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:**

**Professional Learning Support 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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## 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 Program 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 coronavirus (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 Program: CS. In March 2022, the CDE awarded one $5 million grant for the implementation of the EWIG Program: CS to the University of California, Los Angeles. The EWIG Program: CS spent Year One planning for professional learning opportunities in Year Two. During Years Two and Three, CS professional learning opportunities were provided for teachers and paraprofessionals across the seven regions of the Statewide System of Support.

This report is available on the CDE Educator Workforce Investment Grant Program web page at [https://www.cde.ca.gov/pd/ps/ewig.asp.](https://www.cde.ca.gov/pd/ps/ewig.asp) If you have any questions or would like a copy of this report, please contact the CDE Professional Learning Support and Monitoring Office at [PLSMO@cde.ca.gov](mailto: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 Fiscal Year 2022–23 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:

* $10 million to qualified entities for conducting PL activities designed to implement the California English Learner (EL) Roadmap Policy: Educational Programs and Services for ELs; and
* $5 million 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 Program: 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 Statewide System of Support subject matter project leads that are currently authorized by California *Education Code (EC)* Section 52059.5(b). Applicants who 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 75 (Ch. 51, Stats. 2019) require that the CDE and the CCEE report on an annual basis the following information to the appropriate policy and fiscal committees of the Governor, the Legislature, and the Department of Finance:

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 Program RFA was issued by the CDE. Applications were received from around the state, and a competitive scoring process was initiated. After a final review of applications, two educational organizations were selected, and the CDE awarded two EWIG Program: EL Roadmap Policy Implementation grants for $5 million each with a grant period beginning April 3, 2020, and ending June 30, 2023.

The CDE selected Californians Together and the California Association for Bilingual Education (CABE) as the two EWIG Program: EL Roadmap Policy Implementation grant recipients through a competitive grant process. Californians Together led the EL Roadmap Implementation for Systemic Excellence! (EL RISE!) project. The CABE administered the Multilingual California Project (MCaP). These two organizations brought 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 skills in developing and providing PL to teachers and paraprofessionals in public schools serving kindergarten to grade twelve (K–12). 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 ELs.

### 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 (RELS), the CCEE, and the CDE.

The following sections provide information about both EL RISE! and MCaP grant activities corresponding to grant deliverables one to four for both grantees. Information for deliverable five is described within the activities. Data collection to inform progress on capacity-building included quantitative and qualitative data, which includes survey response, tracking of participation numbers, participant response and session feedback, input from county project leads and anchor LEAs, and exit surveys. Feedback surveys focused on skills, knowledge, and abilities emphasized during PL sessions as well as awareness, understanding, and utilization of the EL Roadmap Policy.

The activities described below demonstrate that the two 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 RISE!, has been a collaboration with several lead agencies, including the Sobrato Early Academic Language (SEAL), 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! engaged 20 COEs, including four lead anchor COEs (Los Angeles, Tulare, Sacramento, and Yolo); eight partner COEs (Contra Costa, Kern, San Diego, San Mateo, Santa Clara, Santa Cruz, Riverside, and Ventura); and an additional eight participating COEs (Butte, Imperial, Kings, Merced, Orange, San Joaquin, Solano, and Stanislaus) to facilitate the spread of PL in LEAs across the state.

EL RISE! provided a variety of interactive workshops on topics that assisted LEAs in incorporating the EL Roadmap Policy into their work to ensure that the local educational community benefits. See Table 1 below for a list of topics. EL RISE! encouraged LEAs to participate as teams to have a broader impact. EL RISE! used current evidence-based PL practices to maximize engagement and ensure implementation at the local level by 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.

The following are EL RISE! resources and activities that are available beyond the grant period:

* Four resources have been developed by the EL RISE! team to continue building the capacity of educators across roles toward implementation of the EL Roadmap Policy:
  + A case study publication on the role of COEs in providing leadership;
  + A Bright Spots compendium;
  + A Lessons Learned brief; and
  + An informational video, “Moving the EL Roadmap Forward.”
* Reflection on opportunities beyond the EL RISE! grant include:
  + Expanding PL to further support secondary educators in applying practices across EL typologies
  + Improving the quality of integrated/designated English Language Development (ELD)
  + COE Leads using resources and tools from EL RISE! to customize PD and training for their regional areas
  + Providing PD in early education to support educators in understanding the application and implications of the EL Roadmap Policy for California’s youngest multilingual learners
  + Expanding and deepening the utilization of EL RISE! resources and tools
  + Continued development of the EL RISE! Microsites web page at <https://sites.google.com/californianstogether.org/elrisecalifornianstogethermicr/el-rise-microsites>

The tables below outline objectives and participation levels for each activity of the EWIG Program: EL Roadmap Policy Implementation for EL RISE! in Year Three of the grant.

Table 1 shows data regarding the primary activities provided by the Californians Together project EL RISE! with grant funds in Year Three of the project. The activities are aligned with deliverables two and five of the RFA.

**Table 1: Californians Together—Educator Workforce Investment Grant Program: English Learner Roadmap Implementation for Systemic Excellence! Primary Activities for Coordination, Calibration, and Development of Resources in Year Three**

| **Resource or Activity** | **Date(s)** | **Major Objective** | **Attendees** |
| --- | --- | --- | --- |
| All Leads Virtual Meeting | January 2023 | Attended a meeting to stay informed about the work and role of the Statewide System of Support.  Topics covered included the 2022 Data Dashboard, the role of the Statewide System of Support, state agency updates, and discussion on key initiatives such as differentiated assistance. | 129 |
| EL RISE! Anchor COE Leads Meetings | January–February 2023 | Meetings provided updates and information regarding the grant goals and outcomes.  Solicited feedback from our COEs and partnership organizations regarding grant goals. | 9 |
| Technical Support Meeting with Anchor COEs | January– March 2023 | Meetings provided updates and information regarding the grant goals and outcomes.  Solicited feedback from our COEs and partnership organizations regarding grant goals. | 9 |
| EL RISE! Communication | January–March 2023 | Monthly communication meetings. Agenda items included:   * Development of social media toolkits * Sharing of website updates, updates on the newsletter template, and progress updates of EL RISE! Microsites | 7 |
| EL RISE! Budget Meetings | January–March 2023 | Reviewed and monitored budget expenditures to ensure that funds were being spent per grant goals and parameters. | 6 |
| EL RISE! Staff Meetings | January–March 2023 | Project goals were discussed and reviewed to ensure that activities aligned with the Year Three implementation plan. | 4 |
| EL RISE! Quarterly Report Data Collection | January–March 2023 | Evaluators reviewed survey content and survey results.  Prepared, collected, and reviewed data for the upcoming quarterly report. Met with evaluators to review the data collection process including survey feedback. | 4 |
| EL RISE! Design Team Meetings | January–March 2023 | Meeting agendas included planning, reflection, and discussion with EL RISE! partners CEEL and SEAL regarding offerings and addressing the PL needs of all 20 COEs. | 16 |
| CDE RELS Meeting | February 2023 | Attended meeting to keep informed about the work that the RELS are doing with the implementation of the EL Roadmap Policy and how EL RISE! could provide assistance or support to the different RELS leads. | 52 |
| Bilingual Coordinators Network (BCN) Meeting | February–March 2023 | Attended meetings to keep informed about the work of the BCN and shared the progress of how EL RISE! could provide assistance and support in the implementation of the EL Roadmap Policy and resources. | 123 |
| EL RISE! Semiannual COE Leads Meeting | March 2023 | The meeting provided updates and information regarding the grant goals and outcomes. | 51 |

Table 2 shows data regarding the PL activities provided by the Californians Together project EL RISE! with grant funds in Year Three of the project. The PL activities are aligned with deliverables three and four of the RFA.

**Table 2: Californians Together—Educator Workforce Investment Grant Program: English Learner Roadmap Implementation for Systemic Excellence! Professional Learning Activities Conducted and Participation in Year Three**

| **Resource or Activity** | **Date(s)** | **Major Objective** | **Attendees** |
| --- | --- | --- | --- |
| Results Institute: Leading Equitable Implementation of EL Programs and Services Using the EL Roadmap Policy as a Guide | January 2023 | This seminar acquainted participants from the California Association of Latino Superintendents and Administrators with readings, resources, and replicable activities from the EL Roadmap Toolkits that support district and school leaders to build the system conditions for strengthening EL programs and services (Principle 3 of the EL Roadmap Policy). | 55 |
| Integrated and Designated ELD: Elementary Teacher as a Language Coach | January 2023 | This two-hour interactive webinar, including one hour of pre-session asynchronous work, provided teachers with a construct and set of practices that can be quickly integrated into existing lessons and practices, including designated ELD. | 37 |
| EL RISE! Principal’s Forum for Anchor LEAs | January 2023 | This special forum was designed to bring site leaders across the state together to share strategies, discuss challenges and lessons learned, and articulate together what it takes to lead such a comprehensive reform on behalf of EL students. The forum supported and celebrated the Anchor LEA principals and documented their voices to share statewide. | 25 |
| Elementary EL Roadmap Policy 101 Family Webinar: Train-the-Trainer Model | January 2023 | In this session, district and site personnel were prepared to deliver EL Roadmap Policy workshops to their families. | 78 |
| Upper Elementary (Grades Four Through Six) Culturally Sustaining Pedagogy: Creating the Conditions to Prevent the Increase Long-Term EL Students | January 2023 | This webinar series, with embedded pre-session work, focused on how teachers can enact Principle 1 of the EL Roadmap Policy in their virtual or in-person classrooms to prevent the increase in long-term EL students. | 63 |
| Leading School Improvements with ELs at the Heart: Using Modules 3–5 (Replication) | January–February 2023 | This multi-year strand, the EL Roadmap Policy for Administrators Strand of Five Modules, was designed and implemented to support district and site administrators as they take up the challenge to enact the comprehensive EL Roadmap Policy. Each module of the Leadership/ Administrator Strand involved participants in specifically examining their roles in leading improvement processes and supporting evidence-based practices, which resulted in a plan for inquiry and implementation. Modules 3–5 focused on Principles 2–4 of the EL Roadmap Policy. | 294 |
| Understanding Language: Co-Constructing Educator Capacity to Meet the Needs of ELs | January–March 2023 | This institute, facilitated by the Center to Support Excellence in Teaching at Stanford University, was designed to support teachers in improving the quality of integrated and designated ELD by engaging in, analyzing, designing, and implementing instructional practices that develop multilingual learners’ content understanding and language. | 62 |
| Centralizing the Needs of ELs: ELD for Elementary Teachers and Administrators Institute | January–March 2023 | This offering supported teachers in designing responsive designated ELD lessons that build upon students’ knowledge across disciplines. The session helped teachers to expand their understanding of backward planning to identify EL students’ strengths and needs to provide targeted language instruction. | 115 |
| Dual Language Pedagogy Institute for Elementary Teachers | January–March 2023 | This institute was designed for teachers to develop the foundation and strategies to implement effective, transformative, and sustainable dual language programs. | 171 |
| County Office Internal Cross Division | January–March 2023 | This session brought staff together across divisions to make meaning of the EL Roadmap Policy and its application to endeavors across departments within the county office, which helps to develop a shared vision and plan for infusing the EL Roadmap Policy into work with LEAs. | 33 |
| Integrated and Designated ELD Strand for Secondary Teachers | January–March 2023 | The focus areas of this 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 multilingual learners and EL students. | 83 |
| The EL Roadmap Policy—Elementary Dual Language Teacher Strand Module 3–5 | January–March 2023 | This strand engaged teachers in understanding the typologies and diversity within the EL student population for understanding the dual language brain and implications for classroom practices and for creating inclusive and affirming classroom environments, which includes working with culturally and linguistically diverse families. The focus was on Principle 3 and part of Principle 4 of the EL Roadmap Policy. | 49 |
| The EL Roadmap Policy—Elementary Teacher Strand Modules 3–5 | January–March 2023 | This multi-year teacher strand focused on classroom practices, teaching and learning, and specific instructional strategies. Participants’ work was guided by Principle 2 in Modules 3 and 4 and continued to delve deep into the area of integrated and designated ELD, immersion into 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. | 274 |
| EL Roadmap Policy 101 for School Board Members | February 2023 | This session for School Board members provided a basic overview of the comprehensive and visionary EL Roadmap Policy. The session highlighted 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. | 44 |
| Local Planning for EL Roadmap Policy Implementation by School/Site District Teams | February 2023 | This set of facilitated sessions were designed to lead cross-role/cross-site teams within a district to make shared meaning of the EL Roadmap Policy and set priorities for implementation. | 25 |
| EL Roadmap Policy Aligned Local Control and Accountability Plan (LCAP) Toolkit Workshop: Using Research-Based Tools to Promote Equity for ELs | February 2023 | This interactive workshop helped LEA teams design an LCAP that is aligned with the research-based EL Roadmap Policy and focuses on identifying actions, services, programs, and resources that ensure equitable opportunities and outcomes for ELs. | 119 |
| Establishing a Data Culture That Is Centered Around Equity for Multilingual Learners | February–March 2023 | This interactive, virtual, three-part series built the capacity of LEAs to develop a data culture, systems, and processes aligned to all four principles of this critical and aspirational policy. | 255 |
| Creating Conditions for Dual Language Learners (DLLs) to Thrive in Early Education | February–March 2023 | This series for early educators was designed to improve educator effectiveness in meeting the needs of DLLs and their families in the foundational years of preschool. The sessions focused on five themes critical to DLL success:   * Partnering with Families * Complex Oral Language * Making Languages Visible and Tangible * Early Literacy * Engaging with Text | 78 |
| Harnessing the Power of Instructional Rounds—Southern Cohort | February–March 2023 | The institute provided participants with a common K–12 understanding of what high-quality instruction for EL students looks and sounds like using Elizabeth City’s and Richard Elmore’s *Instructional Rounds in Education.* | 55 |
| Higher Education Institute: (Re)designing Educator Preparation Focused on Equity for ELs/Multilingual Students, Series 1 | February–March 2023 | This institute engaged institutions of higher education (IHE) teams to use the resources included in the CEEL *EL Roadmap Toolkit for Institutions of Higher Education* to develop a strategy for (re)designing preparation programs or coursework that address the teaching and learning needs of future educators. | 26 |
| CABE Conference Presentation | March 2023 | This session acquainted participants with readings, resources, and replicable activities from the EL Roadmap Toolkits used and developed through EL RISE! to support school and district leaders to build the system conditions (Principle 3 of the EL Roadmap Policy) for strengthening the focus of EL programs and services. | 18 |
| Leveraging Academic Text to Deepen Language Proficiency | March 2023 | This webinar, with embedded pre-session work and follow-up application, helped equip teachers to select high-quality mentor texts that build students’ ability to effectively express themselves in written and oral formats. | 35 |

Table 3 presents the total number of educators served by the Californians Together project EL Rise! with grant funds in Year Three of the project. In Year One, 2,454 educators were served; in Year Two, 7,362 educators were served; and in Year Three, 5,738 educators were served. In total, **15,554 educators were served over the three-year grant period.** The total number of educators served is required by deliverable four of the RFA.

**Table 3: Californians Together—Educator Workforce Investment Grant Program: English Learner Roadmap Implementation for Systemic Excellence! Number of Educators Served in Year Three**

| **Educators** | **Kindergarten through  first grade  (K–1)** | **Grades two to three (2–3)** | **Grades four to six  (4–6)** | **Grades seven to eight  (7–8)** | **Grades nine to twelve (9–12)** | **No Grade** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teachers | 365\* | 594 | 988 | 201 | 146 | 1,170 | 3,464 |
| 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 | 23 | 23 |
| Administrators | N/A | N/A | N/A | N/A | N/A | 1,248 | 1,248 |
| Other (program experts, educational partners, etc.) | N/A | N/A | N/A | N/A | N/A | 1,003 | 1,003 |
| **Year Three Educator Totals** | 365\* | 594 | 988 | 201 | 146 | 3,444 | **5,738** |

**\***Includes three preschool/early education staff.

Table 4 shows the number of schools served by the Californians Together project EL RISE! with grant funds in Year Three of the project. In Year Three, 566 schools were served. The total number of schools served is in alignment with deliverable four of the RFA.

**Table 4: Californians Together—Educator Workforce Investment Grant Program: English Learner Roadmap Implementation for Systemic Excellence! Number of Schools Served in Year Three**

| **Sites** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **No Grade** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 Three 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 was the CABE 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 comprising 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 local context to address EL opportunities and accelerate achievement across preschool to grade sixteen. The MCaP used the Liberatory Design mindsets and modes as the theoretical framework for this work. The MCaP innovations were offered by CABE and their five COE partners to showcase the capacity of support available through the Statewide System of Support and the continuous improvement process.

The tables below outline objectives and participation levels for each activity of the EWIG Program: EL Roadmap Policy Implementation for MCaP in Year Three of the grant.

Table 5 shows data regarding the primary activities provided by the CABE MCaP with grant funds in Year Three of the project. The activities are aligned with deliverables two and five of the RFA.

**Table 5: California Association for Bilingual Education—Educator Workforce Investment Grant Program: Multilingual California Project Primary Activities for Coordination and Collaborative Planning in Year Three**

| **Resource or Activity** | **Date(s)** | **Major Objective** | **Attendees** |
| --- | --- | --- | --- |
| Stage 1 Innovations Planning, Development, and Maintenance | January–March 2023 | Planning for Biliteracy Webinar series for Educators (two sessions). | 5 |
| Planning for Stage 3 Innovations and LEA Convening at CABE Conference 2023 | January–May 2023 | MCaP and Alliance Teams planned collaboratively for the continued implementation of Stage 3 Innovations in the spring of 2023. | 11 |
| Planning and Development for  Specific Networks: Seal of Biliteracy, Asian Languages Roundtable, Dual Language Design Thinking, and IHE Networks | January–March 2023 | MCaP worked on developing and hosting specific networks for advancing/supporting Seal of Biliteracy, Asian Languages, Dual Language Design, and IHE Networks. Collaborative planning included reaching out to targeted education partners, sharing resources and support for multilingual language programs, and leading “think tank” discussions. These discussions focused on the Dual Language Design Thinking Network. | 7 |
| MCaP Alliance Partner Meetings | January–April 2023 | Hosted by MCaP, partner meetings were held to disseminate information and carry out project activities. | 18 |
| Planning and Development for  Specific Networks: Seal of Biliteracy, Asian Languages Roundtable, Dual Language Design Thinking, and IHE Networks | January–April 2023 | MCaP worked on developing and hosting specific networks for advancing/supporting Seal of Biliteracy, Asian Languages, Dual Language Design, and IHE Networks. Collaborative planning included reaching out to targeted education partners, sharing resources and supports for multilingual language programs, and leading “think tank” discussions.  These discussions focused on the Seal of Biliteracy Network. | 7 |
| Planning and Development for Specific Networks: Seal of Biliteracy, Asian Languages Roundtable, Dual Language Design Thinking, and IHE Networks | January–April 2023 | MCaP worked on developing and hosting specific networks for advancing/supporting Seal of Biliteracy, Asian Languages, Dual Language Design, and IHE Networks. Collaborative planning included reaching out to targeted education partners, sharing resources and support for multilingual language programs and leading “think tank” discussions. These discussions focused on the Asian Languages Roundtable and Asian Language Institute. | 7 |
| Planning Meetings with LEAs for Districts Participating in Workshops, Reflections, and Communities of Practices (CoPs) | January–May 2023 | Planning meetings held by MCaP Partners with their designated LEAs, LEA Superintendents, and other LEA staff about their districts’ participation in Stages 2 and 3 PD activities.  MCaP Alliance partners began serving 28 districts in total. However, at the beginning of Year Three, one district decided not to continue participating because of other district academic priorities. | 27 LEAs |
| MCaP CABE Team Meetings | January–June 2023 | The MCaP Team met on an almost daily basis to implement the goals and objectives of the project and oversee the implementation of MCaP partner deliverables. | 8 |
| One-on-One Meetings with MCaP Leads | January–June 2023 | MCaP held one-on-one meetings with MCaP Alliance Leads to discuss partner-specific implementation and deliverables. | 11 |
| MCaP Team Meetings | January–June 2023 | All partners held weekly or monthly team meetings to plan for organizational and implementation planning within their partner organization. | 6 |
| MCaP Alliance Email  and Listserv Announcements | January–June 2023 | All partners sent regularly scheduled announcements about the project to their education partners and networks. | 15,064 |
| MCaP Alliance Social Media Outreach | January–June 2023 and ongoing | All partners disseminated project information via social media platforms. | Facebook 15,271  X (formerly Twitter) 15,908  Instagram 2,666 |
| Stage 1 Innovations Planning, Development, and Maintenance | January–December 2023 | Collaboratively planned, developed, and maintained Digital Academy on the CANVAS platform. | 11 |
| Planning and Development for Specific Networks: Seal of Biliteracy, Asian Languages Roundtable, Dual Language Design Thinking, and IHE Networks | February–March 2023 | MCaP worked on developing and hosting specific networks for advancing/supporting Seal of Biliteracy, Asian Languages, Dual Language Design and IHE Networks.  Collaborative planning included reaching out to targeted education partners, sharing resources and supports for multilingual language programs, and leading “think tank” discussions. These discussions focused on the IHE Network Convening. | 7 |
| Stage 1 Innovations Planning, Development, and Maintenance | March 2023 | Planned for Early Childhood webinar series: *Connecting the EL Roadmap to Early Childhood Settings,* developed and hosted collaboratively by MCaP, Orange County Department of Education (OCDE), and Fresno County Superintendent of Schools (FCSS). | MCaP Teams: CABE, OCDE, FCSS |
| Planning for Stage 3 Innovations and LEA Convening at CABE Conference 2023 | March 2023 | The LEA Convening was held in March at the CABE 2023 Conference. | 11 |
| Stage 1 Innovations Planning, Development, and Maintenance | March–May 2023 | Planned for Biliteracy Webinar series for Families (two sessions): Seal of Biliteracy and Pathways to Biliteracy Programs. | 5 |

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Table 6 shows data concerning the PL activities provided by the CABE MCaP with grant funds in Year Three of the project. The PL activities are aligned with deliverables three and four of the RFA.

**Table 6: California Association for Bilingual Education—Educator Workforce Investment Grant Program: Multilingual California Project Professional Learning Activities Conducted, Resources, and Participation in Year Three**

| **Resource or Activity** | **Date(s)** | **Major Objective** | **Attendees** |
| --- | --- | --- | --- |
| Asian Languages Roundtable | January–March 2023 | MCaP hosted these sessions to develop and plan PL opportunities for Asian language programs in California. Educators from districts and IHEs in the five MCaP partner regions were invited to participate. (Institute at CABE 2023) | 110 |
| Stage 1 Biliteracy Webinar Series for Educators | January–May 2023 | Two-part series for educators planned and presented collaboratively by MCaP, the San Bernardino County Superintendent of Schools (SBCSS), and the San Diego COE (SDCOE). Offered for free statewide, the goal is to build awareness of the implementation of the State Seal of Biliteracy. | 88 |
| Stage 1 Biliteracy Webinar Series for Families | January–May 2023 | Two-part series for families planned and presented collaboratively by MCaP, SDCOE, and SBCSS. Offered for free statewide, the goal is to build awareness of the implementation of the State Seal of Biliteracy. | 56 |
| Stage 1 Digital Academies | January–May 2023 | Free, statewide, asynchronous Stage 1 Digital Academies in the areas of biliteracy and EL student support for teachers, paraeducators, and administrators. Launched in fall 2021 and continued in 2022, the nine online academies offered the following based on Stage 3 Innovations developed by MCaP Alliance partners:  1) Dual Language Teacher Academy (DLTA);  2) The Writing Redesigned for Innovative Teaching and Equity   (WRITE) Initiative;  3) The Bilingual Teacher Pathway;  4) Preschool Guided Language Acquisition Design (GLAD);  5) OCDE Project GLAD® en español;  6) Secondary GLAD®: Shifting Practices in Secondary Classrooms;  7) Instructional Practices for Preschool Teachers of DLLs;  8) Language Development Through Science; and  9) Special Education in Bilingual Settings.  Courses required a minimum of 12 hours seat time. | 842 |
| Stage 3 Innovations for Educators | January–May 2023 | Eight PL Innovations aligned to the EL Roadmap Policy Principles 1 and 2 were developed and offered by MCaP Alliance partners:  1) DLTA;  2) Project GLAD®;  3) Preschool GLAD;  4) OCDE Project GLAD® en español;  5) Secondary GLAD®: Shifting Practices in Secondary Classrooms;  6) Language Development Through Science;  7) The WRITE Initiative; and  8) Special Education in Bilingual Settings. | 141  (88 unduplicated participants earned digital badges) |
| Information Sharing in Meetings, Webinars, and Presentations | January–May 2023 | All MCaP Alliance members shared information or conducted presentations about MCaP activities and/or the EL Roadmap Policy at regularly scheduled meetings for EWIG, Special Education EWIG, and CDE BCN meetings; RELS meetings; EL Roadmap Committee meetings; Statewide System of Support meetings; and respective EL network meetings. | 242 |
| Stage 3 Innovation for Parents/Families | January–May 2023 | The MCaP team facilitated parent PL opportunities with a focus on the EL Roadmap Policy and parent empowerment and leadership. Families learned about the different parent committees like the EL Advisory Committee, District EL Advisory Committee, and the LCAP and how parents can advocate for biliteracy programs and student supports. | 148 |
| MCaP Website | January–June 2023 | The MCaP website (<https://mcap.gocabe.org/>) was widely disseminated. It includes MCaP resources/tools, statewide webinars, PD for targeted LEAs, and other information related to the EL Roadmap Policy and multilingual education.  Alliance partner dedicated web pages for the MCaP work (7,000+ visitors):   * Butte County Office of Education   <https://www.bcoe.org/Services/Educator-Services/Future-Educator-Support/Multilingual-California-Project-MCaP/index.html>   * SDCOE   <https://www.sdcoe.net/about-sdcoe/news/post/~board/news/post/the-multilingual-california-project-grant-mcap>   * SBCSS   <https://www.sbcss.k12.ca.us/index.php/en/ess-2019/curriculum-instruction-and-academic-enrichment/multilingual-education-me/multilingual-california-project-mcap>   * OCDE   <https://ocde.us/EducationalServices/CurriculumInstructionandAcademicEnrichment/LanguageArts/Pages/Multilingual-California-Project-(MCap).aspx>   * FCSS   <https://ela.fcoe.org/english-learner-support>   * SDSU   <https://www.sdsu.edu/international-affairs/events-and-initiatives/biliteracy-seal> | 7,000 |
| Seal of Biliteracy Network | January–June 2023 | MCaP Alliance developed and hosted meetings to share new information for implementing the pathway to biliteracy.  MCaP Alliance partners shared resources and presented best practices for implementing this student recognition. | 213 |
| IHE Convening | March 2023 | MCaP, in collaboration with SDSU, convened IHE meetings and brought together IHE and COE partners to seek greater collaboration and networking opportunities. | 5 |
| Stage 3 LEA Convenings | March–April 2023 | (Companion activity to Stage 3 Innovations listed in the row above.)  Educators from seven targeted LEAs (of the 27 committed to participating in Stage 3 activities) also attended three LEA Convenings for deeper implementation of the innovations and Liberatory Design framework. The Convenings were facilitated by the MCaP Alliance to help Stage 3 LEA/district teams with the implementation of the EL Roadmap Policy, application of the Liberatory Design approach, the systemic implementation of the MCaP Innovation(s), and alignment of learning goals in school contexts for multilingual learners. | 20 |
| Dual Language Design Thinking Network | April–May 2023 | 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 that have or are planning to implement dual language programs. | 186 |

Table 7 displays the total number of educators and partners served by the CABE MCaP with grant funds in Year Three of the project. The number of educators and partners served is in alignment with deliverable four of the RFA.

**Table 7: California Association for Bilingual Education—Educator Workforce Investment Grant Program**: **Multilingual California Project Number of Educators Served in Year Three**

| **Educators** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **Multiple Grade Level** | **No Grade Levels** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teachers | 353 | 255 | 257 | 97 | 98 | 78 | 2,383 | 3,521 |
| Paraeducators | 61 | 36 | 20 | 31 | 65 | 219 | 422 | 854 |
| Counselors | 0 | 0 | 1 | 0 | 10 | 12 | 28 | 51 |
| Administrators | 11 | 5 | 10 | 15 | 23 | 157 | 1,064 | 1,285 |
| Other (IHE, Ed Partners) | NA | NA | NA | NA | NA | NA | 1,083 | 1,083 |
| **Year Three Educator Totals** | 425 | 296 | 288 | 143 | 196 | 466 | 4,980 | **6,794** |

Table 8 shows the number of classrooms and schools served by the CABE MCaP with grant funds in Year Three of the project. The number of classrooms and schools served is in alignment with deliverable four of the RFA.

**Table 8: California Association for Bilingual Education—Educator Workforce Investment Grant Program**: **Multilingual California Project Number of Classrooms and Schools Served in Year Three**

| **Sites** | **K–1** | **2–3** | **4–6** | **7–8** | **9–12** | **Multiple Grade Level** | **No Grade Levels** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Classrooms | 443 | 369 | 277 | 363 | 638 | 2,764 | 5,136 | 9,990 |
| School sites | N/A | N/A | N/A | N/A | N/A | N/A | 1,426 | 1,426 |
| LEAs (Districts and Charters) | N/A | N/A | N/A | N/A | N/A | N/A | 491 | 491 |
| COEs | N/A | N/A | N/A | N/A | N/A | N/A | 54 | 54 |
| **Year Three Site Totals** | 433 | 369 | 277 | 363 | 638 | 2,764 | 7,107 | **11,961** |

Through the commendable efforts of EL RISE! and MCaP, project evaluation reported that EWIG Program: EL Roadmap Policy Implementation participants generally felt that they usefully gained skills and knowledge with respect to understanding, supporting, and implementing EL Roadmap Policy. The evaluation further reflected that related PL led to significant strides in introducing and developing mechanisms to support EL students through the effective implementation of the EL Roadmap Policy. Additionally, participating COE Leads reported that innovation necessitated by the pandemic conditions (i.e., the proliferation of virtual PL and digital learning academies) ultimately supported a wider reach of the EWIG Program: EL Roadmap Policy Implementation, particularly in rural regions. This initial three-year investment proved beneficial to participating educators across 50 participating California counties. Nonetheless, a need persists to stay the course, deepen awareness of EL Roadmap Policy, provide further support for EL classified students, and sustain PL opportunities for teachers of EL students for sustainability and spread. Future investments can help reach those regions that were unable to engage deeply and continue to amplify the importance of the EL Roadmap Policy.

Artifacts and training resources from the EWIG Program: EL Roadmap Policy Implementation continue to be made available online.

For information and resources on continued PL opportunities after completion of the grant term by EL RISE!, please visit the Californians Together EL RISE! web page at <https://sites.google.com/californianstogether.org/elrisecalifornianstogethermicr/home>.

For information and resources on continued PL opportunities after completion of the grant term by MCaP, please visit the CABE MCaP web page at <https://mcap.gocabe.org/> and select the “Webinar Recordings” tab.

## Special Education

### Implementation

On February 14, 2020, the CDE Special Education Division received five grant applications that 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 Special Education Division, the 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 Special Education Division awarded a grant in the 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 (Fresno, Los Angeles, Placer, San Joaquin, and Santa Clara) to engage and support school sites in deep implementation of the Universal Design for Learning (UDL) in support of the best practices around Inclusive Literacy. The activities and resources provided related to the primary goals of the CCIL to provide PD, support, and coaching in the following areas:

* Inclusive practices for general education and special education settings, which include a UDL to help educators teach all students regardless of ability, and teaching models that support these practices, which include co-teaching.
* General procedures for identifying individuals with disabilities and developing appropriate Individual Education Plans (IEPs) for these students.
* Alternative Dispute Resolution procedures.
* 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

The 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 the COEs came together to plan for the upcoming month, discuss needs, network, and share ideas. The team 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.

Additionally, the CAST and their COE partners continued to meet with the California UDL Coalition and its capacity-building subcommittee to create a plan for dissemination of expertise beyond the boundaries of the CCIL project itself. There are three members from the CCIL project on the Coalition Steering Committee. Their work continues to gain traction across the state.

The COE partners are well-equipped to meet the needs of their surrounding communities with knowledge, tools, and strategies gained because of their collaboration with CAST. Their school sites are internalizing UDL and inclusive practices and making long-term plans for implementation. Each COE partner has a designated team of coaches that have been trained, coached, and supported in the best Inclusive Literacy Practices through the lens of UDL. The goal of the CCIL project has been to leave each COE partner with the knowledge, skills, content, and capacity to continue to support best practices around Inclusive Literacy using UDL as the mechanism for long-term systemic change. Each COE partner will be able to continue to support the needs of their own schools and districts as well as serve as leaders and hubs for UDL implementation across the state with the hope and expectation to continue to train and support other COEs.

The 2022–23 school year brought the CCIL project to a deeper and more meaningful level of implementation within and across all five participating COEs. With a dynamic team of talented and dedicated implementation specialists on board, the CCIL team has been able to scale and spread the work of CCIL far beyond project participants both at the site and systems levels. Each organization has incorporated UDL into other projects, departments, and areas of practice because of the internal placement of implementation specialists as well as CCIL district office coaches. This has gone beyond expectations in many aspects of the project, and the unintended benefits continue to grow.

#### Capacity-Building Through Statewide Partnerships and System of Support

The capacity building of the CCIL project has reached far beyond the participating counties, schools, and districts. In response to the demand for UDL, county office implementation specialists designed and delivered PL to districts that may not have the current capacity to formally participate in the project yet still want to learn about UDL to inform their organization’s next steps. Opportunities, collaboration, and partnerships continued to strengthen with other EWIG projects as well as the California Dyslexia Initiative, Early Literacy Support Block Grant, Californians Together, and the 21st Century California School Leadership Academy. Through working together, the CCIL team has a better understanding of what resources, supports, and opportunities are available statewide to support increasing student literacy and then explore opportunities for coordinating across initiatives. This has been identified as a priority and has been supported by the efforts of the CCEE and the Statewide System of Support subject matter project leads. More recent developments include a monthly huddle with the Statewide System of Support project leads facilitated by the CCEE.

In collaboration with the Far North Literacy Development Consortium, members of the CCIL team continue to participate and collaborate in the design and delivery of PL. The connection between the projects continues to grow and create more alignment with the content being provided across the two projects. Also, with partners at the California Dyslexia Initiative, members of the CCIL team continue to participate in the Language Essentials for Teachers of Reading and Spelling training and will reach certification in spring 2023. In collaboration with Open Access, the Far North Literacy Development Consortium, and other CAST-supported projects, the CCIL team continued with their statewide CoP, “UDL Community of Practice: Leadership and Implementation.” This CoP is designed to support coaches and site administrators in their implementation work and bridge the work that is happening within and across projects in the state.

The CAST and WestEd are finalizing the development of an evaluation system that will provide important information and feedback on the impact that UDL and Inclusive Literacy Practices have on student outcomes. WestEd is proposing to CAST to develop a mixed-methods evaluation of the CCIL project 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 fully understand and evaluate the CCIL project itself as well as to contribute to the knowledge base of scaled implementation of UDL and its rollout, sustainability, and impact on student learning outcomes.

The CAST solidified partnership opportunities with the California Dyslexia Initiative Grant and the Early Literacy Support Block 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 COE’s Preliminary Administrative Service Credential program. This program was also in collaboration with the 21st Century California School Leadership Academy.

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

#### Professional Development and Educator Support

PD opportunities are offered after school, on weekends, and during non-student days. Funding that was allocated to pay for substitute teachers is used to reimburse participating educators for their time spent working outside of contract hours. These challenges have impacted the expected pacing of the project work as we must design and deliver PD in shorter increments spread out over a larger period of time. For example, a typical introduction to the UDL series would previously be delivered in four half-day sessions (12 hours). We are now adapting delivery times based on the availability of our participants and are careful not to sacrifice content or depth of understanding. Because our project model is building the capacity of county office coaches to continue the work beyond the grant, we are confident the long-term impact will remain intact.

The CAST conducted a webinar series titled “Universally Designing Systems of Support: Accessibility, IEP Process, and Family Partnerships” that explored how to strengthen the partnership between educators and parents/caregivers to support all learners. This series began in September 2022 and concluded in March 2023.

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 providing resources and strategies to support UDL implementation in the classroom setting for students.

The 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. The CAST also continues to create new content for the webinar series mentioned above and has its own collaborative group in Learning Designed.

The 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.

The 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. The 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 Unified School District (USD) schools that focuses 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 videos at a state preschool site in Placer COE. Further, Special Education and Administrative credential programs in Placer COE now have UDL embedded in their coursework.
* Teacher-led instructional rounds at each of the schools in San Marino USD.
* Fresno USD has early childhood education.
* Santa Clara USD has the inclusion collaborative.

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 the 40-hour institute focusing on Alternative Dispute Resolution to help better train and inform our team for this important project deliverable.

Table 9 shows the activities provided with the grant funds, major objectives, total users or participants, participation options, and alignment to project goals.

**Table 9: Educator Workforce Investment Grant Program: Special Education Activities in Year Three**

| **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, FCSS, San Joaquin COE, Placer COE, Santa Clara COE | 12 hours | Introduction to UDL, research, components, lesson design, implementation, Train-the-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 |
| 2022–23 Webinar Series: Universal Designing Systems of Support: Accessibility, IEP 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: California Multitiered System of Support (MTSS) PL Initiative  UDL Beyond the Basics: Journey Mapping as a Tool for Reflecting on Learner- Centered Design  UDL 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 |
| Statewide Systems of Support All Leads Collaboration | Ongoing | Addresses inequities and builds 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, FCSS | Ongoing | Utilizes observation protocol examining instructional practices. | 161 | In person and virtual | 1, 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 |
| Professional Conferences and Presentations: Association of California School Administrators Every Child Counts—“Universally Designing Systems in Support of Expert Learning for All” | January 12, 2023 | Examined current systems from a UDL perspective, identified potential barriers and design options to meet needs, and explored tools and resources in service of universally designed systems. | Unknown | In Person | 1, 4, 5 |
| Professional Conferences and Presentations: National Elementary and Secondary Education Act Conference— “Countywide UDL Implementation: From Promise to Practice” | February 3, 2023 | Explored UDL implementation with Placer COE; provided examples of implementation; and discussed successes, challenges, and lessons learned. | Unknown | In Person | 1, 4, 5 |
| Professional Conferences and Presentations: PL Institute: Curriculum and Instruction Support Committee Leadership Symposium— “UDL Beyond the Basics: UDL School Implementation Certification Criteria—Tool for Educators” | February 22, 2023 | Reviewed the UDL Foundational Principles and Design Process, explored the self-assessment tool in the School Implementation and Certification Criteria (SICC), and used the SICC to support school and district UDL implementation. | Unknown | In Person | 1, 4, 5 |
| **Totals** | **N/A** | **N/A** | **7,985** | **N/A** | **N/A** |

Table 10 provides numbers regarding the project participation of general education teachers, special education teachers, administrators, instructional coaches/teachers on special assignments, and psychologists/counselors.

**Table 10: Educator Workforce Investment Grant Program: Special Education Educators Served in Year Three**

| **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 11 provides numbers regarding project participants by grade bands.

**Table 11: Educator Workforce Investment Grant Program: Special Education Educators Served by Grade Bands in Year Three**

| **Grade/Age Span Impacted** | **Total** |
| --- | --- |
| Early Childhood | 42 |
| Elementary Grades Kindergarten Through Five | 290 |
| Middle Grades 6–8 | 88 |
| High School Grades 9–12 | 113 |
| Adult Learners | 26 |

Table 12 provides a snapshot of the potential impact of the grant based on Fiscal Year 2022–23 data.

**Table 12: Educator Workforce Investment Grant Program: Special Education Long-Term Project Impact to County Offices of Education**

| **COE** | **Number of Districts** | **Number of Schools** | **Number of Administrators** | **Number of Teachers** | **Number of Students** |
| --- | --- | --- | --- | --- | --- |
| Fresno | 33 | 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 with expertise in developing and providing PL to teachers and paraprofessionals in public schools serving K–12, 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 *EC* Section 60605.4.

The 2021 EWIG Program: CS grant covers the grant period beginning March 3, 2022, and ending March 29, 2024. The 2021 EWIG Program: 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 Program: CS grantee is the University of California, Los Angeles (UCLA).

To review the 2021 EWIG Program: CS RFA, please visit the CDE 2021 EWIG Program: 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 CS 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 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 nonprofit organizations.
* Number of participating educators disaggregated by role, classrooms, schools, LEAs, counties, and regions served.

### Grantee: University of California, Los Angeles

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

From January through December 2023, COEs within the seven regions created their own PL activities due to their curriculum development and training expertise. In addition, regions worked collaboratively to design cross-region, standards-aligned experiences such as the Introduction to CS with micro:bit, CS Equity-Minded Instruction in CS, and the CS Equity Workshop for School Leaders. There were also opportunities for learning via workshops for COE Leads such as CS First, micro:bit, and Elementary4CS (developed by former CDE CS Coordinator Dr. Emily Thomforde).

PL opportunities were provided in person, virtually, hybrid, and/or hub-and-spoke. A variety of PL activities were included during 2023, such as an introduction to CS, CS Principles, and Strategic CSforAll Resource and Implementation Planning Tool (SCRIPT) training. Participants attended workshops during the Summer of CS and were also invited and encouraged to continue with workshops on the same or similar topics during the academic year. This provided continuous learning for educators.

Table 13 shows the activities provided during January through December 2023 for the 2021 EWIG Program: CS.

**Table 13: University of California, Los Angeles—Educator Workforce Investment Grant Program: Computer Science Activities (January Through December 2023)**

| **Activity** | **Date(s)** | **Description** |
| --- | --- | --- |
| Code N’Play | January 11, 2023 | Facilitated discussion regarding teachable machines and ChatGPT. |
| Counselors 4 Computing (C4C) Workshop | January 24, 2023 | Provided school counselors with resources and strategies to encourage and support students in pursuing careers in computing education. Goals were to increase awareness of computing careers, provide resources for supporting students, promote equity and inclusion, and encourage action. |
| CS and Storytelling CoP | January 24, 2023 | Focused on using Storytelling to learn CS and provided educators an opportunity to collaborate on current practices and experiences. |
| CS Equity Workshop for School Leaders | January 24, 2023 | Provided opportunity to experience CS mini lessons via presentation regarding Muddy City, examining bias, CS First activities, CS data, and the *CA CS Content Standards*. |
| micro:bit Workshop | January 25, 2023 | Provided hands-on experience around design thinking, state standard core, and CS integration. |
| Tracy USD Support—Chemistry | February 1, 2023 | Introduced teachers to micro:bit and how it can work in conjunction with MakeCode. Provided opportunity for teachers to create models of different chemical compounds and learned about the sensors of micro:bit. |
| Google Educator Group—Science, Technology, Engineering, Art, and Mathematics (STEAM) Week | February 3, 2023 | Provided information and opportunity for educators to learn about Artificial Intelligence (AI) in CS and its uses in education. |
| C4C Workshop | February 13, 2023 | Provided school counselors with resources and strategies to encourage and support students in pursuing careers in computing education. Goals were to increase awareness of computing careers, provide resources for supporting students, promote equity and inclusion, and encourage action. |
| CS Equity Workshop for School Leaders | February 13, 2023 | Provided opportunity to experience CS mini lessons via presentation regarding Muddy City, examining bias, CS First activities, CS data, and the *CA CS Content Standards.* |
| Chapter Leader Learning Series | February 21, 2023 | Learned about and provided update regarding CS advocacy and CS policy. |
| Introduction to CS Education for School Leaders | February 28, 2023 | Learned more about CS education for K–12 while exploring programs and pathways for K–12 CS. Provided more information about upcoming spring and summer PL activities for educators. |
| Del Norte COE CS Playground | March 1, 2023 | Focused on bringing awareness to teachers about CS resources available in their county office media center. Promoted Seasons of CS summer events. This was a regional event that would be shared at the CoP to model ways to promote CS in Region 1. |
| \*CS and Project Based Learning (PBL) | March 9, 2023 | Provided PL regarding the what and why of PBL, PBL Frameworks, getting started with developing PBL, and examples of CS and PBL units across grade bands. |
| John McCandless Charter School PL | March 14, 2023 | Continued to learn how to use micro:bit and how it can work in conjunction with MakeCode. Provided opportunity for teachers to create egg drop models where they utilized the accelerometer on micro:bit, then analyzed the data given. |
| Butte COE EdTech Showcase | March 20, 2023 | Open house with professional support to introduce all county educators to the Education Technology Exchange library of equipment available to all county schools and promoting Seasons of CS. Also showcased local student work and programs integrating CS. |
| \*Career Technical Education (CTE) Multi-Sector CS Week: International Business Machines (IBM) SkillsBuild | March 20, 2023 | Showed students and teachers an overview of the IBM: SkillsBuild platform for work readiness activities and certificates. This workshop included a walkthrough of the platform as well as a discussion of the benefit of gaining the skills and credentials from the program. |
| \*CTE Multi-Sector CS Week: Blue River Tech: The Future of Agriculture Workshop | March 20, 2023 | Focused on how machine learning is changing agriculture, such as self-driving tractors and AI that can detect weeds. The workshop also covered the educational and career path the speaker took to get where she is now and what skills students will need to be part of the fourth industrial revolution. |
| \*CTE Multi-Sector CS Week: Biocom-Gionomics and Deoxyribonucleic Acid (DNA) Sequencing Workshop | March 21, 2023 | Provided an overview of the Biocom program for schools, described how the biotech and life sciences industry is being affected by CS, and discussed careers in the life science industry that rely on CS. The workshop also described how genomics is similar to programming and how CS is changing the way we look at DNA. |
| \*CTE Multi-Sector CS Week: Datapath: Get Secure, Stay Secure Workshop | March 21, 2023 | Focused on discussing the paths employees took to get to where they are today and the mission of Datapath. Discussed what Information Technology and data analytic support services Datapath offers. |
| \*CTE Multi-Sector CS Week: AI: A Personal and Historical Perspective Workshop | March 22, 2023 | Focused on the creation of AI, the basics of how AI works, bias in AI, and how AI will impact the economy. The workshop developed a broader understanding of how AI functions and some of the pitfalls that can come with biased training materials. It also examined which jobs are most in danger of becoming obsolete due to AI. |
| \*CTE Multi-Sector CS Week: Epic Games: Programs and Resources Workshop | March 22, 2023 | Provided information and discussion regarding what Epic Games does and how Interactive 3D can support the industry by experimenting with simulations more quickly and for less cost. They also described the different types of careers that are connected to using the Unreal Engine/Interactive 3D and the resources for education that can better prepare students for these careers. |
| \*CTE Multi-Sector CS Week: Drone Scientist and Educator Workshop | March 23, 2023 | Included information on how students can pursue careers with drones, such as a certificate to pilot a drone for students ages sixteen and older. Neuroscience Works shared the current, impactful landscape of drones in a variety of industry areas. In addition, there was a “show-and-tell” of various drones that are available for learning and use. |
| \*CTE Multi-Sector CS Week: Silicon Valley Clean Energy (SVCE) Workshop | March 23, 2023 | Focused on an innovative approach to supporting a greener future for communities. SVCE is redefining the local electricity market and providing residents and businesses with new clean energy choices—renewable and carbon-free electricity at competitive rates. |
| CTE Multi-Sector CS Week: Teacher PD | March 23, 2023 | Provided teachers an opportunity to talk with industry partners and fellow teachers about how to start integrating more CS skills and concepts into their CTE pathways. |
| CS First Train-the-Trainer | March 23–24, 2023 | Attended CS First train-the-trainer PL so the Regional Lead could provide PL opportunities to teachers and paraprofessionals regarding CS First. |
| Spring into CS with AI | April 26, 2023 | Explored the benefits and challenges of using AI in classrooms. Accessed resources to help teachers and students build foundational AI literacy. Learned more about upcoming summer PL for educators. |
| CS Superbloom | June 5, 2023 | Explored how data can be translated and visualized using CS. |
| C4C Workshop | June 12, 2023 | Focused on the following: What is CS? Experience a CS Lesson. Why does CS matter (explore multiple rationales)? Why School Counselors are Key Advocates for Access and Equity in Computing. Back to the Future: The History of CS in California and Initiatives to Support the Computing Workforce. How to implement CS pathways? The Impact of School Counselors and Guiding Students to Advanced Placement (AP) CS and AP Computer Science Principles (CSP). The College and Career Readiness Calculations of the California School Dashboard (shared experience with the Administrator Workshop). Continued previous course introductions (30 minutes per curriculum): Exploring Computer Science, CSP, Bootstrap. How Do We Broaden Student Participation? Craft an Elevator Pitch. Give One, Get One.  C4C Resources |
| SCRIPT Workshop | June 12–13, 2023 | Learned how to support CS in one’s organization using the SCRIPT tool. Learned how SCRIPT works by identifying strategies for creating a vision statement. Explored the SCRIPT rubrics to determine the current CS landscape in one’s district. Became empowered to advocate for bringing a SCRIPT workshop to one’s site or district. |
| Hands-on CS in Science, Technology, Engineering, and Mathematics (STEM) with Pre-Kindergarten to Grade Twelve (PreK–12)  CS First | June 12–14, 2023 | Participated in a three-day workshop as part of the Summer of CS. Learned how to use different equipment that could be implemented in the classrooms using lessons from the PreK–12 STEM curriculum. Explored block coding using the KIBO to navigate a maze they engineered using LEGO and Rig-a-ma-jig. Reviewed *CA CS Content Standards* and California Next Generation Science Standards (NGSS) standards and collaborated on implementing the knowledge gained from the workshop into lessons. Explored and coded the Microbit for data collection using Microsoft MakeCode. Accessed Google’s CS First and worked through some lessons together, such as using Scratch and the Makey to create a story. |
| Elementary4CS | June 12–14, 2023 | A three-day workshop provided information regarding CS in elementary grades. Discussed, shared, and meaningfully used the CS K–12 Standards. Explained how the experience of CS in elementary grades fits into a K–12 pathway. Identified important properties of CS tools and curricula and how to use them to determine appropriateness in the classroom. Employed Concept Mapping as a tool for planning and instruction. Recognized and leveraged translanguaging. Designed a lesson plan that uses plugged and unplugged activities in a Semantic Wave. Chose one or more tools or curricula to implement in their first year. Joined California Educators Together and uploaded a resource. Created an articulated plan for implementing CS in their first year, which included plugged and unplugged activities. Identified individual progress on the CS Teacher Roadmap and determined areas for growth in the CS Teacher Standards. Explained how CS is connected to current events, culture, identity, or literacy. |
| CS Principles | June 12–16, 2023 | Provided opportunities to understand the curriculum, including the AP aspects, and to grow in understanding of equitable CS education. Worked to transform practice, to develop empathy with the student experience, and to become part of a network of teachers who are doing similar work. |
| Project-Based CS in STEM with PreK–12/CS First | June 12–16, 2023 | Learned how to use different equipment that could be implemented in the classrooms using lessons from the PreK–12 STEM curriculum. |
| CS Discoveries for Grades Six Through Ten | June 12–16, 2023 | Provided information for educators to understand the curriculum. Developed understanding of equitable CS education. Transformed practice. Developed empathy with the student experience. Became part of a network of teachers who are doing similar work. |
| Bootstrap Data Science | June 12–16, 2023 | Learned about and explored computer-aided design and designed many items to 3D print in order to complete certain tasks. |
| Equity-Minded Instruction in Computer Science (EMICS) | June 12–16, 2023 | Provided time to share and discuss resources, interwoven throughout the workshop, including the *CA CS Standards*, CSforCA’s CS Equity Guide, Kapor Center’s Culturally Responsive-Sustaining CS Framework, Hello World’s Big Book of Computing Pedagogy, Jean Ryoo’s and Jane Margolis’ Power On! graphic novel, the United Nations Sustainable Development Goals, the MakeCode micro:bit website at <https://makecode.microbit.org/>, and the Scratch Animate a Name activity. |
| CS Equity Workshop for School Leaders | June 13, 2023 | Discussed CS unplugged and equity in CS education. Shared and provided CS Equity Guide and scenarios and included times for discussion. Provided information regarding CA CS education data. Discussed opportunities regarding Allies, Assets, Access, and Action. |
| Elementary4CS | June 14–16, 2023 | A three-day workshop provided information regarding CS in elementary grades. Discussed, shared, and meaningfully used the *CS K–12 Standards*. Explained how the experience of CS in elementary grades fits into a K–12 pathway. Identified important properties of CS tools and curricula and how to use them to determine appropriateness in the classroom. Employed Concept Mapping as a tool for planning and instruction. Recognized and leveraged translanguaging. Designed a lesson plan that uses plugged and unplugged activities in a Semantic Wave. Chose one or more tools or curricula to implement in one’s first year. Joined California Educators Together and uploaded a resource. Created an articulated plan for implementing CS in one’s first year, including plugged and unplugged activities. Identified themselves on the CS Teacher Roadmap and determined areas for growth in the CS Teacher Standards. Explained how CS is connected to current events, culture, identity, or literacy. |
| CS First | June 14–16, 2023 | Provided a variety of resources to actively engage teachers in PL. CS First played a crucial role in providing step-by-step lesson plans, video tutorials, and supplementary materials to ensure comprehensive support for both educators and students. Effectively facilitated participants’ understanding of coding concepts, development of problem-solving skills, and the ability to create their own projects. |
| Elementary4CS | June 20–22, 2023 | A three-day workshop provided information regarding CS in elementary grades. Discussed, shared, and meaningfully used the *CS K–12 Standards.* Explained how the experience of CS in elementary grades fits into a K–12 pathway. Identified important properties of CS tools and curricula and how to use them to determine appropriateness in the classroom. Employed Concept Mapping as a tool for planning and instruction. Recognized and leveraged translanguaging. Designed a lesson plan that uses plugged and unplugged activities in a Semantic Wave. Choose one or more tools or curricula to implement in the first year. Joined California Educators Together and uploaded a resource. Created an articulated plan for implementing CS in one’s first year, including plugged and unplugged activities. Identified themselves on the CS Teacher Roadmap and determined areas for growth in the CS Teacher Standards. Explained how CS is connected to current events, culture, identity, or literacy. |
| CS First and CS Fundamentals for Grades Kindergarten Through Five | June 20–22, 2023 | Shared information and resources so educators can proactively prepare to successfully implement CS Fundamentals courses regardless of prior CS experience. Examined equity in CS and committed to taking steps in establishing equitable and inclusive CS Fundamentals classrooms. |
| Project Guts | June 26–30, 2023 | Participated in a five-day workshop experiencing the Project Guts curriculum and tools and prepared educators to teach the integrated science and CS program for middle school students. |
| Bootstrap: Algebra for Grades Seven Through Twelve | June 26–30, 2023 | Provided an understanding of why algebra matters. Learned notation-free way of writing. Discussed Order of Operations and Circle of Evaluation. Learned about simple data types (numbers, strings, booleans, etc.). Discussed contracts (name, domain, range). |
| University of California, San Diego (UCSD) Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE) CS Discoveries | June 26–30, 2023 | Covered topics such as problem-solving, physical computing, and user-centered design and data while encouraging students to build their own websites, apps, animations, and games. |
| Computing-Science, Technology, Engineering, and Mathematics (C-STEM) for Algebra | July 10–14, 2023 | Included a C-STEM introduction to teachers and educators throughout the state and an introductory PL opportunity in C-STEM. Participants learned how to integrate CS and Algebra into classrooms. |
| UC Chip Institute for Teachers | July 17, 2023 | Investigated the connection between NGSS and the *CA CS Content Standards* and Chip manufacturing. |
| Tracy USD Buy Back Day | August 1, 2023 | Received support on concepts, platforms, and equipment encountered in the STEM curriculum. Discussed a CS-based article and how it related to *CA CS Content Standards* and lessons. Provided support time to collaborate, ask questions, and discuss the upcoming year. |
| CS Equity Coaching Academy | August 9–11, 2023 | Learned about equity coaching and strategies, including CS Champions and Administrators. |
| CS First Informational Meeting | August 28, 2023 | Provided information regarding stepping into CS with CS First. |
| Tracy USD CS Support—Eighth Grade Mathematics | August 30, 2023 | Learned about *CA CS Content Standards* and *NGSS* that relate to the STEM unit needed to teach as part of the Tracy USD curriculum. Learned how to create a data visualization using Desmos and Excel from an engineering activity that the students will complete. |
| Tracy USD CS Support—Geometry | August 30, 2023 | Learned about *CA CS Content Standards* and *NGSS* that relate to the STEM unit needed to teach as part of the Tracy USD curriculum. Learned how to create a data visualization using Geogebra and Excel from an engineering activity that the students will complete involving windmills and wind activity. |
| Tracy USD CS Support—Algebra 1 | September 8, 2023 | Learned about *CA CS Content Standards* and *NGSS* that relate to the STEM unit needed to teach as part of the Tracy USD curriculum. Learned how to create a data visualization using Desmos and Excel from an engineering activity that the students will complete involving a wheelchair ramp. |
| Bootstrap Algebra | September 11–14, 2023 | Reviewed Circles of Evaluation. Explored properties of algebra, negative exponents, and absolute value and how to utilize these in the current units. Reviewed knowledge of contracts and how they support math learning. Discussed how to integrate Bootstrap into the current curriculum and unit for all teachers present. |
| Elementary4CS | September 11–14, 2023 | A three-day workshop provided information regarding CS in elementary grades. Discussed, shared, and meaningfully used the CS K–12 Standards. Explained how the experience of CS in elementary grades fits into a K–12 pathway. Identified important properties of CS tools and curricula and how to use them to determine appropriateness in the classroom. Employed Concept Mapping as a tool for planning and instruction. Recognized and leveraged translanguaging. Designed a lesson plan that uses plugged and unplugged activities in a Semantic Wave. Chose one or more tools or curricula to implement in the first year. Joined California Educators Together and uploaded a resource. Created an articulated plan for implementing CS in their first year, including plugged and unplugged activities. Identified themselves on the CS Teacher Roadmap and determined areas for growth in the CS Teacher Standards. Explained how CS is connected to current events, culture, identity, or literacy. Shared Pixel art and reflected on how data can be used to support math learning. Shared next steps for their Semantic Wave lesson plan. Engaged with a histogram activity and reflected on how mathematics and CS can engage students in their culture and learn about each other’s culture. |
| CS Fundamentals/CS First | September 11–14, 2023 | Developed a deeper understanding of how curriculums and teacher strategies support positive and inclusive learning environments. |
| C-STEM for Algebra | September 11–14, 2023 | Learned how to integrate CS and Algebra into classrooms. Learned debugging features and how to do arithmetic with numbers and variables. Worked with input and output. |
| Hands-on CS in STEM with PreK–12/CS First | September 11–14, 2023 | Learned how to use different equipment that could be implemented in classrooms using lessons from the PreK–12 STEM curriculum. Participants reviewed *CA CS Content Standards* and *NGSS* and collaborated on implementing the knowledge gained from the workshop into lessons. Explored and coded the micro:bit for data collection using Microsoft MakeCode. Practiced using the CS First and worked through some lessons together. |
| Project-Based CS in STEM with PreK–12/CS First | September 11–14, 2023 | Learned about CS platforms that could be implemented in the classroom using lessons from the PreK–12 STEM curriculum. |
| UCSD CREATE CS Principles | September 11–14, 2023 | Reflected on previous learning, such as the Equity Framework. Learned a new set of pedagogical tools for teaching programming. Conducted a variables exploration and investigation. Planned for when and how we can support and encourage students to work collaboratively. Reviewed how different Explore, Investigate, Practice, and Make (EIPM) sequences connect to one another. |
| EMICS | September 11–14, 2023 | Learned EMICS practical application into the classroom. Revisited Kapor Center’s Culturally Responsive-Sustaining Pedagogy goals. |
| Google CS First | September 11–14, 2023 | Learned about educators’ use of CS First to inspire student creativity. Revisited CS First and *CA CS Content Standards*. |
| CS Discoveries | September 11–14, 2023 | Shared, discussed, and reflected on a model lesson, which included lesson exploration, lesson planning, and presentations. Discussed web development and the use of images. Completed a curriculum investigation. |
| CS Principles | September 11–14, 2023 | Focused on variables, conditionals, and functions. Introduced a new set of pedagogical tools for teaching programming. Completed a variables investigation. Discussed when and how to support and encourage students to work collaboratively. Reviewed how different EIPM sequences connect to each other. |
| CS First | September 18–19, 2023 | Provided an overview of CS First lessons and resources available for teachers. Provided an understanding of how to set up CS First in the classroom. Shared strategies to implement CS First in the classroom. |
| CS Horizons | September 19, 2023 | Learned about and explored CS concept areas. Discussed culturally responsive-sustaining CS education. Experienced highlights of learning strands to be provided through Seasons of CS. Explored resources to apply to CS learning. |
| Tracy USD CS Support—Seventh Grade Mathematics | September 20, 2023 | Learned about *CA CS Content Standards* and *NGSS* that relate to the STEM unit needed to teach as part of the Tracy USD curriculum. Learned how to create a data visualization using Excel from an engineering activity that the students will complete. |
| Tracy USD CS Support—Algebra 1 | September 20, 2023 | Learned about *CA CS Content Standards* and *NGSS* that relate to the STEM unit needed to teach as part of the Tracy USD curriculum. Learned how to create a data visualization using Desmos and Excel from an engineering activity that the students will complete involving a wheelchair ramp. |
| Raising the Bar: Unleashing Student Potential with Google CS First’s Low Floor-High Ceiling Approach in Any Subject | September 26, 2023 | Explored how to utilize CS First’s low floor-high ceiling approach in any subject area to support and engage students. |
| Tracy USD CS Support—Sixth Grade Science | September 27, 2023 | Learned about the *CA CS Content Standards* and *NGSS* that relate to the STEM unit as part of the Tracy USD curriculum. Participants learned how to program a micro:bit together on temperature data from an engineering activity that the students will complete. |
| AcademiCS Symposium | October 24, 2023 | Included a presentation from a former Apple Software Engineer who connected that industry to the classroom and CS education. Walked through a “make and take” activity for a binary keyboard design that participants were able to take back to their classrooms. |
| Project-Based CS in STEM with PreK–12 | November 6–9, 2023 | Continued to learn about CS platforms that can be implemented in classrooms using lessons from the PreK–12 STEM curriculum, such as micro:bit, Tinkercad, Python, and data analysis. |
| Bootstrap Algebra | November 6–9, 2023 | Reviewed workshop content and identified ways for teachers to implement content in their current context. |
| CS Discoveries | November 7–9, 2023 | Continued to share, discuss, and reflect on a model lesson, which included lesson exploration, lesson planning, and presentations. Discussed and delved into understanding equity and data, which includes the data inquiry cycle. Explored lessons regarding data and society. Engaged in a curriculum investigation. Developed a deeper understanding of how curriculum and teacher strategies support positive and inclusive learning environments. |
| CS Principles | November 7–9, 2023 | Discussed specific actions teachers can take to influence who takes CS classes next year and how to recruit students. Engaged in a jigsaw activity to become familiar with each of the lessons in Unit Five. Examined the Unit Five final project and observed how each of the lessons builds students’ knowledge to use the Data Analysis Process with a set of data. Discussed how an educator might use academic status boosting “moves” to support students. Experienced a lesson with lists from the perspective of a learner. Reflected on how to implement lessons to broaden and label what it means to be “smart” in CS classrooms. Developed a deeper understanding of how curriculum and teacher strategies support positive and inclusive learning environments. |
| AcademiCS Symposium | November 28, 2023 | Included a presentation from the Center for Information Technology Research in the Interest of Society Director that connected that industry to the classroom and CS education. The presenter and participants walked through a “make and take” activity for a spectral analyzer design that participants were able to take back to their classrooms. |
| AcademiCS Symposium | December 12, 2023 | Included a presentation from a professor of biological and agricultural engineering that connected that industry to the classroom and CS education. The presenter and participants walked through a “make and take” activity for a Pressure, Temperature, and Humidity Sensor design that participants were able to take back to their classrooms. |

\*Activity included participants, such as (but not limited to) students, instructional coaches, librarians, or parents/guardians not explicitly included within the chart.

Table 14 presents the total number of educators and sites served in January through December 2023 by the 2021 EWIG Program: CS.

**Table 14: University of California, Los Angeles—Educator Workforce Investment Grant Program: Computer Science—Educators and Sites Served per Workshop (January Through December 2023)**

| **Activity** | **Teachers** | **Para-professionals** | **School Leaders** | **Counselors** | **Schools** | **LEAs** | **Counties** | **Regions** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Code N’ Play (January 11, 2023) | 20 | 0 | 0 | 0 | Unknown | 3 | 4 | 1 |
| \*C4C Workshop (January 24, 2023) | 1 | 0 | 2 | 1 | 5 | 5 | 5 | 3 |
| CS and Storytelling CoP (January 24, 2023) | 31 | 0 | 0 | 0 | 31 | 31 | 3 | 1 |
| \*CS Equity Workshop for School Leaders (January 24, 2023) | 1 | 0 | 5 | 0 | 9 | 13 | 10 | 4 |
| \*micro:bit Workshop (January 25, 2023) | 53 | 0 | 7 | 0 | 8 | 20 | 6 | 6 |
| Tracy USD Support—Chemistry (February 1, 2023) | 18 | 0 | 1 | 0 | 3 | 1 | 1 | 1 |
| Google Educator Group—STEAM Week (February 3, 2023) | 100 | 0 | 0 | 0 | Unknown | 2 | 2 | 1 |
| C4C Workshop (February 13, 2023) | 7 | 0 | 2 | 0 | 9 | 7 | 7 | 4 |
| \*CS Equity Workshop for School Leaders (February 13, 2023) | 2 | 0 | 22 | 1 | 6 | 16 | 12 | 7 |
| Chapter Leader Learning Series (February 21, 2023) | 0 | 0 | 10 | 0 | Unknown | 5 | 3 | 3 |
| Introduction to CS Education for School Leaders (February 28, 2023) | 2 | 0 | 1 | 0 | 3 | 3 | 2 | 2 |
| Del Norte COE CS Playground (March 1, 2023) | 10 | 1 | 2 | 0 | 4 | 2 | 1 | 1 |
| \*CS and PBL (March 9, 2023) | 17 | 2 | 12 | 0 | 22 | 25 | 10 | 4 |
| John McCandless Charter School PL (March 14, 2023) | 7 | 0 | 1 | 0 | 1 | 1 | 1 | 1 |
| Butte COE EdTech Showcase (March 20, 2023) | 60 | 0 | 5 | 0 | 20 | 3 | 3 | 3 |
| \*CTE Multi-Sector CS Week: IBM SkillsBuild (March 20, 2023) | 4 | 0 | 7 | 1 | 15 | 8 | 9 | 4 |
| \*CTE Multi-Sector CS Week: Blue River Tech: The Future of Agriculture Workshop (March 20, 2023) | 2 | 0 | 9 | 0 | 14 | 7 | 7 | 3 |
| \*CTE Multi-Sector CS Week: Biocom-Gionomics and DNA Sequencing Workshop (March 21, 2023) | 6 | 0 | 7 | 0 | 15 | 7 | 7 | 3 |
| \*CTE Multi-Sector CS Week: Datapath: Get Secure, Stay Secure Workshop (March 21, 2023) | 4 | 0 | 7 | 0 | 14 | 8 | 6 | 3 |
| \*CTE Multi-Sector CS Week: AI: A Personal and Historical Perspective Workshop (March 22, 2023) | 11 | 0 | 5 | 0 | 21 | 15 | 7 | 4 |
| \*CTE Multi-Sector CS Week: Epic Games: Programs and Resources Workshop (March 22, 2023) | 12 | 0 | 7 | 0 | 24 | 14 | 10 | 6 |
| \*CTE Multi-Sector CS Week: Drone Scientist and Educator Workshop (March 23, 2023) | 8 | 0 | 3 | 0 | 17 | 10 | 6 | 4 |
| \*CTE Multi-Sector CS Week: SVCE Workshop (March 23, 2023) | 3 | 0 | 40 | 0 | 10 | 6 | 3 | 2 |
| CTE Multi-Sector CS Week: Teacher PD (March 23, 2023) | 6 | 0 | 9 | 0 | 15 | 0 | 6 | 4 |
| CS First Train-the-Trainer (March 23–24, 2023) | 0 | 0 | 2 | 0 | Unknown | 1 | 1 | 1 |
| Spring into CS with AI (April 26, 2023) | 3 | 0 | 2 | 0 | 4 | 3 | 3 | 1 |
| CS Superbloom (June 5, 2023) | 50 | 0 | 0 | 0 | Unknown | 4 | 4 | 4 |
| C4C Workshop (June 12, 2023) | 0 | 0 | 1 | 6 | 6 | 6 | 6 | 4 |
| SCRIPT Workshop (June 12–13, 2023) | 3 | 2 | 0 | 0 | 3 | 3 | 1 | 1 |
| Hands on CS in STEM with PreK–12/CS First (June 12–14, 2023) | 5 | 0 | 0 | 0 | 3 | 4 | 3 | 1 |
| Elementary4CS (June 12–14, 2023) | 52 | 1 | 7 | 0 | 21 | 14 | 5 | 2 |
| CS Principles (June 12–16, 2023) | 20 | 2 | 0 | 0 | 22 | 22 | 18 | 7 |
| EMICS (June 12–16, 2023) | 20 | 1 | 4 | 0 | 18 | 21 | 11 | 5 |
| Bootstrap Data Science (June 12–16, 2023) | 21 | 0 | 5 | 0 | 21 | 22 | 8 | 2 |
| Project-Based CS in STEM with PreK–12/CS First (June 12–16, 2023) | 4 | 0 | 0 | 0 | 4 | 3 | 3 | 2 |
| CS Discoveries for Grades Six Through Ten (June 12–16, 2023) | 37 | 0 | 2 | 0 | 39 | 35 | 21 | 7 |
| CS Equity Workshop for School Leaders (June 13, 2023) | 9 | 0 | 10 | 0 | 15 | 18 | 13 | 7 |
| Elementary4CS (June 14–16, 2023) | 5 | 0 | 0 | 0 | 5 | 5 | 3 | 1 |
| CS First (June 14–16, 2023) | 18 | 1 | 2 | 0 | 7 | 9 | 2 | 1 |
| Elementary4CS (June 20–22, 2023) | 5 | 1 | 0 | 0 | 5 | 2 | 2 | 1 |
| CS First and CS Fundamentals for Grades Kindergarten to Grade Five (June 20–22, 2023) | 50 | 6 | 1 | 0 | 46 | 39 | 20 | 7 |
| Project Guts (June 26–30, 2023) | 2 | 0 | 0 | 0 | 2 | 1 | 1 | 1 |
| Bootstrap: Algebra for Grades Seven Through Twelve (June 26–30, 2023) | 5 | 1 | 3 | 0 | 6 | 6 | 4 | 3 |
| UCSC CREATE CS Discoveries (June 26–30, 2023) | 19 | 0 | 1 | 0 | 18 | 11 | 12 | 5 |
| C-STEM for Algebra (July 10–14, 2023) | 39 | 0 | 0 | 0 | 28 | 28 | 16 | 7 |
| UC Chip Institute for Teaches (July 17, 2023) | 13 | 0 | 0 | 0 | 11 | 10 | 2 | 1 |
| Tracy USD Buy Back Day (August 1, 2023) | 30 | 0 | 0 | 0 | 5 | 1 | 1 | 1 |
| CS Equity Coaching Academy (August 9–11, 2023) | 0 | 0 | 4 | 0 | 0 | 2 | 2 | 1 |
| CS First Informational Meeting (August 28, 2023) | 3 | 0 | 0 | 0 | 3 | 3 | 1 | 1 |
| Tracy USD CS Support–Eighth Grade Mathematics (August 30, 2023) | 2 | 0 | 1 | 0 | 2 | 1 | 1 | 1 |
| Tracy USD CS Support—Geometry (August 30, 2023) | 3 | 0 | 1 | 0 | 2 | 1 | 1 | 1 |
| Tracy USD CS Support—Algebra 1 (September 8, 2023) | 5 | 0 | 0 | 0 | 2 | 1 | 1 | 1 |
| Bootstrap Algebra (September 11–14, 2023) | 5 | 0 | 0 | 0 | 5 | 5 | 2 | 2 |
| Elementary4CS (September 11–14, 2023) | 45 | 0 | 6 | 0 | 34 | 32 | 26 | 10 |
| CS Fundamentals/ CS First (September 11–14, 2023) | 28 | 2 | 6 | 0 | 28 | Unknown | 13 | 5 |
| C-STEM for Algebra (September 11–14, 2023) | 16 | 0 | 0 | 0 | 14 | 12 | 12 | 7 |
| Hands on CS in STEM with PreK–12/CS First (September 11–14, 2023) | 4 | 0 | 0 | 0 | 4 | 2 | 2 | 2 |
| Project-Based CS in STEM with PreK–12/CS First (September 11–14, 2023) | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 1 |
| UCSD CREATE CS Principles (September 11–14, 2023) | 7 | 0 | 0 | 0 | Unknown | 7 | 7 | 4 |
| EMICS (September 11–14, 2023) | 1 | 0 | 1 | 0 | 0 | 8 | 4 | 3 |
| Google CS First (September 11–14, 2023) | 9 | 0 | 0 | 0 | Multiple | 12 | 2 | 2 |
| CS Discoveries (September 11–14, 2023) | 18 | 0 | 0 | 0 | 15 | 15 | 9 | 5 |
| CS Principles (September 11–14, 2023) | 8 | 0 | 0 | 0 | 8 | 7 | 6 | 4 |
| CS First (September 18–19, 2023) | 11 | 0 | 1 | 0 | 9 | 6 | 3 | 1 |
| CS Horizons (September 19, 2023) | 15 | 0 | 2 | 0 | Unknown | 4 | 4 | 1 |
| Tracy USD CS Support—Seventh Grade Mathematics (September 20, 2023) | 6 | 0 | 1 | 0 | 4 | 1 | 1 | 1 |
| Tracy USD CS Support—Algebra 1 (September 20, 2023) | 5 | 0 | 0 | 0 | 3 | 1 | 1 | 1 |
| Raising the Bar: Unleashing Student Potential with Google CS First’s Low Floor-High Ceiling Approach in Any Subject (September 26, 2023) | 8 | 0 | 0 | 0 | Unknown | 4 | 1 | 1 |
| Tracy USD CS Support—Sixth Grade Science (September 27, 2023) | 6 | 0 | 1 | 0 | 2 | 1 | 1 | 1 |
| AcademiCS Symposium (October 24, 2023) | 22 | 0 | 0 | 0 | 16 | 2 | 2 | 1 |
| Project-Based CS in STEM with PreK–12 (November 6–9, 2023) | 3 | 0 | 0 | 0 | 3 | 3 | 3 | 3 |
| Bootstrap Algebra (November 6–9, 2023) | 2 | 0 | 1 | 0 | 2 | 2 | 2 | 1 |
| CS Discoveries (November 7–9, 2023) | 16 | 0 | 0 | 0 | 15 | 15 | 9 | 5 |
| CS Principles (November 7–9, 2023) | 8 | 0 | 0 | 0 | 8 | 7 | 6 | 4 |
| AcademiCS Symposium (November 28, 2023) | 26 | 0 | 0 | 0 | 20 | 8 | 4 | 2 |
| AcademiCS Symposium (December 12, 2023) | 20 | 0 | 0 | 0 | 8 | 3 | 3 | 1 |

\*Activity included participants, such as (but not limited to) students, instructional coaches, librarians, or parents/guardians not explicitly included within the chart.

Table 15 shows the number of unduplicated educators served from January through December 2023.

**Table 15: University of California, Los Angeles—Educator Workforce Investment Grant Program: Computer Science—Total Number of Unduplicated Educators Served (January–December 2023)**

| **Total** | **Teachers** | **Para-professionals** | **School Leaders** | **Counselors** | **Class-rooms** | **LEAs** | **Counties** | **Regions** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total Number of Unduplicated Educators Served from January Through December 2023 | 1,096 | 20 | 229 | 9 | 761 | 644 | 421 | 222 |