

Learning Acceleration Systems Grant RFP Overview

December 20, 2021



Presenters

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Helpful Links:

[CCEE Website, Learning Acceleration System Grant](#)
[Learning Acceleration System Grant RFP](#)

Objectives



Overview of RFP

RFP Purpose and Goals
Content and Methods of Delivery
Process and Timeline



Walk through FAQ



Questions and Answers

Learning Acceleration

Covid 19

School interruptions, distance learning, accessibility to education contributing to reduced gains in measured learning



Disproportionate Effects

Reduced gains in measured learning pronounced in most vulnerable student groups



Statute: AB 130 (Sec. 152), Ch. 10, Statutes of 2021

CCEE to administer, in partnership with selected COE(s), evidence-based professional education for educators that can support learning acceleration in mathematics, literacy, and language development (\$45 million)

What are the RFP's Goals?



Develop a **robust statewide infrastructure** to ensure educators **anywhere in the state** have access to high quality professional learning (System of Support)



Show the impact of the evidence-based accelerated learning strategy for **students with high needs, English Learners, students with disabilities, and low-income students**



Create or expand existing **evidence-based** professional development opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning recovery and acceleration

What Does Evidence-Based Mean?

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)	Participants	Fidelity of Implementation	Targeted Measures	Broader Measures	No. of Outcome Measures	Administration Group Size	Minimum Duration of Intervention	Minimum Interventionist Requirements	Minimum Training Requirements	Intervention Reviewed by WWC or E-ESSA	Other Research Potentially Eligible for NCII Review
Achieve Intervention	Tracey & Young (2004)	Group Design	○	0.09 (T) -- (B)	None	NA	○	○	○	○	7 Reading	Individual students Small group of students	45 minutes 2 times a week 20 weeks	Teacher Specialist Support Staff/Other	1-2 days of training	WWC	0
Burst:Reading	Dubal et al. (2012)	Group Design	○	0.09* (T) -- (B)	Demographic	NA	○	○	◐	-	1 Prereading 6 Reading	Small group of students (4-6)	30 minutes 5 times a week	Teacher Specialist Support Staff/Other	Training time varies; may be 8+ hours	E-ESSA	0
Burst:Reading	Pappas et al. (2015)	Group Design	○	0.16* (T) 0.13* (B)	≤20th Percentile, Demographic	NA	●	○	●	●	2 Prereading 6 Reading	Small group of students (4-6)	30 minutes 5 times a week	Teacher Specialist Support Staff/Other	Training time varies; may be 8+ hours	E-ESSA	0

[The National Center on Intensive Intervention](#)

[What Works Clearinghouse](#)

[The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence](#)

Proposal Narrative

<i>Content Area</i>	<i>Capacity</i>	<i>Access and Method of Delivery</i>	<i>Budget</i>	<i>Expected Outcomes</i>
 Mathematics	Professional Learning	Delivery Methods In-person Hybrid Virtual	5-year budget 2021-22 through 2025-26 FY	desired changes in classroom and/or individualized support practices, knowledge, and skills
 Literacy	Evidence Based		Budget Narrative see Appendix D	metrics to determine project success and evidence of high-quality professional learning
 Language Development	LEAs Across California	Universal Access		method to collect, analyze, and use data for project improvement purposes

Request for Proposals Timeline

Activity	Action Date
Webinar	September 10, 2021 (11:30am)
Request for Proposals Posted on CCEE Website	November 30, 2021
Last Day for Inquiries and Questions Belinda Gaspar: bgaspar@ccee-ca.org	January 21, 2021 by 4:00 p.m. PST
Proposals Due	January 28, 2022 by 4:00 p.m. PST
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

Rubric

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

*** A RFP with a high or perfect score does not guarantee a Respondent's proposal will be awarded.

FAQ

CCEE Website, Learning Acceleration System Grant

1. Content areas/ Methods of Delivery
 - a. What information should be included in the RFP
 - b. Information about content areas, partnerships
2. Timeline
 - a. Deadlines
3. Budget
 - a. Budget narrative, costs, etc.

Learning Acceleration System Grant Questions and Clarifications December 2021

Below are the California Collaborative for Educational Excellence's ("CCEE") responses to questions and requests for clarification received from prospective Respondents, regarding the posted [Request for Proposals](#) for Learning Acceleration System Grant (the "RFP"), issued on November 30, 2021. Questions and requests for clarifications may be submitted on an ongoing basis and CCEE will provide a response that will be posted to the CCEE website. CCEE staff has endeavored to respond as thoroughly as possible, and cited relevant language from the RFP where appropriate. Questions and requests for clarification that are similar or on the same topic have been grouped together for ease of navigation and response. Questions that were submitted are not necessarily provided verbatim as submitted, and may have been edited for clarity, but have not been altered in substance. CCEE will presume that all Respondents will have read and understood all of the responses provided herein upon submittal of any Proposal. Respondents may submit additional questions and requests for clarification or additional information specific to this Addendum, in writing only, to Belinda Gaspar (the "CCEE Contact," bgaspar@ccee-ca.org).

Content Areas/Methods of Delivery

1. What is required for a complete Proposal?

RESPONSE: Applicants must email a complete and signed Grant Proposal PDF (Appendix C) to Ms. Belinda Gaspar at bgaspar@ccee-ca.org with the subject line: "Learning Acceleration System Grant RFP Submission". 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:

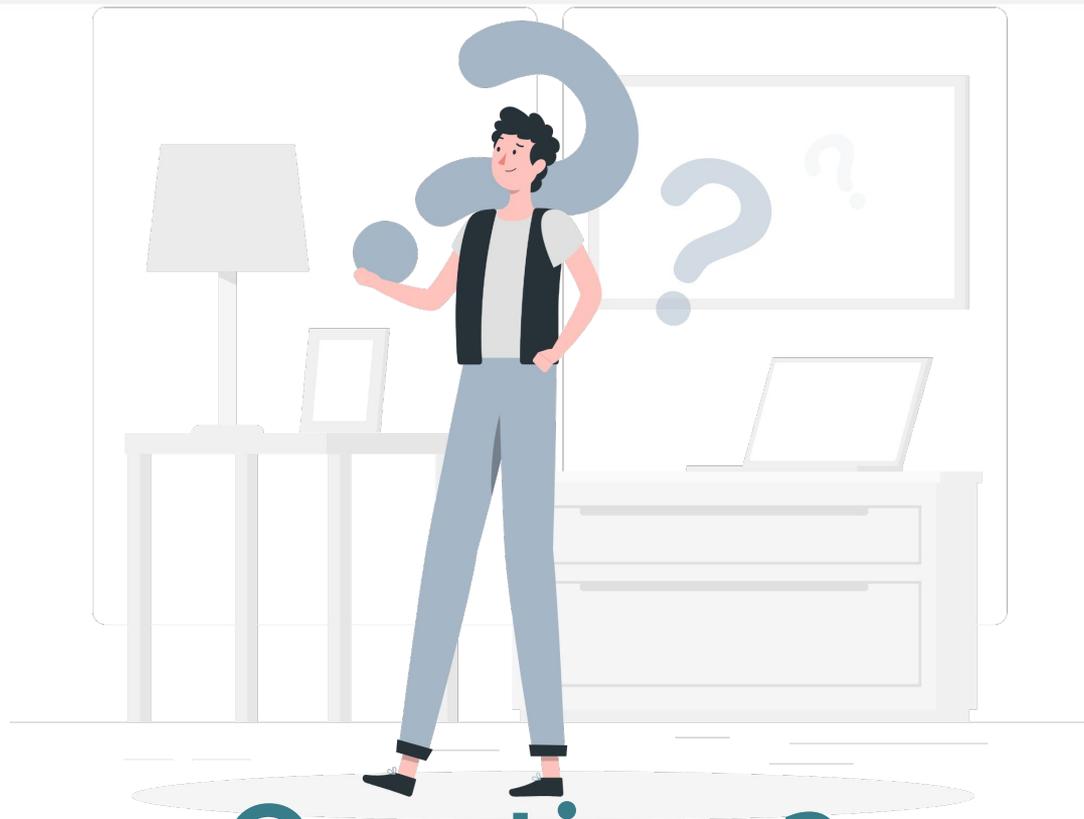
- Project Statement of Assurances (Appendix E)
- [Lobbying, U.S. Department of Education Form ED 80-0013](#)
- [Drug-Free Workplace, CDE-100DF](#)

While not required, Respondents may include outside testimonials from other people, businesses, and organizations, such as: institutions of higher education, other COEs, nonprofits, districts or schools which support the Respondents' claims of success and promises to deliver. Applicants should include supporting evidence and forms as one zip file. These forms may include: the budget, budget narrative, certifications and assurances, and letters of support.

2. How many grants will be awarded?

RESPONSE: CCEE and MCOE will determine the number of grants that will be awarded based on the completed responses received. Once proposals are submitted, CCEE, and MCOE will also determine the content areas (math, literacy, and/or language development) that will be awarded.

3. Is it required for interested COEs to partner with institutions of higher education, nonprofits, and/or other COEs?



Questions?

Thank you!

If you have any further questions please refer to the FAQ or contact Belinda at bgaspar@ccee-ca.org.