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REQUEST FOR PROPOSALS FOR INDEPENDENT EVALUATION SERVICES

For the Reading Instruction and Intervention Grant Program

ISSUED BY:

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

ISSUED ON:

January 31, 2022

PROPOSALS DUE:

March 17, 2022

The California Collaborative for Educational Excellence (“CCEE”) and the Marin County Office of Education (“MCOE”) invite qualified organizations (“Respondents”) to submit proposals (“Proposals”) in response to this Request for Proposals (“RFP”). Proposals shall comply with the requirements set forth herein. 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 service needs of the CCEE.

I. Timelines

<u>Activity</u>	<u>Date</u>
Release of Request for Proposals	January 31, 2022
Questions from Respondents Due (if any)	February 23, 2022 (4:00pm)
Due Date for Proposals	March 17, 2022 (4:00pm)
Notification to the Public	No later than April 7, 2022
Work to Begin No Earlier Than:	May 1, 2022
Duration of Services	Final report due June 30, 2026
<i>Note: All dates are preliminary and subject to change.</i>	

II. Purpose

The purpose of this RFP is to secure independent evaluation services for the Reading Instruction and Intervention Grant Program, as set forth in Section 145 of Assembly Bill 130 (Chapter 44, Statutes of 2021). These evaluation services will support the CCEE in consultation with the California Department of Education (“CDE”) to evaluate and make recommendations regarding the effectiveness of the professional learning opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils’ executive functioning skills. Pursuant to subdivision (c) of Section 145 of Assembly Bill 130 (Chapter 44, Statutes of 2021), grantees shall participate in the evaluation coordinated by the CCEE.

III. Background and Context

Established by the Legislature in 2013 with the enactment of the Local Control Funding Formula (“LCFF”), the CCEE became operational in 2015 to “advise and assist” local educational agencies (“LEAs”) with achieving the goals set forth in their Local Control and Accountability Plans (“LCAPs”). (Ed. Code § 52074.) CCEE is an integral part of the Statewide System of Support, which is designed to build the capacity of LEAs to support LCFF, through the continuous

improvement of pupil performance, address the achievement gaps between student groups, and improve outreach and collaboration with partners to ensure that LCAPs reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations (Ed. Code § 52059). The Reading Instruction and Intervention Grant Program, administered by CDE in consultations with CCEE, will allow the System of Support to build the capacity of LEAs across the state through professional learning opportunities focused on reading instruction and intervention and executive functioning skills.

Aligned with the System of Support, recent investments in professional learning and larger statewide initiatives, such as community schools, expanded learning, and universal preschool to Kindergarten, reflect the vision of whole child design [e.g., Cantor, P. (2021). [All Children Thriving: A New Purpose for Education](#) in Fall 2021 American Educator; Learning Policy Institute & Turnaround for Children. (2021). [Design principles for schools: Putting the science of learning and development into action.](#)]. Four central components organize the whole child design principles: 1) transforming learning environments, 2) redesigning curriculum, instruction, assessments, and accountability, 3) building adult capacity and expertise, and 4) aligning resources equitably and efficiently. To help operationalize these components, California is also investing in a professional learning infrastructure and implementing evidence-based intensive interventions to accelerate progress and address the academic needs of students that have resulted from the COVID-19 pandemic. Professional learning opportunities for educators to strengthen reading instruction for all pupils is foundational to supporting educators in accessing the necessary instructional materials to transform and redesign teaching and learning to support disciplinary literacy practices that strengthen student literacy achievement and executive functioning skills.

This RFP will outline the evaluation services requested to support the Reading Instruction and Intervention Grant Program as part of the Statewide System of Support that includes the statewide professional learning infrastructure and vision for whole child design. Pursuant to the Education Omnibus Trailer Bill to the 2021 State Budget Act, Section 145 of Assembly Bill 130, \$10 million was provided in one-time funding for the CDE, in consultation with the CCEE, with approval from the Executive Director of the State Board of Education (“SBE”), to designate one or more LEAs to develop and disseminate professional learning opportunities to strengthen reading instruction (please see Appendix A to review Section 145 of Assembly Bill 130, Chapter 44, Statutes of 2021).

The selected Respondent will be responsible for measuring the effectiveness of professional development, including the extent the initiative contributes to a coherent statewide system of educator learning for all educators and its subsequent impact on student learning outcomes. The measure of effectiveness must also include measuring the effective alignment of the Reading Instruction and Intervention Grant Program with the upcoming and existing Professional Learning initiatives within the System of Support. For a list of relevant professional learning initiatives, including the alignment requirements referenced in the Reading Instruction and Intervention Grant, please see Appendix B. Additional information about the Statewide System of Support can be found at CCEE’s System of Support web page: <https://ccee-ca.org/about-the-system/>

IV. Program Requirements: Reading Instruction and Intervention

This RFP is for external evaluation services to provide **planning** (to identify the needs the program will address), **formative** (to support effective implementation through how programs can be improved) and **summative** (to understand outcomes and overall impact to determine the value of a program through strengthened instructional practices and improved student performance) **evaluations** of the activities conducted as a part of the Reading Instruction and Intervention Grant Program within the Statewide System of Support.

The Reading Instruction and Intervention Grant was established by Section 145 of the Education Omnibus Trailer Bill to the 2021 State Budget Act, [Assembly Bill 130](#), which added an uncodified section to implement the program.

The legislation and associated Request for Applications issued by the CDE, specifies that the CDE, in consultation with CCEE, and approval of the SBE, shall select one or more LEAs to disseminate professional learning opportunities that elicit change in classroom practice to improve literacy achievement and student executive functioning skills. Professional learning opportunities under the Reading Instruction and Intervention Grant Program may include, but are not limited to, all of the following:

1. School leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, including early learners, English learner (EL) students, pupils with disabilities, and pupils with dyslexia.
2. Educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners.
3. Educators, including teachers and paraprofessionals, to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.
4. All educators, including support staff, to support the development of pupils' executive functioning skills.

V. Evaluation Scope of Services

CCEE solicits proposals for a nonprofit entity to conduct planning, formative, and summative evaluations of the Reading Instruction and Intervention Grant Program.

CCEE and CDE staff will consult with the selected Respondent about the final format for the program data collection and presentation. The selected Respondent will act as a thought partner with CCEE and CDE staff to understand and operationalize all recommendations. A common set of data metrics will be required for the Respondent to collect based on the needs across multiple evaluation projects and the Statewide System of Support (e.g., all evaluations must include participant perceptions of the overall quality, relevance, and usability (“QRU”) of the professional learning opportunities).

California Collaborative for Educational Excellence Theory of Action

CCEE’s theory of action focuses on collaborating with the Statewide System of Support partners (e.g., county offices of education (“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 its direct technical assistance provided to districts with significant academic and fiscal challenges and guides its larger statewide initiatives like the Learning Acceleration System to guide the statewide infrastructure for professional learning.

CCEE Theory of Action as Strategic Frame



"How does **working with CCEE** change partners' **knowledge, practice, and mindset** around the impact that implementing continuous improvement processes with an equity-oriented perspective has on **outcomes for their students?**"

Quality/Relevance/Usability (QRU) Rubric

CCEE’s Quality/Relevance/Usability (QRU) rubric will be used to support the evaluation of proposals submitted. The rubric has three overall components that address the following:

- **Quality:** The degree to which the proposal/resource is proven to be aligned to CCEE’s theory of action and have a positive impact on student outcomes
- **Relevance:** The ability of the proposal/resource to address all of the program requirements outlined in this RFP and address target audiences (LEAs, student groups) identified as high priority by the State
- **Usability:** The degree to which the proposal can be implemented without unduly burdening LEA users

The selected Respondent will be required to develop a theory of change or logic model aligned to the CCEE Theory of Action and integrate the essential design principles (e.g., whole child, universal design for learning, and QRU rubric). Specifically, this theory of change should distinguish the identification and measurement of inputs from outputs (e.g., changes in participants perceptions and practices) and outcomes (e.g., changes in student performance at the school, district, or regional level) given access and use of reading instruction and interventions.

The Proposal should also address the Respondent's experience and plan to use quantitative and qualitative data or mixed-method approaches to identify and measure the data required to address the evaluation questions. The selected Respondent's staff will be invited to present interim data and reports, at least twice a year, to the CCEE, CDE, representatives of the Statewide System of Support, designated COEs, and select partners to understand the evaluation's interim results and its implications for ongoing development. (The first convening is tentatively scheduled for mid-May or early June 2022).

To support larger statewide coherence, and to ensure clear and continued alignment with all related literacy programs and initiatives, the selected Respondent will be required to convene at least two times a year to review and discuss preliminary data collection and reports with contractors from other required statewide evaluations (e.g., Learning Acceleration System and High-Quality Online Instructional Materials Repository). The collaborative convenings among the evaluators will support streamlining data collection and reporting efforts across professional learning initiatives to inform the larger Statewide System of Support and vision for whole child design (e.g., results from these evaluations may inform other statewide initiatives such as community schools).

Areas of focus for the **planning evaluation** should include interim data collection and reporting that addresses, but is not limited to, the following:

- Recommendations for the partners to include in the program planning related to the Reading Instruction and Intervention Grant Program;
- Recommendations for assessing the participant needs, characteristics, and working conditions related to the Reading Instruction and Intervention Grant Program;
- Recommendations for measuring stakeholder reaction to intended program plan related to the Reading Instruction and Intervention Grant Program;

Areas of focus for the **formative evaluation** should include interim data collection and reporting that addresses, but is not limited to, the following:

- Recommendations for improvement of systems and processes related to the Reading Instruction and Intervention Grant Program;
- Recommendations for professional learning topics, areas of focus, and delivery structures;
- Recommendations for the development and delivery of professional learning to support urban, suburban, and rural settings throughout the state and are differentiated to meet local needs;
- Recommendations for the development and delivery of professional learning to support diverse learners, including early learners, English learner (EL) students, pupils with disabilities, pupils with dyslexia, and student groups identified in the LCAPs and the California School Dashboard (e.g., students experiencing homelessness, low-income, foster youth, English language learners, and students with disabilities);

- Recommendations for the development of instructional materials and delivery of professional learning aligned with the [QRU Resource Review Guide](#), the Quality Professional Learning Standards (QPLS), Universal Design for Learning (UDL), and the [Digital Learning Integration and Standards Guidance](#) to support whole child design efforts;
- Recommendations for leveraging technology to scale access to evidence-based practices and resources to support supplemental instruction and supports;
- Recommendations for scaling elements of the initiative having the greatest impact;
- Recommendations for updating the evaluation plan as needed to reflect revisions and improvements to the Reading Instruction and Intervention Grant Program; and
- Recommendations to strengthen and maintain alignment across related literacy grants, programs and initiatives.

Areas of focus for the **summative evaluation** should include final data collection and reporting that addresses, but is not limited to, the following:

- Number of instructional staff/teams and LEAs served;
- Participant perception of QRU; proficiency in accessing the materials and completing the learning objectives; and transfer of learning into practice;
- Changes in the recommendations for reading instruction and intervention delivery and materials;
- Changes in the recruitment and retention of regional, district, and school instructional leaders to design instructional materials as a result of professional learning received through the Reading Instruction and Intervention Grant Program;
- Changes in the regional, district, and school-level data as a result of the professional learning received through the Reading Instruction and Intervention Grant Program;
- Changes in student outcome data, especially those identified through the California School Dashboard, as a result of professional learning received through the Reading Instruction and Intervention Grant Program; and
- Identifying exemplars of strategies, structures, and supports for effective professional learning to support instructional leadership, including the number of cross-grant/initiative collaborations (meetings, communications, etc.).

VI. **General Proposal Information**

A. **Respondents' Eligibility**

The program requirements outlined in Section 145 of Assembly Bill 130, subdivision (c) specifies that the CCEE may require reporting from grantees to complete the evaluation. Through this RFP, CCEE seeks to enter into a contract with a nonprofit entity to conduct the evaluation. The Respondent must be legally constituted and qualified to do business as a nonprofit entity within the State of California.

The Respondent to this RFP must serve as the Prime Contractor and will be the responsible entity in ensuring that all tasks and activities are successfully completed.

B. Minimum Qualifications for Respondents

Respondents must have a minimum of four years of recent (within the last 7 years) full-time experience in conducting large-scale evaluation studies within the educational setting.

Please see RFP Section VII.E. for additional information pertaining to personnel requirements.

C. Questions and Clarifications

Respondents may submit questions and requests for clarifications or additional information regarding this RFP, in writing only, to sanjum@ccee-ca.org. Questions and requests for clarifications may be submitted at any time up to February 23, 2022, at 4:00pm (Pacific Standard Time), and must provide contact information for Respondent, including an email address where the CCEE may send its response.

CCEE will make every effort to provide responses and clarifications via CCEE's website at <https://ccee-ca.org> by March 4, 2022. At its discretion, the CCEE may respond to questions that are submitted late or not in proper form. The CCEE reserves the right to rephrase or not answer any question or inquiry submitted. Respondents are solely responsible for monitoring any questions or answers posted on the CCEE's website and incorporating any answer provided by CCEE into their proposals.

VII. Proposal Specifications/Requirements for Submittal

Each Respondent must submit a Proposal that contains all of the required items listed in this section. Any Proposal that does not include all required items may be disqualified from consideration, but the CCEE reserves the right to consider Proposals which do not meet all the requirements, at its sole discretion. Proposals should not be any longer than 20 pages, excluding résumés of identified personnel. Proposals can utilize tables and/or bullets to communicate the main ideas and flow of work more clearly.

A. Cover Letter

B. Scope of Project

The Proposal must include a section that addresses all parts of Section VII (Proposal Specifications/Requirements for Submittal) of the RFP. All tasks and subtasks must be addressed.

C. Description of Respondent Organization

Include the name and contact information for your organization (address, telephone number, fax number), as well as the name and contact information (telephone number and email address) of the principal contact for your application. Provide a brief history of the organization, including:

- Number of years in business/practice
- Senior member(s) and length of association
- Whether the organization may have been known by a different name while under substantially the same management
- Location of office where project team members will design and oversee the evaluation program
- List of basic services generally provided by the organization

D. Organizational Capacity and Previous Experience

The Proposal must describe and demonstrate the Respondent's capacity and ability to perform and administer all activities related to this project. This includes a demonstration of the Respondent's experience in evaluation research, study design and implementation, and high-stakes research projects, particularly those related to education. The Proposal should also reflect the Respondent's understanding of the California education policies, especially those associated with the legislation outlining the Reading Instruction and Intervention Grant Program, the LCFF, the California School Dashboard, and the System of Support, as well as broader education policy and research as it relates to the work outlined in this RFP.

If the Respondent will be subcontracting a portion of the work, the Proposal must describe and demonstrate the subcontractor's capacity and ability to perform the portion of the work in which the subcontractor will be involved.

E. Qualifications of Respondent Personnel

Please include the name of all individuals proposed by the organization to perform the duties described above in Section V, Evaluation Scope of Services, including the qualifications of each and what each would be doing. Current resumes for each individual must be included as attachments to the submitted Proposal and will not be counted in the page limits.

E.1. Project Lead

The Proposal must identify a dedicated Project Lead by name and include descriptions of how the proposed Project Lead meets the qualifications required. The Proposal must describe how the Project Lead will effectively coordinate, manage, and monitor the efforts of assigned staff, including subcontractors

and/or consultants, to ensure that all tasks, activities, and functions are completed effectively and timely.

The Project Lead must have, at a minimum, four years of recent experience (within the last seven years) managing a project of comparable size and scope of the services described in this RFP.

The Project Lead will serve as the primary contact for the CCEE.

E.2. Changes to Key Personnel

Once a Respondent is selected, the assigned project personnel, including the Project Lead, cannot be changed or substituted without the CCEE's prior written approval. Any substitute personnel shall meet or exceed the qualifications and experience level of the previously assigned project staff/personnel.

E.3. Subcontracts

A subcontract is defined as any and all agreements between a Respondent and another entity, individual or business, for the accomplishment of any task, or component of a task, in whole or part, described in this RFP. All work assigned to subcontractors remains the responsibility of the selected Respondent. For each proposed subcontractor, the Respondent must include a:

- a. Description of the activities and functions that will be performed by the subcontractor/consultant
- b. Brief explanation as to why the subcontractor was selected
- c. Résumés for each consultant or personnel of a subcontractor who will be assigned to the project.

E.4. Organization Chart

An organization chart, including organizational titles, project roles, and names should be included with the Proposal.

F. Proposed Work Plan

Please include a description of Respondent's proposed work plan to accomplish the duties described above in Section V, Evaluation Scope of Services. The work plan shall consist of time estimates for each significant segment of the work, the number of staff to be assigned, including supervisors where appropriate, the level of each staff member to be assigned, and any specialists or subcontractors who will be assigned.

Using this table, identify the specific deliverables, timeframe for delivery, and cost per deliverable.

Deliverable	Estimated Delivery Date	Cost

G. Conflict of Interest

Please disclose any past or current business or other relationship with the CCEE, CDE/SBE, CCEE Governing Board members, or MCOE.

H. Costs and Fees

Provide an annual breakdown of the proposed fees and costs (including organization personnel) for the evaluation program. The project fees and expenses from May 1, 2022, through June 30, 2026, must be stated as “not to exceed” \$450,000 (consisting of \$200,000 that was allocated pursuant to Section 145 of Assembly Bill 130, subdivision (c), plus an additional \$250,000 funded by the CCEE to support the evaluation). (See Appendix A.) Describe Respondent’s willingness to commit to the estimate provided and what factors may influence the assessment in the event of programmatic changes.

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 a fiscal year-to-fiscal year with the ability to extend it at the exclusive option of the CCEE.

Respondents’ scope of work relative to the legislatively established maximum cost of \$450,000 may be a factor in awarding the contract. Since an RFP is not required, the CCEE/MCOE is not obligated to accept a bid based on cost estimates.

I. Ownership of Program Data, 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 Data and Documents

All program data, 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 previously owned and curated 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.

J. References

Provide a list of clients (including name, address, email address, and telephone number of contact person, as well as a description of the work performed) for whom Respondent has performed similar services.

VIII. Rights of the CCEE/MCOE

This RFP does not commit the CCEE/MCOE to award a contract or pay any costs incurred in the preparation of a response to this RFP. The CCEE/MCOE is not required by law to use an RFP process, and the utilization of an RFP process shall not obligate the CCEE/MCOE to comply with any statutorily required course of action. CCEE/MCOE has elected to utilize an RFP process for the particular services described herein for the sole purpose of seeking qualified parties who meet the CCEE's unique service needs. The CCEE/MCOE reserves the right to enter into direct negotiations with a Respondent or any other party for the services set forth herein, accept all or part of any submittal, or to cancel in part or in its entirety the RFP. The CCEE/MCOE further reserves the right to select the Respondent(s) that it considers to be in the best interests of the CCEE.

IX. Submission Details

- A. The CCEE/MCOE will begin accepting Proposals upon the date of issuance of this RFP and will continue to accept Proposals until Thursday, March 17, 2022, at 4:00 p.m. (Pacific Standard Time).
- B. Respondents must submit an electronically signed copy of the original Proposal (as a PDF) via email to sanjum@ccee-ca.org.
- C. Respondents shall be solely responsible for ensuring its Proposal arrives to the CCEE by the deadline set forth above. The CCEE/MCOE shall not be responsible for any technical issues with email delivery.
- D. 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.
- E. Any costs incurred by the Respondents in the preparation of any information or material submitted in response to this RFP shall be the sole responsibility of the Respondent.
- F. 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.
- G. The CCEE/MCOE may begin negotiations with selected Respondents at the CCEE's discretion.
- H. Upon selecting a Respondent, the CCEE/MCOE shall provide an agreement for negotiation by the Parties.
- I. All Proposals submitted in response to the RFP become the property of the CCEE and a public record and, as such, may be subject to public viewing and disclosure pursuant to applicable laws, including the California Public Records Act (Gov. Code § 6250 et seq.).

X. Receipt of Proposals; Contact Information

Respondents are not to contact the Marin County Office of Education, including Board members, the Superintendent, or any other employee or representative of the MCOE.

Contacting such officials, employees, and/or representatives other than those persons listed below may result in the disqualification of the Respondent.

All inquiries or questions for additional information should be directed in writing to sanjum@ccee-ca.org by Wednesday, February 23, 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 electronically signed copy of the original Proposal (as a PDF) via email to sanjum@ccee-ca.org by Thursday, March 17, 2022, at 4:00 p.m. (Pacific Standard Time) with the subject line "Reading Instruction and Intervention."

Appendices

Appendix A: 2021 State Budget Language

Professional Learning to Support Literacy

Assembly Bill 130 (Chapter 44, Statutes of 2021)

SEC. 145. (a) For the 2021–22 fiscal year, the sum of ten million dollars (\$10,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction to generate and disseminate professional learning opportunities for educators across the state in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils’ executive functioning skills. Funds appropriated for this purpose are available through the 2025–26 fiscal year to provide grants consistent with subdivision (b).

(b) (1) The State Department of Education and the California Collaborative for Educational Excellence shall establish a process, administered by the State Department of Education, to select, subject to approval by the executive director of the State Board of Education, one or more local educational agencies 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 pupils and in a manner that aligns with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the Education Code. The State Department of Education shall give positive consideration to applicants that propose partnerships with an institution of higher education, a nonprofit organization, or a consortium of institutes of higher education and nonprofit organizations.

(2) Professional learning opportunities under this grant may include, but are not limited to, professional development for all of the following:

(A) School leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, including early learners, English learners, pupils with disabilities, and pupils with dyslexia.

(B) Educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction for diverse learners.

(C) Educators, including teachers and paraprofessionals, to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.

(D) All educators to support the development of pupils’ executive functioning skills.

(3) In developing the process for selecting grantees, the State Department of Education and the California Collaborative for Educational Excellence shall, to the greatest extent practicable, facilitate coordination among the grantees and other literacy initiatives, including, but not limited to, all of the following:

(A) The subject matter projects authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the Education Code.

(B) Grantees of the 21st Century California School Leadership Academy authorized pursuant to Article 5 (Section 44690) of Chapter 3.1 of Part 25 of Division 3 of Title 2 of the Education Code.

(C) Grantees of the federal Comprehensive Literacy State Development Grant pursuant to Sections 2222 and 2223 of the federal Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. Secs. 6642 and 6643).

(D) The grantee selected subject to paragraph (2) of subdivision (b) of Section 84 of Chapter 51 of the Statutes of 2019.

(E) The California Dyslexia Initiative established pursuant to Section 119 of Chapter 24 of the Statutes of 2020.

(c) The California Collaborative for Educational Excellence, in consultation with the State Department of Education, shall evaluate the professional learning opportunities offered or funded pursuant to this section for their effectiveness, and may require reporting from grantees to complete this evaluation. The grantees shall participate in the evaluation coordinated by the California Collaborative for Educational Excellence. The California Collaborative for Educational Excellence may withhold no more than two hundred thousand dollars (\$200,000) of the amount appropriated in subdivision (a) for this purpose.

(d) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) 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 B: List of Select Statewide Professional Learning Initiatives

Over the past several years California has had a large investment in professional learning across the state with various focus areas. These initiatives are funded to align with the Statewide System of Support, the statewide professional learning infrastructure, and whole child design. The CCEE and CDE will, to the greatest extent possible, facilitate coordination among the respondents and grantees for other recent initiatives, including, but not limited to all of the following:

- *Learning Acceleration System*: Section 152 of Assembly Bill 130, which was revised in Section 43 of Assembly Bill 167, provided \$50 million to CCEE, in partnership with (a) selected county office of education(s), to administer a statewide professional development infrastructure to expand the use of evidence-based accelerated learning strategies in mathematics, literacy, and language development. Please note, 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. More information is available at <https://ccee-ca.org/news-events/learning-acceleration-system-grant/>.
- *High-Quality Online Instructional Materials*: Section 41 of Assembly Bill 167 provided \$15 million for county office(s) of education to identify and curate open educational resources. More information is available at <https://ccee-ca.org/news/news-events/independent-evaluation-services-for-the-high-quality-online-instructional-materials-initiative/>.
- *The California Subject Matter Projects*: Authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the Education Code.
- *21st Century California School Leadership Academy*: Established in the 2019-20 California State Budget to provide high quality professional learning, free of charge, to LEAs 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 CDE 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>.
- *Early Literacy Support Block Grant*: Section 113 of the Education Omnibus Trailer Bill (Senate Bill 98) for the 2020-21 California State Budget appropriates \$50 million to establish the Early Literacy Support Block (ELSB) Grant Program. The ELSB Grant Program requires the California Department of Education (CDE) to award funds to local educational agencies (LEAs) with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the State

Summative English Language Arts (ELA) assessment. Additionally, Section 114 of Senate Bill (SB) 98 appropriates \$3 million from the General Fund to establish an Expert Lead in Literacy within the California Statewide System of Support (SoS). The Sacramento County Office of Education was named as the Expert Lead in Literacy. More information is available at <https://www.cde.ca.gov/pd/ps/elsbgrant.asp>.

- *The California Dyslexia Initiative*: established pursuant to Section 119 of the Education Omnibus Trailer Bill (Assembly Bill 77) Chapter 24 of the Statutes of 2020 appropriated \$4 million to build statewide capacity and develop supports for students with specific learning disabilities such as dyslexia, to identify effective models for identification and treatment. More information is available at <https://www.cde.ca.gov/ci/cr/dy/cadyslexiainitiative.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>.
- *EWIG Computer Science Professional Learning*: The Budget Act of 2021, Item 6100-195-0001, provides \$5 million on a one-time basis to establish the EWIG: CS. As part of the EWIG Program, the CDE is providing this CS Professional Learning Grant RFA. The selected grantee will provide targeted support focused on strategies for providing high-quality CS instruction and CS learning experiences aligned to the CA CS Content Standards developed pursuant to Education Code Section 60605.4. This EWIG: CS Professional Learning Grant will fund one successful applicant \$5 million between March 3, 2022 through March 29, 2024. More information is available at <https://www.cde.ca.gov/fg/fo/r12/csewig21rfa.asp>.

The Reading Instruction and Intervention Grant Program Request for Applications also included the following for alignment with other initiatives:

- Describe how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, and all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills.
- Describe how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, and family engagement.
- Describe how the proposed activities align with other guidance documents referenced in the SLP, including but not limited to Improving Education for EL Students, the California Dyslexia Guidelines, and the Guide for Educating EL Students with Dyslexia.

References

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