 

### California Department of Education

# California Collaborative for Educational Excellence

## Educator Workforce Investment Grant Program:

## Special Education-Related Professional Development

### REQUEST FOR APPLICATION

Form B: Intent to Submit an Application Due Date:

February 28, 2023, by 4 p.m.

Application Due Date:

March 15, 2023, by 4 p.m.

Administered by the

Special Education Division

California Department of Education

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## 1. OVERVIEW

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) invite county offices of education (COEs) with expertise in developing and providing high quality professional learning to teachers and paraprofessionals in public schools serving transitional kindergarten, kindergarten and grades one through twelve, inclusive, to apply for a grant to deliver professional learning for teachers and paraprofessionals statewide in the area of universal design for learning to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.

### A. Introduction

The California Statewide System of Support is designed to build local capacity and assist local educational agencies (LEAs) in identifying and addressing inequities, as part of the continuous improvement process. This support includes three levels: (1) support for all; (2) individually designed or differentiated assistance; and (3) intensive intervention.

The Statewide System of Support is made up of numerous support providers, and all are expected to work collaboratively to provide coordinated support to LEAs. In this system, lead agencies support this work by serving as facilitators, resource connectors, and capacity builders. The CDE, as one of the key state agencies in the system, continues to work to make the various state and federal programs more coherent and streamlined to avoid redundancies. Another key Statewide System of Support state agency, the CCEE, provides customized support to COEs, LEAs, and charter schools. The goal of this broad system is to build local capacity to ensure that the LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school. More information is available on the CDE California Statewide System of Support web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

In addition to the Statewide System of Support, individual and collective capacities are developed when the Quality Professional Learning Standards (QPLS), which identify elements of a quality professional learning system, are implemented well. The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning over time, which leads to improved educator knowledge, skills, and dispositions. Seven interdependent standards support professional learning that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information is available on the CDE QPLS web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

### B. Background

Educational equity is a cornerstone of California’s education system. The 2021–22 results of the California Assessment of Student Performance and Progress (CAASPP)—California's statewide student assessment system—reveal that the academic performance of students with disabilities in California is poor compared to all students in California. The results for 2021–22 show that just 15.61 percent of students with disabilities met or exceeded the statewide standard for English language arts compared with 51.26 percent for students with no reported disability and 47.06 percent of all students in California. Similarly, the results for the same year show that 11.41 percent of students with disabilities met or exceeded the statewide standard for math compared with 36.30 percent of students with no reported disability and 33.38 percent of all students in California.

As noted in *One System: Reforming Education to Serve All Students,* a March 2015 report of California’s Statewide Task Force on Special Education, “Too often, neither general education nor special education teachers are well prepared to meet the needs of students with disabilities in a general education classroom—a major barrier to increasing the amount of time that students with disabilities spend within the general setting (page 34).” The report continues by recommending both general education and special education teachers receive professional learning opportunities that are focused, among other things, on inclusive practices, such as Universal Design for Learning and that are “purposely integrated” and culturally and linguistically responsive (pages 38–39). The report further emphasizes the importance of professional development opportunities for paraeducators (page 39).

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

### C. State Statute and Authority

The Education Omnibus Budget Trailer Bill of 2022 (Assembly Bill 181), Section 124, provides $20,000,000 million, through the 2024–25 fiscal year, 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. $10,000,000 to qualified entities to implement effective language acquisition programs for English learners.
2. $10,000,000 to qualified entities for providing professional learning opportunities specifically in Universal Design for Learning (UDL) to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.

The CDE and CCEE will, to the extent possible, facilitate the coordination among the Educator Workforce Investment Grant (EWIG) grantee and the subject matter projects currently authorized by state statute. The CDE shall prioritize applications from a COE or consortium of COEs that were part of the consortia awarded a grant as part of the Educator Workforce Investment Grant Program established pursuant to Section 84 of Chapter 51 of the Statutes of 2019.

As part of the EWIG program, the CDE in collaboration with the CCEE is providing this Special Education-Related Professional Development Grant Request for Application (RFA). The selected grantee(s) will become an important member of the Statewide System of Support, providing targeted support focused on strategies for providing high-quality instruction and special education-related professional learning experiences in key areas of special education to improve outcomes for students with disabilities.

The EWIG Special Education-Related Professional Development Grant will fund one or more successful applicant(s) from June 1, 2023, through June 30, 2025.

## 2. PROGRAM DESCRIPTION

### A. Grant Information

This application covers the grant period beginning June 1, 2023, and ending June 30, 2025. Funds are available based on the application and proposed budget. The total grant budget for this RFA is $10,000,000.

Alignment, communication, and collaboration within the Statewide System of Support are critical to the improvement process and are expected of grantees. In order to impact students in a variety of learning situations throughout California, the CDE and CCEE will fund an EWIG for special education-related professional development that participates in the Statewide System of Support, with a focus on universal design for learning. The selected applicant(s) is/are subject to approval by the Executive Director of the State Board of Education (SBE).

The selected applicant(s) must be able to develop, support, and participate in a robust communication network, share expertise across the state with other agencies serving in the Statewide System of Support, and ensure that the development and delivery of professional learning opportunities is aligned with the structures and processes being developed by the Statewide System of Support.

### B. Eligibility Requirements

Applicants/lead applicants must be a COE in California with demonstrated expertise in developing and providing professional learning on universal design for learning to improve inclusive practices for general education and special education teachers and paraprofessionals in public schools serving transitional kindergarten, kindergarten, and grades one to twelve, inclusive.

Applicants may submit an application in partnership with one or more institutions of higher education or one or more nonprofit organizations. Priority consideration will be given to applications from a COE or consortium of COEs that were part of the consortia awarded a grant as part of the Educator Workforce Investment Grant Program established pursuant to Section 84 of Chapter 51 of the Statutes of 2019.

Applicants must be able to demonstrate knowledge and capacity to deliver professional learning for teachers and paraprofessionals in the area of universal design for learning to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.

If multiple COEs form a partnership to apply for this grant, a lead applicant must be identified that will also act as the fiscal agent. The lead applicant and the fiscal agent must be the same entity.

### C. Goals

Grantee(s) will collaboratively work with the Statewide System of Support to build the capacity of LEAs across the state by providing professional learning opportunities for teachers and paraprofessionals in the area of universal design for learning to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors should include strategies for high-quality instruction and special education-related professional development aligned to the QPLS.

The CDE and the CCEE shall ensure that the selected grantee or grantees do all of the following:

(1) Develop and deliver free of charge to LEAs statewide, professional development and professional learning opportunities that, at a minimum, are publicly available, content focused, standards and research based, incorporate active learning, support and promote collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and are of sustained duration.

(2) Leverage and use expertise and resources already identified, developed, and available, including, but not limited to, expert leads established pursuant to *Education Code* (*EC*) Section 52073.1 and the special education resource leads established pursuant to *EC* Section 52073.2, to advance the goals of this section.

(3) Provide professional learning opportunities in a manner that is consistent with the statewide system of support pursuant to Article 4.5 (commencing with *EC* Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the *Education Code*.

(4) Provide ongoing coaching and training for school staff that supports the professional learning opportunities provided pursuant to this section.

(5) Design and develop professional learning opportunities to include early educators.

(6) Work within the statewide system of support to provide professional development and professional learning opportunities.

(7) Provide ongoing training to develop mentors and coaches that support school staff in high-need settings.

(8) Review professional learning opportunities offered pursuant to this section to ensure they are high quality.

(9) In consultation with the CDE and the CCEE, evaluate the professional learning opportunities offered or funded pursuant to this section for their effectiveness. The grantee or grantees shall participate in development of the evaluation.

(10) Identify any existing gaps in capacity to deliver high-quality professional learning opportunities on a statewide basis and work with professional learning providers selected pursuant to this section and other partners to address those gaps.

Professional learning opportunities must conform to the best evidence regarding effective learning for educators. This includes, but is not limited to, the QPLS and sample indicators described in Table 1.

**Table 1**. Quality Professional Learning Standards and Sample Indicators

| Standard | Sample Indicators |
| --- | --- |
| **Data**: Uses varied sources and kinds of information to guide priorities, design, and assessment | * Uses formative and summative student achievement data, disaggregated by race, gender, English language learner status, disability status, foster youth, and/or socio-economic status, to identify critical student needs that require improved instruction, support and leadership
* Develops educators’ ability to meet students’ academic, cultural, social, physical, and emotional needs
* Collects and reviews evidence of changes and/or improvements in collective practice
 |
| **Content and Pedagogy**: Enhances educators’ expertise to increase students’ capacity to learn and thrive | * Focuses on specific teaching strategies associated with discipline-specific curriculum content that supports teacher learning within the teachers’ classroom contexts
* Deepens and extends subject-matter knowledge within educators’ own discipline and across other disciplines
* Increases educators’ use of linguistically and culturally responsive materials
* Creates multiple opportunities, in different settings, including built-in time for educators to practice, to receive feedback, and to revise their practice by the facilitation of reflection and solicitation of feedback
* Uses instructional techniques and strategies, such as using authentic artifacts and interactive activities, that educators then use with students
* Develops knowledge of, and skills for, how to address students’ academic, cultural, social, physical, and emotional well-being
 |
| **Equity**: Focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups | * Helps educators develop and understand that building on students’ abilities, perspectives, and potential contributes to increased student learning
* Ensures that all educators have equitable access to effective professional learning and support
* Supports educators to build trusting relationships with students, their families, communities, and one another; provide messages of high expectations; and create opportunities for meaningful participation
 |
| **Design and Structure**: Reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices | * Provides educators with dedicated time within the school schedule and leverages extended-time opportunities to learn, practice, implement, assess, and reflect upon new strategies that facilitate changes in their practice
* Uses curriculum models, such as lesson plans; unit plans; sample student work; observations of peer teachers; and video or written cases of teaching, that provide teachers with a clear vision of effective practices
* Actively engages educators in inquiry centered on authentic problems and instructional practices designed to be job-embedded and situated in as realistic as possible in the work setting of the learner so that theoretical learning and its practical applications are directly linked
 |
| **Collaboration and Shared Accountability**: Facilitates the development of a shared purpose for student learning and collective responsibility for achieving it | * Ensures that educators interact with content and are provided space to share ideas and collaborate in the learning, often job-embedded contexts, to create communities that positively change the culture and instruction of their entire grade level, department, school, and district
* Sets clear purposes, goals, and working agreements that support the sharing of practices and results within a safe and supportive environment
* Structures collective learning around an evidence-based cycle of continuous learning and improvement, maintaining a consistent focus on shared goals
* Capitalizes on relationships with networks that have specialized expertise or resources, in order to extend educators’ access to resources not available locally
* Uses technology to support cross-community communication and extend educators’ access to learning and resources
 |
| **Resources**: Dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes | * Recognizes the leadership capacity of internal staff to present, facilitate, or coach targeted professional learning
* Capitalizes on flexible staffing arrangements that allow for peer-to-peer learning
* Requires time for collaboration and learning be made available in an ongoing and systematic way
* Develops a cycle of activities, including theory, demonstration, practice, feedback, reflection, and coaching, that are spaced over time
* Uses time within the school day for practice-embedded learning, but also provides release time when needed
* Provides technology (hardware, software, and web-based) to enable educator learning, practice, and use of equipment and materials
 |
| **Alignment and Coherence**: Contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources | * Offers learning and practice activities that are directed toward meeting educators’ professional and performance standards
* Reflects classroom, school, and district goals for student and educator growth, to which policies, structures, and practices are aligned
* Supports novice educators’ induction and their ability to apply theoretical learning to real-world assignments and reflect upon results and next steps
* Continuously extends experienced educators’ capacity to meet professional expectations and to meet the needs of all students through a coordinated system
* Enables skilled veteran educators to assist novice educators and peers and to lead schoolwide and districtwide initiatives
 |

**Source**: California Department of Education. 2015

### D. Responsibilities of Grantee

The grantee(s) will focus directly on building capacity to support LEAs with professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors designed to provide high-quality instruction and learning experiences around universal design for learning to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings, and ensure that these professional learning opportunities are conducted in a manner that aligns with the Statewide System of Support and the QPLS. The selected applicant(s) must be able to complete the following:

* + Identify any existing gaps in capacity to deliver high-quality professional learning opportunities on a statewide basis and work with professional learning providers and other partners to address those gaps and build LEA capacity to deliver high-quality professional learning opportunities that are focused on improving outcomes for students with disabilities.
* Provide ongoing coaching and training for school staff, including early educators, educators, and paraprofessionals, and implementation feedback and reflection to support the professional learning opportunities provided. Provide ongoing training to develop and engage mentors, coaches, and teachers on special assignment that support school staff in high-need settings to build sustainable capacity.
* Develop and deliver statewide publicly available professional learning opportunities free of charge. The opportunities are, at a minimum, content focused, standards and research based, incorporate active learning, support and promote collaboration, use models of effective practice, provide coaching and expert guidance, offer feedback and reflection, are of sustained duration and high quality, as described in the QPLS approved by the SBE in May 2015.
	+ Serve as centers of expertise and partner with other facilitators and capacity builders in the system of support to provide guidance and ongoing training to develop and engage mentors in further preparing new trainers that support school staff in high-need settings.
	+ Provide necessary assistance to other EWIG recipients, when requested by the CDE or the CCEE.
	+ Fund in-state travel for the project lead to attend a semi-annual convening with others from the Statewide System of Support.
	+ Establish qualitative and quantitative goals to evaluate the capacity built within agencies developing and/or receiving services statewide to provide quality assistance and expertise to LEAs across multiple measures.
	+ Demonstrate coordination/collaboration with a minimum of three other UDL inclusion efforts around the state to maximize impact and reduce duplication of efforts.
	+ Provide a written report summarizing the activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.

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

### E. Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed, and any items that are deemed non-allowable, excessive, or inappropriate will be eliminated. Generally, all expenditures must contribute to the goals and responsibilities outlined in Section 2.

The grantee(s) may enter into subcontracts with one or more COEs, LEAs, institutions of higher education, or not-for-profit educational service providers in order to assist in fulfilling the responsibilities outlined in Section 2.

Funds may not be used for rental of a venue to provide professional learning unless the expense is determined by the CDE to be a necessary and reasonable expense.

### F. Non-allowable Activities and Costs

Funds provided under this grant may not be used for the following purposes:

* + Supplanting of existing funding and efforts
	+ Acquisition of equipment for administrative or personal use
	+ Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities
	+ Food services, refreshments, banquets, meals
	+ Purchase of space
	+ Payment for memberships in professional organizations
	+ Purchase of promotional favors, such as bumper stickers, pencils, pens, or T- shirts, or books
	+ Subscriptions to journals or magazines
	+ Travel outside the United States or to any location on the state’s travel ban list

### G. Administrative Indirect Cost Rate

Indirect cost rates (<https://www.cde.ca.gov/fg/ac/ic/>) reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. Funds used to pay indirect costs are best attributable to the partner that “uses” the corresponding funds as direct costs.

Certain types of costs (activities) require relatively minimal administrative support compared to the amount of dollars spent. These costs would distort the indirect cost process and are excluded from the calculation of the indirect cost rate. Following are the most common costs excluded from the calculation:

* Sub-agreements for Services (Object Code 5100),
* Capital Outlay (Object Codes 6000–6999),
* Other Outgo (Object Codes 7000–7499) and Other Financing Uses (Object Codes 7600–7699).

Since these costs are excluded from the determination of the indirect cost rate, it is not appropriate to include them in the pool of eligible program expenditures on which to charge indirect costs. (See the *California School Accounting Manual* at <https://www.cde.ca.gov/fg/ac/sa/index.asp>. Procedure 330 and 915 for further details on these categories of expenditures.)

Unlike other costs in Object Codes 5000–5999, Object Code 5100 costs are excluded from the calculation of the indirect cost rate and from eligible program expenditures on which indirect costs are charged (see Procedure 915). However, in recognition that some general administration is necessary to process a sub-agreement, indirect cost guidelines allow that up to $25,000 of each individual sub-agreement may be coded to Object Code 5800, Professional/Consulting Services and Operating Expenditures, with the remainder charged to Object Code 5100. The amount charged to Object Code 5800 is included in the calculation of the indirect cost rate and in eligible program expenditures on which indirect costs are charged. The $25,000 limit per sub-agreement applies each year throughout the duration of the sub-agreement.

Although the grantee must use the negotiated, approved, federally recognized indirect cost rate for agency-wide and general management costs according to *CFR* Part 200.331(a)(4), as part of the EWIG Program, any subgrantees *must limit* administrative indirect costs to a *maximum eight percent indirect cost rate*.

## 3. ACCOUNTABILITY

### A. Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CDE, the CCEE, and other Lead Agencies in the Statewide System of Support. The grantee(s) will participate in regular meetings to be convened by the CCEE and the CDE. Additionally, the following regular reporting will be completed and submitted:

* + A quarterly fiscal activity report by grantee
	+ A quarterly narrative report of identified resources, activities, and effective practices developed by each grantee, and by the partnership
	+ An annual program report by each grantee, and by the partnership, identifying the number of schools and educators served
	+ An annual project plan by each grantee describing the program activities for the coming year.
	+ A final cumulative summary report of the entire grant project submitted to CDE no less than 30 days prior to June 30, 2025.
	+ Grantees shall utilize templates for the reports developed by the CDE and CCEE. If the CCEE and the CDE do not receive the required reports, program activities are not completed, there is a lack of participation in meetings, or there is a negative trend in the dissemination of technical assistance, funding may be halted.

### B. Program Deliverables

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

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

## 4. APPLICATION PROCEDURES AND PROCESSES

### A. Application Timeline

| **Activity** | **Date** |
| --- | --- |
| RFA Release | February 7, 2023 |
| Application Information Session (Webinar) | February 15, 2023, at 11 a.m. |
| Form B: Intent to Submit an Application | February 28, 2023, by 4 p.m. |
| Application Due to the CDE | March 15, 2023, by 4 p.m. |
| Special Education Applicant Interviews | Week of April 10, 2023 |
| Intent to award posted | Week of April 24, 2023 |
| Last day for appeals to be received at the CDE | May 5, 2023, by 4 p.m. |
| Final Awards Posted/Effective Date of Grant Award | June 1, 2023 |
| Orientation Webinar for Grantee(s) | June 1, 2023 |
| Applicable Forms Due from Grantee(s) | June 6, 2023 |
| Annual Program Report | July 1 of each year |
| Quarterly Fiscal Report | End of each fiscal quarter |
| Legislative Report | September 1 of each year |
| Final Cumulative Summary Report | At least 30 days prior to June 30, 2025 |

### B. Application Process

Interested applicants are required to submit the EWIG for Special Education-Related Professional Development Intent to Submit an Application Form (Form B) to the CDE Special Education Division by email at SEEWIG@cde.ca.gov by 4 p.m. on February 28, 2023. Submitting this form does not require an organization to submit an application; however, an application **will not be accepted unless** the intent form is submitted and received by the CDE before 4 p.m. on February 28, 2023. The fillable PDF Form B: Intent to Submit an Application Form can be found on the CDE Funding web page at: <https://www.cde.ca.gov/fg/fo/r18/seewig23rfa.asp>**.**

**Application Submission**

If applying as a consortium, the lead agency must complete the application, identify the consortium members, participate in meetings on behalf of the consortium (consortium members may also participate), and submit semi-annual grant reports. The link to access the online application is available on the CDE Funding web page at: <https://www.cde.ca.gov/fg/fo/r18/seewig23rfa.asp>.

The following steps outline the online application submission process:

* 1. In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the evaluation rubric in Appendix A.
	2. Each applicant will receive a single score. Reading members will be instructed to take a comprehensive approach in the application review process to rank and evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.
	3. The application will consist of four general types of information: (1) Applicant Information; (2) Applicant Narrative; (3) Budget Information; and (4) Letters of Commitment. To prepare the application, follow the guidance provided in Section 5.
	4. Applicants must submit the completed application by 4 p.m. on March 15, 2023.
		+ The applicant will receive email confirmation of the information submitted. If changes need to be made, resubmit the entire application prior to the submission deadline.
		+ The last submitted application will be the one considered for review.
		+ The CCEE and the CDE are not able to modify the application information after it is submitted.
		+ Incomplete or late applications will not be considered.

### C. Application Review

Timely and complete applications will be reviewed and evaluated by the reading panel and will be evaluated using the Evaluation Rubric (Appendix A). Care is taken to ensure that reviewers have no conflicts with the applicants. Interviews with potential grantees may be conducted. All costs associated with the interviews will be the responsibility of the applicant.

### D. Technical Assistance

The CCEE and the CDE staff will conduct one application information session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date and time of the EWIG Special Education-Related Professional Development Grant Application information session is listed below:

* Application Information Session, **February 15, 2023, 11 a.m. to 12:30 p.m.**

Please register for this session at: <https://us02web.zoom.us/webinar/register/WN_M4ELGB72STe2JWzmborSVg>

### E. Appeals Process

The CDE must receive the request for appeal no later than **4 p.m. on May 5, 2023**. Only the lead applicant may electronically submit an appeal via the link on the CDE EWIG Program web page. Appeals submitted via means other than the electronic link will **not** be accepted.

Appeals shall be limited to the grounds that the CDE failed to **correctly apply the standards for reviewing the application** as specified in this RFA. The appellant must file a full and complete written appeal, include the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any added information that was not originally contained in the original application. A final decision will be provided in writing within ten (10) business days from the date that appeals are due to the CDE for this specific RFA.

### F. Grant Award Notification

**The lead applicant and the fiscal agent must be the same entity.** Leadapplicants selected for funding will receive a Grant Award Notification (CDE Form AO-400), the official CDE document that awards funds to local projects. Each grantee must sign and return the AO-400 notification to the CDE within ten working days of receipt.

### G. Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of applicants and the grantee as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

**Assurances and Certifications**

The Superintendent of the COE and the person(s) acting as the fiscal agent (Chief Business Officer (CBO) or Chief Financial Officer (CFO), must agree to Form A: Project Statement of Assurances.

Applicants do not need to submit a copy of the 2022–2023 CDE General Assurances and Certifications with the application. Instead, applicants must download the general assurances and certifications (link below), sign and keep them on file and available for compliance reviews, complaint investigations, or audits.

General assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

**Terms and Conditions**

The grant award will be processed upon receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within ten working days of receipt.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2022–2023 fiscal year, and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the originally authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display annual implementation showing how the grant will be used to provide high quality professional learning opportunities to teachers and paraprofessionals in public schools in a manner that aligns with the Statewide System of Support. Proposed expenditures must demonstrate appropriate use of state funds.

**Note:** Funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires approval by the CDE.

## 5. PROGRAM APPLICATION

A complete application is submitted electronically through the EWIG Special Education-Related Professional Development Online Application, a link to the RFA is available on the CDE Funding web page at <https://www.cde.ca.gov/fg/fo/r18/seewig23rfa.asp>. See Section 4 and Appendix B for instructions. Applicants must separately attach supporting evidence, such as a budget and Letters of Commitment.

### A. Application Narrative

The grantee will serve as a **capacity builder**, **resource** **connector**, and **facilitator**. Provide a narrative that describes how the applicant will address these multiple roles.

The applicant should be able to demonstrate:

* how their expertise in creating high quality professional learning opportunities for TK–12 educators in universal design for learning aligns to the QPLS;
* how they develop strong relationships with key regional and local partners and build common language across partners;
* how they build capacity and effectively provide support to LEAs focused on universal design for learning to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings;
* and how they develop the capacity of LEAs to provide high-quality, inclusive instruction and learning experiences for students with disabilities, particularly in general education settings.

To complete the narrative:

* + Address the prompts in Part 1 – Special Education EWIG Goals and Activities and Part 2 – Proposed Metrics
	+ Refer to the scoring rubric in Appendix A to understand how responses will be evaluated by the reading panel
	+ Follow all application directions in Section 4.B

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

Applicants must demonstrate current expertise and qualifications to provide high quality professional learning opportunities in UDL to teachers and paraprofessionals in public schools in a manner that aligns with QPLS and the Statewide System of Support.

**Vision and Mission**

The aim of this grant is to provide high quality professional development opportunities and resources for special and general education teachers and paraeducators in the area of UDL to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. Applicants must consider how they can serve as capacity builders, connectors, and facilitators within the Statewide System of Support. The QPLS and coaching systems and structures are expected features of the professional development model to support practice and student outcomes.

Applicants must articulate a theory of action for delivering high quality professional learning for teachers and paraprofessionals to implement UDL strategies in general education settings.

**Use of Quality Professional Learning Standards**

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

**Special Education-Related Professional Development Capacity Builder**

* Use evidence-based practices for building and implementing UDL into curricular lessons and units.
* Develop and share materials for teachers and paraeducators that promote active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.
* Build capacity in others to serve as coaches so they can be utilized as a resource to other teachers and paraeducators in implementing evidence-based practices in UDL for access to curriculum and lessons that improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.
* Support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.

**Special Education-Related Professional Development Resource Connector**

* Align professional learning opportunities for districts and schools with access for both special and general education professionals.
* Leverage and expand upon existing policies and infrastructures to support proposed activities.

**Special Education-Related Professional Development Facilitator**

* Build knowledge, readiness, and strategies of the partners to address the goals of the grant.
* Demonstrate how to implement leveraged/expanded infrastructures to support and improve professional development
* Partner with one or more institutions of higher education or one or more nonprofit organizations. This is not a requirement of the new legislation. It is, however, highly encouraged. **\*Note: Priority will be given to applications from a COE or consortium of COEs that were part of the consortia awarded a grant as part of the EWIG Program established pursuant to Section 84 of Chapter 51 of the Statutes of 2019.**

**Project Participants**

* Provide Letters of Commitment addressed to the lead applicant and signed by Superintendent who will oversee the grant, as well as the person(s) who is serving as the fiscal agent (CBO/CFO)
* Discuss how the applicant will recruit, select, engage, retain, and replace, if necessary, project participants in multi-year professional learning opportunities

**Part 2—Proposed Metrics**

The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning. It is pertinent that the grantee collects, analyzes, reflects upon, and reports various sources of data for evidence of changes and/or improvements in collective practices to anchor decisions about planning, implementing, or assessing quality professional learning.

### B. Application Budget

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal’s goals and activities. A projected budget for the entire grant period (June 1, 2023–June 30, 2025) is required for the application. The budget will be reviewed and scored. Applicants must provide expenditure amounts for the following areas:

* + Internal staff compensation;
	+ Supplies required to support COEs, LEAs, and grant participants;
	+ Services provided by the applicant and external entities;
	+ Travel and communication expense to meet with COEs, the CCEE, and the CDE, and other Lead Agencies; and
	+ Indirect charges, capped at 8 percent.

Applicants must use the EWIG Special Education-Related Professional Development Proposed Budget Template available on the on the CDE Funding web page at: <https://www.cde.ca.gov/fg/fo/r18/seewig23rfa.asp>. The Proposed Budget Detail must include a detailed budget narrative (description) for each line item included in the grant period. The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. Proposed expenditures should provide sufficient detail and a breakdown/calculation that justifies each line item. Line items should be grouped by the Object Code series and provide lines for Object Code totals. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Detail.

The EWIG Special Education-Related Professional Development Proposed Budget must be submitted as an Excel file through the online application. Please see the attachment Instructions in Appendix B: Online Application Instructions.

## APPENDIX A: Evaluation Rubric

**Please note: Positive consideration will be given to applications from a county office of education or consortium of county offices of education that were part of the consortia awarded a grant as part of the EWIG Program of 2019.**

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

### Vision and Mission

| **OUTSTANDING (20 points)** | **STRONG (15 points)** | **ADEQUATE (10 points)** | **MINIMAL (5–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates a theory of action for addressing UDL to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Clearly articulates a theory of action for addressing UDL to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Adequately articulates a theory of action for addressing UDL to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Minimally articulates a theory of action for addressing UDL to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. |

### Quality Professional Learning Standards

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

### Special Education-Related Professional Development Capacity Builder

| **OUTSTANDING (20 points)** | **STRONG (15 points)** | **ADEQUATE (10 points)** | **MINIMAL (5–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will effectively use evidence-based practices for building and implementing UDL into curricular lessons and units.  | Clearly describes how the applicant will effectively use evidence-based practices for building and implementing UDL into curricular lessons and units. | Adequately describes how the applicant will effectively use evidence-based practices for building and implementing UDL into curricular lessons and units. | Minimally describes how the applicant will effectively use evidence-based practices for building and implementing UDL into curricular lessons and units. |
| Thoroughly and convincingly describes how the applicant will develop and share materials for teachers and paraeducators that promote active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Clearly describes how the applicant will develop and share materials for teachers and paraeducators that promote active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Adequately describes how the applicant will develop and share materials for teachers and paraeducators that promote active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Minimally describes how the applicant will develop and share materials for teachers and paraeducators that promote active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. |
| Thoroughly and convincingly describes how the applicant will build capacity in others to serve as coaches so they can be utilized as a resource to other teachers and paraeducators in implementing evidence-based practices in UDL for access to curriculum and lessons that improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Clearly describes how the applicant will build capacity in others to serve as coaches so they can be utilized as a resource to other teachers and paraeducators in implementing evidence-based practices in UDL for access to curriculum and lessons that improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Adequately describes how the applicant will build capacity in others to serve as coaches so they can be utilized as a resource to other teachers and paraeducators in implementing evidence-based practices in UDL for access to curriculum and lessons that improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Minimally describes how the applicant will build capacity in others to serve as coaches so they can be utilized as a resource to other teachers and paraeducators in implementing evidence-based practices in UDL for access to curriculum and lessons that improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. |
| Thoroughly and convincingly describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Clearly describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Adequately describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. | Minimally describes how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. |

### Special Education-Related Professional Development Resource Connector

| **OUTSTANDING (20 points)** | **STRONG (15 points)** | **ADEQUATE (10 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Clearly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Adequately describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Minimally describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. |
| Thoroughly and convincingly describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals. | Clearly describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals. | Adequately describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals. | Minimally describes how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals. |

### Special Education-Related Professional Development Facilitator

| **OUTSTANDING (20 points)** | **STRONG (10 points)** | **ADEQUATE (5 points)** | **MINIMAL (0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will partner with one or more institutions of higher education or one or more nonprofit organizations. Further, this applicant is or is in partnership with a COE from the 2019 Special Education EWIG Grant. | Clearly describes how the applicant will partner with one or more institutions of higher education or one or more nonprofit organizations. | Adequately describes how the applicant will partner with one or more institutions of higher education or one or more nonprofit organizations. | Minimally describes how the applicant will partner with one or more institutions of higher education or one or more nonprofit organizations. |
| Thoroughly and convincingly describes how the applicant will build knowledge, readiness, and strategies of the partners to address the goals of the grant. | Clearly describes how the applicant will build knowledge, readiness, and strategies of the partners to address the goals of the grant. | Adequately describes how the applicant will build knowledge, readiness, strategies of the partners, and how the partners will work together to address the goals. | Minimally describes how the applicant will build knowledge, readiness, strategies of the partners, and how the partners will work together to address the goals. |
| Thoroughly and convincingly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Clearly describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Adequately describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. | Minimally describes how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. |

### Project Participants

| **OUTSTANDING (5 points)** | **STRONG (0 points)** | **ADEQUATE (0 points)** | **MINIMAL (0 points)** |
| --- | --- | --- | --- |
| Provides all Letters of Commitment signed by the COE Superintendent and the individual(s) serving as the fiscal manager (CBO/CFO). | Not applicable | Not applicable | Does not provides all Letters of Commitment signed by the COE Superintendent and the individual(s) serving as the fiscal manager (CBO/CFO). |
| Thoroughly and convincingly describes how the applicant will recruit and select project participants in multi-year professional learning opportunities. | Clearly describes how the applicant will recruit and select project participants in multi-year professional learning opportunities. | Adequately describes how the applicant will recruit and select project participants in multi-year professional learning opportunities. | Minimally describes how the applicant will recruit and select project participants in multi-year professional learning opportunities. |
| Thoroughly and convincingly describes how the applicant will engage, retain, and replace, if necessary, project participants. | Clearly describes how the applicant will engage, retain, and replace, if necessary, project participants. | Adequately describes how the applicant will engage, retain, and replace, if necessary, project participants. | Minimally describes how the applicant will engage, retain, and replace, if necessary, project participants. |

### Part 2—Proposed Metrics

| **OUTSTANDING (15 points)** | **STRONG (10 points)** | **ADEQUATE (5 points)** | **MINIMAL (4-0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the specific quantitative and qualitative metrics can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities. | Clearly describes how the specific quantitative and qualitative metrics that can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities. | Adequately describes how the specific quantitative and qualitative metrics that can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities. | Minimally describes how the specific quantitative and qualitative metrics that can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities. |

## APPENDIX B: Online Application Instructions

Applicants should use the instructions below for filling out the EWIG Special Education-Related Professional Development online application available on the CDE Funding web page at: <https://www.cde.ca.gov/fg/fo/r18/seewig23rfa.asp>. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The CDE must receive the online submission no later than March 15, 2023, by 4 p.m.

The application must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

### Saving Responses

You must select the Save Responses button on the first page of the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This address will allow you to return to your application.

### Applicant Information

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Director Name** | Please list the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee.  |
| **Project Director Title** | Please provide the title of the Project Director.  |
| **Project Director’s Office** | Please provide the name of the Project Director’s office. |
| **Project Director Telephone Number**(10-digit: 000-000-0000) | Please provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed.  |
| **Project Director Extension** | Please provide the Project Director’s telephone extension number, if necessary.  |
| **Project Director Email Address**(Ex: SEEWIG@cde.ca.gov)  | Please provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure that the email address is correctly entered.  |
| **Name of Entity Applying** | Please provide the name of the COE applying for the grant. If applying as a consortium of COEs, please enter the name of the COE applying as the lead applicant. |
| **Street Address**(Ex: 1430 N Street) | Please provide the street address of the applying entity. |
| **City** | Please provide the city where the applying entity is located. |
| **State**(Ex: CA) | Please provide the state where the applying entity is located. |
| **Zip Code**(5-digit: 00000) | Please provide the zip code where the applying entity is located. |
| **Fiscal Agent Name** | Please list the name of the person who will serve as the Fiscal Agent of the grant, if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant.  |
| **Fiscal Agent Title** | Please provide the title of the Fiscal Agent.  |
| **Fiscal Agent Telephone Number**(10-digit: 000-000-000) | Please provide the Fiscal Agent’s telephone number. |
| **Fiscal Agent Extension** | Please provide the Fiscal Agent’s telephone extension number, if needed. |
| **Fiscal Agent Email Address**(Ex: SEEWIG@cde.ca.gov)  | Please provide the Fiscal Agent’s email address.  |
| **IHE or NPO Partners** | Please list any IHE or NPO partners for this grant. |
| **COE Partners** | If applying as a consortium of COEs, please list the partner COEs. |

## Application Narrative

### Part 1—Educator Workforce Investment Grant Goals and Activities

| **Application Field** | **Instructions** |
| --- | --- |
| **Vision and Mission**(7,500-character max) | Articulate a theory of action for addressing universal design for learning (UDL) to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. The following areas for special education-related professional development noted below must be included as they relate to universal design language development:* Inclusive practices for general education and special education settings, including UDL to help educators instruct all students regardless of ability and teaching models that support these practices, including co-teaching
* Strategies for supporting students with particular disabilities in a general education setting.
 |
| **For each of the roles below:**  | * Describe the applicant’s previous experience or expertise, if any
* Propose strategies and responsible agencies or staff
* Propose a timeline of activities that will be used to achieve the goals
 |
| **Quality Professional Learning Standards**(3,000-character max) | Describe how the proposed professional learning model will address the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence. |
| **Special Education-Related Professional Development Capacity Builder**(2,500-character max) | Describe how the applicant will effectively use evidence-based practices for building and implementing UDL into curricular lessons and units. |
| **Special Education-Related Professional Development Capacity Builder**(2,500-character max) | Describe how the applicant will develop and share materials for teachers and paraeducators that promote active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. |
| **Special Education-Related Professional Development Capacity Builder**(2,500-character max) | Describe how the applicant will build capacity in others to serve as coaches so they can be utilized as a resource to other teachers and paraeducators in implementing evidence-based practices in UDL for access to curriculum and lessons that improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. |
| **Special Education-Related Professional Development Capacity Builder**(2,500-character max) | Describe how the applicant will support teachers and paraeducators using coaching structures and systems that are relevant, incorporate active learning and models of effective practice grounded in curriculum and UDL strategies to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. |
| **Special Education-Related Professional Development Resource Connector**(2,500-character max) | Describe how the applicant will align professional learning opportunities for districts and schools with access for both special and general education professionals. |
| **Special Education-Related Professional Development Resource Connector**(2,500-character max) | Describe how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. |
| **Special Education-Related Professional Development Facilitator**(2,500-character max) | If applicable, describe how the applicant will partner with an IHE or NPO. Preference will be given to applications from a county office of education or consortium of county offices of education that were part of the consortia awarded a grant as part of the EWIG Program of 2019. |
| **Special Education-Related Professional Development Facilitator**(2,500-character max) | Describe how the applicant will build knowledge, readiness, and strategies of the partners to address the goals of the grant. |
| **Special Education-Related Professional Development Facilitator**(2,500-character max) | Describe how the applicant will leverage and expand upon existing policies and infrastructures to support proposed activities. |
| **Project Participants**(2,500-character max) | Describe how the applicant will recruit, select, engage, retain, and replace, if necessary, project participants in multi-year professional learning opportunities.Provide Letters of Commitment addressed to the lead applicant and all Letters of Commitment signed by the COE Superintendent, the President of the COE school board association, and the individual serving as the fiscal manager (CBO/CFO). If working collaboratively with other COEs, a signed Letter of Commitment must also be submitted for each participating COE. (Please see Attachment Instructions.) |

### Part 2—Proposed Metrics

| **Application Field** | **Instructions** |
| --- | --- |
| **Proposed Metrics**(2,500-character max) | Describe how specific quantitative and qualitative metrics can be used to assess the impact of proposed grant activities in achieving the goals, vision, and mission. It is required that the number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served are provided. Outcomes must be measurable and relate to the proposed activities. |

### Electronic Signature

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Statement of Assurances**  | Please select the checkbox to declare:I have reviewed the Educator Workforce Investment Grant: Special Education-Related Professional Development Statement of Assurances and hereby certify that each of the requirements contained therein will be met.  |
| **Signature by Authorizing Official** | The authorizing officials should type their name in the field, which will serve as a signature that certifies agreement with the statement below. I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.  |

### Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the EWIG Special Education-Related Professional Development Proposed Budget and Letters of Commitment into the online application system. These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant. The zip file size limit is 20MB.

## APPENDIX C: Budget Categories

Each budget category is described below.

| **Object Code** | **Description** |
| --- | --- |
| **1000** | **Certificated Salaries**Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.**Travel and Conference**: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here.**Contracting Services**: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities. |
| **6000** | **Capital Outlay**Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA’s threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the LEA’s threshold amount for capitalization, anything less than this amount should be posted in Object Code 4000.) A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **7000** | **Indirect** if applicable (not to exceed CDE approved rate).Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. |

## APPENDIX D: Budget Act of 2022

### Background

California is in the midst of implementing a new public-school accountability system based on the Local Control Funding Formula (LCFF), which overhauled public school finance and accountability. A critical feature of California’s new approach is a refocused system of support with three levels of assistance:

* **Support for All (Level 1)**: All LEAs can access various resources and assistance such as trainings, conferences, voluntary technical assistance, and various tools. This support builds the overall capacity of school districts and schools to improve opportunities and outcomes for all students.
* **Differentiated Assistance (Level 2)**: County offices of education (COEs) are required to provide customized assistance to LEAs that meet eligibility criteria based on student group performance on the multiple measures included in the California School Dashboard. The California Collaborative for Educational Excellence also can provide advice and assistance upon referral by a COE or the State Superintendent of Public Instruction (SSPI).
* **Intensive Intervention (Level 3)**: The SSPI may intervene in LEAs if there are persistent performance issues over multiple years.

The goal at all three levels is to assist LEAs to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.

### Provisions Related to the Educator Workforce Investment Grant Program

The budget includes a substantial investment of state funding aimed at increasing the capacity and expertise to provide assistance within the system of support. Notably, the Budget Act of 2022 also appropriated funds to further support the EWIG Program in the coordination and support of one competitive grant focused on providing professional learning opportunities for teachers and paraprofessionals across the state.

The California Department of Education and the California Collaborative for Educational Excellence shall provide ten million ($10 million) in grant funding to deliver professional learning for teachers and paraprofessionals to implement universal design for learning to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings. The selected grantee must:

Develop, and deliver free of charge to local educational agencies statewide, professional development and professional learning opportunities that, at a minimum, are publicly available, content focused, standards and research based, incorporate active learning, support and promote collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and are of sustained duration.

Leverage and use expertise and resources already identified, developed, and available, including, but not limited to, expert leads established pursuant to Section 52073.1 of the Education Code and the special education resource leads established pursuant to Section 52073.2 of the Education Code, to advance the goals of this section.

Provide professional learning opportunities in a manner that is 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 Education Code.

Provide ongoing coaching and training for school staff that supports the professional learning opportunities provided pursuant to this section.

Design and develop professional learning opportunities to include early educators.

Work within the statewide system of support to provide professional development and professional learning opportunities.

Provide ongoing training to develop mentors and coaches that support school staff in high-need settings.

Review professional learning opportunities offered pursuant to this section to ensure they are high quality.

In consultation with the California Collaborative for Educational Excellence, evaluate the professional learning opportunities offered or funded pursuant to this section for their effectiveness. The grantee or grantees shall participate in development of the evaluation.

Identify any existing gaps in capacity to deliver high-quality professional learning opportunities on a statewide basis and work with professional learning providers selected pursuant to this section and other partners to address those gaps.

**FORM A: Educator Workforce Investment Grant Program:**

**Special Education-Related Professional Development**

**Project Statement of Assurances**

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the Educator Workforce Investment (EWIG) Program for Special Education-Related Professional Development application will be met:

* If a funded Grantee seeks to make a meaningful change in the work plan and/or budget, a project amendment must be requested and approved by the California Department of Education (CDE) Project Monitor and the respective CDE Office prior to making any changes in the activities or expenditures of the project.
* All parties entering this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines.
* Grantee must limit administrative indirect costs to a maximum 8 percent indirect cost rate per Section 84 of Chapter 51 of the Statutes of 2019.
* All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.
* Grantee will work collaboratively with the Statewide System of Support to build the capacity of LEAs statewide through professional learning aligned to the Quality Professional Learning Standards.
* Grantee will provide information and all reports according to the predetermined reporting schedule.
* Grantee will report to the CDE, by January 15 of each program year, activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.
* Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state laws and regulations.
* Grantee shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant, are available as open educational resources.
* Grantee commits to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
* The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the partnership, professional learning activities, and follow-up professional learning.
* Not allowable: Travel to states identified pursuant to Government Code Section 11139.8, including as of the release of this RFA; Alabama, Arizona, Arkansas, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Montana, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, and West Virginia (<https://oag.ca.gov/ab1887>).

**FORM B: Intent to Submit an** **Application for the**

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

Please return the Intent to Submit an Application form to the California Department of Education (CDE) at the email address below to submit an application for the Educator Workforce Investment Grant (EWIG) Program: Special Education-Related Professional Development. The CDE will accept only applications for which it has received the Intent to Submit an Application form. The form must be received by the CDE by email no later than 4 p.m. on February 28, 2023.

The fillable PDF Form B: Intent to Submit an Application Form can be found on the on the CDE Funding web page at: <https://www.cde.ca.gov/fg/fo/r18/seewig23rfa.asp>.

**Return this form to:** Special Education Division by email at:SEEWIG@cde.ca.gov

**Subject line:** Intent to Submit an Application for Educator Workforce Investment Grant