**California Department of Education**

# Report to the Legislature and the Department of Finance: The Educator Effectiveness Funds Block Grant



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**California Department of Education**

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**Table of Contents**

[Executive Summary 3](#_Toc148959806)

[Assembly Bills 130 and 181 and Legislative Reporting Requirements 4](#_Toc148959807)

Introduction and [Monitoring Tool: Educator Effectiveness Funds Annual Report Database 6](#_Toc148959809)

[2021–22 and 2022–23 Educator Effectiveness Funds Data 8](#_Toc148959810)

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## Executive Summary

This report is required by California *Education Code (EC)* Section41480. The Educator Effectiveness Funds (EEF) Block Grant provides funding to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Local educational agencies (LEAs) shall expend the EEF to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff who interact with pupils, with a focus on any of the 11 allowable use categories. *EC* Section 41480 specifies that the California Department of Education (CDE) shall summarize the reported information and submit the summary to the appropriate budget subcommittees and policy committees of the Legislature and the Department of Finance on or before January 1, 2024, and again on or before November 30, 2026. This report summarizes LEAs’ EEF spending for fiscal years (FYs) 2021–22 and 2022–23.

For FYs 2021–22 and 2022–23, a total of $316,886,484.42 was spent by LEAs using the EEF, with a total of 347,076 teachers; 36,714 administrators; 34,820 paraprofessionals; and 26,833 classified staff served. LEAs expenditures as reported are the following: $18,977,689.33 for books and materials; $89,520,357.10 for staffing and benefits, travel and per diem, stipends, substitutes, and indirect costs; and $108,498,046.43 for services and purchases. LEAs reported purchasing basic materials and supplies related to professional learning, travel costs for staff to attend conferences, stipends for teacher mentors, and staffing costs to cover positions that directly facilitate professional learning.

*EC* Section 41480 identifies 11 allowable uses for EEF LEA expenditures. Between FYs 2021–23, LEAs expended the greatest amounts on the following allowable use categories: Coaching and Mentoring at $93,289,754.76; Standards-Aligned Instruction at $53,653,511.45; and Practices to Promote a Positive School Climate at $17,855,532.25. Allowable uses in which the least amounts of EEF have been expended included Ethnic Studies Curricula at $1,592,080.22 and Early Childhood at $1,871,425.92.

You will find this report on the CDE Educator Effectiveness 2021–26 web page at <https://www.cde.ca.gov/ci/pl/eef2021.asp>. If you have questions or need a copy of this report, please contact Alexis Clift, Education Programs Consultant, Teacher and Leader Policy Office, at 916-319-0452 or aclift@cde.ca.gov.

### Assembly Bills 130 and 181 and Legislative Reporting Requirements

The EEF Block Grant program was established by Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021), Section 22 and codified in *EC* Section41480. The law specified that the EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and classified staff. The statute was also amended in 2022 through AB 181 (Ch. 52, Stats. 2022), Section 18 to include an additional allowable use category for teacher retention and induction, add preschool learning foundations as a subject area, expand the allowable uses to include coursework for credentialing, extend the date required for LEA EEF plan review and subsequent meeting approval by local board, and add a condition of apportionment to ensure that none of the LEA employees are charged a fee for services in EEF allowable uses.

The EEF represents an unprecedented investment in California’s educator workforce. This program provides $1.5 billion for county offices of education (COEs), school districts, charter schools, and state special schools to provide professional learning in order to promote educator equity, quality, and effectiveness.

There are 11 allowable uses of these funds. A school district, COE, charter school, or state special school shall expend the EEF to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff who interact with pupils, with a focus on any of the following areas:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including (but not limited to) coaching and mentoring solutions that address a local need for teachers who can serve all pupil populations, with a focus on retaining teachers and offering structured feedback and coaching systems organized around social–emotional learning, which includes (but is not limited to) promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills; improving teacher attitudes and beliefs about oneself and others; and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English Language Arts (ELA), history–social science, science, technology, engineering, mathematics, and computer science.
* AB 181 (Ch. 52, Stats. 2022) added the Preschool Learning Foundations to the list of subject areas. Additionally, AB 181 added language that allowed the EEF to be utilized for coursework that would allow existing staff to become credentialed, fully credentialed for their assignment, or meet the requirements of subdivision (g) of *EC* Section 48000.
1. Practices and strategies that reengage pupils and lead to accelerated learning.
2. Strategies to implement social–emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
3. Practices to create a positive school climate, including (but not limited to) restorative justice; training on implicit bias; providing positive behavioral supports; multi-tiered systems of support (MTSS); transforming a school site’s culture to one that values diverse cultural and ethnic backgrounds; and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, which include disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, and sexual orientation.
4. Strategies to improve inclusive practices, including (but not limited to) universal design for learning (UDL), best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
5. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.
6. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of EC Section 41480 subdivision(c).
7. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC Section 51226.7 into pupil instruction for grades seven to twelve, inclusive.
8. Instruction, education, and strategies for certificated and classified educators in early childhood education or childhood development.
9. Strategies to improve beginning teacher retention and support through teacher induction programs, which may include mentor training, stipends for mentor teachers, beginning teacher induction program costs following initial preparation, the examination or assessment fee for one administration of the reading instruction competence assessment or a teaching performance assessment, training mentors to support candidates in completing a performance assessment or reading instruction competence assessment, or contracting with the California Commission on Teacher Credentialing-approved preliminary teacher preparation programs to provide mentoring support for the completion of required assessments.

One significant change to the EEF statute is the deadline to present and approve a plan, which changed from December 30, 2021, to March 31, 2023. Per *EC* Section 41480(d)(1), the local plan for the EEF needs to be heard in a public meeting of the governing board of the school district, the county board of education, or the governing body of the charter school before its adoption in a subsequent public meeting. This must take place on or before March 31, 2023. LEAs that do not meet these requirements will have to return the funds. Per *EC* Section 41480(d)(2), the CDE shall summarize the information reported and shall submit the summary to the Legislature and the Department of Finance on or before January 1, 2024, and again on or before November 30, 2026. Finally, per *EC* Section 41480(d)(3), LEAs must ensure that none of their employees are charged a fee for services allowable under this section, including (but not limited to) beginning teacher induction program costs. Funds may be expended during FYs 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. All funds must be returned to the CDE if LEAs do not meet the conditions of apportionment.

### Introduction and Monitoring Tool: Educator Effectiveness Funds Annual Report Database

The 2021–26 EEF program provides funds to LEAs to provide professional learning and to promote educator equity, quality, and effectiveness. Funds were allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for FY 2020–21. The calculated funding rate and timeline for funding are available on the CDE Educator Effectiveness Block Grant web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

As a condition of receiving the EEF, school districts, COEs, charter schools, and state special schools are asked to report detailed data and expenditure information on or before September 30, 2023, and on or before September 30, 2026. *EC* Section 41480(d)(2) states:

On or before September 30, 2023, and again on or before September 30, 2026, report detailed expenditure information to the Department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The Department shall determine the format for this report.

While *EC* Section 41480(d)(2) mandates that reporting occurs in 2023 and again in 2026, the CDE requests that LEAs report annually. The EEF necessitates annual reporting to collect timely, accurate, and detailed information involving the use of funds, including specific information regarding the allowable uses and to confirm funding is being appropriately used and tracked at the local level. All funds must be returned to the CDE if LEAs do not meet the conditions of apportionment.

LEAs completed the first requested EEF annual report on September 30, 2022, for FY 2021–22. LEAs completed the second EEF annual report on or before September 30, 2023, for FY 2022–23. The annual reporting template and online database link is available on the CDE Educator Effectiveness 2021–26 web page at <https://www.cde.ca.gov/ci/pl/eef2021.asp> and/or the CDE 2022–23 EEF Report database at <https://www2.cde.ca.gov/eefannual/>.

The CDE 2022–23 EEF Report database includes several sections and subsections. The initial sections are:

* + Logon page and Instructions
	+ Overview and Contact Information
	+ EEF Services and Purchases

The subsections, which are based directly on the EEF statute’s 11 allowable uses, include:

* 1. Coaching and Mentoring
	2. Standards-Aligned Instruction
	3. Pupil Reengagement and Accelerated Learning
	4. Strategies to Improve Well-being
	5. Practices to Promote Positive School Climate
	6. Inclusive Practices and Strategies
	7. English Learner Programs
	8. New Professional Learning Networks
	9. Ethnic Studies Curricula
	10. Early Childhood or Child Development
	11. Strategies to Improve Beginning Teacher Retention and Support

### 2021–22 and 2022–23 Educator Effectiveness Funds Data

**Total Number of Staff Served through the Educator Effectiveness Funds**

**Table 1. Total Number of Staff Served in Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Staff** | **Number of Total Staff Served** **Fiscal Year 2021–22** | **Number of Total Staff Served** **Fiscal Year 2022–23** | **Total**  |
| Teachers  |  77,165 |  269,911 |  347,076 |
| Administrators |  9,051 |  27,663 |  36,714 |
| Paraprofessionals |  8,883  |  25,937 |  34,820 |
| Other Classified Staff |  6,407 |  20,426 |  26,833 |
| **Total Number of All Staff Served** |  **101,506** |  **343,937** |  **445,443** |

In Year One, LEAs reported 101,506 staff were served through the EEF. In Year Two, the data illustrate a large increase in staff served (from 101,506 in Year One to 343,937 staff served in Year Two). Overall, for FYs 2021–23, 445,443 total staff were served utilizing the EEF.

**Note:** This legislative report includes EEF data from FY 2021–22, with 100 percent of LEAs reporting. For FY 2022–23, this legislative report reflects 98.8 percent of LEAs reporting.

**Educator Effectiveness Funds Services and Purchases Overview**

**Table 2. Services and Purchases Totals for Fiscal Years 2021–22 and 2022–23**

| **Report Field** | **Subsection** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| --- | --- | --- | --- | --- |
| Costs Related to Specific Purchases | Total for Specific Purchases (Books and Materials) | $2,775,734.22  | $16,201,955.11  | $18,977,689.33  |
| Costs Related to Professional Learning | Total for Staffing Costs Related to Professional Learning(Salary, Benefits, Travel, Stipends, Substitutes, and Indirect Costs) | $10,108,741.42  | $79,411,615.68  | $89,520,357.10  |
| **Total** | **Specific Purchases and Costs Related to Professional Learning** | **$12,884,475.64**  | **$95,613,570.79**  | **$108,498,046.43**  |

The EEF allows LEAs to expend funds on books, materials, and staffing costs related to professional learning. The EEF Services and Purchases section on the EEF database asks LEAs to identify purchases made with the EEF that supported professional learning offerings. LEAs are asked to provide information about the specific materials purchased. LEAs spent $18,977,689.33 of the EEF on books and materials associated with professional learning for FYs 2021–22 and 2022–23. These purchases include basic supplies for facilitating professional development, such as paper, poster paper, pencils, pens, markers, journals, and books.

Moreover, LEAs spent $89,520,357.10 of the EEF on staffing and benefits, travel and per diem, stipends, substitutes, and indirect costs associated with professional learning. LEAs specifically reported spending funds on travel costs for staff to attend conferences, substitute teachers so teachers could participate in professional learning during normal work hours, stipends for teacher mentors, and staffing costs to cover positions that directly facilitate professional learning.Altogether, LEAs spent $108,498,046.43 on EEF Services and Purchases costs for FYs 2021–22 and 2022–23.

**Coaching and Mentoring Total Expenditures**

**Table 3. Coaching and Mentoring Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Coaching and Mentoring | $21,600,400.93 | $71,689,353.83  | $93,289,754.76  |

Overall, $93,289,754.76 were spent on the first allowable use category, Coaching and Mentoring, through the EEF. Many LEAs spent funds on induction through the Coaching and Mentoring category for FY 2021–22. It is important to note that AB 181 (Ch. 52, Stats. 2022) added an extra allowable use category to the EEF for teacher retention and induction, which resulted in 11 allowable uses under the EEF. However, for FY 2021–22, there were only 10 allowable uses; therefore, many LEAs spent the EEF on beginning teacher induction, beginning administrator induction, and teacher retention through the Coaching and Mentoring category in FY 2021–22. In total, for FY 2021–22, LEAs spent $9,006,032.04 on induction and retention. Please note that from FY 2022–23 on, all induction-related costs should be associated with the EEF allowable use number 11, “Teacher Retention Strategies,” per AB 181.

In total for FYs 2021–22 and 2022–23, LEAs reported spending the EEF on a variety of items in the Coaching and Mentoring category. Aside from induction, LEAs mentioned utilizing outside vendors for mentoring, coaching train-the-trainer programs, instructional leadership, and literacy coaching. It is significant to note that $427,868.89 were spent on efforts to diversify the workforce through the EEF Coaching and Mentoring use. LEAs reported providing coaching and assistance utilizing targeted recruitment activities in an effort to recruit and retain educators of color. Moreover, LEAs reported providing coaching and professional learning topics centered on diverse populations such as dual-immersion and bilingual education.

**Standards-Aligned Instruction Total Expenditures**

**Table 4. Standards-Aligned Instruction Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Standards-Aligned Instruction | $6,686,765.82  | $46,966,745.63  | $53,653,511.45  |

In total, $53,653,511.45 were spent in the Standards-Aligned Instruction category during the first two years of the EEF. A variety of LEAs spent funds on training for new curriculums and programs, which ranks second in terms of overall spending across allowable use categories. Many LEAs spent the EEF on Standards-Aligned professional development which included literacy instruction, writing instruction, mathematics instruction, implementing the Visual and Performing Arts standards, Advanced Placement best practices, ELA standards training, Next Generation Science Standards, and Curricular Mapping. In addition, it is important to note that AB 181 (Ch. 52, Stats. 2022) added the preschool learning foundations to the list of subject areas associated with Standards-Aligned Instruction. Numerous LEAs used the EEF to pay for early education professional learning for staff. Additionally, AB 181 added language that allows the EEF to be used for coursework that would allow existing staff to become credentialed, or fully credentialed for their assignment. Many LEAs noted utilizing the EEF for existing staff credentialing which included paying for beginning administration courses and work to clear credentials, new teacher support, as well as teacher and paraprofessional coursework.

**Pupil Reengagement and Accelerated Learning Total Expenditures**

**Table 5. Pupil Reengagement and Accelerated Learning Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Pupil Reengagement and Accelerated Learning | $1,666,348.48  | $7,760,053.29  | $9,426,401.77  |

In summary, $9,426,401.77 were spent in the Pupil Reengagement and Accelerated Learning category of the EEF. For this allowable use, many LEAs reported focusing on pupil reengagement and accelerated learning. Specifically, a variety of LEAs utilized third-party organizations to provide intensive professional learning, which included site walk-throughs as well as follow-up in-person and hybrid professional development sessions. Some LEAs used the EEF for specific trainings associated with student interventions including reading intervention, social–emotional learning, and mental health awareness. Moreover, numerous LEAs mentioned utilizing the EEF to provide professional learning retreats and conferences focused specifically on pupil reengagement. Retreat and conference topics included student engagement, accelerated learning, Advancement Via Individual Determination training, and instructional coaching sessions. In addition, some LEAs stated that the EEF was used to examine student data and identify gaps in academic frameworks, curriculum, and assessments.

**Strategies to Improve Pupil Well-being Total Expenditures**

**Table 6. Strategies to Improve Pupil Well-being Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Strategies to Improve Pupil Well-being | $1,455,198.29  | $7,135,119.42  | $8,590,317.71  |

Overall, $8,590,317.71 were spent on Strategies to Improve Pupil Well-being. A multitude of LEAs have expressed the genuine need to employ various strategies to improve pupil well-being in this challenging post-pandemic era. Specifically, many LEAs utilized third-party organizations to provide extensive professional learning related to social–emotional learning. Various vendors and subtopics included trauma-informed practices, mental health awareness, family and community support, and suicide awareness. Further, numerous LEAs reported spending the EEF on trainings from county offices, such as Solano COE and Trinity COE, on student support and emotional well-being. Some LEAs spent the EEF on intensive train-the-trainer programs for student emotional support and well-being. Various LEAs stated it was useful to train a small number of staff and have them come back and train the rest of the site in order to implement new policies and mindsets across campuses. Furthermore, some LEAs reported spending the EEF on staff wellness programs such as yoga and mindfulness training.

**Practices to Promote Positive School Climate Total Expenditures**

**Table 7. Practices to Promote Positive School Climate Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Practices to Promote Positive School Climate | $3,250,256.38  | $14,605,275.87  | $17,855,532.25  |

In total, $17,855,532.25 of the EEF were spent on Practices to Promote Positive School Climate. This allowable use category is popular among LEAs; many reported spending in this category. It is also important to note that this allowable use category ranks third in terms of overall spending within the EEF allowable use areas. LEAs reported spending funds on comprehensive data analysis on school climate as well as MTSS or Positive Behavior Interventions and Supports training. Additionally, numerous LEAs reported using the EEF for positive school climate trainings provided by their local county offices; Mendocino COE, Santa Clara COE, and San Diego COE were specifically mentioned. Some LEAs mentioned using the EEF to conduct extensive site visits and reflection. Finally, some LEAs reported using the EEF to administer surveys and conduct data analysis linked to both LEAs and their sites.

**Inclusive Practices and Strategies Total Expenditures**

**Table 8. Inclusive Practices and Strategies Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Inclusive Practices and Strategies | $453,597.14  | $4,293,476.81  | $4,747,073.95  |

In summary, $4,747,073.95 were spent in the Inclusive Practices and Strategies section of the EEF. Many LEAs spent funds on a variety of professional learning opportunities. These trainings included topics such as inclusion, differentiated supports for all students, early identification, cultural sensitivity, MTSS, mindsets, pre-school strategies, and integrating special education students into the general education setting. Within the EEF Inclusive Practices and Strategies section, other uses of funds included the creation of inclusive practices frameworks and networks. LEAs reported providing UDL trainings. Overall, for FYs 2021–23, $2,435,102.21 were spent specifically on UDL within the Inclusive Practices and Strategies section of the EEF, which represents more than half of the total spending in this allowable use category.

**English Learner Programs Total Expenditures**

**Table 9. English Learner Programs Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| English Learner Programs | $377,256.51  | $6,053,143.86  | $6,430,400.37  |

Overall, $6,430,400.37 of the EEF were spent on English Learner programs. Numerous LEAs reported spending funds on Cross-cultural Language and Academic Development certification, tuition for educators to earn their bilingual authorization, and California Association for Bilingual Education conferences and events. Furthermore, a variety of English Learner-specific professional development was identified by LEAs, which includes (but is not limited to) literacy training, academic discourse, instructional coaching for staff, and professional learning related to the English Learner Proficiency Assessment of California. LEAs reported using the EEF to provide Guided Language Acquisition and Design training. Moreover, many LEAs stated that the EEF was also used to provide professional learning specific to the ELA and English Language Development frameworks. Finally, some LEAs mentioned using the EEF to conduct landscape audits of their English Language Development programs.

**New Professional Learning Networks Total Expenditures**

**Table 10. New Professional Learning Networks Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| New Professional Learning Networks | $471,660.84  | $7,562,508.49  | $8,034,169.33  |

In total, $8,034,169.33 were spent by LEAs on providing New Professional Learning Networks. These professional learning networks include science instruction, math instruction, Career Technical Education pathways, charter school support and advocacy, counseling support, and new teacher support. Specifically, LEAs reported building new professional learning networks for teachers to discuss topics such as changing culture, how to respond to conflict, effective monitoring, successful collaboration, and establishing essential learning targets. LEAs also initiated new professional learning networks that cater to affinity groups that specifically support new teachers. Other new professional learning networks were also created for administrators and leaders, paraeducators in transitional kindergarten, and paraeducators in special education.

**Ethnic Studies Curricula Total Expenditures**

**Table 11. Ethnic Studies Curricula Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Ethnic Studies Curricula | $302,851.01  | $1,289,229.21  | $1,592,080.22  |

Altogether, $1,592,080.22 of the EEF were spent on Ethnic Studies Curricula. Ethnic Studies Curricula is the allowable use category in which LEAs reported spending the least. Specifically, LEAs reported spending funds on staff stipends for additional work time. Additional work time included activities such as attending ethnic studies symposia and conferences, researching and developing ethnic studies curriculum and materials, and crafting ethnic studies units for content to be piloted in future school years. Moreover, LEAs also reported spending funds on vendors to provide additional training on ethnic studies topics. These vendors included organizations such as the San Jose State University Ethnic Studies Department, Sonoma COE, Los Angeles COE, and Riverside COE. Overall, the majority of funds used in the Ethnic Studies Curricula category was purposed for additional staff work time to create and implement ethnic studies into the curriculum.

**Early Childhood or Child Development Total Expenditures**

**Table 12. Early Childhood or Child Development Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Early Childhood or Child Development | $106,631.95  | $1,764,793.97  | $1,871,425.92  |

The Early Childhood or Child Development section had a total of $1,871,425.92 spent on the EEF. This section ranked tenth among all allowable use categories in terms of spending. The only category in which less spending was reported was Ethnic Studies Curricula. LEAs reported spending funds on professional development opportunities to provide their staff with additional strategies for early learning. These included attending early childhood conferences and symposia as well as obtaining organizations to deliver in-person professional development on early childhood education. Topics included early literacy, early numeracy, parental engagement, and instructional strategies. There were also targeted professional learning sessions on early childhood strategies for play as a vehicle for social–emotional development and learning. Trainings for early childhood education were provided by the Orange COE, Conscious Discipline, San Diego COE, Play Strong, and many more. Moreover, some LEAs also reported spending funds on teacher education and credentialing for the purpose of their early childhood education units. This allowed multiple teachers to receive their units and become accurately credentialed through the EEF.

**Teacher Retention Strategies Total Expenditures**

**Table 13. Teacher Retention Strategies Total Expenditures for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Report Field** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Teacher Retention Strategies |  Not applicable | $2,897,770.26  | $2,897,770.26  |

AB 181 (Ch. 52, Stats. 2022) added an extra allowable use category for teacher retention and induction for a total of 11 allowable uses to *EC* Section 41480. Specifically, strategies to improve beginning teacher retention and support through teacher induction programs were added to the EEF allowable uses. Please note that this allowable use has only been in effect for FY 2022–23. All of the 10 allowable uses noted prior to this item have been in effect for both FYs 2021–22 and 2022–23.

In summary, $2,897,770.26 were spent on Teacher Retention Strategies. LEAs reported spending funds on supporting staff with their coursework for credentialing and assessment fees. In addition, LEAs reported having the ability to make tuition reimbursement available for staff working toward clearing their teaching credential and/or obtaining a credential to be appropriately credentialed for their assignment. For example, the Wasco Union High School District was able to move a tenured teacher/Academic Coach with credentials in ELA and social science into the Library Media position to help support students more proficiently in research and the four domains of language. LEAs have also reported providing teacher induction programs and ongoing teacher development that support and contribute toward overall teacher satisfaction and retention. This includes all categories, such as new teachers, mentoring teachers, and special education teachers.

For FYs 2021–23, the following EEF allowable use categories (reporting fields) are presented in order from most to least spent. Please see the chart below.

**Educator Effectiveness Funds Totals by Reporting Field**

**Table 14. Total Expenditures by Reporting Field for Fiscal Years 2021–22 and 2022–23**

| **Report Field Funding** | **Total Funds Spent** |
| --- | --- |
| Professional Learning Services | $108,498,046.43  |
| Coaching and Mentoring | $93,289,754.76  |
| Standards-Aligned Instruction | $53,653,511.45  |
| Practices to Promote Positive School Climate | $17,855,532.25  |
| Pupil Reengagement and Accelerated Learning | $9,426,401.77  |
| Strategies to Improve Pupil Well-being | $8,590,317.71  |
| New Professional Learning Networks | $8,034,169.33  |
| English Learner Programs | $6,430,400.37  |
| Inclusive Practices and Strategies | $4,747,073.95  |
| Teacher Retention Strategies | $2,897,770.26  |
| Early Childhood or Child Development | $1,871,425.92  |
| Ethnic Studies Curricula | $1,592,080.22  |
| **Total Expenditures** | **$316,886,484.42**  |

Please note that the Teacher Retention Strategies allowable use has only been in effect for one year.

**Educator Effectiveness Funds Block Grant Funding Summary**

**Table 15. Educator Effectiveness Funds Summary for Fiscal Years 2021–22 and 2022–23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Funds Spent** | **Fiscal Year 2021–22** | **Fiscal Year 2022–23** | **Total**  |
| Educator Effectiveness Funds Block Grant Funding Summary | $49,255,442.99 | $267,631,041.43 | $316,886,484.42 |

For FYs 2021–22 and 2022–23, LEAs spent $108,498,046.43 on EEF Services and Purchases costs. Moreover, LEAs have spent the following in each EEF allowable use area: (1) Coaching and Mentoring at $93,289,754.76; (2) Standards-Aligned Instruction at $53,653,511.45; (3) Pupil Reengagement and Accelerated Learning at $9,426,401.77; (4) Strategies to Improve Pupil Well-being at $8,590,317.71; (5) Practices to Promote Positive School Climate at $17,855,532.25; (6) Inclusive Practices and Strategies at $4,747,073.95; (7) English Learner Programs at $6,430,400.37; (8) New Professional Learning Networks at $8,034,169.33; (9) Ethnic Studies Curricula at $1,592,080.22; (10) Early Childhood Development at $1,871,425.92; and (11) Teacher Retention Strategies at $2,897,770.26. Overall, LEAs have spent $316,886,484.42 of the EEF in the first two years (2021–22 and 2022–23). LEAs have until June 30, 2026, to expend all allocated funds.