**California Department of Education**

# Report to the Governor, the Legislature, and the Department of Finance: Educator Workforce Investment Grant Program: Professional Learning Grants



**Prepared by:**

**Educator Excellence and Equity Division**

**Instruction, Measurement, and Administration Branch**

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

*Authority*: Section 84 of the Education Omnibus Budget Trailer Bill (Senate Bill 75) for the

2019–20 California State Budget

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

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

**California Department of Education**

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

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## Executive Summary

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

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

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

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

The Budget Act of 2021, Item 6100-195-0001, provided $5 million on a one-time basis to establish the EWIG: CS. In March 2022, the CDE awarded one $5 million grant for the implementation of the EWIG: CS to the University of California, Los Angeles. The EWIG: CS spent Year 1 planning for professional learning opportunities in Year 2. This report is available on the CDE EWIG Program web page at <https://www.cde.ca.gov/ci/pl/ewig.asp.> If you have any questions or would like a copy of this report, please contact PLSMO@cde.ca.gov.

### State Statute and Authority

Section 84 of the Education Omnibus Budget Trailer Bill, Senate Bill 75 (Chapter 51, Statutes of 2019), provided $37.1 million through the 2022–23 fiscal year (FY) for an Educator Workforce Investment Grant (EWIG) Program to support one or more competitive grants for professional learning (PL) opportunities for teachers and paraprofessionals across the state. The grants approved for funding were provided as follows:

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

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

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

### Legislative Reporting Requirements

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

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

### California English Learner Roadmap Policy Implementation

The California Legislature appropriated $10 million to create and deliver PL opportunities designed to implement the California EL Roadmap Policy adopted by the State Board of Education (SBE) in July 2017.

In spring 2020, the EWIG RFA was issued by the CDE. Applications were received from around the state, and a competitive scoring process was initiated. After final review of applications, two educational organizations were selected and the CDE awarded two EWIG: EL Roadmap Policy Implementation grants for $5 million each, with a grant period beginning April 3, 2020, and ending June 30, 2023. To review this RFA, please visit the CDE EWIG EL Roadmap Policy Implementation RFA web page at <https://www.cde.ca.gov/fg/fo/r28/elroadmap19rfa.asp>.

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

These organizations brought a wealth of knowledge and skill in developing and providing PL to teachers and paraprofessionals in public schools serving kindergarten and grades one to twelve, inclusive. They are part of a robust communication network that is key to building the capacity of local educational agencies (LEAs) across the state to address the needs of English learners.

#### Request for Application Deliverables

The RFA required the following deliverables:

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

The following section provides information about activities provided corresponding to items 1–4 for both grantees. Activities for Item 5 are described at the end of the section.

The activities described below demonstrate that the grant recipients engaged participants in various webinars and meetings and provided an array of documents developed under these projects to support the implementation of the principles and elements contained in the EL Roadmap Policy.

#### Grantee Number One: Californians Together

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

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

EL RISE! continues to provide a variety of interactive workshops on topics that assist LEAs to incorporate the EL Roadmap Policy into their work to ensure that the local educational community benefits. See Table 1 below for topics. EL RISE! has encouraged LEAs to participate as teams to have a wider impact. EL RISE! has used current evidence-based PL practices to maximize engagement and ensure implementation at the local level, focusing on identifying actions, services, programs, and resources that ensure equitable opportunities and outcomes for EL students. Participants have been provided with a wealth of resources and tools they can use to identify and respond to the needs of their EL students.

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

Table 1 shows the total numbers for activities provided with grant funds in Year 3 of the project.

**Table 1: Californians Together: Educator Workforce Investment Grant**: **English Learner Roadmap Implementation for Systemic Excellence! Activities (Educator Workforce Investment Grant Year 3)**

| **Resource or Activity**  | **Date(s)**  | **Major Objective** | **Attendees** |
| --- | --- | --- | --- |
| UnderstandingLanguage/Center toSupport Excellencein Teaching—StanfordUniversity | December 2022 | Four-part series institute for secondary educators designed to support teachers to improve the quality of integrated/designated English Language Development (ELD) by engaging in, analyzing, and designing/implementing instructional practices that develop multilingual learners’ (MLs’) content understanding and language. | 50 |
| Association ofCalifornia SchoolAdministrators Leadership Summit | November 2022  | Presentation that acquainted participants with the intentional work and the tools and resources used and developed through EL RISE! to support school and district leaders to build the system conditions for strengthening EL programs and services. | 25 |
| Harnessing the Power of Instructional Rounds: Northern Cohort | October 2022 | Institute designed to build a common kindergarten through grade twelve (K–12) understanding for participants of what high-quality instruction for ELs looks and sounds like using Elizabeth City and Richard Elmore’s *Instructional* *Rounds in* *Education.* | 29 |
| Harnessing the Power of Instructional Rounds: Book Study | October–November 2022 | Book study designed to support participants to gain a greater understanding of the Instructional Rounds process through meaningful, collegial network conversations. | 13 |
| Higher EducationInstitute: (Re)designing Educator Preparation Focused on Equity For EL/Multilingual Students Series 1 | October 2022 | Institute that engaged Institution of Higher Education (IHE) teams to use the resources included in the CEEL EL Roadmap Toolkit for IHEs to develop a strategy for (re)designing preparation programs or coursework to address the teaching and learning needs of future educators. | 32 |
| EL RISE! Anchor COE Internal Cross Division: EL Roadmap Focus | January–June 2022 | Articulated vision for ELs and developed an internal COE EL Roadmap implementation plan. | 61 |
| EL Roadmap 101 for School Board Members | January–December 2022 | Session for school board members that provided a basic overview of the comprehensive and visionary EL Roadmap state policy. It was designed to address the role of local governing bodies in supporting and overseeing planning, resource allocation, and implementation of responsive and effective programs and services for ELs that are aligned with the state policy. | 50 |
| Integrated anddesignated ELDInstitute for Secondary Teachers | January–June 2022 | This institute supported participants to:* Build an understanding of how to integrate support for language development with disciplinary content knowledge; and
* Learn how to plan responsive designated ELD that is linked to academic content and become acquainted with high-leverage instructional strategies.
 | 139 |
| Integrated anddesignated ELD Strand forSecondary Teachers | January–December 2022 | The main focus areas of the strand were integrated and designated ELD and asset-based pedagogy, especially culturally and linguistically sustaining practices, as they are the foundational components of effective and responsive secondary schools for meeting the needs of ML and EL students. | 1,396 |
| Local Planningfor EL Roadmap Policy Implementation for School/Site District Teams | January–June 2022 | This set of facilitated sessions was designed to lead cross-role/cross-site teams within the EL RISE! anchor districts to make shared meaning of the EL Roadmap and set priorities for implementation. Teams used reflection/assessment tools, dialogue prompts, and planning templates to lay out a plan for pursuing those priorities and a structure for revisiting and refining their own local roadmap of implementation. | 62 |
| StructuringDistrict/School SiteSupportforNewcomer Students | January–June 2022 | This institute was designed for site and district administrators and EL directors/coordinators. It provided an overview of who newcomers are and their needs and effective school and district responses. Participants learned about newcomer program models, supporting effective instruction, approaches to assessment and placement, and creating safe havens. | 56 |
| Meeting the Unique Needs of Newcomers in the Classroom | January–June 2022 | This institute, designed for K–12 educators, began with an overview of who newcomer students are and their cultural and social needs. The institute then focused on the academic needs of these students to help them succeed in the classroom and beyond. Participants received strategies and practical resources they were able to use right away to create a welcoming environment for newcomer students and facilitate their learning. | 291 |
| Developing andStrengtheningPrograms andServices to Meet theNeeds of Long-TermEnglish Learners (LTELs) | January–June 2022 | This institute provided a summary of the research and key policy changes over the past 10 years regarding the education of LTELs as well as findings from a landscape survey of districts across California, examples from districts with promising practices, and key policy recommendations for education leaders. The institute provided templates and guidance in shaping inquiries into specific LTEL populations and acquainted participants with resources for developing and strengthening programs and services. | 302 |
| The EL Roadmap for Administrators Strand: Modules 1–2 | January–June 2022 | This strand was designed to support district and site administrators to enact the EL Roadmap policy.**Module 1:** Provided an orientation to the EL Roadmap, reflection about leading change for ELs, and practical tools for planning.**Module 2:** Focused on Principle One of the EL Roadmap and offered readings, talking points, approaches to initiating and supporting dialogue in a school/district, tools for observing and assessing the degree of implementation, ways in which administrators can support research-based practices, practical resources, and action planning. | 48 |
| The EL Roadmap for Administrators Strand: Modules 3–5 | January–June 2022 | This multi-year strand was designed to support district and site administrators as they take up the challenge to enact the comprehensive EL Roadmap policy. Each module involved participants in specifically examining their roles in leading improvement processes, supporting evidence-based practices and results, and planning for inquiry and implementation. **Modules 3–5:** Focused on Principles Two through Four of the EL Roadmap Policy. | 349 |
| Trainer of Trainers: The EL RoadmapAdministrator Strand | January–June 2022 | PD sessions were developed to support COE staff in replicating the Administrators Strand in their own counties and contexts by debriefing the sessions they viewed/participated in, reviewing materials, underscoring main messages, and facilitating dialogue with peers to share ideas. | 32 |
| The EL Roadmap forAdministrators Strand:Modules 1–2 | July–December 2022 | This strand was designed to support district and site administrators to enact the EL Roadmap Policy.**Module 1:** Provided an orientation of the EL Roadmap, reflection about leading change for EL students, and practical tools for planning.**Module 2:** Focused on Principle One of the EL Roadmap and offered readings, talking points, approaches to initiating and supporting dialogue in a school/district, tools for observing and assessing the degree of implementation, ways in which administrators can support the implementation of research-based practices, provision of practical resources, and action planning. | 16 |
| The EL Roadmap for Administrators Strand: Modules 3–5**Replicated by three Anchor** **COEs:** Yolo, Los Angeles, and Sacramento | July–December 2022 | This multi-year strand was designed to support district/site administrators as they take up the challenge to enact the EL Roadmap Policy. Each module of this strand involved participants in specifically examining their roles in leading improvement processes and supporting evidence-based practice and results in a plan for inquiry and implementation. **Modules 3–5:** Focused on Principles Two through Four of the EL Roadmap Policy. | 52 |
| EL Master Plan Institute:Designing Local Policy Aligned to the EL Roadmap Policy | January–December 2022 | This institute supported LEA teams to create and develop a districtwide EL Master Plan aligned to the EL Roadmap Policy. Participants received resources included in the CEEL’s EL Master Plan Playbook to develop a strategy for beginning or refining their approach to writing their EL Master Plan. Alignment with EL Roadmap principles and elements were highlighted. | 505 |
| The EL RoadmapElementary TeacherStrand: Modules 1–2 | January–June 2022 | This teacher strand focused on classroom practices, teaching and learning, and specific instructional strategies. Principle One strategies engaged teachers in understanding the typologies and diversity within the EL population and implications for classroom practices and for creating inclusive and affirming classroom environments, including working with culturally and linguistically diverse families. | 441 |
| The EL RoadmapElementary TeacherStrand: Modules 3–5 | January–December 2022 | This multi-year teacher strand focused on classroom practices, teaching and learning, and specific instructional strategies. **Modules 3–5:** Participant work was guided by Principle Two and dug deep to focus on integrated and designated ELD; immersion in the ELD standards; understanding integration of language development and content knowledge; planning responsive designated ELD; and learning high-leverage instructional strategies that build comprehension, support active engagement, and focus on all four domains of language. | 2424 |
| The EL Roadmap Elementary Dual Language Teacher Strand: Modules 1–2 | January–June 2022 | This strand engaged teachers in understanding the typologies and diversity within the EL population; understanding the dual-language brain and implications for classroom practices; and creating inclusive and affirming classroom environments, including working with culturally and linguistically diverse families. The focus was on Principles One and Two. | 271 |
| The EL Roadmap Elementary Dual Language Teacher Strand: Modules 3–5 | January–December 2022 | This strand engaged teachers in understanding the typologies and diversity within the EL population; understanding the dual-language brain and implications for classroom practices; and creating inclusive and affirming classroom environments, including working with culturally and linguistically diverse families. The focus was on Principles Three and Four. | 107 |
| Dual-LanguagePedagogy Institute for Elementary Administrators/Leaders | January–December 2022 | Institute drew from the CDE publication *Improving* *Multilingual and* *English Learner* *Education: from* *Research to Practice* to support planning, implementation, strengthening, and improving dual-language programs. New research findings, updated case studies, and promising practices engaged participants in key strategies to implement and expand effective, transformative, and sustainable dual-language programs and pathways that elevate EL instruction. | 292 |
| Dual-Language Pedagogy Institute for Elementary Teachers | January–December 2022 | Institute designed for teachers to develop the foundation and strategies to implement effective, transformative, and sustainable dual-language programs. | 297 |
| Creating Conditions for Dual-Language Learners to Thrive in Early Education | January–December 2022 | This series for early educators was designed to improve educator effectiveness in meeting the needs of Dual-Language Learners and their families in the foundational years of preschool. The sessions focused on four themes critical to success: Partnering with Families, Complex Oral Language, Making Languages Visible and Tangible, and Early Literacy and Engaging with Text. | 267 |
| Elementary Coaching to Enact the EL Roadmap Policy | January–December 2022 | Three-session webinar series with embedded pre-session work, follow-up reflection, and application focused on how coaches can support teachers in enacting the EL Roadmap Policy. Participants learned specific skills and strategies for supporting teachers to leverage cultural and linguistic assets; harness formative assessment to guide instruction; and facilitate intentional, collaborative planning of integrated and designated ELD using the ELD standards. Processes and protocols were shared that ensure EL students experience a coherent, articulated, and aligned set of pathways across school sites. | 189 |
| Elementary EL Roadmap 101: Family Webinar—Trainer ofTrainer Model | January–December 2022 | District and school site personnel were prepared to deliver EL Roadmap workshops to families so that they are familiar with the EL Roadmap context, policy, and principles and poised to understand their role in the effective implementation of the EL Roadmap policy at their child’s school. | 44 |
| Leveraging Academic Textto Deepen Language Proficiency | January–December 2022 | Two-hour webinar with embedded pre-session work and follow-up application equipped teachers to select high-quality mentor texts in order to build student ability to be expressive in written and oral formats. | 43 |
| Upper Elementary (Grades Four Through Six) Culturally Sustaining Pedagogy: Creating the Conditions to Prevent LTELs | July–December 2022 | This two-session webinar series with embedded pre-session work focused on how teachers can enact Principle One of the EL Roadmap Policy in their virtual or in-person classrooms. | 51 |
| Integrated and designated ELD: Elementary Teacher as a Language Coach | January–June 2022 | This session was aligned to Principle Two of the EL Roadmap. Participants learned to effectively identify and address the strengths and needs of ELs by providing targeted scaffolds and supports to actively deepen student use of sophisticated academic language for speaking and writing. Teachers were prepared with resources that can be implemented in virtual and/or in-person classrooms. | 46 |
| ELD for Elementary Teachers andAdministrator Institute | January–June 2022 | Four sessions with embedded pre-work that supported teachers to design responsive designated ELD lessons that build upon student knowledge across the disciplines. Teachers expanded their understanding of backward planning to identify EL strengths and needs and inform targeted language instruction. Administrators had the opportunity to expand their understanding of how to support teachers. | 197 |
| Centralizing theNeeds of ELs: ELD for Elementary Teacher and AdministratorInstitute | July–December 2022 | Six sessions with embedded pre-work that supported teachers to design responsive designated ELD lessons that build upon student knowledge across the disciplines. Teachers expanded their understanding of backward planning to identify EL strengths and needs and inform targeted language instruction. Administrators had the opportunity to expand understanding of how to support teachers. | 128 |
| EL RISE! SummerLearning Lab | January–December 2022 | PL institute for teachers and coaches in EL RISE! Anchor school districts focused on the comprehensive application of strategies learned over the course of two years through the various EL RISE! offerings. The purpose was to build a systemwide, coherent response to addressing the needs of ELs. | 60 |
| Institute for ELs/EmergentBilinguals: The California EL Roadmap Policy in Action | January–June 2022 | Summer institute that allowed educators to develop and share best practices for teaching ELs/emergent bilingual students. The webinars were guided by the four principles of the EL Roadmap policy. | 105 |
| Improving Outcomes for ELs with Disabilities: APD SeriesFacilitated by Imperial COE | January–June 2022 | PD series that supported educators to gain knowledge related to ELs with disabilities. Some of the session topics were Getting to Know Your Dually Identified Students: Language Difference vs. Disability; Access and Equity for Dually Identified Students: Comprehensive ELD; Individualized Educational Program (IEP) for Dually Identified Students: Linguistically Appropriate Goals and Objectives; Reclassification: Pathways for Dually Identified Students; and Identification of EL Students, Multi-Tiered System of Support (MTSS), and Prereferral IEP and Assessment Process. | 81 |

Table 2 presents the total number of educators and sites served with grant funds in Year 3 of the project. In Year 1, 2,454 educators were served; in Year 2, 7,362 educators were served; and in Year 3, 4,891 educators were served. This is a total of **14,707 educators served to date.**

**Table 2: Californians Together: Educator Workforce Investment Grant: English Learner Roadmap Implementation for Systemic Excellence! Schools and Educators Served in Year 3**

| **Educators** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **No Grade**  | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teachers | 341 | 582 | 955 | 173 | 123 | 1,023 | 3,197 |
| Paraeducators | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Counselors | N/A | N/A | N/A | N/A | N/A | 18 | 18 |
| Administrators | N/A | N/A | N/A | N/A | N/A | 941 | 941 |
| Other (program experts, educational partners, etc.) | N/A | N/A | N/A | N/A | N/A | 735 | 735 |
| **Year 3 Educator Totals** | 341 | 582 | 955 | 173 | 123 | 2,717 | **4,891** |

| **Sites** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **No Grade**  | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Classrooms | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| School sites | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| LEAs (districts, charters) | N/A | N/A | N/A | N/A | N/A | 482 | 482 |
| COEs | N/A | N/A | N/A | N/A | N/A | 84 | 84 |
| **Year 3 Site Totals** | N/A | N/A | N/A | N/A | N/A | 566 | **566** |

#### Grantee Number Two: California Association for Bilingual Education

##### Multilingual California Project

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

The MCAP established an extensive network to support LEAs by providing access to a plethora of PL opportunities to support district and school implementation of the EL Roadmap Policy. These innovative research- and evidence-based PL sessions were designed for LEA teams to reflect on their local context to address EL opportunities and accelerate achievement across preschool to grade sixteen (PK–16). The MCAP uses the Liberatory Design mindsets and modes as the theoretical framework for this work. The MCAP innovations are offered by CABE and their five COE partners to showcase the capacity of support available through the California System of Support and the continuous improvement process.

Please visit the Multilingual California CABE website at <https://mcap.gocabe.org/> and click on the “Webinar Recordings” and “Innovations for Participating LEAs” links for more information and resources.

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

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

| **Resource or Activity**  | **Date(s) Completed or Length of Activity** | **Major Objective** | **Total Number of Users or Participants** |
| --- | --- | --- | --- |
| Stage 1 PL Series: *Connecting the EL Roadmap to the Early* *Childhood Settings* | October–December 2022   | A three-part series, offered free statewide, that made explicit connections to the EL Roadmap and early childhood, with each session tailored to a specific focus: Session 1: Administrators; Session 2: Educators; and Session 3: Application and Learning. | 441 |
| Stage 1 Digital Academies  | January–December 2022  | Nine asynchronous, free, statewide Stage 1 Digital Academies in the areas of biliteracy and EL support for teachers, paraeducators, and administrators offered: 1. Dual-Language Teacher Academy (DLTA)
2. WRITE Initiative
3. Bilingual Teacher Pathway
4. Preschool Guided Language Acquisition Design (GLAD)
5. Orange County Department of Education (OCDE) Project GLAD® en español
6. Secondary GLAD®: Shifting Practices in Secondary Classrooms
7. Instructional Practices for Preschool Teachers of Dual-Language Learners
8. Language Development Through Science
9. Special Education in Bilingual Settings
 | 793 |
| MCAP website  | Ongoing updates | A hub for the dissemination of MCAP resources/tools, statewide webinars, PD for targeted LEAs, and other information related to the EL Roadmap Policy and multilingual education. Alliance partners with dedicated web pages focused on EL Roadmap Policy implementation for their MCAP work:* Butte COE
* San Diego COE
* San Bernardino County Superintendent of Schools
* OCDE
* Fresno County Superintendent of Schools
 | 581 subscribers 7,776 visitors |
| Stage 3 Statewide Summit  | September 2022  | Summit that launched Stage 3 of the MCAP Innovations and PL of the Liberatory Design framework, celebrated Year 2 accomplishments, and previewed Year 3 PL activities (Innovations, special webinar series, Digital Academies). | 78 |
| Stage 3 Innovations  | January–December 2022  | Eight PL Innovations aligned to EL Roadmap Principles One and Two:1. DLTA
2. WRITE Initiative
3. Bilingual Teacher Pathway
4. Preschool GLAD
5. OCDE Project GLAD® en español
6. Secondary GLAD®: Shifting Practices in Secondary Classrooms
7. Instructional Practices for Preschool Teachers of Dual-Language Learners
8. Language Development Through Science
 | 618 (115 earned digital badges) |
| Stage 3 LEA Convenings  | February–June 2022  | Educators from seven targeted districts (of the 27 committed to participating in Stage 3 activities) attended three LEA convenings for deeper implementation of the Innovations and Liberatory Design framework. The convenings supported Stage 3 LEA/district teams with the implementation of the EL Roadmap Policy, application of the Liberatory Design approach, systemic implementation of the MCAP Innovation(s), and alignment of learning goals in school contexts for MLs.  | 61 |
| IHE Network Convenings  | February–April 2022  | MCAP facilitated two convenings to support a statewide network of IHEs located in the five MCAP counties. This network of educators met to discuss how to develop, strengthen, and grow bilingual authorization programs in these regions. Bilingual Teacher Prep resources developed by MCAP SDSU via Google Classroom were shared with participants. This PD offering by MCAP supported the fourth MCAP goal of creating a multilingual, collaborative, statewide network of experts in PK–16 to guide systems. This activity supported the implementation of EL Roadmap Principle Four, “Alignment and Articulation Within and Across Systems,” by implementing PD that focused on creating biliteracy pathways across all grade levels and into higher education.  | 24 |
| Dual-Language Design Thinking Network (DLDTN)  | January, March, November, and December 2022  | The Dual-Language Design Thinking Network was developed and hosted by the MCAP Alliance to provide a space for educators to share resources and supports for schools who have or are planning to implement dual language programs.This PD offering by MCAP supports the first and second MCAP goals of building capacity to implement the EL Roadmap and implement instructional practices. This MCAP activity is focused on PD that is open to all educators statewide to teach on the importance of the EL Roadmap, highlight best practices for an assets-oriented school, and share best instructional strategies for multilingual students as indicated in Principles One and Two of the EL Roadmap. | 123 |
| Asian Languages Roundtable  | January, April, and December 2022  | MCAP hosted four two-hour sessions in 2022 to develop and plan professional learning opportunities for Asian language programs in California. Educators from districts and IHEs in the five MCAP partner regions were invited to participate. This PD offering supports the fourth MCAP goal of creating a multilingual, collaborative, statewide network of experts that continue to develop staff capacity in serving students with different language abilities and needs. This MCAP activity is a statewide offering promoting a network to share best practices. Educators have an opportunity to share resources. This activity is aligned to EL Roadmap Principles One and Two.   | 33 |
| Seal of Biliteracy Network  | March, May, August, and October 2022  | The Seal of Biliteracy Network is intended to share best practices and resources for implementing the State of Seal of Biliteracy, parent testimonials to help districts scale their biliteracy recognition program, and information and examples on ways to implement the pathway to biliteracy in K–12. MCAP Alliance developed and hosted four two-hour meetings in 2022 to share new information for implementing the pathway to biliteracy. MCAP Alliance partners have shared resources and presented best practices for implementing this student recognition. | 188 |
| MCAP Presentations at Statewide Conferences  | February–December 2022 | Conferences include:* San Diego Dual-Language Conference 2022
* Migrant Education Conference 2022
* CABE 2022 and CABE Regional Paraeducator and Parent Conference
* California School Board Association
* California Latino School Board Association

Topics presented by MCAP Alliance members in 2022:* MCAP Digital Academies and MCAP Resources
* EL Roadmap Policy: Reaching Equity for MLs
* Biliteracy Support for Multilingual Students
* Multilingual Education Trends, Policy, and Pedagogy
* State Seal of Biliteracy
* University Seal of Bilitercy and Cultural Competence
* Meeting the Needs of Newcomers
* Addressing the Linguistic Needs of ELs with Disabilities
* Bilingual Teacher Pathway
 | 975 |
| Information Sharing at State Educational Meetings and Presentations and/or Webinars to Partner COEs, LEAs/Districts, and EL Networks  | January–December 2022  | All MCAP Alliance members shared information or conducted presentations about MCAP activities and/or the EL Roadmap Policy at regularly scheduled meetings for EWIG, Bilingual Coordinators’ Network, EL Regional Specialists, EL Roadmap Committee, System of Support, and EL network. | 315–640 |

In Year 1, 414 families and 13,251 educators were served, bringing the total number of participants served in Year 1 to 13,665. In Year 2, Stages 1–3 webinars and trainings served 184 families and 16,959 educators for a total of 17,143 participants statewide. In Year 3, 249 families and 16,264 educators were served for a total of 16,513 participants. To date, **46,474 educators** have been served.

Table 4 provides additional detail about the educators served in Year 3.

**Table 4: California Association for Bilingual Education: Multilingual California Project Educators and Sites Served in Year 3**

| **Educators** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **Multiple Grade Level** | **No Grade Levels** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teachers | 25  | 15  | 11  | 7  | 14  | 82  | 271  | 425  |
| Paraeducators | 7  | 1  | 1  | 0  | 1  | 0  | 46  | 56  |
| Counselors | 0  | 0  | 0  | 0  | 6  | 5  | 0  | 11  |
| Administrators | 2  | 2  | 5  | 6  | 14  | 107  | 172  | 308  |
| **Year 3 Educator Totals** | 34 | 18 | 17 | 13 | 35 | 194 | 489 | **800** |

| **Sites** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **Multiple Grade Level** | **No Grade Levels** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Classrooms | 64 | 173 | 43 | 125 | 764 | 402 | 325 | 1,896 |
| School sites | N/A | N/A | N/A | N/A | N/A | N/A | 274 | 274 |
| LEAs (Districts and Charters) | N/A | N/A | N/A | N/A | N/A | N/A | 313 | 313 |
| COEs | N/A | N/A | N/A | N/A | N/A | N/A | 36 | 36 |
| **Year 3 Site Totals** | 64 | 173 | 43 | 125 | 764 | 402 | 948 | **2,519** |

##### California System of Support Collaboration

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

### Special Education

#### Implementation

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

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

#### Request for Application Deliverables

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

* Inclusive practices for general education and special education settings, including a UDL to help educators teach all students regardless of ability and teaching models that support these practices, including co-teaching
* General procedures for identifying individuals with disabilities and developing appropriate IEPs for these students (to be addressed in 2022–23)
* Alternative dispute resolution procedures (to be addressed in 2022–23)
* Strategies for supporting students with particular disabilities in a general education setting
* Support for students with overlapping educational needs, particularly those with an IEP who are also identified as ELs

These goals are in service of:

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

#### Grantee: Center for Applied Special Technology Incorporated

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

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

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

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

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

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

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

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

CAST began a deep dive into supporting inclusive literacy practices through the UDL implementation starting in FY 2021–22. Opportunities, collaboration, and partnerships continued to develop with other projects such as the California Dyslexia Initiative, Early Literacy Support Block (ELSB) Grant, Californians Together, 21 CSLA, and the Far North Literacy Development Consortium. Working with COEs, schools, and districts, CAST hoped to better understand what resources, supports, and opportunities are available statewide to support increasing student literacy and then explore opportunities for coordinating across initiatives. In addition, a Community of Practice (CoP) was launched to connect each of the five partner counties, which allowed them to stop working individually and begin inter-county collaboration.

Universally Designing Systems of Support: Accessibility, the IEP Process, and Family Partnership Series directly addressed the needs in the field. This was an exciting opportunity to rethink how we designed our systems of support to be more inclusive. The design of this series was heavily influenced by the Advisory Commission on Special Education (ACSE). The CCIL team was invited to present at the June 2022 meeting.

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

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

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

The IEP Process and Family Partnership Series directly address the needs in the field. This is an exciting opportunity to rethink how we designed our systems of support to be more inclusive. The design of this series was heavily influenced by the ACSE. CCIL presented at the ACSE meeting on June 22, 2022.

##### Professional Development and Educator Support

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

CAST conducted a webinar series titled “Universal Design for Inclusive Literacy” that explored how to support the literacy development of all students in inclusive and equitable learning environments through the lens of UDL. This series began and concluded in FY 2021–22.

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

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

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

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

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

CAST continues to showcase work in project schools across the entire project. The CAST PL modules continue to be refined to provide relevant and rigorous content for participants. Teaching and learning during a pandemic highlighted the discrepancies, strengths, and additional barriers to access. CAST strives to be responsive in design and delivery to be as comprehensive and supportive as possible given the current climate in schools and communities. Collaboration with project schools and implementation has still been able to start, as we recover some lost ground from the pandemic. Some examples of current collaborations include:

* A pilot with Tracy USD schools focusing on the co-teaching partnerships at two of their middle schools to co-plan and co-design using UDL as the mechanism.
* Recording sessions and video at a state preschool site in Placer County. Further, Special Education and Administrative credential programs in Placer County now have UDL embedded in their coursework.
* Teacher-led instructional rounds at each of the schools in San Marino.
* Fresno has early childhood education.
* Santa Clara has the inclusion collaborative.

The CCIL team continues to identify, access, deliver, and curate resources to support student learning, PD, and inclusive literacy practices. The team designs and delivers PL with a “triple track agenda” focus. These tracks focus on providing strategies to support content learning in the moment, modeling UDL within the PL series, and resources and strategies to support UDL implementation in the classroom setting for students. With our Train-the-Trainer model, our county office coaches will be well-equipped to support this work at the county, site, and district levels. In collaboration with Pepperdine University and the Straus Institute for Dispute Resolution, one of the top-rated programs in the United States, members of the CCIL team attended their 40-hour institute focusing on Alternative Dispute Resolution to help better train and inform our team for this important project deliverable.

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

**Table 5: Educator Workforce Investment Grant: Special Education Activities in Year 3**

| **Resource or Activity** | **Date(s) Completed or Length of Activity** | **Major Objective** | **Total Users or Participants** | **Virtual or In-Person** | **Project Goal Number** |
| --- | --- | --- | --- | --- | --- |
| Introduction to UDL for new project participants completed with new COE team school site and districts as follows: Los Angeles COE, Fresno County Superintendent of Schools, San Joaquin COE, Placer COE, Santa Clara COE | 12 hours | Introduction to UDL, research, components, lesson design, implementation, Training of Trainers model for capacity building and implementation. | 454 | Virtual and In-Person, Hybrid options | 1, 4, 5 |
| Monthly COE workshops and monthly school site workshops and coaching | Monthly meetings between 120–180 minutes with each COE team | Focused on UDL and inclusive literacy practices, capacity building, ongoing coaching, and support of COE team members. | 41 coaches; 52 school sites (site team size varies) | Virtual and In-Person, Hybrid options | 1, 4, 5 |
| 2021–22 Webinar Series: Designing for Literacy  | September 2021–May 2022 | Explored how to support the literacy development of all students in inclusive and equitable learning environments through the lens of UDL. | 3,328 | Virtual (Live webinar) | 1, 4, 5 |
| 2022–23 Webinar Series: Universal Designing Systems of Support: Accessibility, IEPs Process, and Family Partnerships Learning Series | September 2022–March 2023 | In response to practitioners and parents across our state, the CCIL designed a three-webinar series to strengthen the partnership between educators and parents/caregivers to support all learners. This academic year, we are exploring: Accessibility, IEPs, and the Alternative Dispute Resolution Process. | 604 | Virtual (Live webinar) | 1, 2, 3, 4, 5 |
| Professional Conferences and Presentations: The Curriculum and Instruction Steering Committee Annual Symposium | February 23–25, 2022 | The Symposium provided additional resources to participants to access long after the conference concluded. Dr. James McKenna from CCEE participated in our session and shared their UDL Journey Guide and plans for expanding the reach of UDL across the state. | 35 | In-person | 1, 4, 5 |
| Professional Conferences and Presentations: California Early Literacy Conference | June 16, 2022 | Educators and colleagues from across California collaborated around evidence-based practices in early literacy instruction. | 45 | Virtual | 1, 4, 5 |
| Professional Conferences and Presentations: California MTSS PL InitiativeUDL Beyond the Basics: Journey Mapping as a Tool for Reflecting on Learner Centered DesignUDL Goals in the MTSS World | July 12–14, 2022 | Deepened the understanding of learner-centered design practices through the lens of UDL and re-examined UDL Foundational Concepts, re-examined UDL Principles, and explored Journey Mapping Tool | 175 | In-person | 1, 4, 5 |
| Professional Conferences and Presentations: CAST Symposium | July 27–29, 2022  | Engaged participants in virtual sessions that encouraged innovative ideas, systemic thinking, and application of theory to practice. Participants imagined radical, new ways to include learner voice in all aspects of their education across the lifespan; explored how assessments, post-secondary planning, and UDL implementation could include learner voice; examined ways in which we may unconsciously support systems that disadvantage or exclude certain students, and learned how learner voice can build racial and cultural equity; challenged their own assumptions about teaching, instruction, and learning; and imagined innovative policies and practices for lifting up student voice in their work (no matter the context), and understanding student voice as the most necessary foundation of positive educational systemic change. | 57 CCIL participants | Virtual | 1, 4, 5 |
| Professional Conferences and Presentations: California Positive Behavior Intervention Supports (PBIS) | October 6, 2022 | Deepened understanding of the connections between UDL and PBIS by exploring how UDL experiences lead to improved behavior and academic outcomes, and increased access to Tier I instruction for all learners. | 80 | In-person | 1, 4, 5 |
| Professional Conferences and Presentations: Inclusion Collaborative Universally Designing to Improve Behavior Outcomes | October 6, 2022 | Explored how UDL experiences lead to improved behavior and academic outcomes and increase access to Tier I instruction for all. | 70 | In-person | 1, 4, 5 |
| California Systems of Support All Leads Collaboration | Ongoing | Addresses inequities and build capacity of LEAs to improve teaching and learning over time, address achievement gaps, and strengthen outreach and collaboration with their stakeholders. | 150 | Virtual | 1, 4, 5 |
| Instructional Rounds: Placer COE, Los Angeles COE, Santa Clara COE, San Joaquin COE, Fresno COE | Ongoing | Utilizes observation protocol examining instructional practices. | 161 | In-Person and Virtual | 1, 4, 5 |
| CCIL Annual Convening: CCIL Team | February 2022 | CCIL team annual design plan for implementation. | 6 | In-Person | 1, 2, 3, 4, 5 |
| CCIL Annual Convening: CAST PL Team | October 2022 | CCIL team annual design plan for implementation. | 27 | In-Person | 1, 2, 3, 4, 5 |
| Statewide Resource Development and project website: <https://ccil.cast.org/home> | Ongoing; new material and resources published monthly | The goal is to equip teachers and paraeducators with tools and strategies that ensure students with disabilities have access to grade-level content standards in inclusive classroom environments. | 2,700 | Website | 1, 4, 5 |
| **Totals** | **N/A** | **N/A** | **7,985** | **N/A** | **N/A** |

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

**Table 6: Educator Workforce Investment Grant: Special Education Educators Served in Year 3**

| **Educators Trained** | **Total** |
| --- | --- |
| General Education Teachers | 278 |
| Special Education Teachers | 48 |
| Administrators | 72 |
| Instructional Coach/Teacher on Special Assignment | 36 |
| Psychologist/Counselor | 5 |
| Paraeducators | 4 |
| Specialists: Art, Music, Physical Education, Library/Media | 11 |

Table 7 provides numbers regarding project participants by grade bands.

**Table 7: Educator Workforce Investment Grant: Special Education Educators Served by Grade Bands in Year 3**

| **Grade/Age Span Impacted** | **Total** |
| --- | --- |
| Early Childhood | 42 |
| Elementary Grades Kindergarten Through Five | 290 |
| Middle Grades Six Through Eight | 88 |
| High School Grades Nine Through Twelve | 113 |
| Adult Learners | 26 |

Table 8 provides a snapshot of the potential impact of the grant based on FY 2022–23 data.

**Table 8: Educator Workforce Investment Grant: Special Education Long-Term Project Impact to County Offices of Education in Fiscal Year 2022–23**

| **COE**  | **Number of Districts** | **Number of Schools** | **Number of Administrators** | **Number of Teachers** | **Number of Students** |
| --- | --- | --- | --- | --- | --- |
| Fresno  | 33 | 346 | 1,165 | 10,707 | 206,018 |
| Los Angeles | 84 | 2,186 | 6,678 | 73,622 | 1,336,558 |
| Placer | 17  | 131 | 325 | 3,655 | 74,446 |
| San Joaquin | 15 | 237 | 682 | 7,342 | 152,384 |
| Santa Clara | 34 | 407 | 1,030 | 13,048 | 214,326 |
| **Totals** | **183** | **3,307** | **9,880** | **108,374** | **1,983,732** |

### Computer Science (2021)

#### Implementation

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

The 2021 EWIG: CS grant covers the grant period beginning March 3, 2022, and ending March 29, 2024. The 2021 EWIG: CS RFA was based upon the 2019 EWIG Program RFA. Funds are available based on the application and proposed budget. The total grant budget for this RFA is $5 million. The 2021 EWIG: CS grantee is the University of California, Los Angeles (UCLA).

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

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

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

#### Request for Application Deliverables

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

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

#### Grantee: University of California, Los Angeles

The 2021 EWIG: CS grant covers the grant period beginning March 3, 2022, and ending March 29, 2024. The 2021 EWIG: CS RFA was based upon the 2019 EWIG Program RFA. The 2021 EWIG: CS Grantee is UCLA.

From March–June 2022, it was determined that the CS resources, which are used to implement the *CA CS Content Standards* and aligned with the Quality Professional Learning Standards (QPLS) were not funded by the EWIG: CS. However, they served as a model for future Seasons of CS implementation. The curriculum providers were vetted by the leadership team of Seasons of CS and included providers who are committed to inquiry, equity, and culturally responsive leadership practices; have a history of successful implementation of CS; and provide curricula and accompanying PL that are aligned with the QPLS and the *CA CS Content Standards*. In addition, there is a commitment to strong CS content, collaborative learning, inquiry-based pedagogy, and culturally responsive teaching in order to engage diverse learners in CS. Pedagogical and instructional strategies used during synchronous and asynchronous sessions include the following: role-playing, jigsaw peer-to-peer learning, think-pair-share, small group collaboration; and culturally responsible practices. A spoke-and-hub hybrid model was used to deliver the workshops to participants across the state. Also, during this time, to grow and support the Seasons of CS, lead CS Champions across the state were determined via an RFA process. The 2023 Summer of CS will be adapted to meet the regional needs of partners across regional COEs.

Table 9 shows the activities provided during March–June 2022 for the EWIG: CS Program.

**Table 9: University of California, Los Angeles: Educator Workforce Investment Grant: Computer Science Activities (Year 1: March–June 2022)**

| **Activity** | **Date(s)** | **Description with Goals Accomplished** |
| --- | --- | --- |
| Summer of CS Kick-Off\* | June 6, 2022 | Summer of CS Kick-Off Event for grades K–12 educators was hosted, virtually, by CSforCA andSacramento COE via Zoom platform. One hundred twenty-seven California teachers, administrators, and counselors participated in this event to reflect on the state of CS in California, identify challenges in broadening participation, and needs for PD moving forward, while highlightingstudent and educator experiences of culturally relevant curricula and pedagogy. |
| Summer of CS | June 13–17, 2022 | Summer of CS for grades K–12 educators was hosted virtually by CSforCA and Sacramento COE with 158 educators in attendance. Workshops for grades K–12 allowed educators to engage in one of 10 intensive, multiday CS onboarding workshops for grades kindergarten to two, three to five, six to eight, and nine to twelve, as well as administrator and counselor workshops. PL providers offered workshops to guide educator plans for equity-minded implementation of programs and student guidance. Regional Lead Agencies (RLAs) were in attendance and were strongly encouraged to apply for EWIG: CS Seasons of CS funding. RLA participation in Summer of CS allowed for a better understanding of program benefits, goals, and implementation options. |

**\*** Although this event was not funded by the EWIG: CS Seasons of CS Grant, the planning team, steering committee, PL providers, and RLAs were in attendance, allowing for a better understanding of the Summer of CS program model, which will be used as a foundation to adapt and customize on a regional basis for the EWIG Seasons of CS project planning.

Table 10 presents the total educators and sites served in Year 1: March–June 2022.

**Table 10: University of California, Los Angeles: Educator Workforce Investment Grant: Computer Science Educators and Sites Served per Workshop (Year 1: March–June 2022)**

| **Educator or Sites Served** | **Summer Workshop (June 6, 2022)** | **Summer Workshop(June 13–15, 2022)** | **Summer WorkshopJune 13–17, 2022)** |
| --- | --- | --- | --- |
| Teachers | 0 | 36 | 77 |
| Paraprofessionals | 0 | 0 | 0 |
| School Leaders | 22 | 10 | 0 |
| Counselors | 10 | 0 | 0 |
| Schools | 28 | 34 | 77 |
| LEAs | 28 | 34 | 77 |
| Counties | 14 | 15 | 25 |
| Regions | 5 | 6 | 7 |

From July–December 2022, the EWIG: CS Steering Committee and Regional Planning Committees met virtually to plan for the Winter of CS and the 2023 Summer of CS. In addition, the Regional Planning Committees met in-person at the California Science, Technology, Engineering, Arts, and Mathematics (STEAM) Symposium to better understand the *CA CS Content Standards*, the QPLS, and culturally responsive-sustaining pedagogy. During December 2022, the Winter of CS kicked off and the first workshop was provided.

Table 11 shows the activities provided during July–December 2022 for the EWIG: CS Program.

**Table 11: University of California, Los Angeles: Educator Workforce Investment Grant: Computer Science Activities (Year 2: July–December 2022)**

| **Activity** | **Date(s)** | **Total Participants** | **Description with Goals Accomplished** |
| --- | --- | --- | --- |
| EWIG Planning Meeting | July–December 2022 | 7 | Staff from UCLA, CDE Foundation, and Sacramento COE participated in regular weekly planning meetings; logistics for Seasons of CS are managed; provided technical assistance to COEs through small groups, open office hours, and one-on-one conversations to plan for Season of CS; roles of capacity builder, resource connector, and facilitator are fulfilled. Meetings are virtual, every Tuesday from 10 to 11:30 a.m. PST and every Thursday from 8 to 9:30 a.m. PST on an ad hoc basis. |
| Regional Planning Committees Meetings | August–December 2022 | 24 | RLAs convened virtually to learn more about the initiative, their roles, and next steps; complete their needs assessment and initial plans for the 2023 Summer of CS; and in-person to better understand the *CA CS Standards*, the QPLS, and culturally responsive-sustaining pedagogy. |
| Steering Committee Meeting | August 2022 | 16 | Steering Committee members approved the formative evaluation and academic year calendar and provided guidance on goals for Regional Planning Committees. |
| Region 5 CoP | August–December 2022 | 18 (average) | Computer Science Teachers Association chapters of Sacramento/far north, and central valley met monthly to provide PL opportunities regarding various topics. The topic(s) for each month included: August: Sharing of CS inclusion and instructional activities; September: recognizing diversity in CS and Scratch examples for LatinX month; October: Cybersecurity; November: Preparation for CS Education (CSEd) Week; December: Cookie Algorithms with Scratch and unplugged activities. In addition, during CSEd Week, teachers were supported in the implementation of micro:bit and TinkerCad with their students. |
| Autumn of CS | October 1–2, 2022  | 18 | At the California STEAM Symposium, registered attendees were able to choose from six time slots with multiple CS-related sessions. Over 30 sessions were available from which to choose. Example sessions included, but were not limited to, CS Hands-On: Learn CS Unplugged; Equitable Learning in Science, Technology, Engineering, and Mathematics for Black, Indigenous, People of Color Girls; Data Science: K–12 College and Career; Strategic CSforALL Resource and Implementation Planning Tool (SCRIPT): Kickstart your CS plan with SCRIPT; and CS Everywhere: Integrating the CS Standards Across Industry. The varied workshops were a PL opportunity for multiple educators. |
| SCRIPT Training | October 3, 2022 | 49 | The workshop held at the San Bernardino Superintendent of Schools helped form sustainable CS education plans for all by using a strategic approach from the local education system; school districts; LEAs; and regional service centers, as well as the support of the local community. During the SCRIPT Workshop, District Teams collaborated on self-assessment and goal setting to evaluate the needs, strengths, and challenges their districts face to develop a long-term CS education plan. |
| SCRIPT Training  | November 15–16, 2022 | 1 | Initial virtual SCIPT facilitator training SCRIPT Workshop Demo and SCRIPT Workshop Facilitation Guidance for Region 6. |
| Far North CS CoP | November 29, 2022 | 18 | Initial virtual meeting for the Region 1 CoP that described expectations and “why,” completion of a CS activity, and sharing of resources. |
| Ready, Set, Go! Hour of Code | November 29, 2022 | 4 | San Joaquin COE hosted Ready, Set, Go! Hour of Code at the San Joaquin COE FabLab. Teachers learned about coding in JavaScript and were provided information regarding the Summer of CS. |
| Bay Area Region Computer Science (BARCS) CoP | December 1, 2022 | 17 | During the Region 4 BARCS CoP, educators were introduced to two CS Heroes Poster Project. The CSEd Week version focused more on digital literacy, while the San Mateo COE Career Exploration Modules included coding using p5.js. |
| Limitless CS in any Classroom | December 3, 2022 | 40 | In-person and virtual workshops were offered in Region 4 to demonstrate how teachers can implement CS into any type of classroom and increase teacher capacity. |
| Winter of CS Kick-off Event | December 5, 2022 | 46 | The CDE California CS Coordinator hosted a virtual kick-off event that highlighted each of the Winter of CS workshops to occur in January and February 2023. |
| Steering Committee Meeting | December 20, 2022 | 16 | Steering Committee members approved and provided feedback on academic year coaching goals and strategies and provided guidance on Summer of CS recruitment challenges for Regional Planning Committees. |

Table 12 presents the total number of educators and sites served in Year 2: July–December 2022.

**Table 12: University of California, Los Angeles: Educator Workforce Investment Grant: Computer Science Educators and Sites Served per Workshop (Year 2: July–December 2022)**

| **Activity** | **Teachers** | **Paraprofessionals** | **School Leaders** | **District Leaders** | **Counselors** | **Schools** | **LEAs** | **Counties** | **Regions** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Regional Planning Committees Meetings | 0 | 0 | 24 | 0 | 0 | 0 | 0 | 20 | 7 |
| Region 5 CoP | 15 | 0 | 3 | 0 | 0 | 0 | 3 | 3 | 3 |
| Autumn of CS | 0 | 0 | 18 | 0 | 0 | 0 | 7 | 20 | 7 |
| SCRIPT Training (10/03/22) | 13 | 1 | 7 | 13 | 3 | 0 | 10 | 3 | 1 |
| SCRIPT Training (11/15–16/22)  | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Far North CS CoP | 8 | 0 | 7 | 0 | 0 | 0 | 7 | 5 | 2 |
| Ready, Set, Go! Hour of Code | 1 | 0 | 3 | 0 | 0 | 1 | 1 | 1 | 1 |
| BARCS CoP | 5 | 0 | 12 | 0 | 0 | 5 | 13 | 5 | 2 |
| Limitless CS in any Classroom | 23 | 0 | 17 | 0 | 0 | 22 | 18 | 3 | 2 |
| Winter of CS Kick-off Event | 5 | 0 | 27 | 0 | 2 | 19 | 7 | 29 | 7 |