Learning Acceleration System Grant
Request For Proposals

The purpose of the Learning Acceleration System Grant Request for Proposals (RFP) is to provide evidence-based learning acceleration professional learning opportunities in partnership with county offices of education.

Funded through the 2021-2022 California Budget Act

ISSUED BY:

The California Collaborative for Educational Excellence (CCEE)
and the Marin County Office of Education (MCOE),
Administrative Agent for the CCEE

ISSUED ON:

November 30, 2021

PROPOSALS DUE:

Friday, January 28, 2022

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I. Overview

The impact of the COVID-19 pandemic, including in some cases extended periods of remote instruction, has contributed to lost instructional time for California students. Section 152 of the 2021-22 Education Omnibus Trailer Bill (Assembly Bill 130) appropriates funding to the California Collaborative for Educational Excellence (CCEE) to administer, in partnership with one or more county offices of education, "...evidenced-based professional education for educators that can support learning acceleration, particularly in mathematics, literacy, and language development."

The Marin County Office of Education (MCOE), the CCEE's administrative agent, and the CCEE, will use a Request for Proposal (RFP) process to select one or more County Offices of Education (COEs) to administer this statewide professional education program with the CCEE. A key goal of this program is to develop a robust statewide infrastructure to ensure educators anywhere in the state, including those in remote areas, have access to high quality professional learning. As a result, proposals should describe the submitting COE's experience coordinating, convening, and engaging in ongoing collaborative support with multiple types of educational entities to advance a professional learning initiative. Additionally, positive consideration will be given to RFPs that include a formal partnership between the submitting COE and one or more institutions of higher education, nonprofit organizations with expertise in learning acceleration, another COE or consortium of COEs, or any combination of those entities.

Up to $45,000,000 will be made available to the selected COE(s) through this RFP process. Final selection of awardee(s) is subject to approval by the Executive Director of the State Board of Education (SBE).

The most current information about this RFP process is available at the CCEE's Learning Acceleration RFP webpage: https://ccee-ca.org/news/news-events/learning-acceleration-rfp/

II. Background

Results of early research on the impact of the COVID-19 pandemic on academic outcomes for students indicate reduced gains in measured learning for both English language arts (ELA) and mathematics. Interruptions to instruction and access to instruction have resulted in the delayed acquisition of grade-level content and skills. The reduced gains in measured learning has been especially pronounced in the early grades and for the most vulnerable student groups in our state, including English language learners, students with disabilities, and students from socioeconomically disadvantaged households.

To address the need for implementing evidence-based instructional strategies to accelerate learning in schools, the California Legislature drafted Section 152 of Assembly Bill 130 (AB 130), which was approved by the Governor on July 21, 2021. This statute appropriated $50M to the CCEE, to create a Proposal process and administration plan to select COE(s) to provide professional learning for educators to support evidence-based learning acceleration strategies for all students, especially in literacy, language development, and mathematics. Of these funds, $45 million will be available to be awarded to selected county office(s) of education to support the development, implementation, and ongoing support for learning acceleration professional learning throughout the state in these three crucial areas.

California Context

The Statewide System of Support (SoS) brings together California's improvement networks and resources to assist local educational agencies (LEAs) in meeting the state's priorities, and is made up of numerous support providers, designed to build local capacity and assist LEAs in identifying and addressing inequities, as part of the continuous improvement process. The purpose of the SoS is articulated in Education Code Section 52095.8(b) and more information can be found on the California Department of Education (CDE) website: https://www.cde.ca.gov/sp/sw/t1/csss/asp.
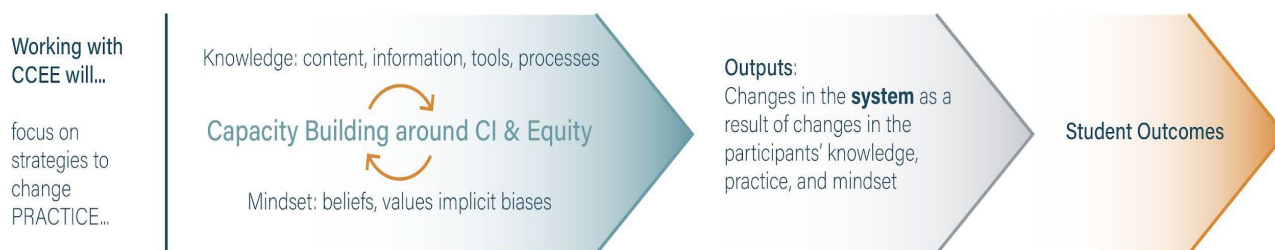
The Multi-Tiered System of Support (MTSS) is an integral part of the SoS and offers an integrated, comprehensive framework that focuses on accessible core instruction, with differentiated, student-centered learning aimed at meeting individualized student needs, and the alignment of additional systems of support and intervention necessary for all students' academic, behavioral and social success. As it relates to the Learning Acceleration System Grant, MTSS offers a framework for a continuum of support for student learning. Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic progress and social-emotional health of all students in the most inclusive and equitable learning environment.[1] The MTSS Framework breaks down the continuum of support into three levels: 1) Universal support for all students; 2) Supplemental Support; and 3) Intensified Support. More information on MTSS can be found on the Orange County Department of Education website: https://ocde.us/MTSS/Pages/CA-MTSS.aspx.

California Collaborative for Educational Excellence Theory of Action

CCEE's theory of action focuses on collaborating with SoS partners (e.g., COEs, statewide associations, and stakeholder groups) to support high-need LEAs in building capacity. With an equity-oriented perspective and a focus on continuous improvement, this capacity building drives sustained improvements in student outcomes.

CCEE uses this framework to inform the direct technical assistance provided to districts with significant academic and fiscal challenges to guide larger statewide initiatives.

CCEE Theory of Action as Strategic Frame

Working with CCEE will…

focus on strategies to change PRACTICE…

Knowledge: content, information, tools, processes

Capacity Building around CI & Equity

Mindset: beliefs, values implicit biases

Outputs: Changes in the **system** as a result of changes in the participants' knowledge, practice, and mindset

Student Outcomes

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[1]Orange County Department of Education. 2021. California MTSS Framework. Page 7.

<u>California Professional Learning Initiatives</u>

Over the past several years California has had a large investment in professional learning across the state with various focus areas. The CCEE will, to the greatest extent possible, facilitate coordination among the grantees with other recent initiatives, including, but not limited to all of the following:

- *21st Century California School Leadership Academy*: Established in the 2019-20 California State Budget to provide high quality professional learning, free of charge, to local educational agencies that receive federal Title II funds on a statewide basis. More information is available at https://www.cde.ca.gov/pd/ai/ca21csla.asp.

- *Comprehensive State Literacy Development Grant*: The California Department of Education was awarded $37.5 million for five years to leverage and expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy support to improve student outcomes. More information is available at https://www.cde.ca.gov/pd/ps/clsd.asp.

- *Educator Workforce Investment Grant (EWIG) for English Learner Roadmap Policy implementation*: The California legislature provided $10 million of the Educator Workforce Investment Grants to focus on the English Learning Roadmap implementation. More information is available at https://www.cde.ca.gov/sp/el/rm/ewigelrmpolicy.asp.

- *EWIG special education related professional learning*: One time funding of $5 million of the EWIG was designated for special education related professional development. More information is available at https://www.cde.ca.gov/fg/fo/r18/seewig19rfa.asp.

- *Reading Instruction and Intervention Grant Program*: Assembly Bill 130 provided $10 million to one or more LEAs with expertise in developing and providing professional learning to educators in public schools serving Kindergarten and grades 1 to 12, inclusive, to strengthen reading instruction for all students. More information is available at https://www.cde.ca.gov/pd/ps/riigrant.asp.

III. State Statute and Authority

Assembly Bill 130 (AB 130, Committee on Budget) Chapter 44, Statutes of 2021, was approved by the legislature on July 8, 2021, and signed by the Governor on July 9, 2021. As the TK-12 Public Education Omnibus Budget Trailer Bill that is included in the 2021-2022 Budget Package, this bill makes the statutory changes that are necessary to implement the 2021-2022 Budget Act. Section 152 of AB 130 provides $50 million in one-time Proposition 98 funds for the CCEE to contract with a COE or multiple selected COEs, to establish a statewide professional development infrastructure to expand the use of evidence-based accelerated learning strategies. Subsequently, technical clean-up to AB 130 was enacted pursuant to Assembly Bill 167 (AB 167), which was approved by the Legislature on September 9, 2021, and signed by the Governor on September 23, 2021. AB 167 extended the deadline in Section 152 to post the application process for the grants from November 1, 2021, to December 1, 2021. It also specified that funds appropriated for these grants are available through the 2025-26 fiscal year.

The CCEE/MCOE is not required by law to use an RFP process but has elected to do so for the particular services described herein in order to seek qualified parties who meet the unique services

needs of the CCEE. This RFP has been approved in accordance with the requirements of AB 130/AB 167 by the Executive Director of the SBE or their designee.

The CCEE and MCOE, in consultation with SBE, shall evaluate the grantee's performance and success in fulfilling the purpose of this program. At the conclusion of each grant term, the CDE and CCEE may renew the selection of the grantees or reopen the selection process for some or all of the previously awarded grantees. Grant awards are contingent on continued state funding by Legislature and California State Budget authority.

IV. Goals

Successful Respondents will demonstrate substantive expertise and documented experience in facilitating professional learning rooted in an evidence-based accelerated learning strategy focused in mathematics, literacy, and/or language development. Successful Respondents will demonstrate expertise and documented experience in effective professional learning delivery models providing equitable access to teachers, paraeducators, principals, instructional coaches, and/or other school staff. Successful Respondents will demonstrate experience in facilitating professional learning models rooted in an understanding of student and educator needs; grounded in cycles of inquiry; designed and structured to be ongoing, intensive, and embedded in practice; and focused on deepening content expertise and pedagogy.

Proposals should describe the Respondent's capacity:

- To support the goals set forth in the authorizing statute described in Section III, above.
- To provide high-quality professional learning opportunities in an effective delivery model that provides equitable access to instructional coaches and mentors, classroom teachers, paraeducators, principals, and/or other school staff across a region or statewide as part of building out an infrastructure for full statewide coverage.
- To be an integral partner of a statewide professional learning infrastructure providing access to high quality professional learning opportunities to all teachers, paraeducators, principals, and/or other school personnel across the state.
- To show the impact of the evidence-based accelerated learning strategy for students with high needs, English Learners, students with disabilities, and low-income students through quantitative data.
- To develop or expand existing evidence-based professional development opportunities or guidance for educators and administrators to address students' learning recovery and acceleration, with consideration of the needs of English Learners, students with disabilities, and low-income students.
- To align with CCEE's theory of action and integrate reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias, address inequities, and implement improvement processes.
- To provide professional development to educators in alignment with knowledge of best practices for professional learning that may include, but is not limited to, multiple ongoing sessions, consultation, and coaching.

V. Eligible Project Participants and Partnerships

A COE is an eligible Respondent. Priority will be given to Respondents who commit to coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another COE or consortia of COEs, or any combination of those entities, to disseminate regional or statewide professional learning to address pupils' learning needs by accelerating progress in the areas of mathematics, literacy, and/or language development.

VI. The Proposal—Timeline and How to Apply

A. Request for Proposals Timeline

Activity	Action Date
Webinar	September 10, 2021 (11:30am)
Request for Proposals Posted	On or before December 1, 2021
Proposals Due	January 28, 2022 (4:00pm)
Posting of Intent to Award	February 28, 2022
Deadline for Receipt of Any Request for Reconsideration	March 12, 2022
Signed Contract Award Notification	April 12, 2022
Project Start Date	On or before May 1, 2022

A complete Proposal on the Grant Proposal Template in Appendix C, will be submitted electronically via email to Ms. Belinda Gaspar at bgaspar@ccee-ca.org. Respondents must attach, as one zip file, all supporting evidence and forms. This includes, but is not limited to, the Budget, Budget Narrative, Certifications and Assurances, and Letters of Support, if applicable.

B. Submission of Proposal

The complete Proposal (using the Grant Proposal Template in Appendix C), including all required components, must be received by the CCEE by 4:00 PM (Pacific Standard Time) on January 28, 2022. Incomplete Proposals will not be scored or considered for funding. While CCEE will begin reviewing Proposals submitted by this deadline, Proposals may be submitted after the deadline, and, at its discretion, CCEE may review those Proposals as needed for this RFP or future professional learning service needs, which work may commence after the date identified in the timeline above. Proposals that are submitted after the deadline must still adhere to all other requirements of this RFP.

Respondents must submit an electronic signed copy of the original Proposal on the Grant Proposal Template in Appendix C (as a PDF) via email to Ms. Belinda Gaspar at bgaspar@ccee-ca.org with the subject line: "Learning Acceleration System Grant RFP Submission". Hard copy proposals may not be accepted. Respondents shall be solely responsible for ensuring their Proposals arrive at the CCEE by the deadline set forth above in order to be eligible for CCEE's initial selection process.

- The CCEE/MCOE shall not be responsible for any technical issues with email delivery. All Proposals should be verified before submission. Adjustments may not be permitted after submission to the CCEE.
- The CCEE/MCOE will not be held responsible for any errors or omissions on the part of the Respondent in the preparation of their Proposal.
- The CCEE/MCOE reserves the right to reject any and/or all Proposals, or to refuse to negotiate or withhold the award of any contract, for any reason.
- The CCEE/MCOE may also waive or decline to waive irregularities in any Proposal.
- The CCEE/MCOE further reserves the right to select the Proposal(s) that it considers to be in the best interests of the CCEE.
- The CCEE/MCOE may begin negotiations with selected Respondents at the CCEE's discretion. Upon selection of a Respondent, the CCEE/MCOE shall provide an agreement for negotiation by the Parties.

All Proposals submitted in response to the RFP become the property of the CCEE and a public record and as such, are potentially subject to public viewing and disclosure pursuant to applicable laws, including the California Public Records Act (Gov. Code § 6250 et seq.).

Receipt of Proposals & Contact Information

Respondents are not to contact the MCOE, including Board members, the Superintendent or any other employee or representative of the MCOE. Contacting such officials, employees and/or representatives, other than the CCEE Contact, may result in the disqualification of the Respondent.

CCEE and MCOE shall not be bound by any statement made by any CCEE/MCOE employee or agent regarding this RFP and/or the work set forth herein, except for the responses provided by the CCEE Contact as set forth herein.

All inquiries or questions for additional information should be directed in writing to the CCEE Contact, Ms. Belinda Gaspar at bgaspar@ccee-ca.org, by 4:00 PM (Pacific Standard Time) on Friday, January 21, 2022. CCEE will make every effort to respond, but any failure or delay in responding shall not excuse a Respondent's failure to comply with any requirements for submission set forth herein, including the submission deadline. Respondents must submit an electronic signed copy of the original Proposal, using the Grant Proposal Template in Appendix C, (as a PDF) via email to the CCEE Contact, Ms. Belinda Gaspar at bgaspar@ccee-ca.org, by 4:00 PM (Pacific Standard Time) on January 28, 2022 with the subject line: "Learning Acceleration System Grant RFP".

All responses to questions and clarifications, updates, and resources for this RFP can be found on the CCEE's website at the following link: https://ccee-ca.org/news/news-events/learning-acceleration-rfp/

C. Cost of Preparing a Proposal

The costs of preparing and delivering the Proposal are the sole responsibility of the Respondent. CCEE will not provide reimbursement for any costs incurred or related to the Respondent's involvement or participation in the RFP process.

Proposal Review and Award Process

CCEE will carefully screen all Proposals received by the due date for compliance with all requirements stated in this RFP. Only fully completed Proposals will be considered eligible for consideration and can be advanced to the review of Proposals. Proposals not found to be fully compliant with all submission requirements may be rejected, but CCEE reserves the right to review and accept non-conforming Proposals.

Each eligible Proposal will be read, reviewed, and scored by a designated CCEE/MCOE committee using a Scoring Rubric (see included rubrics). Points will be awarded based on completeness and responsiveness of the Proposal to each of the required Proposal components. Although scores are important, they will not be the only factor considered when selecting awards. The committee and CCEE Executive Director will consult with the Executive Director of the SBE or their designee before selecting eligible grantees. Final decisions are subject to the approval of the Executive Director of the SBE or their designee, per the authorizing legislation.

Upon completion of the grant review process, CCEE will post a notification of Intent to Award on the web page at https://ccee-ca.org/news/news-events/learning-acceleration-rfp/. Final posting of successful Respondents will be posted to the same web page after the appeals process is complete.

D. Requests for Reconsideration

CCEE must receive an electronic letter requesting reconsideration, no later than **4:00 p.m. (Pacific Standard Time) on March 12, 2022**. Only the lead Respondent may electronically submit a Request for Reconsideration, via the link on the CCEE's webpage at https://ccee-ca.org/news/news-events/learning-acceleration-rfp/. Requests for Reconsideration submitted via means other than the electronic link will **not** be accepted.

Requests for Reconsideration shall be limited to the grounds that the CCEE failed to **correctly apply the standards for reviewing the Proposal** as specified in this RFP. The Respondent must file a full and complete written Request for Reconsideration, including the issue(s) in dispute, the basis for the request, and the remedy sought. CCEE will not consider incomplete or late Requests for Reconsideration. The Respondent may not supply any new information that was not originally contained in the original Proposal. A final decision will be provided in writing within 10 business days from the date the Request for Reconsideration is due to CCEE for this specific RFP. The decision of the CCEE is final and will not be subject to further review or appeals.

VII.   General Proposal and Project Narrative

A. Grant Award Provisions and Requirements

Assurances, certifications, terms, and conditions are requirements of Respondents and grantees as a condition of receiving funds.

The superintendent of the LEA, acting as the fiscal agent, must agree, sign, and return the following with their Proposal:

- ☐ Project Statement of Assurances (Appendix E)
- ☐ Lobbying, U.S. Department of Education Form ED 80-0013
  https://www.cde.ca.gov/fg/fo/fm/lobby.asp
- ☐ Drug-Free Workplace, CDE-100DF https://www.cde.ca.gov/fg/fo/fm/drug.asp

While not required, Respondents may include outside testimonials from other people, businesses, and organizations which support the Respondents' claims of success and promises to deliver.

B. Grant Terms and Conditions

The grant award will be processed upon receipt of the signed Grant Award Notification.

Due to the year-to-year nature of the CCEE's funding, the contract with the selected Respondent(s) will need to be written such that it is fiscal year-to-fiscal year with the ability to extend it to the next fiscal year at the exclusive option of the CCEE.

The budget contained in the Proposal should display five years of implementation showing how the grant will be used to meet the expected project outcomes. Proposed expenditures must demonstrate appropriate use of funds. If budget revisions are needed, the project must request approval from CCEE/MCOE by submitting a revised budget and an explanation for each change.

Budget revisions must be pre-approved by the CCEE/MCOE before expenditures are made using the revised budget numbers. If, at the end of a project year, the grantee finds that it will not expend the current year's (Year 2 and beyond) allocation in full, it may request a "carryover" of funds into the next project year. Note that carryovers are **not** automatic and require formal action by CCEE/MCOE. For example, if approved, a carryover can allow the project to take all or part of the unspent funds from "Project Year Two" and add them into a revised budget for the subsequent "Project Year Three." To request a budget revision or carryover the project must email a request to CCEE that includes a brief explanation of the reason for the revision and attach a revised budget.

C. Funding

Final decisions are subject to the approval of the Executive Director of the SBE or their designee, per the authorizing legislation.

Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the Proposal process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted (or requested to be adjusted) accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to accomplishing the project's goals and activities as described in the narrative. Allowable expenditures may include, but are not limited to, the following:

- Service contracts between members of the partnership or external service providers such as curriculum specialists and professional learning providers.

- Costs to support the travel and participation of members of the partnership and the cohort of educators in design, development, and implementation meetings to facilitate the work of the project.

- Costs to provide or produce professional-level materials for the project's professional learning activities.

Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

- Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant.

- Travel to professional conferences, unless it is demonstrated that attendance at a meeting will directly and significantly advance the project and is approved by the CCEE.

- Acquire equipment for administrative or personal use.

- Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables).

- Purchase food services/refreshments/banquets/meals.

- Purchase or remodel facilities.

- Purchase promotional favors such as bumper stickers, pencils, pens, or t-shirts.

- Purchase subscriptions to journals or magazines.

- Travel outside of California

- Provide activities or services not directly related to the purpose of this grant program.

Direct Costs

Direct costs for this grant are those costs that can be identified specifically with a particular final cost objective. Costs incurred for the same purpose, in like circumstances, must be treated consistently as either direct or indirect costs.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- Administrative or clerical services are integral to a project or activity;

- Individuals involved can be specifically identified with the project or activity;

- Direct costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and

- Direct costs are not also recovered as indirect costs.

Administrative Indirect Cost Rate

Respondents may charge an indirect cost rate in accordance with the California Department of Education's 2021-22 Approved Indirect Cost Rates. More information can be found on the California Department of Education (CDE) website: https://www.cde.ca.gov/fg/ac/ic/approvedicr202122.asp If a Respondent intends to charge an indirect cost rate, it must be reflected in the budget submitted as part of this RFP. Additional information regarding indirect cost rates, as well as responses to frequently asked questions regarding same, may be found on the CDE Indirect Cost Rates web page at: https://www.cde.ca.gov/fg/ac/ic/

D. Ownership of Materials and Intellectual Property Rights

Respondents are hereby notified of the following provisions which will be incorporated into any contract entered into as a result of this RFP. CCEE/MCOE reserves the right to alter or amend these terms during the negotiations process.

Ownership of Documents

All reports, documents, and other items specifically generated for CCEE in the course of providing services to CCEE shall be the property of CCEE and shall be provided to CCEE upon full completion of services, termination of this Agreement, or as otherwise specified in this Agreement. Notwithstanding the foregoing, Contractor retains all rights, title and interest in and to any and all of Contractor's software, materials, tools, forms, documentation, training and implementation materials and intellectual property (collectively, "Contractor Materials").

Content License

Contractor agrees to grant CCEE a free, transferable, non-exclusive license to use, reproduce and distribute all information and content created by Contractor and provided to CCEE under this Agreement (including, but not limited to, any written report, guide, set of practices, record, document, slide, account, or summary), provided that (i) the use, reproduction, and distribution is limited to educational and training purposes; (ii) the information and content is not sold, reproduced, or used, in whole or in part, as part of any fee-generating activity or product; and (iii) Contractor, as appropriate, is identified as the creator and/or owner of the information and content by including the appropriate name or logo on the information or content created prior to this Agreement.

E. Proposal Narrative

CCEE is seeking submissions of professional learning opportunities and materials related to evidenced-based learning acceleration strategies in mathematics, literacy, and language development. These professional learning opportunities will be part of building out a robust statewide infrastructure to ensure educators anywhere in the state, including those in remote areas, have access to high quality professional learning opportunities. The professional learning system created through this RFP will be aligned to the MTSS Framework for inclusive academic instruction.

The CCEE is seeking proposals that address universal instruction, supplemental support, and intensified support in literacy, language development, and/or mathematics in a multi-tiered system of support. For the purpose of this RFP, accelerated learning strategies are those designed to meet students where they are in their learning and use evidence-based approaches to enable students to make strong and rapid progress in their mastery of knowledge and skills. These strategies may include individual, small group, or whole class instruction using well-grounded methods with scaffolding and differentiation that meet students' specific learning needs. (AB 130, Sec. 152, 3(g))

Priority will be given to:

(1) Respondents who commit to coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another COE or consortia of COEs, or any combination of those entities, to offer and disseminate regional or statewide professional learning to address pupils' learning needs by accelerating progress in the areas of mathematics, literacy, and language development.

(2) Respondents with a demonstrated ability to provide professional development to credentialed or certificated staff.

(3) Respondents with a demonstrated understanding of the strongest, up-to-date evidence to address learning recovery and acceleration.

(4) Respondents with a plan for sustaining the provision of professional development after grant expiration.

Part 1: Capacity

Proposals must demonstrate the Respondent's capacity to provide professional learning of evidence-based accelerated learning strategies to multiple participants from various local education agencies across California. The proposal should reflect the relevant experience and unique attributes of the Respondent to fulfill the goals described in Section IV, above.

Clearly and concisely describe the Respondent's ability to provide professional learning of evidence-based accelerated learning strategies in mathematics, literacy, and/or language development, and meet the requirements as follows:

A. Describe the Respondent's (and Respondent's partners) previous experience and/or expertise in developing and delivering high-quality professional learning for educators, including teachers, paraeducators and/or principals in the identified evidence-based

accelerated learning strategy with consideration of the needs of low-income students, English Learners, and students with disabilities.

B. Demonstrate capacity to provide multiple professional learning experiences of an evidence-based accelerated learning strategy in either mathematics, literacy, and/or language development to LEAs across California or a specified regions in the state[2] by describing target participants, including the type and potential number of educators who will be served and their locations, including how the professional learning to urban, suburban, and rural settings throughout the state is differentiated to meet local needs.

C. Describe how the Respondent will coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another county office of education or consortia of county offices of education, or any combination of those entities to provide professional learning opportunities.

D. Develop or expand existing evidence-based professional development opportunities or guidance for educators and administrators to address students' learning recovery and acceleration, with consideration of the needs of high-needs students, including low-income students, English learners, and students with disabilities.

E. Provide professional development to instructional coaches, teachers, paraeducators, principals, and/or other school staff in alignment with knowledge of best practices for professional learning Quality Professional Learning Standards (QPLS). More information about the QPLS is available at https://www.cde.ca.gov/pd/ps/qpls.asp.

F. Articulate a theory of action (aligned with CCEE's theory of action) and the statewide changes anticipated from participation in the accelerated learning grants program.

G. Describe the overall management structure of the project and the roles each partner, if any, in the project's management.

H. Describe a plan for sustainability of the professional learning opportunities after the expiration of the grant.

I. Provide a project timeline for implementation of proposed activities including activities for sustainability after expiration of the grant.

J. Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and minimum qualifications.

K. Provide a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Do not submit a CV longer than one page. The CV or resumes can be included as attachments.

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[2] The goal is to create a professional learning infrastructure that is accessible for any participant for full state coverage. Proposals will be reviewed with this context and Respondents will ultimately be selected to ensure full state coverage.

Part 2: Content

Proposals must describe how they will address focus content areas outlined in Section 152 of Assembly Bill 130; mathematics, literacy and/or language development with specific consideration to the needs of low-income students, English Learners, students with disabilities, and high-need students. Proposals should address the following:

A. Description of specific evidence-based strategy(ies) and/or approach, including content area, grade spans (levels), and highlighting the specific consideration to the needs of English Learners, students with disabilities, low-income students, and high-need students as aligned with the CA ELA/ELD Framework, new CA Mathematics Framework, and the CA Digital Learning Integration and Standards Guidance.
B. Overview of the professional learning plan, describing how the Respondent will use the funding to disseminate professional learning opportunities for educators across the state in the areas of mathematics, literacy, and/or language development.
C. Data and evidence of impact for the proposed learning acceleration strategy such as third party published data, peer reviewed study or evaluation, or other confirmed efficacy studies/data.
D. Level of instruction as outlined in the MTSS Framework: Revised California MTSS Framework-July 2021 (ocde.us)
E. Integration of the social emotional learning principles into the content area: Guiding Principles Workbook - Social and Emotional Learning (CA Dept. of Education)
F. Integration of reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias, address inequities, and implement improvement processes.

Part 3: Access and Method of Delivery

Proposals must identify and describe one or more of the methods to deliver professional learning support. Delivery methods may be proposed as in-person, hybrid, or virtual with the goal of universal access for any and all teachers, para-educators, principals, and/or other school staff. Proposals should:

A. Include evidence of how proposed methods have previously demonstrated growth and improvement in building capacity and changing instructional practices.
B. Describe the development of resources and tools to support professional learning, including but not limited to professional learning and training materials, documents, video, and facilitation guides that will be utilized by trainers and participants.
C. Describe research-based, relevant methods of delivery grounded in effective instructional design that offers multi-session, sustained engagement opportunities (coaching, consultation, office hours, between the session learning, observation & feedback) focusing on interactive learning to support capacity building and student-centered instructional practices.
D. Explain geographic regions of focus and how teachers, paraeducators, principals, and/or other school staff can access the professional learning opportunities described in the proposal.

Part 4: Expected Outcomes

Proposals must describe how the project leadership will monitor and substantiate the overall success of the professional learning program.

A. Describe the desired changes in classroom and/or individualized support practices, knowledge, and skills as a result of participation in the Learning Acceleration System Grant.

B. Describe the metrics to determine project success and evidence of high-quality professional learning for teachers, para-educators, principals, and other school staff to build their skills and knowledge of evidence-based accelerated learning strategy. (Who are we reaching- directly or indirectly? How well is the program being implemented? Are we engaging educators over time? In what specific ways is practice becoming more effective? How and in what ways is student learning improving?)

C. Describe the Respondent's method to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect.

D. Explain the decision-making process that will be used to determine desired outcomes and how annual goals will be established.

Part 5: Budget

A five-year budget is required in the Proposal. Project expenses will be identified using grant funds in the 2021-22 through 2025-26 fiscal years.

A. Provide a Learning Acceleration System Grant Proposed *Budget* for the five project years (2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026), with expenses categorized using the categories outlined in Appendix D.

    a. The performance period for the Learning Acceleration Grant Proposed Budget will be from April 2021 to June 2026.

B. Provide a detailed Learning Acceleration System Grant Proposed *Budget Narrative* for each project year justifying each line-item cost contained in the Learning Acceleration Grant Proposed Project Budget Narrative. The Narrative should:

    a. Demonstrate how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes

    b. Demonstrate how the proposed costs support:

        i.   learning acceleration in specific content area(s) of focus (literacy, language development, mathematics),

        ii. specific MTSS Tier(s) (Tier I, II, III) relative to those content areas, and

        iii. geographic reach for the services provided (in specific region(s) or statewide)

    c. Outline the timeline for deliverables and associated payment schedule for each of the five years

F. Scoring and the Rubric

The scoring rubric is valued at a maximum of 216 pts. Grants may not necessarily be made to Proposals that have the highest scores. These scores are advisory to the committee panelists who will make the final decisions to ensure that the Proposals meet the goals and requirements of the program. The table below displays the maximum point values for each section:

Proposal Narrative	Description	Maximum Point Value
Part 1	Capacity	88
Part 2	Content	48
Part 3	Access and Method Delivery	32
Part 4	Expected Outcomes	32
Part 5	Budget	16
	Maximum Total Points	216

Learning Acceleration System Grant
Scoring Rubric for Proposal Narrative

Part 1: Capacity

OUTSTANDING (8 points)	STRONG (6 points)	ADEQUATE (4 POINTS)	MINIMAL (2-0 POINTS)
Thoroughly and convincingly demonstrates Respondent's (and Respondent's partners) previous experience and/or expertise in developing and delivering high-quality professional learning for educators, including teachers, paraeducators and/or principals in the identified evidence-based accelerated learning strategy with consideration of the needs of low-income students, English Learners, and students with disabilities.	Clearly demonstrates Respondent's (and Respondent's partners) previous experience and/or expertise in developing and delivering high-quality professional learning for educators, including teachers, paraeducators and/or principals in the identified evidence-based accelerated learning strategy with consideration of the needs of low-income students, English Learners, and students with disabilities.	Adequately demonstrates Respondent's (and Respondent's partners) previous experience and/or expertise in developing and delivering high-quality professional learning for educators, including teachers, paraeducators and/or principals in the identified evidence-based accelerated learning strategy with consideration of the needs of low-income students, English Learners, and students with disabilities.	Minimally demonstrates Respondent's (and Respondent's partners) previous experience and/or expertise in developing and delivering high-quality professional learning for educators, including teachers, paraeducators and/or principals in the identified evidence-based accelerated learning strategy with consideration of the needs of low-income students, English Learners, and students with disabilities.
Thoroughly and convincingly demonstrates capacity to provide multiple professional learning experiences of an evidence-based accelerated learning strategy in either mathematics, literacy, and/or language development to various LEAs across California or a specified regions in the state by describing target participants, including the type and potential number of educators who will be served and their locations,	Clearly demonstrates capacity to provide multiple professional learning experiences of an evidence-based accelerated learning strategy in either mathematics, literacy, and/or language development to various LEAs across California or a specified regions in the state by describing target participants, including the type and potential number of educators who will be served and their locations,	Adequately demonstrates capacity to provide professional learning experiences of an evidence-based accelerated learning strategy in either mathematics, literacy, and/or language development to various LEAs across California or a specified regions in the state by describing target participants, including the type and potential number of educators who will be served and their locations, including how the professional	Minimally demonstrates capacity to provide professional learning experiences of an evidence-based accelerated learning strategy in either mathematics, literacy, and/or language development to various LEAs across California or a specified regions in the state by describing target participants, including the type and potential number of educators who will be served and their locations, including how the professional

including how the professional learning to urban, suburban, and rural settings throughout the state is differentiated to meet local needs.	including how the professional learning to urban, suburban, and rural settings throughout the state is differentiated to meet local needs.	learning to urban, suburban, and rural settings throughout the state is differentiated to meet local needs.	learning to urban, suburban, and rural settings throughout the state is differentiated to meet local needs.
Thoroughly and convincingly describes how the Respondent will coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another county office of education or consortia of county offices of education, or any combination of those entities to provide professional learning opportunities.	Clearly describes how the Respondent will coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another county office of education or consortia of county offices of education, or any combination of those entities to provide professional learning opportunities.	Adequately describes how the Respondent will coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another county office of education or consortia of county offices of education, or any combination of those entities to provide professional learning opportunities.	Minimally describes how the Respondent will coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another county office of education or consortia of county offices of education, or any combination of those entities to provide professional learning opportunities.
Thoroughly and convincingly demonstrates the ability to develop or expand existing evidence-based professional development opportunities or guidance for educators and administrators to address students' learning recovery and acceleration, with consideration of the needs of high-need students, including low-income students, English learners, and students with disabilities.	Clearly demonstrates the ability to develop or expand existing evidence-based professional development opportunities or guidance for educators and administrators to address students' learning recovery and acceleration, with consideration of the needs of high-need students, including low-income students, English learners, and students with disabilities.	Adequately demonstrates the ability to develop or expand existing evidence-based professional development opportunities or guidance for educators and administrators to address students' learning recovery and acceleration, with consideration of the needs of high-need students, including low-income students, English learners, and students with disabilities.	Minimally demonstrates the ability to develop or expand existing evidence-based professional development opportunities or guidance for educators and administrators to address students' learning recovery and acceleration, with consideration of the needs of high-need students, including low-income students, English learners, and students with disabilities.

Thorough and convincingly demonstrates the ability to provide professional development to instructional coaches, teachers, paraeducators, principals, instructional coaches, and other school staff in alignment with knowledge of best practices for professional learning (such as the QPLS).	Clearly demonstrates the ability to provide professional development to instructional coaches, teachers, paraeducators, principals, instructional coaches, and other school staff in alignment with knowledge of best practices for professional learning (such as the QPLS).	Adequately demonstrates the ability to provide professional development to instructional coaches, teachers, paraeducators, principals, instructional coaches, and other school staff in alignment with knowledge of best practices for professional learning (such as the QPLS).	Minimally demonstrates the ability to provide professional development to instructional coaches, teachers, paraeducators, principals, instructional coaches, and other school staff in alignment with knowledge of best practices for professional learning (such as the QPLS).
Thoroughly and convincingly articulates a theory of action (aligned with CCEE's theory of action) and the statewide changes anticipated from participation in the accelerated learning grants program.	Clearly articulates a theory of action (aligned with CCEE's theory of action) and the statewide changes anticipated from participation in the accelerated learning grants program.	Adequately articulates a theory of action (aligned with CCEE's theory of action) and the statewide changes anticipated from participation in the accelerated learning grants program.	Minimally articulates a theory of action (aligned with CCEE's theory of action) and the statewide changes anticipated from participation in the accelerated learning grants program.
Thoroughly and convincingly describes the overall management structure of the project and the roles each partner, if any, in the project's management.	Clearly describes the overall management structure of the project and the roles each partner, if any, in the project's management.	Adequately describes the overall management structure of the project and the roles each partner, if any, in the project's management.	Minimally describes the overall management structure of the project and the roles each partner, if any, in the project's management.
Thoroughly and convincingly describes a plan for sustainability of the professional learning opportunities after the expiration of the grant.	Clearly describes a plan for sustainability of the professional learning opportunities after the expiration of the grant.	Adequately describes a plan for sustainability of the professional learning opportunities after the expiration of the grant.	Minimally describes a plan for sustainability of the professional learning opportunities after the expiration of the grant.
Thoroughly and convincingly describes a project timeline for implementation of proposed activities including activities for	Clearly describes a project timeline for implementation of proposed activities including activities for sustainability after	Adequately describes a project timeline for implementation of proposed activities including activities for sustainability after	Minimally describes a project timeline for implementation of proposed activities including activities for sustainability after

sustainability after expiration of the grant.	expiration of the grant.	expiration of the grant.	expiration of the grant.
Thoroughly and convincingly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and minimum qualifications.	Clearly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and minimum qualifications.	Adequately describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and minimum qualifications.	Minimally describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and minimum qualifications.
Thoroughly and convincingly provides a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Does not provide CVs longer than one page.	Clearly provides a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Does not provide CVs longer than one page.	Adequately provides a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Does not provide CVs longer than one page.	Minimally provides a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Provide CVs longer than one page.

Part 2: Content

OUTSTANDING (8 points)	STRONG (6 points)	ADEQUATE (4 POINTS)	MINIMAL (2-0 POINTS)
Thoroughly and convincingly describes specific evidence-based strategy(ies) and/or approach, including content area, grade spans (levels), and highlights the specific consideration to the needs of English Learners, students with disabilities, low-income students, and high-need students.	Clearly describes specific evidence-based strategy(ies) and/or approach, including content area, grade spans (levels), and highlights the specific consideration to the needs of English Learners, students with disabilities, low-income students, and high-need students.	Adequately describes specific evidence-based strategy(ies) and/or approach, including content area, grade spans (levels), and highlights the specific consideration to the needs of English Learners, students with disabilities, low-income students, and high-need students.	Minimally describes specific evidence-based strategy(ies) and/or approach, including content area, grade spans (levels), and highlights the specific consideration to the needs of English Learners, students with disabilities, low-income students, and high-need students.
Thoroughly and convincingly provides an overview of the professional learning plan, describing how the Respondent will use the funding to disseminate professional learning opportunities for educators across the state in the areas of mathematics, literacy, and/or language development	Clearly provides an overview of the professional learning plan, describing how the Respondent will use the funding to disseminate professional learning opportunities for educators across the state in the areas of mathematics, literacy, and/or language development	Adequately provides an overview of the professional learning plan, describing how the Respondent will use the funding to disseminate professional learning opportunities for educators across the state in the areas of mathematics, literacy, and/or language development	Minimally provides an overview of the professional learning plan, describing how the Respondent will use the funding to disseminate professional learning opportunities for educators across the state in the areas of mathematics, literacy, and/or language development
Thoroughly and convincingly provides data and evidence of impact for proposed learning acceleration strategy including third party published data, peer reviewed study or evaluation, or other confirmed efficacy studies/data.	Clearly provides data and evidence of impact for proposed learning acceleration strategy including third party published data, peer reviewed study or evaluation, or other confirmed efficacy studies/data.	Adequately provides data and evidence of impact for proposed learning acceleration strategy such as third party published data, peer reviewed study or evaluation, or other confirmed efficacy studies/data.	Minimally provides data and evidence of impact for the proposed learning acceleration strategy and does not include any of the following: third party published data, peer reviewed study or evaluation, or other confirmed efficacy studies/data. May only provide internal efficacy

			data, or district referral.
Thoroughly and convincingly describes the level of instruction as outlined in the MTSS Framework for each content area.	Clearly describes the level of instruction as outlined in the MTSS Framework for each content area.	Adequately describes the level of instruction as outlined in the MTSS Framework for each content area.	Minimally describes the level of instruction as outlined in the MTSS Framework for each content area.
Thoroughly and convincingly describes the integration of the social emotional learning principles into the content area.	Clearly describes the integration of the social emotional learning principles into the content area.	Adequately describes the integration of the social emotional learning principles into the content area.	Minimally describes the integration of the social emotional learning principles into the content area.
Thoroughly and convincingly describes the integration of reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias, inequities, and implement improvement processes.	Clearly describes the integration of reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias, inequities, and implement improvement processes.	Adequately describes the integration of reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias, inequities, and implement improvement processes.	Minimally describes the integration of reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias, inequities, and implement improvement processes.

Part 3: Access and Method of Delivery

OUTSTANDING (8 points)	STRONG (6 points)	ADEQUATE (4 points)	MINIMAL (0-2 points)
Thoroughly and convincingly includes evidence of how their proposed methods have previously demonstrated growth and improvement in building capacity and changing instructional practices.	Clearly includes evidence of how their proposed methods have previously demonstrated growth and improvement in building capacity and changing instructional practices.	Adequately includes evidence of how their proposed methods have previously demonstrated growth and improvement in building capacity and changing instructional practices.	Minimally includes evidence of how their proposed methods have previously demonstrated growth and improvement in building capacity and changing instructional practices.
Thoroughly and convincingly	Clearly describes the	Adequately describes the	Minimally describes the

describes the development of resources and tools to support professional learning, including but not limited to professional learning and training materials, documents, video, and facilitation guides that will be utilized by trainers and participants.	development of resources and tools to support professional learning, including but not limited to professional learning and training materials, documents, video, and facilitation guides that will be utilized by trainers and participants.	development of resources and tools to support professional learning, including but not limited to professional learning and training materials, documents, video, and facilitation guides that will be utilized by trainers and participants.	development of resources and tools to support professional learning, including but not limited to professional learning and training materials, documents, video, and facilitation guides that will be utilized by trainers and participants.
Thoroughly and convincingly describes research-based, relevant methods of delivery grounded in effective instructional design that offers multi-session, sustained engagement opportunities focusing on interactive learning to support capacity building and student-centered instructional practices.	Clearly describes research-based, relevant methods of delivery grounded in effective instructional design that offers multi-session, sustained engagement opportunities focusing on interactive learning to support capacity building and student-centered instructional practices.	Adequately describes research-based, relevant methods of delivery grounded in effective instructional design that offers multi-session, sustained engagement opportunities focusing on interactive learning to support capacity building and student-centered instructional practices.	Minimally describes research-based, relevant methods of delivery grounded in effective instructional design that offers multi-session, sustained engagement opportunities focusing on interactive learning to support capacity building and student-centered instructional practices.
Thoroughly and convincingly explains the geographic regions of focus and how teachers, paraeducators, principals, and other school staff can access the professional learning opportunities described in the proposal.	Clearly explains the geographic regions of focus and how teachers, paraeducators, principals, and other school staff can access the professional learning opportunities described in the proposal.	Adequately explains the geographic regions of focus and how teachers, paraeducators, principals, and other school staff can access the professional learning opportunities described in the proposal.	Minimally explains the geographic regions of focus and how teachers, paraeducators, principals, and other school staff can access the professional learning opportunities described in the proposal.

Part 4: Expected Outcomes

OUTSTANDING (8 points)	STRONG (6 points)	ADEQUATE (4 points)	MINIMAL (0-2 points)
Thoroughly and convincingly describes the desired changes in classroom and/or individualized support practices, knowledge, and skills as a result of participation in the Learning Acceleration System Grant.	Clearly describes the desired changes in classroom and/or individualized support practices, knowledge, and skills as a result of participation in the Learning Acceleration System Grant.	Adequately describes the desired changes in classroom and/or individualized support practices, knowledge, and skills as a result of participation in the Learning Acceleration System Grant.	Minimally describes the desired changes in classroom and/or individualized support practices, knowledge, and skills as a result of participation in the Learning Acceleration System Grant.
Thoroughly and convincingly describes the metrics to determine project success and evidence of high-quality professional learning for teachers, para-educators, principals, and other school staff to build their skills and knowledge of the evidence-based accelerated learning strategy. Includes the answers to the following questions: Who are we reaching-directly or indirectly? How well is the program being implemented? Are we engaging teachers over time? In what specific ways is practice becoming more effective? How and in what ways is student learning improving?	Clearly describes the metrics to determine project success and evidence of high-quality professional learning for teachers, para-educators, principals, and other school staff to build their skills and knowledge of the evidence-based accelerated learning strategy. Includes the answers to the following questions: Who are we reaching-directly or indirectly? How well is the program being implemented? Are we engaging teachers over time? In what specific ways is practice becoming more effective? How and in what ways is student learning improving?	Adequately describes the metrics to determine project success and evidence of high-quality professional learning for teachers, para-educators, principals, and other school staff to build their skills and knowledge of the evidence-based accelerated learning strategy. Includes the answers to the following questions: Who are we reaching-directly or indirectly? How well is the program being implemented? Are we engaging teachers over time? In what specific ways is practice becoming more effective? How and in what ways is student learning improving?	Minimally describes the metrics to determine project success and evidence of high-quality professional learning for teachers, para-educators, principals, and other school staff to build their skills and knowledge of the evidence-based accelerated learning strategy. Includes the answers to the following questions: Who are we reaching-directly or indirectly? How well is the program being implemented? Are we engaging teachers over time? In what specific ways is practice becoming more effective? How and in what ways is student learning improving?
Thoroughly and convincingly describes the Respondent's method to collect, analyze, and	Clearly describes the Respondent's method to collect, analyze, and use, for project	Adequately describes the Respondent's method to collect, analyze, and use, for project	Minimally describes the Respondent's method to collect, analyze, and use, for project

use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect.	improvement purposes, the local qualitative and quantitative data the project anticipates it will collect.	improvement purposes, the local qualitative and quantitative data the project anticipates it will collect.	improvement purposes, the local qualitative and quantitative data the project anticipates it will collect.
Thoroughly and convincingly explains the decision-making process that will be used to determine desired outcomes and how annual goals will be established.	Clearly explains the decision-making process that will be used to determine desired outcomes and how annual goals will be established.	Adequately explains the decision-making process that will be used to determine desired outcomes and how annual goals will be established.	Minimally explains the decision-making process that will be used to determine desired outcomes and how annual goals will be established.

Part 5: Budget

OUTSTANDING (8 points)	STRONG (6 points)	ADEQUATE (4 points)	MINIMAL (0-2 points)
Five-year budget thoroughly and convincingly outlines necessary and allowable activities and costs, categorized using categories in Appendix D.	Five-year budget clearly outlines necessary and allowable activities and costs, categorized using categories in Appendix D.	Five-year budget adequately outlines allowable activities and costs, categorized using categories in Appendix D.	Budget outlines activities and costs, some of which may be non-allowable and/or categorized using another method than the one outlined in Appendix D.
Budget narrative thoroughly and convincingly demonstrates how the proposed costs: • are necessary and reasonable • support learning acceleration in specific content area(s) and specific MTSS Tier(s) relative to those content areas • support geographic reach for the proposed services (in specific region(s) or statewide	Budget narrative clearly demonstrates how the proposed costs: • are necessary and reasonable • support learning acceleration in specific content area(s) and specific MTSS Tier(s) relative to those content areas • support geographic reach for the proposed services (in specific region(s) or statewide	Budget narrative adequately demonstrates how the proposed costs: • are necessary and reasonable • support learning acceleration in specific content area(s) and specific MTSS Tier(s) relative to those content areas • support geographic reach for the proposed services (in specific region(s) or statewide	Budget narrative minimally demonstrates how the proposed costs: • are necessary and reasonable • support learning acceleration in specific content area(s) and specific MTSS Tier(s) relative to those content areas • support geographic reach for the proposed services (in specific region(s) or statewide

reach), are linked to a timeline for deliverables and an associated payment schedule for each of the five years	reach), are linked to a timeline for deliverables and an associated payment schedule for each of the five years	reach), are linked to a timeline for deliverables and an associated payment schedule for each of the five years	reach), are linked to a timeline for deliverables and an associated payment schedule for each of the five years

A five-year budget is required in the Proposal. Project expenses will be identified using grant funds in the 2021-22 through 2025-26 fiscal years.

VIII. Grant Awards and Reporting Requirements

Note: respondents may be requested to revise budgets prior to award dissemination in order to fall within the total fundable range. Following final program and budget negotiations, grants will be issued to a successful project after a signed agreement on the terms of the award has been received by the CCEE/MCOE.

Successful respondents are required to submit progress reports and invoices 45 days after the close of the quarter. The first progress report (May 16, 2022, through June 30, 2022) and invoice for the same time period will be due on or before August 15, 2022. Information required for these reports includes:

- Progress made relative to identified deliverables, including, but not limited to:
    - The creation of a statewide professional learning infrastructure
    - Trainings provided, including location, number and type of participants, and survey results from participants
    - Impact/outcome data
- Project modifications

The yearly final project report will be due to the CCEE/MCOE with the final invoice 45 days after the end of each fiscal year.

IX. Appendices

Appendix A: What Does Evidence-Based Mean?

The foundation of Assembly Bill 167, Section 152 focuses on professional learning about evidence-based strategies for learning acceleration. For this reason it is important to understand what evidence-based means. Evidence-based strategies or programs have been rigorously evaluated through randomized controlled trials or other methodologies with controlled comparison group designs and shown to make a large, positive statistically significant difference in student outcomes. An evidence-based strategy or program has shown that it is supported by data, repeatedly tested and can be reproduced in other settings. Evidence-based practices are "....practices that are supported by multiple, high quality studies that utilize research designs from which causality can be inferred and that demonstrate meaningful effects on student outcomes'' (Cook & Cook, 2011. p. 73). The strength of an evidence-based approach is a function of the number and quality of studies finding a positive effect on aspects of achievement, as well as the size of the effect. (For example, an effect size greater than .80 is considered a large effect size.) The below table from the American Institutes of Intensive Intervention Center provides examples of how to identify the evidence base for an approach.

You can find more information about academic intervention programs and studies at: https://charts.intensiveintervention.org/aintervention. The National Center on Intensive Intervention provides multiple tool charts displaying tools and interventions that meet standards for technical rigor and addressing a specific need. In addition, the What Works Clearinghouse at the US Department of Education offers Intervention Reports (summaries of findings of the highest-quality research on a given intervention or practice in education), as well as Reviews of Individual Studies (summaries of individual studies that have been reviewed by the WWC). And this recent meta-analysis of 96 rigorous studies of tutoring programs offers additional information on evidence-based approaches.

Click here for a PDF version of the Academic Intervention Tools Chart.

Academic Intervention Tools Chart

Legend

⬤ Convincing evidence

◖ Partially convincing evidence

◯ Unconvincing evidence

▬ Data unavailable

NA   Not applicable

Mean ES

* The mean effect size includes at least one statistically significant individual effect size

† A mean effect size could not be reported because at least one individual effect size could not be calculated

-- No targeted (T) or broader (B) measures were submitted for this study

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Achieve Intervention	Tracey & Young (2004)	Group Design	◯	0.09 (T) -- (B)	None	NA
Burst:Reading	Dubal et al. (2012)	Group Design	◯	0.09* (T) -- (B)	Demographic	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Burst:Reading	Pappas et al. (2015)	Group Design	◯	0.16* (T) 0.13* (B)	≤20th Percentile, Demographic	NA
Cover Copy Compare	Becker et al. (2009)	Single Case	◯	NA	None	◯
Cover Copy Compare	Cieslar et al. (2008)	Single Case	◖	NA	None	◖
Cover Copy Compare	Codding et al. (2007)	Single Case	⬤	NA	None	◯
Cover Copy Compare	Cressey & Ezbicki (2008)	Group Design	◯	-0.27 (T) -- (B)	None	NA
Cover Copy Compare	Poff et al. (2012)	Single Case	◯	NA	None	◯
Cover Copy Compare	Poncy et al. (2007)	Single Case	◖	NA	None	◖
Early Numeracy Intervention Grade 1	Bryant et al. (2011)	Group Design	⬤	0.46* (T) 0.23* (B)	None	NA

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	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
	Enhanced Core Reading Instruction	Fien et al. (2015); Smith et al. (2016)	Group Design	●	0.29* (T) 0.44* (B)	≤20th Percentile	NA
	Failure Free Reading	Torgesen et al. (2006)	Group Design	◐	0.12 (T) 0.05 (B)	≤20th Percentile	NA
	Fast ForWord Language Series	Miller et al. (1999)	Group Design	●	0.60* (T) † (B)	≤20th Percentile, Demographic	NA
	Fast ForWord Language Series	Scientific Learning Corporation (2004)	Group Design	○	0.44 (T) 0.59 (B)	None	NA
	Fast ForWord Language Series	Slattery (2003)	Group Design	◐	† (T) † (B)	None	NA
	focusMATH Intensive Intervention	Styers & Baird-Wilkerson (2011)	Group Design	●	0.23* (T) -- (B)	None	NA
**	Fraction Face-Off! (previously Fraction Challenge)	Fuchs et al. (2012)	Group Design	●	1.77* (T) 0.89* (B)	≤20th Percentile	NA
**	Fusion (Whole Number Foundations Level 1)	Clarke et al. (2013)	Group Design	●	0.84* (T) 0.14 (B)	None	NA

	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
	Headsprout	Huffstetter et al. (2010)	Group Design	◐	† (T) 0.90* (B)	None	NA
	Headsprout	Tyler et al. (2015)	Group Design	○	† (T) -- (B)	None	NA
**	Hot Math Tutoring	Fuchs et al. (2008)	Group Design	●	1.15* (T) 0.60* (B)	None	NA
	Incremental Rehearsal	Burns (2005)	Single Case	◐	NA	None	●
**	Incremental Rehearsal	Burns (2007)	Group Design	●	1.45* (T) -- (B)	None	NA
	Incremental Rehearsal	Codding et al. (2010)	Single Case	◐	NA	None	●
	Incremental Rehearsal	Matchett & Burns (2009)	Single Case	●	NA	None	●

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Incremental Rehearsal	Peterson et al. (2014)	Single Case	●	NA	None	●
iRead	Hamilton et al. (2016)	Group Design	○	† (T) †* (B)	Demographic	NA
i-Ready Personalized Instruction for Mathematics	Randal et al. (2020)	Group Design	◑	0.18* (T) -- (B)	≤20th Percentile	NA
i-Ready Personalized Instruction for Reading	Randal et al. (2020)	Group Design	◑	0.13* (T) -- (B)	≤20th Percentile	NA
Learning Strategies Curriculum: Assignment Completion Strategy	Hughes et al. (2002)	Single Case	●	NA	None	●
** Learning Strategies Curriculum: Commas Strategies Program	Schumaker, Walsh, & Deshler (2019)	Group Design	●	†* (T) 4.76* (B)	None	NA

	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
**	Learning Strategies Curriculum: Essay Test-Taking Strategy	Therrien et al. (2009)	Group Design	●	1.64* (T) †* (B)	None	NA
	Learning Strategies Curriculum: Fundamentals in the Sentence Writing Strategy	Bui, Schumaker, & Deshler (2006)	Group Design	●	0.72* (T) 0.19 (B)	None	NA
	Learning Strategies Curriculum: Inference Strategy	Fritschmann, Deshler, & Shumaker (2007)	Single Case	●	NA	None	●
	Learning Strategies Curriculum: LINCS Vocabulary Strategy	Harris, Schumaker, & Deshler (2011)	Group Design	◑	†* (T) 0.43* (B)	None	NA
**	Learning Strategies Curriculum: Punctuation Strategies Program	Schumaker, Fisher, & Walsh (2019)	Group Design	●	†* (T) 5.14* (B)	None	NA
	Learning Strategies Curriculum: Test-Taking Strategy	Hughes & Schumaker (1991)	Single Case	●	NA	None	●

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Learning Strategies Curriculum: The Word Identification Strategy	Lenz & Hughes (1990)	Single Case	🔴	NA	None	🔴
Learning Strategies Curriculum: Word Mapping Strategy	Harris, Schumaker, & Deshler (2011)	Group Design	🌓	†* (T) 2.21* (B)	None	NA
Leveled Literacy Intervention System **	Ransford-Kaldon et al. (2010)	Group Design	🔴	0.74* (T) 0.22* (B)	None	NA
Lexia Core5 Reading	Macaruso & Rodman (2011)	Group Design	⭕	0.49* (T) -0.28 (B)	≤20th Percentile	NA
Lexia Core5 Reading	Macaruso & Walker (2008)	Group Design	🌓	-0.04 (T) 0.53* (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Lexia Core5 Reading	Macaruso et al. (2006)	Group Design	🌓	-- (T) 0.46 (B)	≤20th Percentile, Demographic	NA
Lexia Core5 Reading	Macaruso et al. (2020)	Group Design	⭕	0.08* (T) -- (B)	≤20th Percentile	NA
Lexia Core5 Reading	O'Callaghan et al. (2016)	Group Design	🔴	0.30 (T) -- (B)	None	NA
Lexia Core5 Reading	Schechter et al. (2015)	Group Design	🌓	0.51* (T) -- (B)	≤20th Percentile, Demographic	NA
Lexia Core5 Reading	Wilkes et al. (2016)	Group Design	🌓	-- (T) 0.47 (B)	≤20th Percentile	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Lexia® PowerUp Literacy®	Hurwitz (2020)	Group Design	◑	-- (T) 0.24 (B)	≤20th Percentile	NA
MATH 180	HMH (2014)	Group Design	○	-- (T) 0.35* (B)	Demographic	NA
Math Interactive Learning Experience (MILE)	Kable et al. (2007); Bertrand (2009); Coles et al. (2009)	Group Design	◑	-- (T) -- (B)	≤20th Percentile	NA
Math Recovery	Smith et al. (2007)	Group Design	◑	-- (T) -- (B)	None	NA
MindPlay Virtual Reading Coach	Crews (2004)	Group Design	○	-- (T) † (B)	None	NA
MindPlay Virtual Reading Coach	Serido & Wilhelm (2006)	Group Design	◑	-- (T) 0.26* (B)	None	NA
MindPlay Virtual Reading Coach	Serido & Wilhelm (2008)	Group Design	◑	-- (T) 0.04 (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Number Rockets	Fuchs et al. (2005)	Group Design	●	0.45* (T) 0.11 (B)	None	NA
NumberShire Level 1	Fien et al. (2015); Smith et al. (2016)	Group Design	●	0.17* (T) 0.01 (B)	None	NA
Pirate Math Equation Quest	Powell et al. (2020)	Group Design	◑	0.99* (T) -- (B)	None	NA
** Pirate Math Individual Tutoring	Fuchs et al. (2009)	Group Design	●	4.85* (T) 3.16* (B)	None	NA
Promoting Acceleration of Comprehension and Content Through Text (PACT)	Swanson et al. (2017)	Group Design	◑	†* (T) † (B) 0.59*	None	NA

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Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
QuickReads	Vadasy & Sanders (2008)	Group Design	🔴	0.22 (T) 0.21* (B)	None	NA
READ 180 Universal	Hamilton et al. (2011)	Group Design	🔴	-- (T) 0.07* (B)	None	NA
READ 180 Universal	Kim et al. (2011)	Group Design	🔴	-- (T) † (B)	None	NA
READ 180 Universal	Lang et al. (2009)	Group Design	🔴	-- (T) 0.03* (B)	None	NA
READ 180 Universal	Scholastic Research (2008); White & Haslam (2005a); White & Haslam (2005b)	Group Design	🟠	-- (T) †* (B)	Demographic	NA
READ 180 Universal	Sprague et al. (2011)	Group Design	🔴	-- (T) 0.20* (B)	None	NA
Read Aloud Small-Group Curriculum	Fien et al. (2011)	Group Design	🔴	†* (T) † (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Read Naturally	Christ & Davie (2009)	Group Design	🟠	†* (T) -0.07 (B)	None	NA
Read Naturally	Heistad (2005)	Group Design	🟠	† (T) -- (B)	None	NA
Read Naturally	Tucker & Jones (2010)	Group Design	⚪	0.71 (T) -- (B)	None	NA
Read Right	Scott et al. (2010)	Group Design	🔴	-- (T) 0.19* (B)	None	NA
Reading for All Learners	Callow-Heusser & Sanborn (2016)	Group Design	🔴	0.22 (T) -- (B)	None	NA
Reading Plus	Reutzel et al. (2012)	Group Design	⚪	-- (T) 0.68* (B)	None	NA
Reading Recovery	Center et al. (1995)	Group Design	⚪	1.45* (T) 0.90* (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Reading Recovery	Iversen & Tunmer (1993)	Group Design	○	4.11* (T) †* (B)	None	NA
** Reading Recovery	May et al. (2016)	Group Design	●	†* (T) †* (B) 0.41-0.93*	None	NA
** Reading Recovery	Schwartz (2005)	Group Design	●	1.13* (T) † (B)	None	NA
** Reflex	Rudel (2016)	Group Design	●	0.75* (T) -- (B)	Demographic	NA
Reflex	Sarrell (2014)	Group Design	◐	0.62* (T) -- (B)	None	NA
Responsive Reading Instruction	Denton et al. (2010)	Group Design	◐	†* (T) 0.40* (B)	None	NA
Responsive Reading Instruction	Mathes et al. (2005)	Group Design	◐	† (T) † (B)	None	NA
ROOTS (Whole Number Foundations Level K)	Clarke et al. (2011)	Group Design	◐	-- (T) 0.21 (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
** ROOTS (Whole Number Foundations Level K)	Clarke et al. (2015)	Group Design	●	0.75* (T) 0.34* (B)	None	NA
** ROOTS (Whole Number Foundations Level K)	Clarke et al. (2020)	Group Design	●	0.86* (T) 0.31* (B)	≤20th Percentile	NA
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Bell, Hungerford et al. (n.d)	Group Design	◐	0.49* (T) 0.19* (B)	None	NA
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Bell, Worthington, et al. (n.d)	Group Design	○	0.54* (T) 0.03 (B)	None	NA

Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Christodoulou et al. (2017)	Group Design	◒	0.74* (T) -- (B)	None	NA	
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Huber et al. (2018)	Group Design	◯	† (T) -- (B)	None	NA	
Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Romeo et al. (2017)	Group Design	◒	†* (T) †* (B) 0.61 - 2.19	Demographic	NA	
Sound Partners (1-3)	Vadasy et al. (2005)	Group Design	◒	0.80* (T) -- (B)	None	NA	

	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)	
	Sound Partners Kindergarten	Vadasy & Sanders (2008)	Group Design	◒	0.22* (T) 0.39 (B)	None	NA	
**	Sound Partners Kindergarten	Vadasy & Sanders (2010)	Group Design	●	0.76* (T) 0.40* (B)	None	NA	
	Sound Partners Kindergarten	Vadasy et al. (2006)	Group Design	●	0.56* (T) 0.40* (B)	≤20th Percentile	NA	
	Spring Math	Codding et al. (2016)	Group Design	◒	0.51 (T) 0.10 (B)	≤20th Percentile	NA	
	Spring Math	VanDerHeyden et al. (2015)	Group Design	●	0.64* (T) 0.20* (B)	≤20th Percentile, Demographic	NA	
	SRSD for Writing Strategies	Graham et al. (2005)	Group Design	◒	†* (T) -- (B) 1.91-2.14	None	NA	
	SRSD for Writing Strategies	Harris et al. (2006)	Group Design	◒	†* (T) -- (B) 0.87-2.09	None	NA	

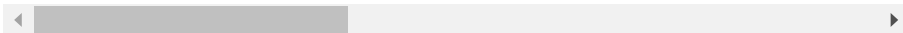|	Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
**	SRSD for Writing Strategies	Lane et al. (2011)	Group Design	●	0.72* (T) 0.80* (B)	None	NA
	Stepping Stones to Literacy	Nelson et al. (2010)	Group Design	●	† (T) 0.20 (B)	None	NA
	Stepping Stones to Literacy	Nelson, Benner, & Gonzalez (2005)	Group Design	●	†* (T) †* (B)	None	NA
**	Stepping Stones to Literacy	Nelson, Stage, Epstein, & Pierce (2005)	Group Design	●	0.82* (T) † (B)	None	NA
	Strategic Math Series: Partial Products	Flores & Milton (2020)	Single Case	●	NA	None	●
	Strategic Math Series: Standard Algorithm	Flores & Hinton (2019)	Single Case	●	NA	None	●
	Strategic Math Series: Standard Algorithm	Flores, Hinton, & Schweck (2014)	Single Case	●	NA	None	●
	Strategic Math Series: Standard Algorithm	Flores, Hinton, & Strozier (2014)	Single Case	●	NA	None	●

| Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Structured Supplemental Spelling Instruction	Graham et al. (2002)	Group Design	◐	†* (T) †* (B)	None	NA
System 44 Next Generation	Beam et al. (2011)	Group Design	◐	0.14* (T) 0.02 (B)	None	NA
System 44 Next Generation	Beam et al. (2012)	Group Design	●	†* (T) †* (B)	None	NA
Taped Problems	Bliss et al. (2010)	Single Case	●	NA	None	◐
Taped Problems	Cressey & Ezbicki (2008)	Group Design	○	0.03 (T) -- (B)	None	NA
Taped Problems	Krohn et al. (2012)	Single Case	●	NA	None	●
Taped Problems	McCallum & Schmitt (2011)	Single Case	●	NA	None	◐
Taped Problems	McCallum et al. (2004)	Single Case	●	NA	None	◐

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Title	Study	Study Type	Study Design	Mean ES (Targeted) (Broader)	Disaggregated ES Data Available	Visual Analysis (Single-Case Designs)
Taped Problems	Poncy et al. (2007)	Single Case	🔴	NA	None	🔴
Tutoring Buddy	DuBois et al. (2014)	Group Design	🟠	†* (T) 0.89* (B)	None	NA
Tutoring Buddy	DuBois et al. (2016)	Single Case	🟠	NA	None	🔴
Tutoring Buddy	Volpe et al. (2011)	Single Case	🟠	NA	None	🟠
Visualizing and Verbalizing for Language Comprehension and Thinking	Burke et al. (2005)	Group Design	⭕	0.56* (T) 0.51* (B)	None	NA
Words Their Way: Word Study In Action Developmental Model	Eddy et al. (2011)	Group Design	🔴	0.11 (T) 0.00 (B)	None	NA

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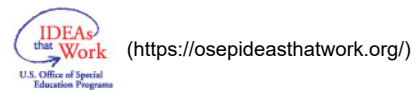
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Appendix B: 2021 State Budget Language

Assembly Bill No. 167, Section 43, modifying Assembly Bill No. 130, Section 152

SEC. 43. Section 152 of Chapter 44 of the Statutes of 2021 [AB 130] is amended to read:

SEC. 152. (a) The Legislature finds and declares all of the following:

(1) Early studies suggest that school closures and distance learning resulting from the COVID-19 pandemic have caused learning lags for pupils in both English language arts and mathematics, and that these lags are larger for pupils from socioeconomically disadvantaged households, pupils with disabilities, and Latinx pupils.

(2) California educators and providers of professional development must have access to the latest research and techniques to accelerate learning through evidence-based approaches and classroom practices, particularly in core academic subjects.

(3) Investment in professional learning infrastructure is needed to implement evidence-based intensive interventions to promote learning acceleration and address academic needs that have resulted from the COVID-19 pandemic.

(b) For the 2021–22 fiscal year, the sum of fifty million dollars ($50,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction to allocate to the California Collaborative for Educational Excellence to administer, in partnership with a selected county office of education, or multiple selected county offices of education, evidence-based professional education for educators that can support learning acceleration for California's diverse pupil population, particularly in mathematics, literacy, and language development. Funds appropriated for this purpose are available through the 2025–26 fiscal year to provide grants consistent with subdivision (c).

(c) On or before December 1, 2021, the California Collaborative for Educational Excellence, with the approval of the executive director of the State Board of Education, shall create an Proposal process and administration plan for the selection of grant recipients under the program. Administration of these funds shall include providing program oversight and technical assistance to grantees selected pursuant to this section. The California Collaborative for Educational Excellence may retain up to five million dollars ($5,000,000) of the appropriation in subdivision (b) for grant administration and professional learning development, coordination, and execution. Up to seven hundred fifty thousand dollars ($750,000) of the amount retained shall be made available to reimburse the Marin County Office of Education, the administrative agent of the California Collaborative for Educational Excellence, for costs associated with the administration of this program.

(d) The executive director of the California Collaborative for Educational Excellence shall award, subject to the approval of the executive director of the State Board of Education, grants to a county office of education, or multiple county offices of education, to help establish a statewide professional development infrastructure to expand the use of evidence-based accelerated learning strategies, and shall give priority to grant funding based on the following:

(1) Respondents who commit to coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another county office of education or consortia of county offices of education, or any combination of those entities, to disseminate regional or statewide professional learning to address pupils' learning needs by accelerating progress in the areas of mathematics, literacy, and language development.

(2) Respondents with a demonstrated ability to provide professional development to credentialed or certificated staff.

(3) Respondents with an understanding of the latest evidence to address learning recovery and acceleration.

(4) Respondents with a plan for sustaining the provision of professional development after grant expiration.

(e) Grant funding may be used for the following purposes:

(1) Developing or expanding existing evidence-based professional development opportunities or guidance for educators and administrators to address pupils' learning recovery and acceleration, with consideration of the needs of high-need pupils, including low-income pupils, English learners, and pupils with disabilities.

(2) Providing professional development to educators in alignment with knowledge of best practices for professional learning.

(f) Grant recipients shall commit to doing all of the following:

(1) Partnering with the California Collaborative for Educational Excellence to provide regional or statewide, or both regional and statewide, evidence-based professional development to accelerate learning.

(2) Providing program data, in the manner and form requested, to the California Collaborative for Educational Excellence.

(3) Participating in overall program evaluation.

(g) For the purposes of this section, "accelerated learning strategies" are those designed to meet pupils where they are in their learning and use evidence-based approaches to enable pupils to make strong and rapid progress in their mastery of knowledge and skills. These strategies may include individual or small group tutoring or whole class instruction using well-grounded methods with scaffolding and differentiation that meet pupils' specific needs.

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

Appendix C: Grant Proposal Template

RFP Submission Template

[Proposal Name]

[Respondent Organization(s)]

This Template should be completed in conjunction with the requirements set forth in this Learning Acceleration Request for Proposals (RFP). This completed Template should be no more than 20 pages. You may delete the instructions below to conserve space but make sure to address each prompt fully. Respondents are required to utilize this Template, but CCEE/MCOE reserves the right to consider all Proposals, notwithstanding technical noncompliance with relevant instructions.

Respondent Information:

Directions: After a careful review of the prompts below, delete the text, and replace it with a narrative that provides all necessary information for this section.

Include:

- Name and contact information for your organization (address, telephone number),
- Name and contact information (telephone number and email address) of the principal contact for your Proposal

Disclose any past or current business or other relationship with the CCEE, CCEE Governing Board members, or MCOE.

Part 1: Capacity

Directions: After a careful review of the prompts below, delete the text, and replace it with a narrative that provides all necessary information for this section.

Clearly and concisely describe the Respondent's ability to provide professional learning of evidence-based accelerated learning strategies in mathematics, literacy, and/or language development, and meet the requirements as follows:

A. Describe the Respondent's (and Respondent's partners) previous experience and/or expertise in developing and delivering high-quality professional learning for educators, including teachers, paraeducators and/or principals in the identified evidence-based accelerated learning strategy with consideration of the needs of low-income students, English Learners, and students with disabilities.

B. Demonstrate capacity to provide multiple professional learning experiences of an evidence-based accelerated learning strategy in either mathematics, literacy, and/or language development to LEAs across California or a specified regions in the state[3] by describing target participants, including the type and potential number of educators who will be served and their locations, including how the professional learning to urban, suburban, and rural settings throughout the state is differentiated to meet local needs.

C. Describe how the Respondent will coordinate and partner with institutions of higher education, nonprofit organizations with expertise in learning acceleration, another county office of education or consortia of county offices of education, or any combination of those entities to provide professional learning opportunities.

D. Develop or expand existing evidence-based professional development opportunities or guidance for educators and administrators to address students' learning recovery and acceleration, with consideration of the needs of high-needs students, including low-income students, English learners, and students with disabilities.

E. Provide professional development to instructional coaches, teachers, paraeducators, principals, and/or other school staff in alignment with knowledge of best practices for professional learning Quality Professional Learning Standards (QPLS). More information about the QPLS is available at https://www.cde.ca.gov/pd/ps/qpls.asp.

F. Articulate a theory of action (aligned with CCEE's theory of action) and the statewide changes anticipated from participation in the accelerated learning grants program.

G. Describe the overall management structure of the project and the roles each partner, if any, in the project's management.

H. Describe a plan for sustainability of the professional learning opportunities after the expiration of the grant.

I. Provide a project timeline for implementation of proposed activities including activities for sustainability after expiration of the grant.

J. Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and minimum qualifications.

K. Provide a curriculum vitae (CV) or resume (one page maximum) for each of the key project personnel listed on the organization chart. Do not submit a CV longer than one page. The CV or resumes can be included as attachments.

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[3] The goal is to create a professional learning infrastructure that is accessible for any participant for full state coverage. Proposals will be reviewed with this context and Respondents will ultimately be selected to ensure full state coverage.

Part 2: Content

Directions: After a careful review of the prompts below, delete the text, and replace it with a narrative that provides all necessary information for this section.

Proposals must describe how they will address focus content areas outlined in Section 152 of Assembly Bill 130; mathematics, literacy and/or language development with specific consideration to the needs of low-income students, English Learners, students with disabilities, and high-need students. Proposals should address the following:

A. Description of specific evidence-based strategy(ies) and/or approach, including content area, grade spans (levels), and highlighting the specific consideration to the needs of English Learners, students with disabilities, low-income students, and high-need students as aligned with the CA ELA/ELD Framework, new CA Mathematics Framework, and the CA Digital Learning Integration and Standards Guidance.

B. Overview of the professional learning plan, describing how the Respondent will use the funding to disseminate professional learning opportunities for educators across the state in the areas of mathematics, literacy, and/or language development.

C. Data and evidence of impact for the proposed learning acceleration strategy such as third party published data, peer reviewed study or evaluation, or other confirmed efficacy studies/data.

D. Level of instruction as outlined in the MTSS Framework: Revised California MTSS Framework-July 2021 (ocde.us)

E. Integration of the social emotional learning principles into the content area: Guiding Principles Workbook - Social and Emotional Learning (CA Dept. of Education)

F. Integration of reflective practices to ensure the necessary mindset shifts are achieved to attend to systemic bias, address inequities, and implement improvement processes.

Part 3: Access and Method of Delivery

Directions: After a careful review of the prompts below, delete the text, and replace it with a narrative that provides all necessary information for this section.

Proposals must identify and describe the method of delivery and may identify one or more of the methods of delivery when developing their proposal for the development and delivery of professional learning supports. Delivery methods may be proposed as in-person, hybrid, or virtual with the goal of universal access for any and all teachers, para-educators, principals, and/or other school staff. Proposals should address the following:

A. Include evidence of how proposed methods have previously demonstrated growth and improvement in building capacity and changing instructional practices.

B. Describe the development of resources and tools to support professional learning, including but not limited to professional learning and training materials, documents, video, and facilitation guides that will be utilized by trainers and participants.

C. Describe research-based, relevant methods of delivery grounded in effective instructional design that offers multi-session, sustained engagement opportunities (coaching, consultation, office hours, between the session learning, observation & feedback) focusing on interactive learning to support capacity building and student-centered instructional practices.

D. Explain geographic regions of focus and how teachers, paraeducators, principals, and/or other school staff can access the professional learning opportunities described in the proposal.

Part 4: Expected Outcomes

Directions: After a careful review of the prompts below, delete the text, and replace it with a narrative that provides all necessary information for this section.

Proposals must describe how the project leadership will monitor and substantiate the overall success of the professional learning program.

A. Describe the desired changes in classroom and/or individualized support practices, knowledge, and skills as a result of participation in the Learning Acceleration System Grant.

B. Describe the metrics to determine project success and evidence of high-quality professional learning for teachers, para-educators, principals, and other school staff to build their skills and knowledge of evidence-based accelerated learning strategy. (Who are we reaching-directly or indirectly? How well is the program being implemented? Are we engaging educators over time? In what specific ways is practice becoming more effective? How and in what ways is student learning improving?)

C. Describe the Respondent's method to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect.

D. Explain the decision-making process that will be used to determine desired outcomes and how annual goals will be established.

Part 5: Budget

Directions: After a careful review of the prompts below, delete the text, and replace it with budget spreadsheet (which can be included as an attachment) and a budget narrative that provides all necessary information for this section.

A five-year budget is required in the Proposal. Project expenses will be identified using grant funds in the 2021-22 through 2025-26 fiscal years.

A. Provide a Learning Acceleration Grant Proposed *Budget* for the five project years (2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026), with expenses categorized using the categories outlined in Appendix B.

   a. The performance period for the Learning Acceleration Grant Proposed Budget will be from April 2021 to June 2026.

B. Provide a detailed Learning Acceleration Grant Proposed *Budget Narrative* for each project year justifying each line-item cost contained in the Learning Acceleration Grant Proposed Project Budget Narrative. The Narrative should:

   a. Demonstrate how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes

   b. Demonstrate how the proposed costs support:

      i.   learning acceleration in specific content area(s) of focus (literacy, language development, mathematics),

      ii. specific MTSS Tier(s) (Tier I, II, III) relative to those content areas, and

      iii. geographic reach for the services provided (in specific region(s) or statewide)

   c. Outline the timeline for deliverables and associated payment schedule for each of the five years

Appendix D: Budget Categories

Each budget category is described below.

Object Code	Description
1000	**Certificated Salaries** Certificated salaries are salaries that require a credential or permit issued by the California Commission on Teacher Credentialing (CTC). List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary. **Note:** Funds in this category are not intended to supplant current fixed costs.
2000	**Classified Salaries** Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. **Note:** Funds in this category are not intended to supplant current fixed costs.
3000	**Employee Benefits** Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.
4000	**Books and Supplies** Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file.

5000	**Services and Other Operating Expenditures** Record expenditures for services and other operating expenditures. **Travel and Conference:** Include expenditures incurred by and/or for employees and other representatives of the LEA for travel, including lodging, mileage, parking, bridge tolls, shuttles, and taxis. Receipts are required to be kept on file by your agency for audit purposes. **Contracting Services:** Services provided to the LEA by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.
6000	**Capital Outlay** Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA's threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA's threshold for capitalization. Refer to the district's threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings**.**
7000	**Indirect** if applicable (not to exceed CDE-approved rate) Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at https://www.cde.ca.gov/fg/ac/ic/.

Source: Adapted from California Department of Education California Career Pathways Trust RFA and the California School Accounting Manual: California School Accounting Manual Complete 2019 Edition - Definitions, Instructions, & Procedures (CA Dept of Education)

Appendix E: Project Statement of Assurances

Instructions: Each Respondent must review the assurances and demonstrate agreement by selecting the boxes provided. In order to demonstrate agreement, the superintendent of the LEA, acting as the fiscal agent, must complete the fields below and provide a signature in the space provided.

Contact Information and Signatures:

LEA Contact			
Name:		Telephone:	
Position:		Email Address:	
Mailing Address:			
LEA Superintendent			
Name:		Telephone:	
Signature:		Date:	

The LEA, through its authorized representative, agrees to the enclosed assurances.

General Assurances

☐ Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).

☐ Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

☐ Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

☐ Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

☐ Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)

☐ The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state paid to that agency under each program. (5 CCR, §4202)

☐ The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

☐ The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

☐ The LEA administers all funds and property related to programs funded through the Consolidated Proposal. (20 USC §6320; PL 114-95, §1117(d)(1))

☐ The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))

☐ Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)

☐ Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

Project Specific Assurances

☐ The LEA will submit progress reports and invoices 45 days after the close of the quarter. The first progress report (May 16, 2022, through June 30, 2022) and invoice for the same time period will be due on or before August 15, 2022. Information required for these reports includes:
  - Progress made relative to identified deliverables, including, but not limited to:
    ○ The creation of a statewide professional learning infrastructure
    ○ trainings provided, including location, number and type of participants, and survey results from participants;
    ○ impact/outcome data; and
    ○ project modifications.

☐ The LEA will submit expenditure reports, including budget and actuals, to CCEE in June of each of the five years of this grant.

☐ The project team will participate and engage in quarterly Community of Practice events with other professional learning providers for the purpose of discussing impact, outcomes, and new learnings.

☐ The project team will ensure participation and engagement in the overall evaluation of the Learning Acceleration System Grant.