivision (a) of *EC* Section 52073, to communicate on activities and outcomes for the 11 regional COEs.

The CDE, in consultation with the State Board of Education (SBE), identified the following metrics to assess the performance of the regional COEs in performing the duties specified above. RELS performance is measured through metrics organized around themes of leadership, expertise, outreach and engagement, coordination, identification, and networks. These metrics are outlined in the Memorandum of Understanding (MOU) between the CDE and the 11 COEs, which is required of every grantee as a condition of funding. The CDE will reevaluate the metrics every five years.

In the 2023-24 year, all 11 COEs met performance expectations.

This report covers the 2023–24 reporting period, the first year of the five year cycle, and is available on the CDE RELS web page at <https://www.cde.ca.gov/sp/ml/t3rels.asp>. If you have any questions or would like a copy of this report, please contact the CDE Language Policy and Leadership Office at [LPLO@cde.ca.gov](mailto:LPLO@cde.ca.gov).

## State Statute and Authority

The Budget Act of 2023, Senate Bill 101 (Chapter 12, Statutes of 2023), Item 6100-125-0890, Provision 2, provided $2 million of the funds appropriated in Schedule (3), $156,979,000, in Fiscal Year 2023–24 to be allocated to 11 regional COEs to provide technical assistance to LEAs on federal requirements related to English learner (EL) students, and recommendations for best practices, instructional strategies, and improvement in English language proficiency and state academic standards. These COEs must also provide support to EL students in a manner consistent with the statewide System of Support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the *E*C.

## Legislative Reporting Requirements

The CDE conducts the allocation process, distributes the funding, and provides technical oversight of the RELS program. The duties and responsibilities of the RELS and the CDE, as required by statute, are set forth in the Memorandum of Understanding (MOU) between the CDE and the 11 COEs. The requirements within the MOU must be met by each grantee as a condition of funding for the RELS program. The MOU includes the grantee scope of work, the program overview, the accountability metrics, and reporting processes.

On or before October 1, 2023, the CDE was required, in consultation with and subject to the approval of the executive director of the SBE, to identify metrics to assess the performance of the regional COEs, or RELS in performing the following duties:

1. Provide technical assistance to LEAs on federal requirements related to EL students, and
2. Provide recommendations for best practices, instructional strategies, and improvement in English language proficiency and state academic standards.

On or before December 31, 2024, and each year thereafter, the CDE is required to report to the Department of Finance, and the executive director of the SBE, on the regional COE’s performance on these metrics.

Additionally, SB 101 also requires the CDE to ensure that the 11 regional COEs designate one of the regional COEs to participate in the formal process required pursuant to *EC* section 52073(a)(2)(B), which requires the CDE, the California Collaborative on Education Excellence and the geographic lead agencies to communicate with each other regularly. The designated regional COE and the CDE shall be responsible for communicating through that formal process on the activities and outcomes for the 11 regional COEs and for sharing information provided by the other entities participating in that process with the 11 regional COEs.

## Regional County Office of Education English Learner Specialists Program Overview

As part of the California System of Support, the 11 RELS provide technical assistance within their assigned regions, equipping LEAs with resources and tools to support the development, implementation, and evaluation of strategies that ensure all typologies of EL students have the resources needed to succeed. The work of the RELS is informed by the California English Learner Roadmap (EL Roadmap) Policy.

Each COE agency serving as a RELS has demonstrated experience and success in implementing continuous improvement processes and is selected based on its capacity to provide considerable technical assistance and robust outreach. Each RELS agency is dedicated to aligning all internal systems to meet the RELS program goals. These goals include the six strategic priorities as follows:

1. Leadership
   1. Establishing clear goals and commitments to EL student access, growth toward English proficiency, and academic achievement.
   2. Engaging in continuous improvement cycles when setting and monitoring program goals for their region.
2. Expertise
   1. Leverage expertise in EL program design through universal and targeted supports, including, but not limited to: federal and state requirements for EL students, recommendations for best practices related to EL programs, instructional strategies, improvement in English language proficiency and state academic standards, integrated and designated English language development (ELD), use of Title III funds, responsive support to all typologies of EL students (i.e., EL students with disabilities, newcomers, long-term English learners, EL students served in bilingual programs), and strategies and supports for engagement with families.
3. Outreach and Engagement
   1. Consistently provide outreach to COE networks and engage with LEAs in the region to support EL needs.
4. Coordination
   1. Advance and align EL needs across state programs, which may include but are not limited to: Comprehensive Support and Improvement (CSI), Targeted/Additional Targeted Support and Improvement (ATSI), Differentiated Assistance (DA), Local Control and Accountability Plan (LCAP), 21st Century California School Leadership Academy (21 CSLA), and other initiatives within the System of Support.
   2. Support the alignment of systems around EL student needs with LEAs in the region.
5. Identification
   1. Identify and leverage the expertise of exemplary programs and/or bright spots for EL students to support LEAs within the region. Bright spots are defined as one or more small successful elements of a program that are happening either at a school or within an LEA. These bright spots may not have all the elements that would make an exemplary program but do have small component(s) of a program that are successful.
6. Networks
   1. Facilitate networks to support LEAs (e.g., communities of practice [CoPs], COE support teams, networks, etc.) in their support of EL students.

## Regional County Office of Education English Learner Specialist Leads Funding Allocation

The California Legislature appropriated $2 million to allocate to 11 regional COEs to provide technical assistance to LEAs on federal requirements related to EL students, and recommendations for best practices, instructional strategies, and improvement in English language proficiency and state academic standards in a manner consistent with the statewide System of Support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of *EC*.

The 11 RELS lead agencies, the counties they serve, and their allocation amounts are listed below. Allocation amounts were determined through the following formula: $.50 per EL student + $731.39 per LEA + $1,000 per county within the region.

**Table 1: Regional County Office of Education English Learner Specialist Lead Agencies and Allocation Amounts**

| **Region** | **RELS Lead Agency** | **Counties Served** | **Region EL Student Count** | **Allocation Amount** |
| --- | --- | --- | --- | --- |
| 1 | Sonoma COE | Del Norte, Humboldt, Lake, Mendocino, Sonoma | 17,923 | $103,361 |
| 2 | Butte COE | Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity | 6,584 | $97,944 |
| 3 | Sacramento COE | Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba | 66,750 | $150,590 |
| 4 | Contra Costa COE | Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano | 119,405 | $215,663 |
| 5 | Santa Clara COE | Monterey, San Benito, Santa Clara, Santa Cruz | 89,722 | $151,400 |
| 6 | San Joaquin COE | Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne | 56,719 | $111,651 |
| 7 | Tulare COE | Fresno, Kings, Madera, Mariposa, Merced, Tulare | 88,274 | $167,111 |
| 8 | Kern COE | Kern, San Luis Obispo, Santa Barbara, Ventura | 82,434 | $139,707 |
| 9 | San Diego COE | Imperial, Orange, San Diego | 185,310 | $280,449 |
| 10 | Riverside COE | Inyo, Mono, Riverside, San Bernardino | 132,259 | $172,640 |
| 11 | Los Angeles COE | Los Angeles | 228,087 | $409,484 |

Through a competitive application process, CDE has designated Riverside COE to be the RELS Liaison Agency through 2024–2025, required pursuant to *EC* Section 52073(a)(2)(B), to communicate on activities and outcomes for the 11 regional COEs. Riverside’s application was selected due to its strong responses around leadership qualities, knowledge and implementation of improvement science, and cross-coordination across programs to support EL student success.

## Metrics

On August 3, 2023, the CDE, with consultation and approval of the SBE Executive Director, identified metrics to assess the performance of the regional COEs in performing their duties as specified above.

The RELS performance metrics, as are included in the MOU between the 11 regional COEs and the CDE, are as follows:

1. Biennially, beginning on September 30, 2023, RELS agencies will submit to the CDE a regional continuous improvement plan, establishing clear goals for EL student access, growth toward English proficiency, and academic achievement, that is informed by an analysis of EL data points within the region. (Note: progress toward these goals is reported semiannually, per the chart below.)
2. Semiannually, the RELS agencies will report to the CDE the information charted below, including progress on the regional continuous improvement plan.. The CDE will analyze the reported information to evaluate the performance of the RELS lead agencies within their regions. The metrics below are informed by the EL Roadmap.

**Table 2: Regional County Office of Education Regional English Learner Specialists Performance Metrics**

| **Metric** | **Metric Prompt** | **Qualitative Data Collected** | **Quantitative Data Collected** |
| --- | --- | --- | --- |
| **Leadership**  (California EL Roadmap Principle Three: System Conditions that Support Effectiveness) | How do RELS agencies engage with COEs in their respective regions in a continuous improvement cycle (setting goals, monitoring progress, and making adjustments as needed)? | Narrative analysis of progress made toward actions/activities and goals identified in the biennial continuous improvement plan for the region, and any consequent adjustments. | n/a |
| **Expertise**  (California EL Roadmap Principle Two: Intellectual Quality of Instruction and Meaningful Access and Principle Three: System Conditions that Support Effectiveness) | How are the RELS agencies leveraging expertise to support EL program design in the region, including, but not limited to the areas outlined in the Scope of Work in this document? | 1. Describe the universal support and targeted services the RELS agency provided to LEAs, including, but not limited to, the areas outlined in the Scope of Work during the reporting period.  2. Describe how the RELS agency makes universal services and support available to all COEs and LEAs in the region.  3. Articulate how LEAs qualify for targeted support in the region (for example, high number of federal program monitoring findings, eligible for DA, ATSI, or other criteria).  4. Describe how targeted services were determined to be responsive to LEA needs. | n/a |
| **Outreach and Engagement**  (California EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools and Principle Three: System Conditions that Support Effectiveness) | How are RELS agencies engaging with LEAs and COEs in the region and is outreach consistent and responsive to barriers? | 1. Describe at least one barrier to engagement with LEAs in the region.  2. Describe at least one outreach strategy in response to the barrier(s) that RELS agency has used during the reporting period. | The number and percent of COEs the RELS agency has provided outreach to within a region. |
| **Coordination**  (California EL Roadmap Principle Four: Alignment and Articulation Within and Across Systems) | How are RELS agencies working to include, advance, and align EL student needs across state programs, which may include but are not limited to: CSI, ATSI, DA, LCAP, 21 CSLA, and other initiatives within the System of Support?  How are RELS agencies supporting the alignment of systems around EL student needs with LEAs in the region? | 1. Describe the opportunities the RELS agency is providing to LEAs for technical assistance in aligning systems, instruction, grade levels, and/or state-initiated improvement plans to EL student needs (including EL Roadmap implementation).  2. Describe the RELS agency involvement in including and aligning EL student needs across state initiatives and programs in the region (CSI, ATSI, DA, 21 CSLA, and the System of Support). | n/a |
| **Identification**  (California EL Roadmap Principle One: Assets-Oriented and Needs-Responsive Schools; Principle Two: Intellectual Quality of Instruction and Meaningful Access; Principle Three: System Conditions that Support Effectiveness; Principle Four: Alignment and Articulation Within and Across Systems) | How do RELS agencies identify exemplary programs or bright spots for EL programs within the region?  How do RELS agencies leverage the expertise of exemplary programs or bright spots to support LEAs within the region? | 1. Describe how the RELS agency has identified exemplary programs or bright spots within the region during the reporting period.  2. Describe how the RELS agency has leveraged or has planned to leverage the expertise of exemplary programs or bright spots to support the region during the reporting period. | n/a |
| **Networks**  (California EL Roadmap Principle Three: System Conditions that Support Effectiveness) | What existing networks are in place to support LEAs (CoPs, COE support teams, networks, etc.)?  How are RELS agencies using existing networks or creating new networks/commni-ties of practice to be responsive to LEA needs?  How are RELS agencies sharing out state and federal updates to LEAs? | 1. Describe the type of networks and/or CoPs, the RELS agency facilitates (newcomer, ELD, long-term English learners, EL students with disabilities, EL students served in bilingual programs, etc.)  2. Describe how the RELS agency is leveraging other networks to be responsive to LEA needs or highlight the needs of EL programs.  3. Describe how the RELS agency EL Specialist shares state and federal updates to the field pertaining to EL programs through networks. | n/a |

The CDE developed the following rubric in collaboration with the SBE to determine whether the reporting for each RELS agency met or did not meet the performance of the RELS metric expectations above. The rubric is included in [Appendix A: RELS Metric Rubric](#_Appendix_A:_RELS).

### Regional County Office of Education Agency Performance

The CDE reviewed the RELS metrics reports for 2023–24 and used the rubric to determine performance. The status of each RELS agency performance on their metrics for this reporting period is below:

**Table 3: Regional County Office of Education English Learner Specialist Performance Metrics Determinations**

| **Region** | **Regional COE** | **Performance Metrics Met/Not Met** |
| --- | --- | --- |
| 1 | Sonoma COE | Met |
| 2 | Butte COE | Met |
| 3 | Sacramento COE | Met |
| 4 | Contra Costa COE | Met |
| 5 | Santa Clara COE | Met |
| 6 | San Joaquin COE | Met |
| 7 | Tulare COE | Met |
| 8 | Kern COE | Met |
| 9 | San Diego COE | Met |
| 10 | Riverside COE | Met |
| 11 | Los Angeles COE | Met |

The 11 COEs successfully met all performance metrics. Notable areas of success included Expertise, Outreach and Engagement, and Networks. The COEs provided robust technical assistance for EL program design and instructional strategies, demonstrated effective outreach and engagement within their regions, and maintained strong, needs-responsive networks. Areas of opportunity included ongoing strengthening of Leadership and Coordination, specifically the full implementation of regional Continuous Improvement Plan goals. The CDE provides coaching and capacity-building as part of the continuous improvement effort and, for the 2024–25 period, the COEs will collaborate with the System Improvement Leads to enhance impact measurement and reporting.

### Closing Summary

In conclusion, the $2 million allocated by the CDE to the 11 RELS was used as intended to provide technical assistance to LEAs on federal requirements related to English learner students, and recommendations for best practices, instructional strategies, and improvement in English language proficiency and state academic standards, in a manner consistent with the statewide System of Support. Riverside COE was designated as the RELS Liaison Agency through 2024–25 to oversee communication of technical assistance activities and outcomes across the 11 RELS agencies, supporting RELS design, implementation and continuous improvement. The CDE, in partnership with the SBE, developed performance metrics for the 11 RELS agencies to assess their performance of the duties specified above. Documented performance of the metrics in the areas of leadership, expertise, outreach and engagement, coordination, identification of exemplary practices, and networking established that all RELS COEs met the intended goals for the 2023–24 fiscal year, reflecting the success of this initiative. The CDE will continue to collect data annually and reevaluate the performance metrics every five years to promote ongoing positive outcomes.

## Appendix A: Regional County Office of Education English Learner Specialists Performance Metrics Rubric

The California Department of Education (CDE) developed the following rubric in collaboration with the SBE to determine whether the reporting for each regional county office of education (COE) met or did not meet the performance of the Regional English Learner Specialists (RELS) metric expectations.

### Metric 1: Leadership

The rubric is divided into two sections for the Leadership metric. First, based on regional EL data points and data inquiry, and with guidance from the CDE, RELS will biennially develop and submit continuous improvement plans to inform their work in their regions. The second part of the rubric evaluates RELS progress toward the goals and actions/activities in their plan, and their ability to adjust the plan if progress is not made as expected. The semiannual mid-year reporting period will be used as a coaching opportunity for those not meeting the Leadership metric. The semiannual end-of-year reporting period will determine whether this metric is met or not met for that year. Each component in each metric is worth 1 point.

| **Met (3 points)** | **Not Met (0 points)** |
| --- | --- |
| RELS agency submitted a Continuous Improvement Plan for their region (1 point). | RELS agency did not submit a Continuous Improvement Plan for their region (-1 point). |
| By end-of-year report, RELS agency reports progress toward goals and actions/activities in the plan. If progress has not been made as expected, RELS agency clearly articulates why this has occurred and identifies revisions to original goals and/or actions/activities as applicable  (1 point). | By end-of-year report, RELS agency does not report progress toward goals and actions/activities in the plan or, RELS agency reports that progress has not been made as expected, and there is not a sufficient justification or revision to original goals and/or actions/activities as applicable  (-1 point). |
| By end-of-year report, RELS agency has shared/reviewed plan with **51–100 percent** of COEs in the region  (1 point). | By end-of-year report, RELS agency has shared/reviewed plan with **50 percent or less** of COEs in the region (-1 point). |

### Metric 2: Expertise

**Rubric Guidance:** Semiannually, RELS will report to the CDE on the support and services offered within their regions. The mid-year reporting period will be used as a coaching opportunity for those who do not meet the Expertise metric. The end-of-year reporting period will determine whether this metric is met or not met for that year. Each component in each metric is worth 1 point.

| **Met (4 points)** | **Not Met (0 points)** |
| --- | --- |
| Universal and targeted support and services offered to LEAs is clearly described. Support and services are responsive to LEA needs. The RELS agency articulates how universal support and services are made available to all COEs and LEAs in the region. (1 point). | Support and services provided to LEAs during the reporting period is described, but support is not focused or is not needs-responsive. The RELS agency does not describe how universal support and services are made available to all COEs and LEAs in the region. (-1 point). |
| It is clear how the RELS agency makes universal services and support available to COEs and LEAs in the region (1 point). | It is not clear, or has not been described, how the RELS agency makes universal services and support available to COEs and LEAs in the region. (-1 point) |
| Criteria used to identify LEAs for targeted support is clearly articulated (1 point). | There is no differentiation between universal and targeted support in the region (-1 point). |
| Support and services provided during the reporting period are aligned to the Scope of Work in the MOU (1 point). | Support and services provided are not aligned to the Scope of Work in the MOU (-1 point). |

### Metric 3: Outreach and Engagement

**Rubric Guidance:** For this metric, outreach is defined as an effort to bring services or information. Engagement is defined as interaction between the RELS, COEs, and LEAs. Semiannually, the RELS will report to the CDE the number of COEs in their region they have provided outreach to, as well as a narrative analysis of the barrier(s) to engagement with LEAs, which will include at least one proposed solution the RELS have used in response to these barriers. Mid-year reporting will be used as a coaching opportunity for those who are not meeting the Outreach metric. End-of-year reporting will determine whether this metric is met or not met for that year. Each component in each metric is worth 1 point.

| **Met (2 points)** | **Not Met (0 points)** |
| --- | --- |
| RELS agency reports outreach with **100 percent** of COEs in the region (1 point). | RELS agency reports outreach with **less than 100 percent** of COEs in the region (-1 point). |
| At least one barrier to engagement with LEAs has been thoroughly and thoughtfully assessed. At least one outreach strategy is described as having been used during the reporting period in response to barrier(s) (1 point). | Analysis of barrier(s) to engagement with LEAs does not identify any outreach strategies used during the reporting period (-1 point). |

### Metric 4: Coordination

**Rubric Guidance:** Semiannually, RELS agencies will report to the CDE the opportunities they have provided to LEAs to align EL needs across state initiatives. RELS agencies will also report on their involvement in the COE system working to align EL student needs across state initiatives in the region. The mid-year reporting period will be used as a coaching opportunity for those who are not meeting the Coordination metric. The end-of-year reporting period will determine whether this metric is met or not met for that year. Each component in each metric is worth 1 point.

| **Met (2 points)** | **Not Met (0 points)** |
| --- | --- |
| RELS agency provides **at least one** opportunity during the reporting period to support LEAs, including charter schools (with a focus on LEAs identified for DA or other improvement work in the System of Support), in aligning systems through an EL lens. If the RELS agency reports not having provided these opportunities during the reporting period, the RELS agency has included a plan to provide at least one opportunity in the next reporting period (1 point). | Opportunities to support LEAs (with a focus on LEAs identified for DA or other improvement work in the System of Support), in aligning systems through an EL lens were not provided. There is no plan to provide at least one of these opportunities in the next reporting period (-1 point). |
| RELS agency is involved in aligning the EL needs across state initiatives and programs (CSI, ATSI, DA, LCAP, 21 CSLA, and/or the System of Support), or the RELS agency identifies an agency within the region who is involved in this work with whom the RELS agency collaborates or shares with (1 point). | RELS agency did not work to align the EL needs across state initiatives and programs (CSI, ATSI, DA, LCAP, 21 CSLA, and the System of Support) during the reporting period, or RELS agency does not identify an agency within the region who is involved in this work with whom the RELS agency collaborates or shares with (-1 point). |

### Metric 5: Identification

**Rubric Guidance:** For the Identification metric, exemplary programs are defined as programs with multiple successful components. Bright spots are defined as one or more small successful elements of a program that are happening either at a school or within an LEA. These bright spots may not have all the elements that would make an exemplary program but do have small component(s) of a program that are successful. Semiannually, RELS agency will report to the CDE how the RELS agency identifies and leverages the expertise of exemplar programs and/or bright spots to support LEAs in the region during the reporting period. The mid-year reporting period will be used as a coaching opportunity for those who are not meeting the Identification metric. The end-of-year reporting period will determine whether this metric is met or not met for that year.

| **Met (2 points)** | **Not Met (0 points)** |
| --- | --- |
| RELS agency has described how they have used criteria to identify bright spots or exemplar programs within the reporting period (1 point). | RELS agency has not identified bright spots or exemplar programs in the reporting period and insufficient justification or limited criteria that the RELS agency used to determine bright spots or exemplar programs is described (-1 point). |
| RELS agency clearlydescribes how the RELS agency has leveraged the expertise of bright spots or exemplar programs within the region to support LEAs during the reporting period, citing evidence (1 point). | RELS agency does not describe how the RELS agency leveraged the expertise of bright spots or exemplar programs to support LEAs during the reporting period (-1 point). |

### Metric 6: Networks

**Rubric Guidance:** Semiannually, RELS agencies will report to the CDE the types of networks facilitated by the RELS agencies, how the RELS agencies are leveraging other networks and/or supporting the creation of new networks that are responsive to LEA needs, and how the RELS agencies are sharing updates to the field through networks. The mid-year reporting period will be used as a coaching opportunity for those who do not meet the Networks metric. The end-of-year reporting period will determine whether this metric is met or not met for that year.

| **Met (3 points)** | **Not Met (0 points)** |
| --- | --- |
| RELS agency clearly describes or lists the networks and communities of practice (CoPs) they facilitate in their region and how they are tied to LEA needs. RELS agency clearly describes how they leverage other networks to be responsive to LEA needs or highlight the needs of EL students (1 point). | RELS agency does not report on facilitating networks. If RELS agency does facilitate one or more networks, there is a lack of evidence to show that existing networks are needs-responsive or effective (-1 point). |
| RELS agency describes how they support the creation of new networks or CoPs that are responsive to LEA needs/EL student and program needs in their region or, describes how they connect LEAs seeking technical assistance to networks and CoPs (1 point). | RELS agency does not support the creation of new networks or CoPs or does not describe how the RELS agency connects LEAs seeking technical assistance to existing networks or CoPs (-1 point). |
| RELS agency clearly describes how they effectively use networks to share best practices, state and federal updates, etc., to the field (1 point). | RELS agency does not use networks to share best practices, state and federal updates, etc., to the field (-1 point). |