Educator Workforce Investment Grant Program

Input Session
September 25, 2019
Agenda

1. California System of Support
2. Overview of Grant Information
3. Overview and Input Opportunities:
   • Computer Science
   • Social Emotional Learning, Positive School Climate, Restorative Justice
   • EL Roadmap Policy Implementation
   • Special Education-Related Professional Learning
4. Timelines and Next Steps
System of Support
California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.

**Questions – SOS GRAPHIC**

1. How does the System of Support fit in?
System of Support

Level 1: Support for all
Resources, tools, and voluntary technical assistance available to all LEAs to improve student performance and narrow gaps in performance among student groups

Level 2: Differentiated Assistance
Supports for LEAs to improve identified performance gaps among student groups

Level 3: Intensive Intervention
Intensive supports for LEAs with persistent performance issues
Overview of Grant Information
Program Authorization

Section 84 of the Education Omnibus Trailer Bill (Senate Bill 75) for the 2019–20 California State Budget established the Educator Workforce Investment Grant (EWIG) program to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals across the state.
Establishing EWIG

The CDE and the CCEE are directed to establish a process to select one or more institutions of higher education or nonprofit organizations to conduct activities in the following areas:

1. Professional learning activities to implement the California English Learner Roadmap Policy
2. Special education-related professional learning
Establishing EWIG cont.

3. Professional learning for teachers and paraprofessionals statewide in the following areas:
   
   • Practices and strategies to create a positive school climate, including social-emotional learning and restorative justice
   
   • Strategies for providing high-quality instruction and computer science learning experiences aligned to the 2018 California Computer Science Standards
   
   • Practices to support the 2020 Ethnic Studies Model Curriculum
Grant Details

- Eligible grantees include:
  - Institutions of higher education
  - Nonprofit organizations with expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving Kindergarten to grade 12

- Positive consideration will be given to:
  - Applicants that propose to partner with a COE or a consortium of COEs

- Funding is eligible through fiscal year 2022–23
Web Page

- The EWIG web page is located on the CDE website and includes:
  - Program authorization
  - Schedule of significant events
  - Contact information

- https://www.cde.ca.gov/pd/ps/ewig.asp
Overview of Program Areas & Opportunities for Input
The agenda will include time to discuss and provide feedback on each topic:

- 1:30 p.m. — Welcome and EWIG overview
- 1:45 p.m. — Computer Science
- 2:25 p.m. — Social Emotional Learning, Positive School Climate, Restorative Justice
- 3:05 p.m. — EL Roadmap Policy Implementation
- 3:45 p.m. — Special Education-Related Professional Learning
- 4:25 p.m. — Final Comments/Adjourn

Questions about the EWIG can be directed to: CASystemofSupport@ccee-ca.org
Opportunities for Input

1. Considerations about structures of professional learning opportunities
2. Barriers to accessing professional learning
3. Specific Content “Priority Areas” for professional learning
Opportunities for Input cont.

• Poll Questions
• Questions for Chat Feature
• E-mail CASystemofSupport@ccee-ca.org
• Feedback will be used to inform the development of the EWIG Input Survey
• Survey open September 27 – October 25
Overview of Input Process

• Integration with State System of Support
• Program Authorization
• Opportunities for Input:
  ▪ Input Poll: Demographic Information
  ▪ Input Poll: Structure
  ▪ Input Poll: Barriers
  ▪ Input Poll: Content Specific priorities
  ▪ Open-ended questions (e.g., identify solutions)
• EWIG Webinar Stakeholder Input Schedule
The next session will begin at 1:45pm:

• 1:30 p.m.—Welcome and EWIG overview
• 1:45 p.m.—Computer Science
• 2:25 p.m.—Social Emotional Learning, Positive School Climate, Restorative Justice
• 3:05 p.m.—EL Roadmap Policy Implementation
• 3:45 p.m.—Special Education-Related Professional Learning
• 4:25 p.m.—Final Comments/Adjourn

Questions about EWIG can be directed to: CASystemofSupport@ccee-ca.org
Computer Science
Stakeholder Input, 1:45p.m.
Integration with System of Support

• Early focus on Differentiated Assistance, Level 2 resources
• Opportunity for system to be proactive in providing resources LEAs will need to excel
• Helping LEAs statewide access professional learning opportunities that support 21st Century Learning

**Framing Question:** In what ways could the system of support leverage professional learning opportunities on *Computer Science* for teachers and paraprofessionals statewide?
Program Authorization: Computer Science

Professional learning for teachers and paraprofessionals statewide within the following area:

• Strategies for providing high-quality instruction and computer science learning experiences aligned to the computer science content standards developed pursuant to Section 60605.4 of the Education Code.
Poll 1: Demographic Information

- As we gather information to help form the EWIG, we want to know more about who is on our webinar today.

- In the following poll, you will be asked about your current position and the grade bands, school settings, and student group populations you primarily work with and support.

- If you want to share additional information, please include it in the chat.
Poll 1: Demographic Information

1. I am currently a:
   - [ ] County Office of Education Administrator/Staff Member
   - [ ] District or Charter Management Organization (CMO) administrator
   - [ ] District or CMO staff member
   - [ ] School administrator
   - [x] Teacher
   - [ ] Paraprofessional
   - [ ] Instructional coach or mentor
   - [ ] Nonprofit professional learning or technical assistance provider
   - [ ] Parent/Family/Community Member
   - [ ] Other
      - [ ] 22
Poll 2: Structure

• What are key considerations around the structure and focus of professional learning opportunities provided through the EWIG that should be taken into account?

• In the following poll, you will be asked to rate the degree to which you agree or disagree with several key statements about structure and focus.
Poll 2: Structure

1. Opportunities for professional learning would best be delivered by trainers/coaches who understand local context (e.g., urban vs. rural needs or other geographically defined considerations).
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [X] Agree
   - [ ] Strongly Agree

2. Opportunities for professional learning would be best delivered by trainers/coaches who can focus on improvement in addition to specific content areas (e.g., computer science, English learner support, building positive school climate).
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [X] Agree
   - [ ] Strongly Agree

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Poll 3: Barriers

• What are barriers to accessing high-quality professional learning for teachers and paraprofessionals?

• In the following poll, you will be asked to rate the degree to which the identified issues act as barriers.

• If you identify solutions on how the most critical barriers might be addressed, please include these in the chat.
Poll 3: Barriers

1. Travel distance to professional learning sites for teachers and paraprofessionals
   - [ ] Very much a barrier
   - [ ] Somewhat of a barrier
   - [ ] Not at all a barrier

2. Not enough professional learning opportunities available for teachers and paraprofessionals.
   - [ ] Very much a barrier
   - [ ] Somewhat of a barrier
   - [ ] Not at all a barrier

3. Available professional learning opportunities for teachers and paraprofessionals are not applicable
   - [ ] Very much a barrier

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Poll 4: Computer Science Priority Areas

• As we identify “priority areas” for development in computer science, what are the most urgent professional learning needs for teachers and paraprofessionals?

• In the following poll, you will be asked to identify urgent priority areas.

• If you feel there is a “priority area” that has not been identified in the poll, please include it in the chat.
### Poll 4: Computer Science Priority Areas

1. **Building awareness of the computer science standards**
   - [ ] Urgent need, must be included
   - [ ] Priority, but can wait for later implementation
   - [ ] Not a priority at this time

2. **Integrating computer science by subject area (English language arts, mathematics, and science, etc.)**
   - [ ] Urgent need, must be included
   - [ ] Priority, but can wait for later integration
   - [ ] Not a priority at this time

3. **Teaching stand-alone computer science courses in Middle School and High School**
   - [ ] Urgent need, must be included

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**CCEE**

[Logo Image]
Chat Questions: Computer Science

• Any critical areas missing from the poll questions?
• What are some reflective thoughts on the feedback provided so far?
• Any recommendations to build out and strengthen professional learning opportunities for computer science over time?
• What groups can we collaborate with to share the EWIG survey with teachers and paraprofessionals?
Computer Science Timeline

• September 25: Virtual Stakeholder Feedback session
  ☐ Gather input on initial draft survey questions
  ☐ Provide high-level overview of structure and process

• September 27 – October 25: Survey feedback

• November: Release RFA

• January: Applications due
The next session will begin at 2:25pm:

- 1:30 p.m.—Welcome and EWIG overview
- 1:45 p.m.—Computer Science
- 2:25 p.m.—Social Emotional Learning, Positive School Climate, Restorative Justice
- 3:05 p.m.—EL Roadmap Policy Implementation
- 3:45 p.m.—Special Education-Related Professional Learning
- 4:25 p.m.—Final Comments/Adjourn

Questions about EWIG can be directed to:
CASystemofSupport@ccee-ca.org
Social Emotional Learning, Positive School Climate, Restorative Justice
Stakeholder Input, 2:25p.m.
Integration with System of Support

• Early focus on Differentiated Assistance, Level 2 resources
• Opportunity for system to be proactive in providing resources LEAs will need to excel
• Helping LEAs statewide access professional learning opportunities that support 21st Century Learning

Framing Question: In what ways could the system of support leverage professional learning opportunities on SEL/Climate/Restorative Justice for teachers and paraprofessionals statewide?
Program Authorization: Social Emotional Learning, Positive School Climate, Restorative Justice

Professional learning for teachers and paraprofessionals statewide within the following area:

• Strategies to support social emotional learning.
• Practices to create a positive school climate, including restorative justice.
Poll 5: Demographic Information

• As we gather information to help form the EWIG, we want to know more about who is on our webinar today.

• In the following poll, you will be asked about your current position and the grade bands, school settings, and student group populations you primarily work with and support.

• If you want to share additional information, please include it in the chat.
Poll 5: Demographic Information

1. I am currently a:

- County Office of Education Administrator/Staff Member
- District or Charter Management Organization (CMO) administrator
- District or CMO staff member
- School administrator
- Teacher
- Paraprofessional
- Instructional coach or mentor
- Nonprofit professional learning or technical assistance provider
- Parent/Family/Community Member
- Other

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Poll 6: Structure

• What are key considerations around the structure and focus of professional learning opportunities provided through the EWIG that should be taken into account?

• In the following poll, you will be asked to rate the degree to which you agree or disagree with several key statements about structure and focus.
Poll 6: Structure

1. Opportunities for professional learning would best be delivered by trainers/coaches who understand local context (e.g., urban vs. rural needs or other geographically defined considerations).
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [x] Agree
   - [ ] Strongly Agree

2. Opportunities for professional learning would be best delivered by trainers/coaches who can focus on improvement in addition to specific content areas (e.g., computer science, English learner support, building positive school climate).
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Agree
   - [x] 38
Poll 7: Barriers

• What are barriers to accessing high-quality professional learning for teachers and paraprofessionals?

• In the following poll, you will be asked to rate the degree to which the identified issues act as barriers.

• If you identify solutions on how the most critical barriers might be addressed, please include these in the chat.
### Poll 7: Barriers

1. **Travel distance to professional learning sites for teachers and paraprofessionals**
   - [ ] Very much a barrier
   - [ ] Somewhat of a barrier
   - [ ] Not at all a barrier

2. **Not enough professional learning opportunities available for teachers and paraprofessionals.**
   - [ ] Very much a barrier
   - [ ] Somewhat of a barrier
   - [ ] Not at all a barrier

3. **Available professional learning opportunities for teachers and paraprofessionals are not applicable**
   - [ ] Very much a barrier
   
   - **40**
Poll 8: SEL/Climate/Restorative Priority Areas

• As we identify “priority areas” for development in SEL/Positive Climate/Restorative Justice, what are the most urgent professional learning needs for teachers and paraprofessionals?

• In the following poll, you will be asked to identify urgent priority areas.

• If you feel there is a “priority area” that has not been identified in the poll, please include it in the chat.
Poll 8: SEL/Climate/Restorative Priority Areas

Polling 8: Social-Emotional Learning, Posit...

1. Adopting a systems approach to whole child development
   - Urgent need, must be included
   - Priority, but can wait for later integration
   - Not a priority at this time

2. Promoting student academic, social and emotional learning, physical well-being, and college, career, and civic life readiness
   - Urgent need, must be included
   - Priority, but can wait for later integration
   - Not a priority at this time

3. Addressing opportunity gaps
   - Urgent need, must be included
Chat Questions: SEL/Climate/Restorative Justice

• Any critical areas missing from the poll questions?
• What are some reflective thoughts on the feedback provided so far?
• Any recommendations to build out and strengthen professional learning opportunities for SEL/Climate/Restorative Justice over time?
• What groups can we collaborate with to share the EWIG survey with teachers and paraprofessionals?
SEL/Climate/Restorative Timeline

- **September 25:** Virtual Stakeholder Feedback session
  - Gather input on initial draft survey questions
  - Provide high-level overview of structure and process
- **September 27 – October 25:** Survey feedback
- **March:** Release RFA
- **April:** Applications due
The next session will begin at 3:05pm:

- 1:30 p.m.—Welcome and EWIG overview
- 1:45 p.m.—Computer Science
- 2:25 p.m.—Social Emotional Learning, Positive School Climate, Restorative Justice
- 3:05 p.m.—EL Roadmap Policy Implementation
- 3:45 p.m.—Special Education-Related Professional Learning
- 4:25 p.m.—Final Comments/Adjourn

Questions about EWIG can be directed to: CASystemofSupport@ccee-ca.org
EWIG: EL Roadmap Policy Implementation Grant
Stakeholder Input, 3:05p.m.
Agenda

1. California System of Support
2. Overview of Grant Information
3. Overview and Input Opportunities:
   • Computer Science
   • Social Emotional Learning, Positive School Climate, Restorative Justice
   • **EL Roadmap Policy Implementation**
   • Special Education-Related Professional Learning
4. Timelines and Next Steps
Overview of Grant Information
Program Authorization

Section 84 of the Education Omnibus Trailer Bill (Senate Bill 75) for the 2019–20 California State Budget established the Educator Workforce Investment Grant (EWIG) program to support one or more competitive grants for professional learning opportunities for teachers and paraprofessionals across the state.
Establishing EWIG

The CDE and the CCEE are directed to establish a process to select one or more institutions of higher education or nonprofit organizations to conduct activities in the following areas:

1. Professional learning activities to implement the California English Learner Roadmap Policy
2. Special education-related professional learning
Establishing EWIG cont.

3. Professional learning for teachers and paraprofessionals statewide in the following areas:

- Practices and strategies to create a positive school climate, including social-emotional learning and restorative justice
- Strategies for providing high-quality instruction and computer science learning experiences aligned to the 2018 California Computer Science Standards
- Practices to support the 2020 Ethnic Studies Model Curriculum
Program Description: EL Roadmap Policy

The State Department of Education and the CCEE shall:

• Provide grants for professional learning activities to implement the California English Learner Roadmap Policy: Educational Programs and Services for English Learners adopted by the State Board of Education in July 2017
Grant Details

• Eligible grantees include:
  ▪ Institutions of higher education
  ▪ Nonprofit organizations with expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving Kindergarten to grade 12

• Positive consideration will be given to:
  ▪ Applicants that propose to partner with a COE or a consortium of COEs

• Funding is eligible through fiscal year 2022–23
The EWIG web page is located on the CDE website and includes:

- Program authorization
- Schedule of significant events
- Contact information

https://www.cde.ca.gov/pd/ps/ewig.asp
This portion of the program may include but is not limited to the following:

(A) Building capacity among school leaders to implement the EL Roadmap.

(B) Implementing instructional practices that effectively develop academic content knowledge, discipline-specific practices, academic language, integrated and designated English language development, and bilingual and biliterate proficiency.
This portion of the program may include but is not limited to the following:

(C) Identifying and emphasizing high-quality models for professional development regarding the EL Roadmap, including, but not necessarily limited to, providing coaching for principals, teacher leadership, and the implementation of other models to best meet the needs of school leaders.

(D) Establishing alignment and articulation of the EL Roadmap across and within school district systems.
System of Support
California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.

**Local Education Agency (LEA)**
School districts & charters

**County Office of Education (COE)**
The COE is the primary support for the district and is involved in or at least aware of all supports being provided to the district.

**GEA (Geographic Lead Agency)**
Specific County Offices of Education will be tasked with supporting other COEs in their region — helping to coordinate and bring in other supports.

**Regional EL Specialists**
English Learners

**CDE (California Department of Education)**
California Collaborative for Educational Excellence

**CCEE (California Collaborative for Educational Excellence)**

**RESOURCE LEADS & INITIATIVES**
run by county offices

**Community Engagement**

**Math Initiative**

**Equity Lead**

**MTSS/SUMS**
Scale up Multi-Tiered System of Support

**SELPA Resource Lead**
Special Education Local Plan Areas

**LEVEL 2 DIFFERENTIATED ASSISTANCE**
Count Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student.
System of Support

**Level 1: Support for all**
Resources, tools, and voluntary technical assistance available to all LEAs to improve student performance and narrow gaps in performance among student groups.

**Level 2: Differentiated Assistance**
Supports for LEAs to improve identified performance gaps among student groups.

**Level 3: Intensive Intervention**
Intensive supports for LEAs with persistent performance issues.
Integration with System of Support

• Early focus on Differentiated Assistance, Level 2 resources
• Opportunity for system to be proactive in providing resources LEAs will need to excel
• Helping LEAs statewide access professional learning opportunities that support 21st Century Learning

**Framing Question:** In what ways could the system of support leverage professional learning opportunities on **EL Roadmap Policy** for teachers and paraprofessionals statewide?
Poll 9: Demographic Information

• As we gather information to help form the EWIG, we want to know more about who is on our webinar today.

• In the following poll, you will be asked about your current position and the grade bands, school settings, and student group populations you primarily work with and support.

• If you want to share additional information, please include it in the chat.
Poll 9: Demographic Information

1. I am currently a:

- [ ] County Office of Education Administrator/Staff Member
- [ ] District or Charter Management Organization (CMO) administrator
- [ ] District or CMO staff member
- [ ] School administrator
- [ ] Teacher
- [ ] Paraprofessional
- [ ] Instructional coach or mentor
- [ ] Nonprofit professional learning or technical assistance provider
- [ ] Parent/Family/Community Member
- [ ] Other (62)
Poll 10: Structure

• What are key considerations around the structure and focus of professional learning opportunities provided through the EWIG that should be taken into account?

• In the following poll, you will be asked to rate the degree to which you agree or disagree with several key statements about structure and focus.
Poll 10: Structure

1. Opportunities for professional learning would best be delivered by trainers/coaches who understand local context (e.g., urban vs. rural needs or other geographically defined considerations).

- [ ] Strongly Disagree
- [ ] Disagree
- [x] Agree
- [ ] Strongly Agree

2. Opportunities for professional learning would be best delivered by trainers/coaches who can focus on improvement in addition to specific content areas (e.g., computer science, English learner support, building positive school climate).

- [ ] Strongly Disagree
- [ ] Disagree
- [ ] Agree

| Agree | 64 |
Poll 11: Barriers

• What are barriers to accessing high-quality professional learning for teachers and paraprofessionals?

• In the following poll, you will be asked to rate the degree to which the identified issues act as barriers.

• If you identify solutions on how the most critical barriers might be addressed, please include these in the chat.
Poll 11: Barriers

1. Travel distance to professional learning sites for teachers and paraprofessionals
   - Very much a barrier
   - Somewhat of a barrier
   - Not at all a barrier

2. Not enough professional learning opportunities available for teachers and paraprofessionals.
   - Very much a barrier
   - Somewhat of a barrier
   - Not at all a barrier

3. Available professional learning opportunities for teachers and paraprofessionals are not applicable
   - Very much a barrier
     - 66
Poll 12: EL Roadmap Policy Priority Areas

- As we identify “priority areas” for development in English Learner Roadmap, what are the most urgent professional learning needs for teachers and paraprofessionals?
- In the following poll, you will be asked to identify urgent priority areas.
- If you feel there is a “priority area” that has not been identified in the poll, please include it in the chat.
Poll 12: EL Roadmap Policy Priority Areas

1. Professional learning opportunities for the implementation of the EL Roadmap should include early education teachers and paraprofessionals
   - Urgent need, must be included
   - Priority, but can wait for later integration
   - Not a priority at this time

2. Committing to equity to ensure implementation of EL Roadmap and provide an assets-based (e.g., every learner is valuable and has strengths and potential) educational experience
   - Urgent need, must be implemented
   - Priority, but can wait for later integration
   - Not a priority at this time

3. Supporting family and school partnerships to effectively
Chat Questions: EL Roadmap Policy

• Any critical areas missing from the poll questions?
• What are some reflective thoughts on the feedback provided so far?
• Any recommendations to build out and strengthen professional learning opportunities for English Learner Roadmap over time?
• What groups can we collaborate with to share the EWIG survey with teachers and paraprofessionals?
EL Roadmap Policy Timeline

• September 25: Virtual Stakeholder Feedback session
  - Gather input on initial draft survey questions
  - Provide high-level overview of structure and process

• September 27–October 25: Survey feedback

• December 2019: Release RFA

• January 2020: Applications due
EWIG Stakeholder Engagement Schedule

The next session will begin at 3:45pm:

• 1:30 p.m.—Welcome and EWIG overview
• 1:45 p.m.—Computer Science
• 2:25 p.m.—Social Emotional Learning, Positive School Climate, Restorative Justice
• 3:05 p.m.—EL Roadmap Policy Implementation
• 3:45 p.m.—Special Education-Related Professional Learning
• 4:25 p.m.—Final Comments/Adjourn

Questions about EWIG can be directed to:
CASystemofSupport@ccee-ca.org
Special Education-Related Professional Learning
Stakeholder Input, 3:45p.m.
Integration with System of Support

- Early focus on Differentiated Assistance, Level 2 resources
- Opportunity for system to be proactive in providing resources LEAs will need to excel
- Helping LEAs statewide access professional learning opportunities that support 21st Century Learning

Framing Question: In what ways could the system of support create professional learning opportunities to support both General and Special Education teachers and paraprofessionals statewide in serving students with disabilities?
Program Authorization: Special Education

The State Department of Education and the CCEE shall provide grants for special education-related professional development.
This portion of the program shall include but is not limited to the following:

(A) Inclusive practices for general education and special education settings, including a universal design for learning to help educators teach all pupils regardless of ability and teaching models that support these practices, including coteaching.

(B) General procedures for identifying individuals with exceptional needs and developing appropriate individualized education programs for these pupils.
Program Authorization: Special Education

This portion of the program shall include but is not limited to the following:

(C) Alternative dispute resolution procedures.

(D) Strategies for supporting pupils with particular disabilities in a general education setting.

(E) Support for pupils with overlapping educational needs, particularly those with an individualized education program who are also identified as English learners.
Poll 13: Demographic Information

• As we gather information to help form the EWIG, we want to know more about who is on our webinar today.

• In the following poll, you will be asked about your current position and the grade bands, school settings, and student group populations you primarily work with and support.

• If you want to share additional information, please include it in the chat.
Poll 13: Demographic Information

1. I am currently a:

- [ ] County Office of Education Administrator/Staff Member
- [ ] District or Charter Management Organization (CMO) administrator
- [ ] District or CMO staff member
- [ ] School administrator
- [ ] Teacher
- [ ] Paraprofessional
- [ ] Instructional coach or mentor
- [ ] Nonprofit professional learning or technical assistance provider
- [ ] Parent/Family/Community Member
- [ ] Other: 78
Poll 14: Structure

• What are key considerations around the structure and focus of professional learning opportunities provided through the EWIG that should be taken into account?

• In the following poll, you will be asked to rate the degree to which you agree or disagree with several key statements about structure and focus.
Poll 14: Structure

1. Opportunities for professional learning would best be delivered by trainers/coaches who understand local context (e.g., urban vs. rural needs or other geographically defined considerations).

- [ ] Strongly Disagree
- [ ] Disagree
- [x] Agree
- [ ] Strongly Agree

2. Opportunities for professional learning would be best delivered by trainers/coaches who can focus on improvement in addition to specific content areas (e.g., computer science, English learner support, building positive school climate).

- [ ] Strongly Disagree
- [ ] Disagree
- [ ] Agree

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Poll 15: Barriers

• What are barriers to accessing high-quality professional learning for teachers and paraprofessionals?

• In the following poll, you will be asked to rate the degree to which the identified issues act as barriers.

• If you identify solutions on how the most critical barriers might be addressed, please include these in the chat.
### Poll 15: Barriers

1. **Travel distance to professional learning sites for teachers and paraprofessionals**
   - [ ] Very much a barrier
   - [ ] Somewhat of a barrier
   - [ ] Not at all a barrier

2. **Not enough professional learning opportunities available for teachers and paraprofessionals.**
   - [ ] Very much a barrier
   - [ ] Somewhat of a barrier
   - [ ] Not at all a barrier

3. **Available professional learning opportunities for teachers and paraprofessionals are not applicable**
   - [ ] Very much a barrier
     - 82
Poll 16: Special Education Priority Areas

• As we identify “priority areas” for development in Special Education, what are the most urgent professional learning needs for teachers and paraprofessionals?

• In the following poll, you will be asked to identify urgent priority areas.

• If you feel there is a “priority area” that has not been identified in the poll, please include it in the chat.
Poll 16: Special Education Priority Areas

1. Professional learning opportunities to support students with disabilities should include early education teachers and paraprofessionals
   - Urgent need, must be included
   - Priority, but can wait for later integration
   - Not a priority at this time

2. Committing to equity to support students with disabilities and provide an assets-based (e.g., every learner is valuable and has strengths and potential) educational experience
   - Urgent need, must be included
   - Priority, but can wait for later integration
   - Not a priority at this time

3. Supporting family and school partnerships to effectively support students with disabilities
Chat Questions: Special Education

• Any critical areas missing from the poll questions?
• What are some reflective thoughts on the feedback provided so far?
• Any recommendations to build out and strengthen professional learning opportunities for Special Education over time?
• What groups can we collaborate with to share the EWIG survey with teachers and paraprofessionals?
Special Education Timeline

• September 25: Virtual Stakeholder Feedback session
  - Gather input on initial draft survey questions
  - Provide high-level overview of structure and process

• September 27 – October 25: Survey feedback

• December: Release RFA

• January: Applications due
The next session will begin at 4:25pm:

- 1:30 p.m.—Welcome and EWIG overview
- 1:45 p.m.—Computer Science
- 2:25 p.m.—Social Emotional Learning, Positive School Climate, Restorative Justice
- 3:05 p.m.—EL Roadmap Policy Implementation
- 3:45 p.m.—Special Education-Related Professional Learning
- 4:25 p.m.—Final Comments/Adjourn

Questions about EWIG can be directed to: CASystemofSupport@ccee-ca.org
Timeline and Next Steps

Stakeholder Input, 4:25p.m.
## EWIG Projected Timeline

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<th>Strand</th>
<th>Tentative RFA Release Date</th>
<th>Tentative Application Due Date</th>
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<td>English Learner Roadmap Policy Implementation</td>
<td>December 2019</td>
<td>January 2020</td>
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<tr>
<td>Special Education-Related Professional Learning</td>
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<td>Social Emotional Learning, Positive School Climate, Restorative Justice</td>
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<tr>
<td>Ethnic Studies</td>
<td>To be determined</td>
<td>To be determined</td>
</tr>
</tbody>
</table>
Timeline

• September 25: Virtual Stakeholder Feedback session
  - Gather input on initial survey questions
  - Provide high-level overview of structure and process

• September 27 – October 25: Survey feedback
Join Our Listserv

To be notified when new information becomes available, please join the EWIG listserv by sending a blank email message to:

join-ewig@mlist.cde.ca.gov
Thank you!

EWIG survey: will go live Sept 27

Questions: CaSystemofSupport@ccee-ca.org

EWIG web page: https://www.cde.ca.gov/pd/ps/ewig.asp