 

California Department of Education

California Collaborative for Educational Excellence

# Educator Workforce Investment Grant (EWIG) Program:

# Effective Language Acquisition Programs Grant

Request for Applications Instructions

Application Due Date:

May 12, 2023

 by 4 p.m.

Administered by the

Multilingual Support Division

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### 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 apply for grants to deliver professional learning for educators across the state on implementing effective language acquisition programs for English learner (EL) students. Professional learning opportunities shall include teachers and paraprofessionals in early education and public schools serving transitional kindergarten, kindergarten and grades one to twelve, inclusive.

#### 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 education and community partners who work collaboratively to provide coordinated support to LEAs. The CDE, as one of the key state agencies in the system, works to make state and federal programs more coherent and streamlined. Another key system of support state agency, the CCEE, provides customized support to LEAs. The goal of this broad system is to build local capacity to ensure that LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school. COEs are a mainstay of professional learning opportunities in the system of support. More information about the California Statewide System of Support is available at the CDE California’s System of Support web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

In addition to the system of support, individual and collective capacity 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 knowledge, skills, and dispositions in educators. Seven interdependent standards support professional learning that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information about the QPLS visit the CDE QPLS web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

#### Background

Of the approximately six million students enrolled in California public schools, more than 1.1 million are identified as EL students who bring diverse cultural backgrounds from families with rich social and linguistic experiences. In addition, sixty percent of early learners are dual language learners (DLLs) who come from a home where a language other than English is spoken. These youth enrich California classrooms with a variety of strengths, needs, and identities. Many of these talented multilingual and multicultural students also bring knowledge and skills in their primary languages that contribute enormously to the state’s economic and social fabric. Multilingual programs, such as dual language immersion, prepare students for linguistic and academic proficiency in English and additional languages. These programs can be particularly beneficial for young dual language learners since the brain is extremely flexible and wired to learn language in early childhood, including the preschool through third grade (P-3) years. More information about P-3 Alignment, visit the CDE P-3 Alignment web page at <https://www.cde.ca.gov/ci/gs/p3/>.

EL students, including EL students with disabilities, need full and meaningful access to a twenty-first century education, from early learning settings (children identified as DLL) through grade twelve, that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

In 2012, the English Language Development (ELD) Standards were adopted. The adoption of the ELD Standards maintained California’s commitment to providing English learner students with a high-quality program that enables them to attain proficiency in English and to develop the skills and confidence in listening, speaking, reading, and writing that are the foundation of achievement inside and outside the classroom. In 2014, the English Language Arts (ELA)/ELD Framework was adopted. By aligning ELA and ELD standards, the framework formed the basis for remodeling California’s instructional practices and promoting literacy through critical thinking, problem-solving, collaboration, and communication. A comprehensive approach to ELD —with the goal of effective communication— includes both integrated and designated ELD. Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

In November 2016, California voters approved Proposition 58, also known as the California Education for a Global Economy Initiative (CA Ed.G.E.). The purpose of the CA Ed.G.E. Initiative was to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers, and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.

California *Education Code* (*EC*) Section 306 defines language acquisition programs for EL students as educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state-adopted academic content standards, including the ELD standards. Language acquisition programs may include, but are not limited to, dual language programs, transitional and developmental bilingual programs for English learners, and Structured English Immersion. Language acquisition programs provided to pupils shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. More information on language acquisition programs, visit the CDE CA Ed.G.E. web page at <https://www.cde.ca.gov/sp/el/er/caedge.asp>.

In July 2017, the State Board of Education (SBE) adopted the EL Roadmap Policy to provide guidance to LEAs in welcoming, understanding, and educating the diverse population of EL students attending California public schools. The EL Roadmap Policy explicitly focuses on English learners in the context of the state’s efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early learning, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas.

The EL Roadmap Policy elevates evidence-based and exemplary practices for English learners, promising models, and effective inclusion of new federal and state legal requirements. The policy also complements many of California’s priority initiatives including preschool through third grade alignment, universal preschool and universal transitional kindergarten, strengthening inclusive practices for diverse learners, literacy and biliteracy by third grade, integrated content and language learning alongside targeted language instruction, and expanding learning opportunities to support the whole child during and beyond the instructional day. As such, EL Roadmap Policy offers relevant guidance to LEAs designing effective language acquisition programs and bilingual and biliteracy experiences for California’s EL students. For more information about the EL Roadmap Policy, visit the CDE EL Roadmap web page at <https://www.cde.ca.gov/sp/el/rm/>.

The Education Omnibus Budget Trailer Bill of 2019 (Senate Bill 75), Section 84, established the Educator Workforce Investment Grant Program (EWIG) to support EL Roadmap Policy implementation professional learning opportunities for teachers and paraprofessionals across the state. Policymakers provided an initial budget allocation of $10 million.

#### State Statute and Authority

The Education Omnibus Budget Trailer Bill of 2022 (Assembly Bill 185), Section 54, provides $20 million, through the 2024–25 fiscal year, to support one or more competitive grants to coordinate and support professional learning opportunities for teachers and paraprofessionals across the state.

The grants will be provided as follows:

* Ten million dollars ($10,000,000) to qualified entities for developing and delivering professional learning opportunities which support the implementation of effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.
* Ten million dollars ($10,000,000) to qualified entities for universal design for learning-related professional learning opportunities.

As part of the EWIG program, the CDE in collaboration with the CCEE are selecting the grantees of the EWIG: Effective Language Acquisition Programs Grant via a competitive Request for Applications (RFA) process, subject to approval by the Executive Director of the SBE. Priority consideration will be given to applications from a COE, or consortium of COEs, that were part of the consortium awarded a grant as part of the Educator Workforce Investment Grant Program established pursuant to Section 84, Chapter 51 of the Statutes of 2019.

The CDE and CCEE will, to the extent possible, facilitate the coordination among the EWIG grantees and the subject matter projects currently authorized by state statute.

The EWIG: Effective Language Acquisition Programs Grant will fund four successful applicants $2,500,000 each from August 1, 2023 through June 30, 2025.

### PROGRAM DESCRIPTION

#### Grant Information

This application covers the grant period beginning August 1, 2023, and ending June 30, 2025. Applications will be scored as part of a competitive grant process and funds will be made available to grantees based on the application and proposed budget. The total grant budget for this RFA is $10,000,000 to be distributed as four grants in the amount of $2,500,000.

In order to encourage continued focus in these areas and impact students in a variety of learning situations throughout California, the CDE will award funds for the EWIG: Effective Language Acquisition Programs Grant to applicants that will participate in the Statewide System of Support. Alignment, communication, and collaboration within the Statewide System of Support are critical to the improvement process. The selected grantee(s) will become integral members of the Statewide System of Support, providing targeted, meaningful use of strategies designed to align system-wide implementation of effective language acquisition programs for English learners, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and implementation of the EL Roadmap.

The selected applicants must be able to develop, support, and participate in a robust communication network, share expertise and resources across the state with other agencies serving in the system of support, and ensure that the development and delivery of free professional learning opportunities are aligned with the structures and processes developed by the system of support.

#### Eligibility Requirements

COEs and consortia of COEs are eligible to apply. The consortium lead applicant acts as the fiscal agent. Applicants must have demonstrated expertise in developing and providing high-quality professional learning to teachers and paraprofessionals in public schools (serving transitional kindergarten, kindergarten and grades one to twelve, inclusive). Applicants must be able to deliver professional learning for teachers and paraprofessionals in the area of implementing effective language acquisition programs for English learners, which may include:

* Integrated language development within and across content areas, i.e., integrated ELD, designated ELD, or language development in a language in addition to English to benefit EL students.
* Development of bilingual (speak and listen in two different languages) and biliterate (speak, listen, read, and write in two different languages) proficiency.
* Building and strengthening capacity to implement the EL Roadmap policy.

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 with existing communication/collaboration structures in place to effectively provide support and services to any one of the zones below will be given positive consideration in the scoring process. For each of the following zones, based on geographic locale as well as existing relationships within the Statewide System of Support among California County Superintendents Educational Services Association regions and Geographic Lead Agencies, one grantee will be selected:

* **Zone A:** Alameda, Alpine, Butte, Amador, Calaveras, Colusa, Contra Costa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, Santa Clara, San Francisco, San Mateo, Shasta, Sierra, Siskiyou, Solano, Sonoma, Sutter, Tehama, Trinity, Tuolumne, Yolo, and Yuba.
* **Zone B:** Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, Monterey, San Benito, San Bernardino, San Joaquin, San Luis Obispo, Santa Cruz, Stanislaus, and Tulare.
* **Zone C:** Los Angeles, Ventura, and Santa Barbara.
* **Zone D:** Imperial, Orange, Riverside, and San Diego.

#### Goals

Grantee(s) will collaboratively work within 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 implementing effective language acquisition programs for EL students, which may include:

* Integrated language development within and across content areas, i.e., integrated ELD, designated ELD, or language development in a language in addition to English to benefit EL students.
* Development of bilingual and biliterate proficiency.
* Building and strengthening capacity to implement EL Roadmap policy.

Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors should include strategies for high-quality instruction 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 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 *EC*.

(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 the 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, special needs, 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 evidence-based 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 provides 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/or 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 is made available in an ongoing and systematic way
* Develops a cycle of activities, including theory, demonstration, practice, feedback, reflection, and coaching, that are spaced over time
* Uses time within the school day for practice-embedded learning, but also provides release time when needed
* Provides technology (hardware, software, and web-based) to enable educator learning, practice, and use of equipment and materials
 |
| **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 students 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**: Quality Professional Learning Standards, 2015

#### Responsibilities of Grantees

The grantees will focus on providing professional learning opportunities for early educators, teachers, paraprofessionals, school leaders, and other educators in public schools. These opportunities, conducted in a manner that aligns with the Statewide System of Support and QPLS, will focus on implementing effective language acquisition programs for EL students, which may include integrated language development within and across content areas; bilingual and biliterate proficiency; and building and strengthening capacity to implement the EL Roadmap Policy across the state. The selected applicants must be able to:

* Serve as centers of expertise and partner with other facilitators and capacity builders in the Statewide 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 convening a minimum of twice a year with other lead agencies from the Statewide System of Support,
* Establish qualitative and quantitative goals to evaluate the capacity built within agencies receiving services statewide to provide quality assistance and expertise to LEAs across multiple measures.
* Demonstrate coordination/collaboration across EL initiatives and various forums, including but not limited to, with the Regional COE English Learner Specialists.
* As available, present in meetings, conferences, networks, and other collaboration settings as requested by the CDE and the CCEE.
* Provide written reports describing the activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, LEAs, counties, and regions impacted by these activities.

The EWIG: Effective Language Acquisition Programs Grant Application must reflect the applicant’s: (1) knowledge and expertise relative to supporting language acquisition programs for English learners; (2) the ability to develop and provide high-quality professional learning opportunities to early educators, teachers, paraprofessionals, school leaders, and other educators in public schools in a manner that align with the Statewide System of Support and the QPLS; and, (3) ability to leverage existing relationships to plan and establish professional networks that support teachers and paraprofessionals in LEAs.

#### Allowable Activities and Costs

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

The grantees may enter into subcontracts with one or more COEs, consortia of COEs, institutions of higher education, or nonprofit educational service providers to leverage cross-agency expertise and assist in fulfilling the responsibilities outlined in this RFA.

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

#### 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, or T- shirts;
* subscriptions to journals or magazines; and
* travel outside the United States or to any location on the Prohibition on State-Funded and State-Sponsored Travel to States With Discriminatory Laws, available at the Attorney General’s web page at <https://oag.ca.gov/ab1887>.

## Administrative Indirect Cost Rate

Indirect costs (available at the CDE Indirect Cost Rates web page at <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. The 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)

As 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 the CDE Definitions, Instructions, & Procedures web page at <http://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 Code of Federal Regulations 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.

### ACCOUNTABILITY

#### 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 grantees will participate in regular meetings to be convened by the CCEE and the CDE. Additionally, the following regular reporting will be completed and submitted:

* 1. A quarterly fiscal activity report by each grantee.
	2. A quarterly narrative progress report that includes accomplishments and progress toward goals, challenges, identified resources, effective practices, and next steps to be developed by each grantee.
	3. An annual program report by each grantee identifying the number of schools, districts, counties, and educators (including early educators, paraprofessionals, teachers, and administrators) served.
	4. An annual project plan by each grantee describing the program activities for the coming year.
	5. A final cumulative summary report of the entire grant project submitted to CDE no later than July 15, 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.

#### Program Deliverables

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

* + Results to date of project analysis to assess progress towards the project goals, including multiple proposed measures that evaluate the increased capacity of the grantees to provide quality assistance and expertise to LEAs. In consultation with the department 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 the development of the evaluation.
	+ Professional development implementation resources identified, calibrated, coordinated, developed, and implemented (including systems and processed) that are focused on Effective Language Acquisition Programs, which may include integrated language development within and across content areas; bilingual and biliterate proficiency; and building and strengthening capacity to implement the EL Roadmap Policy across the state.
	+ Technical assistance and professional development opportunities provided to early educators, teachers, paraprofessionals, and school leaders in various formats, including asynchronous offerings.
	+ The number of unduplicated early educators, teachers, paraprofessionals, school leaders, classrooms, schools, LEAs, counties, and regions served; and
	+ Evidence of coordination and collaboration with other agencies of the system of support, including but not limited to COEs, Regional EL Specialists, the CCEE, and the CDE.

### APPLICATION PROCEDURES AND PROCESSES

#### Application Timeline

| **Activity** | **Date** |
| --- | --- |
| **RFA Release Date** | **April 10, 2023** |
| Application Workshop Webinar/Training | April 13, 2023, at 2 p.m. |
| **Applications Due to the CDE** | **May 12, 2023, by 4 p.m.** |
| Application Evaluation | Week of May 22, 2023 |
| **Announce Grantees (Tentative)** | **Week of June 12, 2023** |
| Last Day to Receive Appeals at the CDE | June 30, 2023, by 4 p.m. |
| **Final Awards Posted** | **Week of July 17, 2023** |
| Orientation Webinar for Grantees | August 1, 2023, at 2 p.m. |
| **Applicable Forms Due from Grantees** | **August 1, 2023** |
| Annual Program Report | July 15 of each year |
| Quarterly Narrative and Fiscal Reports | End of each fiscal quarter |
| Legislative Report | September 1 of each year |
| Final Cumulative Summary Report | No later than July 15, 2025 |

#### Application Process

##### 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 EWIG: Effective Language Acquisition Programs Grant online application is available on the CDE EWIG Effective Language Acquisition Programs Request for Applications web page at: <https://www.cde.ca.gov/fg/fo/r28/ewigelap23rfa.asp>.

The following steps outline the application submission process:

* 1. In completing the application narrative, lead 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 panel members will be instructed to take a holistic approach in the application review process to rank and evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.
	3. The online 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: Program Application.
	4. Lead applicants must submit the application no later than 4 p.m. on May 12, 2023.
		+ Applicant will receive an email confirmation of the information submitted. If changes need to be made, lead applicants must resubmit the entire application prior to the submission deadline.
		+ The application submitted last by an applicant within the application window will be the only one considered for review.
		+ The CDE and the CCEE are not able to modify the application information once it is submitted.
		+ Incomplete or late applications will not be considered. Lead applicants must plan for the submission process and ensure technology is serviceable in order to make the established submission deadline. The CDE encourages applicants to begin the electronic submission process well in advance of the deadline to avoid any technical issues. Leading up to the application deadline, lead applicants should verify they have received confirmation of receipt of their application and frequently check for communications on application status. Applicants are responsible for monitoring communications involving their application.

#### 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 conflict of interest with any applicant. Interviews with potential grantees may be conducted. All costs associated with the interviews will be the responsibility of the applicant. The grant recipients are subject to approval by the Executive Director of the SBE.

#### Technical Assistance

The CDE and the CCEE will conduct one virtual application information webinar for technical assistance to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions.

The date and time of the **EWIG:** **Effective Language Acquisition Programs Grant Application Webinar** **is scheduled for 2 p.m. on April 13, 2023**. This webinar will be recorded.

**Register for this webinar at:** <https://us02web.zoom.us/meeting/register/tZArdOuqqT8qGNTXYL3PySYmcARsz0SF4SjU>

#### Appeals Process

Applicants can electronically submit an appeal via the “File an Appeal” link on the CDE EWIG: Effective Language Acquisition Programs Grant RFA web page. Appeals submitted through means other than the electronic form will not be accepted. In the case of a consortium, only the lead agency may electronically submit an appeal on behalf of the entire consortium. The CDE must receive any request for appeal **by 4 p.m.** **on June 30, 2023.**

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, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not 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.

#### Grant Award Notification

**The lead applicant and the fiscal agent must be the same entity.** Lead applicants selected for funding will receive a Grant Award Notification (CDE form AO-400), the official CDE document that awards funds to local projects. The grantees must sign and return the notification to the CDE within 10 business days of receipt. Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements for grantees 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, Certifications, Terms, and Conditions

##### Assurances and Certifications

**The COE applying as the lead applicant must also be the fiscal agent.** The COE superintendent (or assigned agent), and the person(s) acting as the lead applicant/fiscal agent (Chief Business Officer or Chief Financial Officer), must agree to Form A, Project Statement of Assurances (appendix F). They must also agree to the General Assurances and Certifications available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

The signature on the Grant Award Notification acknowledges the grantee has committed to comply with the assurances and certifications associated with the grant. Applicants do not need to submit a copy of the 2022–23 CDE General Assurances and Certifications with the application. Instead, applicants must download the general assurances and certifications at the CDE General Assurances and Certifications web page at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2022-23.asp> sign and keep them on file and available for compliance reviews, complaint investigations, or audits.

##### 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 (10) working days of receipt.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2023–24 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.

If expenditures for any budget category exceed ten (10) percent of the authorized budget item total in the approved budget, a budget revision is required. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display annual implementation showing how the grant will be used to provide professional learning opportunities to early educators, teachers, paraprofessionals, and administrators in public schools in a manner that aligns with the system of support. Proposed expenditures must demonstrate appropriate use of state funds.

### PROGRAM APPLICATION

A complete application is submitted electronically via Snap Survey. See Section 4: Application Procedures and Processes for instructions. Applicants must separately attach supporting evidence, such as budget and letters of commitment. Applicants are encouraged to preview the Snap Survey well in advance of the submission deadline to effectively plan their application responses. Snap Survey responses contain character limits as described below:

#### Application Narrative

The grantee will serve as a **capacity builder**, **resource connector**, and **facilitator** in delivering professional learning on effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.

Applicants must provide a narrative that describes how the applicant will address multiple roles. Each of these roles is described in the narrative prompts below. Applicants should plan to address previous experience or expertise pertaining to each of the roles, the proposed approach (strategies, plan) pertaining to each role, responsible staff or agencies, and a proposed timeline of activities to achieve the goals set forth by the applicant.

The applicant must address how they will achieve the following:

* How their expertise in creating and developing high quality, effective language acquisition programs as professional learning for teachers and paraprofessionals in public schools (serving early learning, transitional kindergarten, kindergarten and grades one to twelve, inclusive) align with the Statewide System of Support and the QPLS;
* How their continuous improvement approach includes analysis of EL data to inform annual updates of participating LEAs’ Local Control and Accountability Plans;
* How they develop strong relationships with key regional and local partners and build common language across partners, and leverage existing policies such as the EL Roadmap Policy;
* How they build capacity and effectively provide support to LEAs focused on learning effective language acquisition programs for EL students;
* How they provide professional learning that is inclusive and available to LEAs across the geographic spectrum; and
* and how they develop the capacity of LEAs to provide high-quality professional learning on effective language acquisition programs for EL students.

To complete the narrative:

* + Address the prompts for the sections below
	+ Refer to the evaluation rubric in appendix A to understand how responses will be evaluated by the reading panel, and
	+ Follow all application directions in Section 4.B: Application Process.

##### Implementation Vision and Mission

**Part 1: [2,000-character limit]**

Articulate a theory of action for delivering high quality professional learning to LEAs on implementing effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and/or building and strengthening capacity to implement the EL Roadmap Policy.

**Part 2: [4,000-character limit]**

Address how the theory of action will support assets-oriented and needs-responsive schools (i.e., Principle One of the [EL Roadmap Policy](https://www.cde.ca.gov/sp/el/rm/)), improve outcomes for English learners, and acknowledges different EL characteristics, experiences, backgrounds, and typologies centered on:

* Supporting LEAs in local planning and goal setting based on needs assessment.
* Guiding LEAs to adopt local policies for implementing effective language acquisition programs that are aligned with the EL Roadmap Policy and for recruiting, engaging, coaching, and sustaining participants in multi-year professional learning opportunities. (See appendix E: EL Roadmap Policy.)

##### Quality Professional Learning Standards Provider [7,000-character limit]:

Describe the applicant’s previous experience or expertise as a professional learning provider using the QPLS. Also describe the applicant’s proposed professional learning model incorporating the QPLS (data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence), the responsible staff or agencies, and a timeline of activities.

##### Effective Language Acquisition Programs Capacity Builder [5,000-character limit]:

Describe the applicant’s previous experience or expertise developing LEA ability to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.

Also, describe the applicant’s proposed approach to the Effective Language Acquisition Programs Capacity Builder role, responsible staff or agencies, and a timeline for coaching and facilitating professional learning. As Capacity Builders, applicants should:

* Use evidence-based practices for building and implementing effective language acquisition programs for English learners that are of intellectual quality and provide meaningful access (i.e., Principle Two of the EL Roadmap Policy).
* Develop and share materials for teachers and paraeducators that promote effective language acquisition programs for English learners.
* 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 effective language acquisition programs for English learners.
* Support teachers and paraeducators using coaching structures and systems that are relevant and incorporate active learning and models of effective practice grounded in curriculum and language acquisition programs for English learners.

##### Effective Language Acquisition Programs Resource Connector:

**Part 1: [2,000-character limit]**
Describe the applicant’s previous experience or expertise guiding educators toalign and articulate within and across systems to create pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities to foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world (i.e., Principle Four of the [EL Roadmap Policy](https://www.cde.ca.gov/sp/el/rm/)). For example, a grantee could describe cohesion and articulation to support multilingual learners within the UPK and TK–12 systems as part of preschool through third grade alignment.

**Part 2: [2,000-character limit]**
Describe the applicant’s proposed approach to the Effective Language Acquisition Programs Resource Connector role, responsible staff or agencies, implementation timeline, and how the proposed effective language acquisition programs professional learning opportunities will connect LEAs to evidence-based practices and programs that improve and outcomes for English learners, strengthen systems alignment, and promote interconnection with existing policies and infrastructures to support proposed activities.

##### Effective Language Acquisition Programs Facilitator:

**Part 1: [2,000-character limit]**
Describe the applicant’s previous experience or expertise in working with educators tocultivate system conditions that support effectiveness of language acquisition programs for English learners, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy, by building LEAs’ capacity to monitor and respond to the strengths and needs of EL students, assess local conditions, and employ data to inform decision making and continuous improvement processes (i.e., Principle Three of the [EL Roadmap Policy](https://www.cde.ca.gov/sp/el/rm/)).

**Part 2: [4,000-character limit]**
Also describe the applicant’s proposed approach to the Effective Language Acquisition Programs Facilitator role, responsible staff or agencies, and an implementation timeline. Describe how the applicant will coordinate within and across the Statewide System of Support to build on and connect resources, such as through collaboration with California Geographic Lead Agencies, Special Education Resource Leads, Community Engagement Initiative Lead Agencies, and/or the Regional County Office English Learner Specialists.

##### Effective Language Acquisition Programs Participant Coordination [4,000-character limit]:

Describe the applicant’s proposed approach to the Effective Language Acquisition Programs Participant Coordination. Specifically, articulate the plan to recruit, select, engage, and retain project participants in multi-year professional learning opportunities, including how the applicant proposes to utilize existing communication and collaboration structures to effectively provide support and services to any of the specified zones. This may include collaborating with previous awardees from the EWIG Program (established pursuant to Section 84 of Chapter 51, Statutes of 2019) and their partners. Applicants should also include the responsible staff or agencies and an implementation timeline.

Applicants may submit an application in partnership with one or more institutions of higher education or one or more nonprofit organizations.

**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, Chapter 51 of the Statutes of 2019.**

##### Effective Language Acquisition Programs Metrics and Evaluations [5,000-character limit]:

The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning, including shared accountability and how data is used. Identify measurable outcomes and describe how specific quantitative and qualitative metrics will be used to evaluate project implementation. Describe how the applicant will collect, analyze, reflect upon, and report various sources of data for evidence of changes and/or improvements in collective practice to anchor decisions about planning, implementing, or assessing impact and quality of professional learning. Include in the description how the planned activities will be adjusted based on local needs data and how information will be shared among educational partners.

Grantees shall utilize templates for the reports developed by the CDE and CCEE and shall also provide program information to, and as needed by, the CDE, as a condition of receiving funds pursuant to this section.

##### Effective Language Acquisition Programs Applicant Documents:

Provide Letters of Commitment addressed to the lead applicant and signed by the authorizing official of each partner agency, (such as the Chief Executive Officer of a partnering non-profit organization, the department dean of a partnering institution of higher education, and/or the COE/LEA superintendent for each COE/LEA partner), as applicable.

## 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 (August 1, 2023–June 30, 2025) is required for the application. The budget will be reviewed and scored. Provide expenditure amounts for the following areas:

* + Internal staff compensation;
	+ Supplies required to support other grantees, and LEAs;
	+ Identified costs for key service providers as well as services provided by the applicant and external entities;
	+ Travel and communication expenses to meet with COEs, the CDE, the CCEE, and other Lead Agencies;
	+ Indirect charges, capped at eight percent; and
	+ No more than four percent reserved for an external evaluator.

Applicants must use the EWIG: Effective Language Acquisition Programs Grant Proposed Budget Template available on the EWIG: Effective Language Acquisition Programs RFA web page at <https://www.cde.ca.gov/fg/fo/r28/ewigelap23rfa.asp>. The Proposed Budget Detail must include a detailed budget narrative (description) for each line-item included in the grant period. The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. Provide sufficient detail and a breakdown/calculation that justifies each line item. Group line items by the Object Code series and provide lines for Object Code totals. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Detail.

The EWIG: Effective Language Acquisition Programs Grant 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

##### Educator Workforce Investment Grant: Effective Language Acquisition Programs Implementation Vision and Mission

| OUTSTANDING (10-12 points) | STRONG (7-9 points) | ADEQUATE (4-6 points) | MINIMAL (0-3 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates a theory of action for delivering high quality professional learning to local educational agencies (LEAs) on implementing effective language acquisition programs for English learner (EL) students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.  | Clearly articulates a theory for delivering high quality professional learning to LEAs on implementing effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.  | Adequately articulates a theory of action for delivering high quality professional learning to LEAs on implementing effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.  | Minimally articulates a theory of delivering high quality professional learning to LEAs on implementing effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.  |
| Thoroughly and convincingly addresses how their theory of action will support assets-oriented and needs-responsive schools (i.e., Principle One of the EL Roadmap Policy), improve outcomes for English learners, and acknowledges different EL characteristics, experiences, backgrounds, and typologies centered on:• Supporting LEAs in local planning and goal setting based on needs assessment. • Guiding LEAs to adopt local policies for implementing effective language acquisition programs that are aligned with the EL Roadmap Policy and for recruiting, engaging, coaching, and sustaining participants in multi-year professional learning opportunities. | Clearly addresses how their theory of action will support assets-oriented and needs-responsive schools (i.e., Principle One of the EL Roadmap Policy), improve outcomes for English learners, and acknowledges different EL characteristics, experiences, backgrounds, and typologies centered on:• Supporting LEAs in local planning and goal setting based on needs assessment. • Guiding LEAs to adopt local policies for implementing effective language acquisition programs that are aligned with the EL Roadmap Policy and for recruiting, engaging, coaching, and sustaining participants in multi-year professional learning opportunities. | Adequately addresses how their theory of action will support assets-oriented and needs-responsive schools (i.e., Principle One of the EL Roadmap Policy), improve outcomes for English learners, and acknowledges different EL characteristics, experiences, backgrounds, and typologies centered on:• Supporting LEAs in local planning and goal setting based on needs assessment. • Guiding LEAs to adopt local policies for implementing effective language acquisition programs that are aligned with the EL Roadmap Policy and for recruiting, engaging, coaching, and sustaining participants in multi-year professional learning opportunities. | Minimally addresses how their theory of action will support assets-oriented and needs-responsive schools (i.e., Principle One of the EL Roadmap Policy), improve outcomes for English learners, and acknowledges different EL characteristics, experiences, backgrounds, and typologies centered on:• Supporting LEAs in local planning and goal setting based on needs assessment. • Guiding LEAs to adopt local policies for implementing effective language acquisition programs that are aligned with the EL Roadmap Policy and for recruiting, engaging, coaching, and sustaining participants in multi-year professional learning opportunities. |

##### Quality Professional Learning Standards Provider

| OUTSTANDING (4 points) | STRONG (3 points) | ADEQUATE (2 points) | MINIMAL (1-0 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s previous experience or expertise as a professional learning provider using the Quality Professional Learning Standards (QPLS). Also describes the applicant’s proposed professional learning model incorporating the QPLS (data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence), the responsible staff or agencies, and a timeline of activities. | Clearly describes the applicant’s previous experience or expertise as a professional learning provider using the QPLS. Also describes the applicant’s proposed professional learning model incorporating the QPLS (data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence), the responsible staff or agencies, and a timeline of activities. | Adequately describes the applicant’s previous experience or expertise as a professional learning provider using the QPLS. Also describes the applicant’s proposed professional learning model incorporating the QPLS (data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence), the responsible staff or agencies, and a timeline of activities. | Minimally describes the applicant’s previous experience or expertise as a professional learning provider using the QPLS. Also describes the applicant’s proposed professional learning model incorporating the QPLS (data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence), the responsible staff or agencies, and a timeline of activities. |

##### Effective Language Acquisition Programs Capacity Builder

| OUTSTANDING (7-8 points) | STRONG (5-6 points) | ADEQUATE (3-4 points) | MINIMAL (0-2 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s previous experience or expertise developing LEA ability to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.  | Clearly describes the applicant’s previous experience or expertise developing LEA ability to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.  | Adequately describes the applicant’s previous experience or expertise developing LEA ability to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy.  | Minimally describes the applicant’s previous experience or expertise developing LEA ability to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. |
| Thoroughly and convincingly describes the proposed approach to the Effective Language Acquisition Programs Capacity Builder role, responsible staff or agencies, and a timeline for coaching and facilitating professional learning. As Capacity Builders, applicants should: • Use evidence-based practices for building and implementing effective language acquisition programs for English learners that are of intellectual quality and provide meaningful access (i.e., Principle Two of the EL Roadmap Policy). • Develop and share materials for teachers and paraeducators that promote effective language acquisition programs for English learners.• 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 effective language acquisition programs for English learners.• Support teachers and para-educators using coaching structures and systems that are relevant and incorporate active learning and models of effective practice grounded in curriculum and language acquisition programs for English learners. | Clearly describes the proposed approach to the Effective Language Acquisition Programs Capacity Builder role, responsible staff or agencies, and a timeline for coaching and facilitating professional learning. As Capacity Builders, applicants should: • Use evidence-based practices for building and implementing effective language acquisition programs for English learners that are of intellectual quality and provide meaningful access (i.e., Principle Two of the EL Roadmap Policy). • Develop and share materials for teachers and paraeducators that promote effective language acquisition programs for English learners. • 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 effective language acquisition programs for English learners.• Support teachers and para-educators using coaching structures and systems that are relevant and incorporate active learning and models of effective practice grounded in curriculum and language acquisition programs for English learners. | Adequately describes the proposed approach to the Effective Language Acquisition Programs Capacity Builder role, responsible staff or agencies, and a timeline for coaching and facilitating professional learning. As Capacity Builders, applicants should: • Use evidence-based practices for building and implementing effective language acquisition programs for English learners that are of intellectual quality and provide meaningful access (i.e., Principle Two of the EL Roadmap Policy). • Develop and share materials for teachers and paraeducators that promote effective language acquisition programs for English learners. • 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 effective language acquisition programs for English learners. • Support teachers and para-educators using coaching structures and systems that are relevant and incorporate active learning and models of effective practice grounded in curriculum and language acquisition programs for English learners. | Minimally describes the proposed approach to the Effective Language Acquisition Programs Capacity Builder role, responsible staff or agencies, and a timeline for coaching and facilitating professional learning. As Capacity Builders, applicants should: • Use evidence-based practices for building and implementing effective language acquisition programs for English learners that are of intellectual quality and provide meaningful access (i.e., Principle Two of the EL Roadmap Policy). • Develop and share materials for teachers and paraeducators that promote effective language acquisition programs for English learners. • 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 effective language acquisition programs for English learners. • Support teachers and para-educators using coaching structures and systems that are relevant and incorporate active learning and models of effective practice grounded in curriculum and language acquisition programs for English learners. |

##### Effective Language Acquisition Programs Resource Connector

| OUTSTANDING (7-8 points) | STRONG (5-6 points) | ADEQUATE (3-4 points) | MINIMAL (0-2 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s previous experience or expertise guiding educators to align and articulate within and across systems to create pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities to foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world (i.e., Principle Four of the EL Roadmap Policy). For example, cohesion and articulation to support multilingual learners within the early learning and care and K-12 systems as part of preschool through third grade alignment and expanded learning opportunities. | Clearly describes the applicant’s previous experience or expertise guiding educators to align and articulate within and across systems to create pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities to foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world (i.e., Principle Four of the EL Roadmap Policy). For example, cohesion and articulation to support multilingual learners within the early learning and care and K-12 systems as part of preschool through third grade alignment and expanded learning opportunities. | Adequately describes the applicant’s previous experience or expertise guiding educators to align and articulate within and across systems to create pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities to foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world (i.e., Principle Four of the EL Roadmap Policy). For example, cohesion and articulation to support multilingual learners within the early learning and care and K-12 systems as part of preschool through third grade alignment and expanded learning opportunities. | Minimally describes the applicant’s previous experience or expertise guiding educators to align and articulate within and across systems to create pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities to foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world (i.e., Principle Four of the EL Roadmap Policy). For example, cohesion and articulation to support multilingual learners within the early learning and care and K-12 systems as part of preschool through third grade alignment and expanded learning opportunities. |
| Thoroughly and convincingly describes the applicant’s proposed approach to the Effective Language Acquisition Programs Resource Connector role, responsible staff or agencies, implementation timeline, and how the proposed effective language acquisition programs professional learning opportunities will connect LEAs to evidence-based practices and programs that improve and outcomes for English learners, strengthen systems alignment with the EL Roadmap Policy, and promote interconnection with existing policies and infrastructures to support proposed activities. | Clearly describes the applicant’s proposed approach to the Effective Language Acquisition Programs Resource Connector role, responsible staff or agencies, implementation timeline, and how the proposed effective language acquisition programs professional learning opportunities will connect LEAs to evidence-based practices and programs that improve and outcomes for English learners, strengthen systems alignment with the EL Roadmap Policy, and promote interconnection with existing policies and infrastructures to support proposed activities. | Adequately describes the applicant’s proposed approach to the Effective Language Acquisition Programs Resource Connector role, responsible staff or agencies, implementation timeline, and how the proposed effective language acquisition programs professional learning opportunities will connect LEAs to evidence-based practices and programs that improve and outcomes for English learners, strengthen systems alignment with the EL Roadmap Policy, and promote interconnection with existing policies and infrastructures to support proposed activities. | Minimally describes the applicant’s proposed approach to the Effective Language Acquisition Programs Resource Connector role, responsible staff or agencies, implementation timeline, and how the proposed effective language acquisition programs professional learning opportunities will connect LEAs to evidence-based practices and programs that improve and outcomes for English learners, strengthen systems alignment with the EL Roadmap Policy, and promote interconnection with existing policies and infrastructures to support proposed activities. |

##### Effective Language Acquisition Programs Facilitator

| OUTSTANDING (7-8 points) | STRONG (5-6 points) | ADEQUATE (3-4 points) | MINIMAL (0-2 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s previous experience or expertise in working with educators to cultivate system conditions that support effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy, by building LEAs’ capacity to monitor and respond to the strengths and needs of EL students, assess local conditions, and employ data to inform decision making and continuous improvement processes (i.e., Principle Three of the EL Roadmap Policy).  | Clearly describes the applicant’s previous experience or expertise in working with educators to cultivate system conditions that support effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy, by building LEAs’ capacity to monitor and respond to the strengths and needs of EL students, assess local conditions, and employ data to inform decision making and continuous improvement processes (i.e., Principle Three of the EL Roadmap Policy).  | Adequately describes the applicant’s previous experience or expertise in working with educators to cultivate system conditions that support effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy, by building LEAs’ capacity to monitor and respond to the strengths and needs of EL students, assess local conditions, and employ data to inform decision making and continuous improvement processes (i.e., Principle Three of the EL Roadmap Policy). | Minimally describes the applicant’s previous experience or expertise in working with educators to cultivate system conditions that support effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy, by building LEAs’ capacity to monitor and respond to the strengths and needs of EL students, assess local conditions, and employ data to inform decision making and continuous improvement processes (i.e., Principle Three of the EL Roadmap Policy). |
| Thoroughly and convincingly describes the applicant’s proposed approach to the Facilitator role, responsible staff or agencies, and an implementation timeline.  | Clearly describes the applicant’s proposed approach to the Facilitator role, responsible staff or agencies, and an implementation timeline.  | Adequately describes the applicant’s proposed approach to the Facilitator role, responsible staff or agencies, and an implementation timeline.  | Minimally describes the applicant’s proposed approach to the Facilitator role, responsible staff or agencies, and an implementation timeline.  |
| Thoroughly and convincingly describes how the applicant will coordinate within and across the Statewide System of Support to build on and connect resources, such as through collaboration with California Geographic Lead Agencies (Geo Leads), Special Education Local Plan Area Resource Leads, Community Engagement Initiative Lead Agencies, or the Regional County Office English Learner Specialists (RELS).  | Clearly describes how the applicant will coordinate within and across the Statewide System of Support to build on and connect resources, such as through collaboration with California Geo Leads, Special Education Local Plan Area Resource Leads, Community Engagement Initiative Lead Agencies, or the RELS.  | Adequately describes how the applicant will coordinate within and across the Statewide System of Support to build on and connect resources, such as through collaboration with California Geo Leads, Special Education Local Plan Area Resource Leads, Community Engagement Initiative Lead Agencies, or the RELS.  | Minimally describes how the applicant will coordinate within and across the Statewide System of Support to build on and connect resources, such as through collaboration with California Geo Leads, Special Education Local Plan Area Resource Leads, Community Engagement Initiative Lead Agencies, or the RELS.  |

##### Effective Language Acquisition Programs Participant Coordination

| OUTSTANDING (10-12 points) | STRONG (7-9 points) | ADEQUATE (4-6 points) | MINIMAL (0-3 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the applicant’s proposed approach to the Effective Language Acquisition Programs Participant Coordination that supports effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. | Clearly describes the applicant’s proposed approach to the Effective Language Acquisition Programs Participant Coordination that supports effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. | Adequately describes the applicant’s proposed approach to the Effective Language Acquisition Programs Participant Coordination that supports effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. | Minimally describes the applicant’s proposed approach to the Effective Language Acquisition Programs Participant Coordination that supports effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. |
| Thoroughly and convincingly articulates the plan to recruit, select, engage, and retain project participants in multi-year professional learning opportunities, including how the applicant proposes to utilize existing communication and collaboration structures to effectively provide support and services to any of the specified zones. This may include collaborating with previous awardees from the EWIG Program (established pursuant to Section 84 of Chapter 51, Statutes of 2019) and their partners. Also, includes the responsible staff or agencies and an implementation timeline. | Clearly describes how the applicant articulates the plan to recruit, select, engage, and retain project participants in multi-year professional learning opportunities, including how the applicant proposes to utilize existing communication and collaboration structures to effectively provide support and services to any of the specified zones. This may include collaborating with previous awardees from the EWIG Program (established pursuant to Section 84 of Chapter 51, Statutes of 2019) and their partners. Also, includes the responsible staff or agencies and an implementation timeline. | Adequately describes how the applicant articulates the plan to recruit, select, engage, and retain project participants in multi-year professional learning opportunities, including how the applicant proposes to utilize existing communication and collaboration structures to effectively provide support and services to any of the specified zones. This may include collaborating with previous awardees from the EWIG Program (established pursuant to Section 84 of Chapter 51, Statutes of 2019) and their partners. Also, includes the responsible staff or agencies and an implementation timeline. | Minimally describes how the applicant articulates the plan to recruit, select, engage, and retain project participants in multi-year professional learning opportunities, including how the applicant proposes to utilize existing communication and collaboration structures to effectively provide support and services to any of the specified zones. This may include collaborating with previous awardees from the EWIG Program (established pursuant to Section 84 of Chapter 51, Statutes of 2019) and their partners. Also, includes the responsible staff or agencies and an implementation timeline. |

##### Effective Language Acquisition Programs Proposed Metrics and Evaluations

| OUTSTANDING (10-12 points) | STRONG (7-9 points) | ADEQUATE (4-6 points) | MINIMAL (0-3 points) |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes how the applicant will collect, analyze, reflect upon, and report various sources of data for evidence of changes and/or improvements in collective practice to anchor decisions about planning, implementing, or assessing impact and quality of professional learning. Includes in the description how the planned activities will be adjusted based on local needs data and how information will be shared among educational partners. | Clearly describes how the applicant will collect, analyze, reflect upon, and report various sources of data for evidence of changes and/or improvements in collective practice to anchor decisions about planning, implementing, or assessing impact and quality of professional learning. Includes in the description how the planned activities will be adjusted based on local needs data and how information will be shared among educational partners. | Adequately describes how the applicant will collect, analyze, reflect upon, and report various sources of data for evidence of changes and/or improvements in collective practice to anchor decisions about planning, implementing, or assessing impact and quality of professional learning. Includes in the description how the planned activities will be adjusted based on local needs data and how information will be shared among educational partners. | Minimally describes how the applicant will collect, analyze, reflect upon, and report various sources of data for evidence of changes and/or improvements in collective practice to anchor decisions about planning, implementing, or assessing impact and quality of professional learning. Includes in the description how the planned activities will be adjusted based on local needs data and how information will be shared among educational partners. |

##### Effective Language Acquisition Programs Applicant Documents

| OUTSTANDING (7-8 points) | STRONG (5-6 points) | ADEQUATE (3-4 points) | MINIMAL (0-2 points) |
| --- | --- | --- | --- |
| Applicant provided all letters of commitment addressed to the lead applicant and signed by the authorizing official of each partner agency, as applicable. | Not Applicable | Not Applicable | Applicant did not provide letters of commitment addressed to the lead applicant and signed by the by the authorizing official of each partner agency, as applicable. |

##### Application Budget

| OUTSTANDING (7-8 points) | STRONG (5-6 points) | ADEQUATE (3-4 points) | MINIMAL (0-2 points) |
| --- | --- | --- | --- |
| Budget thoroughly and convincingly includes narrative descriptions in the line detail for each activity that the applicant will individually and/or collectively implement. | Budget includes clear narrative descriptions in the line detail for each activity that the applicant will individually and/or collectively implement.  | Budget includes adequate narrative descriptions in the line detail for each activity that the applicant will individually and/or collectively implement. | Budget includes minimal or vague narrative descriptions in the line detail for each activity that the applicant will individually and/or collectively implement.  |
| Provides proposed expenditures and calculations associated with each activity that thoroughly and convincingly demonstrate how each line item supports the proposed activities. | Provides proposed expenditures and calculations associated with each activity that clearly demonstrate how each line item supports the proposed activities. | Provides proposed expenditures and calculations associated with each activity that adequately demonstrate how each line item supports the proposed activities. | Provides proposed expenditures and calculations associated with each activity that minimally demonstrate how each line item supports the proposed activities. |

### APPENDIX B: Online Application Instructions

Applicants should use the instructions below for completing the Educator Workforce Investment Grant (EWIG): Effective Language Acquisition Programs online application available at <https://www.cde.ca.gov/fg/fo/r28/ewigelap23rfa.asp>. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The California Department of Education (CDE) must receive all online application submissions no later than **May 12, 2023, by 4 p.m.**

Applicants must preview the application and character limits in order to plan responses accordingly and 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.

Do not use the **Back** button until you receive the unique URL. Otherwise, responses will be cleared.

Complete all required fields in the application, upload all attachments into a single zip file (one file can be uploaded per applicant with a zip file size limit of 20MB), and provide the appropriate digital signature. Applicants 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. Applicants must complete the application and **submit via online submission system no later than 4 p.m. on May 12, 2023.**

For questions regarding this grant, please contact the EWIG team by email at LPLO@cde.ca.gov.

#### Applicant Information

It is critical that each field is populated with accurate entries. Applicants must ensure that staff members completing the application are entering accurate data. The CDE cannot be held responsible for inaccurate entries by applicants nor can the CDE correct inaccuracies represented in an application. All application details must be accurate upon submission by the established deadline of **4 p.m. on May 12, 2023.**

| **Application Field** | **Instructions** |
| --- | --- |
| **COE Details** | Please list the name of the COE, the name of the COE Superintendent, the Superintendent phone number and email address.  |
| **Project Director Name** | Please list the name of the person who will serve on behalf of the lead applicant 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. |
| **Name of Lead Entity\* Applying** | Provide the name of the lead county office of education (COE) applying for the grant. \*Do not name an individual person as the CDE cannot award funds to an individual. Applications that name an individual, instead of a COE, will not be considered for funding. |
| **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. |
| **Project Director Telephone Number**(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 applicable.  |
| **Project Director Email Address**(Ex: SISO@cde.ca.gov)  | Please provide the project director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly spelled out.  |
| **Fiscal Contact Name** | Please list the name of the person, if different from the project director, who will serve on behalf of the lead applicant as the fiscal contact of the grant. This person will be included on communications regarding budget and accounting for the grant.  |
| **Fiscal Contact Title** | Please provide the title of the fiscal contact.  |
| **Fiscal Contact Telephone Number**(000-000-000) | Please provide the fiscal contact’s telephone number. |
| **Fiscal Contact Extension** | Please provide the fiscal contact’s telephone extension number, if applicable. |
| **Fiscal Contact Email Address**(Ex: SISO@cde.ca.gov)  | Please provide the fiscal contact’s email address.  |
| **Institution(s) of Higher Education or Non-Profit Organization Partners** | Please list any Institution(s) of Higher Education or Non-Profit Organization Partners |
| **COE Partners** | Please list any COE Partners |
| **Other LEA Partners**  | Please list any LEA partner agencies for this grant.  |

##### Applicant Narrative

Each narrative response should be connected to the Request for Application (RFA) Section 2. PROGRAM DESCRIPTION, D. Responsibilities of Grantees.

| **Application Field** | **Instructions** |
| --- | --- |
| **Implementation Vision and Mission**  | **Part 1:** (2,000 character max)Articulate a theory of action for delivering high quality professional learning to local educational agencies (LEAs) on implementing effective language acquisition programs for English learner (EL) students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and/or building and strengthening capacity to implement the EL Roadmap Policy. **Part 2:** (4,000 character max)Address how the theory of action will support assets-oriented and needs-responsive schools (i.e., Principle One of the EL Roadmap Policy), improve outcomes for English learners, and acknowledges different EL characteristics, experiences, backgrounds, and typologies centered on:• Supporting LEAs in local planning and goal setting based on needs assessment. • Guiding LEAs to adopt local policies for implementing effective language acquisition programs that are aligned with the EL Roadmap Policy and for recruiting, engaging, coaching, and sustaining participants in multi-year professional learning opportunities. (See appendix E: EL Roadmap Policy.) |

For the roles below (Quality Professional Learning Standards Provider, Effective Language Acquisition Programs Capacity Builder, Effective Language Acquisition Programs Resource Connector, Effective Language Acquisition Programs Facilitator, Effective Language Acquisition Programs Participant Coordination, and Effective Language Acquisition Programs Metrics and Evaluation) applicants shall also describe:

* the applicant’s previous experience or expertise,
* the applicant’s approach (strategies, plan),
* staff or agencies responsible for each aspect of the work, and
* a proposed timeline of activities to achieve the goals set forth by the applicant.

| **Application Field** | **Instructions** |
| --- | --- |
| **Quality Professional Learning Standards (QPLS) Provider**  | (7,000 characters max)Describe the applicant’s previous experience or expertise as a professional learning provider using the QPLS. Also describe the applicant’s proposed professional learning model incorporating the QPLS (data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence), the responsible staff or agencies, and a timeline of activities. |
| **Effective Language Acquisition Programs Capacity Builder**  | (5,000 character max)Describe the applicant’s previous experience or expertise developing LEA ability to implement effective language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy. Also describe the applicant’s proposed approach to the Effective Language Acquisition Programs Capacity Builder role, responsible staff or agencies, and a timeline for coaching and facilitating professional learning. As Capacity Builders, applicants should:• Use evidence-based practices for building and implementing effective language acquisition programs for English learners that are of intellectual quality and provide meaningful access (i.e., Principle Two of the EL Roadmap Policy).• Develop and share materials for teachers and paraeducators that promote effective language acquisition programs for English learners.• 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 effective language acquisition programs for English learners.• Support teachers and paraeducators using coaching structures and systems that are relevant and incorporate active learning and models of effective practice grounded in curriculum and language acquisition programs for English learners. |
| **Effective Language Acquisition Programs Resource Connector**  | **Part 1:** (2,000 character max)Describe the applicant’s previous experience or expertise guiding educators to align and articulate within and across systems to create pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities to foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world (i.e., Principle Four of the EL Roadmap Policy). For example, cohesion and articulation to support multilingual learners within the early learning and care and K-12 systems as part of preschool through third grade alignment and expanded learning opportunities. **Part 2:** (2,000 characters max)Describe also the applicant’s proposed approach to the Effective Language Acquisition Programs Resource Connector role, responsible staff or agencies, implementation timeline, and how the proposed effective language acquisition programs professional learning opportunities will connect LEAs to evidence-based practices and programs that improve and outcomes for English learners, strengthen systems alignment, and promote interconnection with existing policies and infrastructures to support proposed activities. |
| **Effective Language Acquisition Programs Facilitator** | **Part 1:** (2,000 max)Describe the applicant’s previous experience or expertise in working with educators to cultivate system conditions that support effectiveness of language acquisition programs for EL students, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and building and strengthening capacity to implement the EL Roadmap Policy, by building LEAs’ capacity to monitor and respond to the strengths and needs of EL students, assess local conditions, and employ data to inform decision making and continuous improvement processes (i.e., Principle Three of the EL Roadmap Policy).**Part 2:** (4,000 character max)Also describe the applicant’s proposed approach to the Effective Language Acquisition Programs Facilitator role, responsible staff or agencies, and an implementation timeline.Describe how the applicant will coordinate within and across the Statewide System of Support to build on and connect resources, such as through collaboration with California Geographic Lead Agencies, Special Education Resource Leads, Community Engagement Initiative Lead Agencies, and/or the Regional County Office English Learner Specialists. |
| **Effective Language Acquisition Programs Participant Coordination**  | (4,000 character max)Describe the applicant’s proposed approach to the Effective Language Acquisition Programs Participant Coordination. Specifically, articulate the plan to recruit, select, engage, and retain project participants in multi-year professional learning opportunities, including how the applicant proposes to utilize existing communication and collaboration structures to effectively provide support and services to any of the specified zones. This may include collaborating with previous awardees from the EWIG Program (established pursuant to Section 84 of Chapter 51, Statutes of 2019) and their partners. Also include the responsible staff or agencies and an implementation timeline. Applicants may submit an application in partnership with one or more institutions of higher education or one or more nonprofit organizations.**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.** |
| **Effective Language Acquisition Programs Proposed Metrics and Evaluations** (5,000 characters max) | (5,000 character max)The QPLS serve as a foundation for the content, processes, and conditions essential to all educator professional learning, including shared accountability and how data is used. Identify measurable outcomes and describe how specific quantitative and qualitative metrics will be used to evaluate project implementation. Describe how the applicant will collect, analyze, reflect upon, and report various sources of data for evidence of changes and/or improvements in collective practice to anchor decisions about planning, implementing, or assessing impact and quality of professional learning. Include in the description how the planned activities will be adjusted based on local needs data and how information will be shared among educational partners.Grantees shall utilize templates for the reports developed by the CDE and CCEE and shall also provide program information to, and as needed by, the CDE, as a condition of receiving funds pursuant to this section. |
| **Effective Language Acquisition Programs Budget** | 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 (August 1, 2023–June 30, 2025) is required for the application. The budget will be reviewed and scored. Provide expenditure amounts for the following areas:* + Internal staff compensation;
	+ Supplies required to support other grantees, and LEAs;
	+ Identified costs for key service providers as well as services provided by the applicant and external entities;
	+ Travel and communication expenses to meet with COEs, the CDE, the CCEE, and other Lead Agencies;
	+ Indirect charges, capped at eight percent; and
	+ No more than four percent reserved for an external evaluator.

Applicants must use the EWIG: Effective Language Acquisition Programs Grant Proposed Budget Template available on the EWIG: Effective Language Acquisition Programs Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r28/ewigelap23rfa.asp>. The Proposed Budget Detail must include a detailed budget narrative (description) for each line-item included in the grant period. The narrative should include how the proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes. Provide sufficient detail and a breakdown/calculation that justifies each line item. Group line items by the Object Code series and provide lines for Object Code totals. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Detail. The EWIG: Effective Language Acquisition Programs Grant Proposed Budget must be submitted as an Excel file through the online application. Please see the Attachment Instructions in appendix B: Online Application Instructions.  |
| **Effective Language Acquisition Programs Partnership Documents**  | Applicant provides Letters of Commitment addressed to the lead applicant and signed by the authorizing official of each partner agency, (such as the Chief Executive Officer of a partnering non-profit organization, the department dean of a partnering institution of higher education, and/or the COE/LEA superintendent for each COE/LEA partner, as applicable). (Please see: Attachment Instructions.) |

##### Electronic Signature

| **Application Field** | **Instructions** |
| --- | --- |
| Project Statement of Assurances  | Please select the checkbox to declare:I have reviewed the EWIG: Effective Language Acquisition Programs Grant Statement of Assurances (appendix F) and hereby certify that each of the requirements contained therein will be met.  |
| Signature by Authorizing Official | The authorizing official 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: Effective Language Acquisition Programs Grant 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. Note that not all object code budget categories are allowable in the Educator Workforce Investment Grant (EWIG): Effective Language Acquisition Programs Grant. Refer to details within the Request for Applications and budget for allowable expenditures.

| **Object Code** | **Description** |
| --- | --- |
| **1000** | **Certificated Salaries**Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing (CTC). 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 CTC. 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 county office of education (COE) capitalization threshold but greater than the COE’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. |

| **Object Code** | **Description** |
| --- | --- |
| **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 COE 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 that meet the COE’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 COE’s threshold for capitalization. Refer to the COE’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. Purchases of buildings are not allowed. |
| **7000** | **Indirect** if applicable (not to exceed California Department of Education [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: Education Omnibus Budget Trailer Bill of 2022

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

**Assembly Bill 185, Section 54 (Chapter 571, Statutes of 2022)**

(a) For the 2022–23 fiscal year, the sum of twenty million dollars ($20,000,000) is hereby appropriated from the General Fund to the State Department of Education to allocate in a manner consistent with subdivision (b) to further support the Educator Workforce Investment Grant Program established pursuant to Section 84 of Chapter 51 of the Statutes of 2019, to coordinate and support professional learning opportunities for educators across the state. These funds shall be available through the 2024–25 fiscal year to provide one or more grants consistent with subdivision (b).

(b) (1) The State Department of Education and the California Collaborative for Educational Excellence shall, through a competitive grant process and subject to approval by the executive director of the State Board of Education, select a county office of education or a consortium of county offices of education with expertise in developing and providing high-quality professional learning to teachers and paraprofessionals in public schools serving transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to conduct the activities described in paragraph (2) in a manner that aligns 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. Applicants may submit an application in partnership with one or more institutions of higher education or one or more nonprofit organizations. The State Department of Education shall prioritize 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 Educator Workforce Investment Grant Program established pursuant to Section 84 of Chapter 51 of the Statutes of 2019.

(2) The State Department of Education and the California Collaborative for Educational Excellence shall ensure that the entities selected pursuant to paragraph (1) are able to deliver professional learning for teachers and paraprofessionals statewide within each of the following areas:

(A) Universal design for learning to improve inclusive practices for all pupils, including pupils with disabilities, in general education settings.

(B) Implement effective language acquisition programs for English learners, which may include integrated language development within and across content areas, building and strengthening capacity to implement the English Learner Roadmap adopted by the State Board of Education in July 2017, and bilingual and biliterate proficiency.

(3) In developing the process for selecting grantees, the State Department of Education and the California Collaborative for Educational Excellence shall, to the greatest extent practicable, facilitate coordination among the grantees and the subject matter projects authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the Education Code.

(c) The department and the California Collaborative for Education Excellence, shall ensure that the selected grantee or grantees do all of the following:

(1) 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.

(2) 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.

(3) 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.

(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 department and 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.

(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.

(d) The grantee or grantees shall provide program information to, and as needed by, the State Department of Education, as a condition of receiving funds pursuant to this section.

(e) By September 1 of each year, the State Department of Education and the California Collaborative for Educational Excellence shall report to the appropriate policy and fiscal committees of the Legislature, the Department of Finance, and the Governor on the process for awarding grants, the name of each grant recipient, the amount awarded to each grant recipient, the activities provided with grant funds, and, if available, the number of schools served and the number of educators served.

(f) (1) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, five million dollars ($5,000,000) of the appropriation made pursuant to subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2021–22 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2021–22 fiscal year.

(2) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, fifteen million dollars ($15,000,000) of the appropriation made pursuant to subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

### APPENDIX E: English Learner Roadmap Policy



**California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners**

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. Many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They also bring skills in their primary languages that contribute enormously to the state’s economic and social strengths as a talented multilingual and multicultural population.

This policy explicitly focuses on English learners in the context of the state’s efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The impetus for this policy comes from a number of important related developments in California as well as nationally. If properly coordinated and articulated as part of a coherent California English Learner Roadmap, these developments can better serve the state’s large population of English learners to attain college- and career-ready standards and to further promote the rich linguistic diversity of the state as it thrives in a global economy and culture of learning, innovation, and advanced technology.

The adopted academic State Standards and the Next Generation Science Standards, and corresponding English Language Development (ELD) standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Taken together, these standards highlight the tightly interconnected nature of developing disciplinary content understandings, analytical practices, and academic uses of language for all students. This shift enables the educational system to move beyond remediating students’ English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning.

The State Seal of Biliteracy encourages districts to recognize students’ biliterate proficiency. Developing assessments in languages other than English that are aligned to state academic standards (e.g., the California Spanish Assessment) are key to recognizing biliteracy and academic achievement in more than one language. The passage of the California Education for a Global Economy Initiative, known as Proposition 58 (amending Proposition 227), moves us beyond improvement efforts focused solely on language of instruction to programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses, and bilingual-biliterate proficiency.

California’s Local Control Funding Formula (LCFF) is premised on local districts providing equitable learning conditions, pupil outcomes, and effective engagement of English learners. Districts are expected to set, with their parent and community partners, meaningful goals and outcomes that require full access to the curriculum, assure English learners’ meaningful progress toward attaining academic English proficiency, and closing gaps in academic achievement for students entering as English learners. LCFF provides districts additional resources to build local capacity to implement and support evidence-based practices. State-produced documents provide coherent guidance for districts on implementing more and better comprehensive, research evidence-based services for diverse groups of English learners via the Local Control and Accountability Plan (LCAP) process, and provides support for continuous improvement.

Our accountability system is state-determined, and is consistent with federal guidance provided for states to implement the Every Student Succeeds Act (ESSA), which supports our aligning federal and state policies to better integrate and leverage resources, services, assessment and accountability. Consonant with LCFF, ESSA elevates English language proficiency to a central indicator for Title I accountability. It values English language development, which California has identified as both, designated ELD equally with integrated ELD—as presaged in California’s English Language Arts (ELA)/ELD Curriculum Framework.

Given ESSA’s Title III provisions, California will re-examine standardized, statewide EL entrance and exit procedures and criteria, and report academic performance of key sub-categories of English learners, such as long-term English learners and students with disabilities. The broader federal stance on multiple indicators of performance also complements our system’s use of multiple state and locally-collected indicators on academic achievement, EL progress, high school graduation, chronic absenteeism and student suspension, school climate, and parent engagement to advance a more complete picture of district program effectiveness.

This policy also reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research[[1]](#footnote-2), much of which is consistent with earlier syntheses from the California Department of Education[[2]](#footnote-3).

Findings include the following:

* English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period, and can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
* Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
* Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.
* The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.
* Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

* Explicit literacy instruction especially in the early grades
* Peer-assisted and small-group learning opportunities
* Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
* Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
* Processes related to social emotional development and identity formation

California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. Our schools need to reflect this orientation by affirming, welcoming and responding to a diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

**California’s Vision of Success for English Learners**

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

**Mission**

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

**Four Principles**

Four principles support our vision and provide the foundation of California’s English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.1 million English learners who attend our schools.

**Principle #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS**

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

**Principle #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS**

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

**Principle #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS**

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

**Principle #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS**

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators’ professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education SBE web page at <http://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>.

### Form A: Educator Workforce Investment Grant Program: Effective Language Acquisition Implementation Grant

#### Project Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the Educator Workforce Investment Grant (EWIG) Program: Effective Language Acquisition Programs Grant application will be met:

* If a funded Grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the California Department of Education (CDE) Project Monitor and the respective CDE Office prior to making any changes in the activities or expenditures of the project.
* All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines.
* Grantee must limit administrative indirect costs to a maximum eight percent indirect cost rate as part of the EWIG program.
* 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 local educational agencies 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 the activities provided with grant funds; the impact of these activities; and the number of unduplicated schools and educators served by these activities. Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
* Grantee shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant, are available free of charge 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.

California Department of Education

April 2023

1. National Academies of Sciences, Engineering, and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures.* Washington, DC: The National Academies Press. DOI: 10.17226/24677 [↑](#footnote-ref-2)
2. CDE (1984) Schooling and Language Minority Students: A Theoretical Framework; CDE (1986) Beyond Language: Social and Cultural Factors in Schooling Language Minority Students; and CDE (2010) Improving Education for English Learners: Research-Based Approaches. [↑](#footnote-ref-3)