

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200005

Grants.gov Tracking#: GRANT13152727

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200005

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1238-CA_ESF-REM_Attach4_Citations.docx, 1234-CA_ESF-REM_ProjectNarrative.docx, 1245-CA_ESF-REM_Appendix4.docx, 1237-CA_ESF-REM_Attach3_Responsibilities.docx, 1240-CA_ESF-REM_Attach6_Acronyms.docx, 1239-CA_ESF-REM_Attach5_DutyStatement.docx, 1241-CA_ESF-REM_BudgetNarrative.docx, 1247-CA_ESF-REM_ProjectAbstract.docx, 1236-CA_ESF-REM_Attach2_COVID-19Burden.docx, 1246-CA_ESF-REM_Appendix5.docx, 1235-CA_ESF-REM_Attach1_Demographics.docx

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/25/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="1430 N Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Sacramento"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="95814-5901"/>

e. Organizational Unit:

Department Name: <input type="text" value="CA Department of Education"/>	Division Name: <input type="text" value="Career and College Transition"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Pradeep"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kotamraju"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The California Open Education: Developing a Statewide Remote and Distance Learning Online Course Access and Learning Management System.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

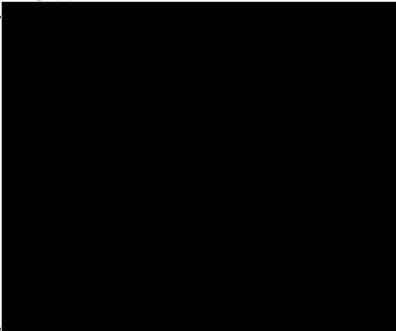
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Incom
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

California Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	12,000.00	12,000.00	12,000.00	0.00	0.00	36,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	10,296.00	15,351.00	15,351.00	0.00	0.00	40,998.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	3,719,742.00	4,995,205.00	6,545,205.00	0.00	0.00	15,260,152.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200005

Name of Institution/Organization California Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: California Department of Education

* Street 1: 1430 N Street Street 2: _____

* City: Sacramento State: CA: California Zip: 95814

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Office of Elementary and Secondary Ed.	7. * Federal Program Name/Description: Education Stabilization Fund
	CFDA Number, if applicable: 84.425

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 Not Applicable Street 2 _____

* City Not Applicable State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 Not Applicable Street 2 _____

* City Not Applicable State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: _____

* Name: Prefix _____ * First Name Stephanie Middle Name _____
* Last Name Gregson Suffix _____

Title: Chief Deputy Sup. of Public Instruction Telephone No.: _____ Date: 06/25/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION California Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Pradeep Middle Name:
* Last Name: Kotamraju	Suffix:
* Title: Division Director	
* SIGNATURE: Stephanie A Papas	* DATE: 06/25/2020

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Pradeep	Middle Name:	Last Name: Kotamraju	Suffix:
----------------	------------------------	--------------	-------------------------	---------

Address:

Street1:	1430 N Street
Street2:	
City:	Sacramento
County:	
State:	CA: California
Zip Code:	95814-5901
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
Project Abstract

The California Department of Education (CDE) selects Absolute Priority 2 for the **California Open Education Project** (CalOpEd). Grant funds will support the development of a course-access and learning management system (LMS) called the Statewide Learning and Teaching Equity (SLATE) platform. The CDE will develop and disseminate academic content to the public to ensure access to college and career preparatory courses and Universal Design for Learning distance learning (DL) curriculum for educators, parents, and all sixth through twelfth (6–12) grade students in California. CalOpEd will provide additional professional learning (PL) resources to support remote and rural regions that have historically lacked funding and/or capacity to access quality digital coursework and content to supplement or replace site-based instruction.

The three primary project objectives are to (1) provide a common, enterprise-level LMS and collaboration platform so parents, teachers, and students have access to quality digital learning resources and enhanced instructional materials, (2) organize a statewide stakeholder group consisting of parents, community leaders, industry partners, and education leaders to identify critical needs and provide ongoing monitoring and input, and (3) convene regional educator teams to collaboratively write, curate, and develop a repository of courses, curriculum, and professional learning (PL) modules. The CDE will administer this project to support innovation in DL and blended learning (BL) education. To aid educators, the CDE will extend SLATE to include a professional learning community (PLC) platform and provide PL resources to guide teachers in DL and BL instructional strategies to accommodate shifting school-delivery formats and family needs. Key partners include the California County Superintendents Educational Services Association (CCSESA), the Association of California School Administrators (ACSA), and the California Rural Education Network (CREN).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
Project Narrative

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 B. Quality of Project Services and Project Plan 5

 C. Quality of the Management Plan and Adequacy of Resources 15

 Project Impact..... 25

Budget Narrative..... CA_ESF-REM_BudgetNarrative.docx

Attachment 1: California Demographics CA_ESF-REM_Attach1_Demographics.docx

Attachment 2: Coronavirus BurdenCA_ESF-REM_Attach2_COVID-19Burden.docx

Attachment 3: Project Responsibilities, Timeline, and Milestones

..... CA_ESF-REM_Attach3_Responsibilities.docx

Attachment 4: Research Citations..... CA_ESF-REM_Attach4_Citations.docx

Attachment 5: Duty Statement.....CA_ESF-REM_Attach5_DutyStatement.docx

Attachment 6: Acronym List CA_ESF-REM_Attach6_Acronyms.docx

Appendix 1: Letter from the Governor CA_ESF-REM_Appendix1.pdf

Appendix 2: Resumes for Key Personnel CA_ESF-REM_Appendix2.pdf

Appendix 3: Indirect Cost Rate Sheet..... CA_ESF-REM_Appendix3.pdf

Appendix 4: List of Proprietary Information.....CA_ESF-REM_Appendix4.docx

Appendix 5: Application Requirement 5 Assurance Statement ...CA_ESF-REM_Appendix5.docx

PROJECT NARRATIVE¹

Introduction: The California Department of Education (CDE) selects Absolute Priority 2 for the **California Open Education Project** (CalOpEd): Developing a Statewide Remote and Distance Learning Online Course Access and Learning Management System (LMS) called the Statewide Learning and Teaching Equity (SLATE) platform. California aims to increase access to an inclusive and equitable 21st Century education that prepares all students to be career and college ready (CCR) across the State’s regional, demographic, and economic differences. New demands from the remote workplace, rapid globalization, shifts in demographics, and school models due to COVID-19, are creating a new urgency to innovate CCR education.

Communication, critical thinking, creative problem-solving, and collaboration are essential prerequisites for this work. Equally important, learners must be able to continuously adapt and self-manage their future in response to ongoing and rapid change. The COVID-19 crisis has identified how the State must address and develop solutions to unprecedented issues in education and workplace settings. The CDE has addressed the recent COVID-19 crisis through expanded emphases on partnerships, social emotional learning support, program development and implementation, and guidance resources for the new requirements of delivering of educational services. [CDE COVID-19 Resources](#)

California’s public education system comprises pre-kindergarten through grade twelve (K–12) schools, adult schools, California Community Colleges (CCC), Universities of California, and California State Universities. It is regulated by a complex California *Education Code* and a finance system that are largely controlled by the Legislature and the Governor. The state’s geographically dispersed K–12 schools deliver education to more than 6.2 million students in

1. To aid the reading of this grant application, please refer to Attachment 6: Acronym List.

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over 1,000 districts and just over 10,500 schools in a Local Control Model. The CCC serves more than 2.1 million students at 115 colleges within 73 CCC districts, focusing on courses and programs relevant for the 21st Century workplace. The California education system, along with public- and private-sector workforce development programs and business and industry, make up the core of California’s college and career ready infrastructure (CCRI). More detail about California demographics are provided in Attachment 1.

Undergirding the CCRI is the work of the California Workforce Pathways Joint Advisory Committee (CWPJAC) as defined by its Guiding Policy Principles to Support Student-Centered K–14+ Pathways (Guiding Policy Principles) and its 12 Essential Elements of a High-Quality College and Career Pathway (12 Essential Elements) [CWPJAC Resources](#). One of the CWPJAC’s priorities is to pivot toward purposeful integration of the student experience across systems and into college and careers, with the goal of a statewide CCRI that can engage students of all ages for careers and lifelong learning while addressing the emerging workforce needs.

Background: COVID-19 has exposed three factors when it comes to K–12 education. First, the digital divide was exacerbated when it came to offering K–12 courses and programs in an online environment. The CDE has undertaken a major effort to close this expanding digital divide through increasing resources to K–12 school districts.

Second, COVID-19 amplified concerns around learning loss, and the digital divide compounded this concern for students from under-resourced populations. Therefore, transforming learning loss to accelerated learning is a top priority of the State Superintendent of Public Instruction (SSPI) when schools begin reopening for 2020–21.

Third, CCR course and program offerings frequently engage learners in project-based

coursework, yet there are limited resources to ensure that this continues in a post-COVID-19 educational environment. The *California Open Education Project: Developing a Statewide Remote and Distance Learning Online Course Access and Learning Management System* (shortened to CalOpEd Project), for which this document is a proposal, directly addresses this third factor, but has wide ranging implications for the first two. The CDE is requesting from the U. S. Department of Education a total amount of \$19,888,829 over three years to fund the CalOpEd Project.

A. Highest COVID-19 Burden

(A1) Currently, California falls into the twenty-first through fortieth percentile (the second lowest quintile) for the COVID-19 burden, which gives the State eight out of a total of twenty points. The burden was calculated by looking at four areas of comparison that includes the percent of the population without access to broadband, the percent of K–12 students in poverty, the states' percentage share of COVID-19 cases per capita, and the percent of students who live in a rural educational area.

(A2) Rather than considering percentages, but looking at the COVID-19 burden as raw numbers for each of the groups, California would be placed into a much higher quintile, where there are a larger absolute number of students in each category. For example, California has 8.9% of our students or 569,600 students without access to broadband, compared to Maine (top quartile state) with over 11.7% of their students without broadband access, which equates to just over 21,000 students. The other factor that should be considered is the State's percentage share of confirmed COVID-19 per capita. California Governor Gavin Newsom took a very aggressive approach to combating the COVID-19 with social distancing and shelter in place measures much earlier than most states, which flattened the curve to produce less cases of COVID-19.

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When comparing California to New York (top quartile state) with cases per capita, California was at 0.61%, whereas New York was at 12.59% per capita, California’s aggressive approach of shelter in place, two to three weeks prior to New York, made a major difference saving lives. As a result of this aggressive early action, California students were out of school for an additional three weeks. Consequently, the extended learning loss for many of the over six-million students should be taken into consideration. Therefore, there is no doubt that California experienced a much higher COVID-19 burden than the states ranked above California. As described in Attachment 2. California believes there are other factors that should be considered, which indicates a much heavier COVID-19 Burden.

California was severely impacted by COVID-19 related school closures when over six million students were involuntarily transitioned to remote learning. This put a significant burden on families, which was compounded by parent layoffs and telecommuting. California is a local control state, over 1,000 school districts in the state had to make autonomous and isolated decisions around what was best for their communities. Due to local control, the CDE was able to provide guidance, but not directly assist counties and districts in coordinating their various responses.

Additionally, initial assessments revealed that over 400,000 K–12 students in California did not have adequate home broadband to fully access the type of digital learning resources and collaboration tools necessary to ensure quality DL. Therefore, the disparity of this unprecedented “digital divide” was an immediate priority for the CDE. The SSPI initiated a task force to engage technology companies, philanthropic donors, internet service providers, and private industry to provide devices and broadband.

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The CDE is working with private industry and internet service providers to mitigate issues related to adequate device and broadband network access for all students, and has raised \$8 million in funding as well as in-kind contributions valued in the tens of millions of dollars of over 37,000 devices, over 120,000 hotspots, internet service, and digital collaboration tools. With efforts to bridge the digital divide well underway, the CDE will utilize the Education Stabilization Fund to specifically address prevalent district to district disparities in the areas of appropriate educational resources and the capacity to deliver diverse digital course offerings to all students. For a more detailed discussion of the State’s COVID-19 burden and what is being done to address this burden, please see Attachment 2.

B. Quality of Project Services and Project Plan

(B1) The overall goal of the CalOpEd Project is to build a Statewide Learning and Teaching Equity (SLATE) platform to increase access to quality CCR DL education and improve learning outcomes for all students in California as an exceptional approach to Absolute Priority 2. The Project will establish a course-access program that enables students and local educational agencies (LEAs) to select from content specifically designed for inclusive remote implementation, expanding equity and access across the State. (Heppen, et. al. 2012).

The aim of the CalOpEd project is to use SLATE for the delivery of high-quality CCR pathways and 6–12 curriculum to all students. Accessing and expanding such opportunities permit the acceleration of learning to every student group and community affected by COVID-19. The primary intent is to develop and implement SLATE via Canvas Open Source, to freely provide course offerings, digital curriculum, and an online collaboration environment to public and non-public schools. Local educator and specialist teams will develop coursework, learning resources, and content that provides 6–12 students relevant and engaging CCR courses.

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To address a sustained CCR learning continuum, coursework will be developed in select career technical education (CTE) pathways as determined most critical by leading industry partners, statewide labor and employment data, and parent/community stakeholder inputs. Also, the CDE intends to utilize SLATE to expand and implement statewide PL focused on designing and assembling culturally responsive, UDL CCR content and curriculum. Finally, SLATE will engage teachers in online institutes that will help them prepare autonomous learning assignments and assessments, for the shared statewide repository of new and innovative curriculum.

The primary objectives of CalOpEd Project are:

Objective 1: Provide a common, enterprise-level learning management and collaboration platform to all public and non-public schools so teachers and students have access to quality digital learning resources and enhanced instructional materials.

Objective 2: Organize a statewide stakeholder group consisting of parents, community leads, industry partners, and education leaders to identify critical needs and provide ongoing project monitoring and input.

Objective 3: Convene regional educator teams and learning content providers to collaboratively curate and develop a growing repository of courses, curriculum, interactive resources, professional learning modules, and communities of practice.

With these objectives in mind, four (4) key tasks serve as the benchmarks for the CalOpEd project:

Task 1 - Conduct Technical Resource Planning and Development

Task 2 - Convene Statewide Stakeholder Input and Continuous Guidance

Task 3 - Increase Educators' Digital Learning Design Approaches and Strategies with Reflective Communities of Shared Practice

Task 4 - Ensure Universal Access to Diverse Coursework, Learning Resources and
Instructional Models

As outlined below there are several deliverables related to the above tasks. They include:

- Establishing a shared, statewide, open-source learning management system and educator collaboration platform (Task 1);
- Soliciting input on applying distance learning standards/strategies to existing content and model CTE standards with community partners and educators (Task 2);
- Developing professional learning communities of practice to support high quality remote and blended teaching to address shifting learning delivery formats (Task 3);
- Designing and assembling high-quality educational coursework, content and resources (Task 4);
- Designing and piloting a model online statewide pathway completion, assessment and/or certification program for advanced career pathway students in California’s largest CTE Industry sector, Arts, Media, and Entertainment (AME), serving 231,000 students (Task 4).

The CDE will ensure all public and non-public schools have access to an enterprise-level coursework and collaboration engine –The SLATE platform – and will support expansion of 6–12 CCR courses in underserved and low-resourced regions, and for special population groups with three primary strategies.

The first strategy for ensuring equal access and treatment of members of groups that have traditionally been underrepresented is to employ UDL in all state developed content to ensure academic access to programs and flexibility of curriculum design for special populations.

The second strategy is to offer the SLATE platform for no cost and provide training and

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support remote, rural, and/or under resourced communities by offering courses that they might not have the capacity to offer. Additionally, the SLATE platform will support equal access and opportunities for students in public settings as well as home and hospital, juvenile detention, and other rehabilitation or non-public and home school settings.

The third strategy is to provide content and training for educators in high-quality evidence-based DL instructional strategies, interventions, and assessment practices to ensure that every student receives the appropriate level of assistance to be successful. To support this strategy, the CDE will produce modules, webinars, and trainings inclusive of the following topics: CCR for DL, student engagement strategies for DL, educational technology tools for synchronous and asynchronous engagement, work-based and project-based learning in online environments, and designing innovative UDL lessons and assessments for remote instruction.

The College and Career Transition Division (CCTD) with technical assistance from divisions across the CDE, will coordinate specifically to the development and administration of CalOpEd. Also, the High School Initiatives and Innovations Office (HSIIO) within CCTD will manage the statewide effort to develop and curate a new series of online coursework delivered through this platform to all districts and their school sites. Attachment 3 provides more details and summarizes the project objectives, key activities, and deliverables/outcomes, that are described in the rest of this proposal.

(B2) The CDE has identified specific gaps in services, infrastructure and identified opportunities and through the CalOpEd Project, the State will respond to the needs of students. Providing base level technology and broadband access for students became an initial priority, as students' need for technology at home was amplified by school closures. Districts had to

reallocate funds to support a 1-1 environment, impacting school district personnel, administration, and budgets. Helping districts provide basic technology hardware and broadband services for all students became a statewide priority, but other systemic gaps quickly emerged:

- 1. Inability to support advanced programs with adequate technology to continue software-based programs:** Advanced secondary programs, especially those in Computer Science, Information and Communications Technology, AME, Advanced Manufacturing, and Engineering and Architecture, came to a screeching halt when students and teachers no longer had access to appropriate technology to run required software. As an example, students with high-end personal devices were able to continue their programs while students with Chromebooks were not, exposing a much deeper equity issue.
- 2. Limited availability of free and accessible instructional materials for DL:** In most cases LEAs were ill-prepared for delivering extended high-quality classroom-based courses to a DL format. LEAs focused on assignment delivery rather than advancing learning. Additionally, there exists a limited amount of free and accessible online curriculum to comprehensively support core academic, CTE, and advanced subjects for a range of learners.
- 3. No training in DL and blended learning curriculum design and pedagogy:** The majority of teachers in California public schools were not trained in DL and many had never used a learning management system (LMS) for instructional delivery or curriculum design. Teachers were trying to deliver classroom-based instruction through video conferencing and were not prepared to shift their entire instructional model to online.
- 4. Challenges with Identifying, adopting and implementing LMS:** Due to the nature of local control in the State of California, 977 school districts had to determine which LMS would most effectively support their school communities, requiring them to purchase a commercial-

based platform, creating additional financial burdens.

5. Special Case for urban districts and smaller rural districts: Typically, under-resourced LEAs, have struggled to effectively allocate DL resources to their students. The COVID-19 emergency required students to remain home while educators quickly devised ways to connect and coordinate learning as a remote activity; but for those districts cited above, it exponentially compounded the challenges of remote learning. Moreover, the lack of adequate training in DL pedagogy led to a more exacerbated digital divide for teachers, and consequently students.

The CalOpEd project will provide curricular and structural solutions for the gaps and challenges identified above, by establishing flexible DL UDL courses, curriculum and assessments, to advance student learning and support schools and parents in the transition to DL. SLATE will provide high-quality educational content, a free platform for statewide course-access, and training for teachers and parents. The CDE expects the development of SLATE to relieve districts from additional costs associated with essential ongoing professional development (PD) and curriculum acquisition, so local funding can be focused on state and federal guidelines for the reopening of school. In other words, the cost-savings of using SLATE should allow schools districts to redirect their meagre, and now constrained resources, to better fulfill their hardware needs.

(B3) SLATE provides courses and programs that can be delivered in an online environment for all students to accelerate learning. The platform will expand access to remote learning and improve student outcomes in the following ways:

1. Allow eligible LEAs to offer courses previously difficult to staff or offer in their region.
2. Model regional consistency to online learning, alignment, and stability.

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3. Open access to courses offered in non-public and other non-traditional school settings to increase CCR for special populations.
4. Support PD for teachers and parents to enhance remote student engagement and learning.
5. Create free DL courses and curricular solutions that are highly engaging and advance student learning across content areas.

The SLATE platform will increase the state’s capacity to serve the needs of the most vulnerable learners and districts via DL, BL, or traditional classroom-based operations. The initial aim is to assist under-resourced schools and districts to secure a viable LMS with high-quality coursework for COVID-19 DL options. However, all LEAs will have access to PL modules focused on DL UDL design strategies, and will have access to the new digital coursework being developed through interoperable, downloadable versions that can be transferred into any existing LMS solutions in place in other districts.

(B4) Described next are how the CalOpEd Project services reflect up-to-date research-based strategies:

Deliverable Element 1: The SLATE platform is a common open access LMS utilizing the core Canvas open-source architecture. The concept was first taken to scale on a statewide level as part of the BL Bureau-NM project created in 2016–17 by New Mexico in partnership with public and postsecondary partners. This scaled-up model allowed for the creation and distribution of content to support teachers in the DL era and resulted in the development of over 350 additional online courses to be utilized across the state’s diverse school districts. Many other states have followed suit, and research has been conducted to validate learning outcomes. However, the impact of a technical resource that extends the types of courses, and the formats for learning available to stu-

dents, SLATE does so without the extensive costs-structures typically tied to remotely hosted enterprise LMS products.

In a 2015 study titled *Expanding Approaches for Understanding Impact: Integrating Technology, Curriculum, and Open Educational Resources in Science Education*, a Curriculum Customization Service (CCS), was utilized to engage teachers with access to “open educational resources from multiple providers, customize them for classroom instruction, and share them with other teachers. The study involved 73 Earth science teachers and their students in five U. S. school districts, and examined impacts of CCS deployment on teachers’ attitudes and practices—as well as their students’ learning gains—over the course of one school year.” (Leary et al., 2015). The study tracked user pattern and engagement, and demonstrated that teachers who engaged regularly with the CCS had higher learning gains, and a greater impact on “student populations that had a larger portion of low socio-economic status students across all user typologies and other measured demographics.” (Leary et al., 2015).

Since many 6–12 teachers have not received proper training adapting classroom instructional materials to DL implementation, the CCS helped maintain the integrity and effectiveness of curriculum designed for in-person implementation by providing resources and strategies for synchronous and asynchronous engagement. Like the CCS in the study, SLATE’s potential as a web-based application will support teachers in organizing resources effectively, sequencing lessons for different types of engagement strategies, and using UDL to differentiate instruction for their students. Teachers can populate courses and lessons with “open educational resources (OER) from multiple providers, research-based inquiry-focused curricula, as well as teacher contributed materials, and align these with different learning goals to create customized lesson plans and activities for their students” as done in the CCS study.

Deliverable Element 2: The CWPJAC and the State Board of Education (SBE) have established the [Guiding Policy Principles and 12 Essential Elements](#) defining high quality CCR pathways and emphasizing the importance of academic integration in CTE classes. The 2012 Model [CTE Model Curriculum Standards](#) (CTEMCS) should be updated and reevaluated in the light of the CWPJAC Guiding Policy Principles and application in remote environments as an initial step in course development. The CalOpEd Project provides a forum to support BL and DL implementation of the 12 Essential Elements, and CTE alignment with newly revised academic content standards in subjects such as the Arts and Computer Science. Pathways in the State’s largest industry sectors including AME, Information and Communications Technologies (ICT), Advanced Manufacturing, and Agricultural, Food, and Natural Resources will be evaluated to align with academic competencies, address Common Core State Standards, and support remote instruction. Building alignment and flexibility into the curriculum will ensure student success and prepare them to become the “innovators of the future”. (Alismail et al., 2015)

Deliverable Element 3: PLCs facilitate ongoing interaction between teachers, allow for sustained collaboration, and can be coordinated remotely to bring together teachers from different regions. SLATE establishes opportunities for virtual PL events, online training modules, and PLCs to interact with content, share best practices, and build self-efficacy in DL and BL. The CCS study referenced above has a comprehensive PL component and participants claimed that “CCS helped them to approach their daily teaching in new ways, to become aware of their colleagues’ work practices, and to customize their instruction for their students' specific needs.” (Leary et al., 2015). In a 2018 study, researchers examined how PLCs can enhance teachers' intercultural professional development through an online platform, and findings showed that online

PLCs “supported and enabled teachers to operate both as learners and partners in the construction of knowledge and practice for dealing with diversity and promoting interculturalism in classrooms.” (Hajisoteriou et al., 2018). Most participants felt supported by the collaborative networks and were able to engage with a broad range of colleagues from various regions to share best practice and creative problem solving. In California, the [CTE Online](#) platform hosts successful PLCs that engage teachers in ongoing dialogue around trends in industry, events related to their subject matter, opportunities for PL, and other relevant topics. Between March and June 2020, 11,187 new users joined CTE Online to access curriculum and PLCs, demonstrating an urgent need by educators amidst school closures.

More recently, as a result of COVID-19, the CCTD embarked on several fronts to build the case for a statewide online platform:

1. The CCTD developed a DL Lesson Plan Adaptation Document: an [open access template/guidance](#) document for teachers to adapt lessons to an online format.
2. Data collected in a field survey and presented in a [CDE webinar](#), indicated that access to DL lessons, assessments, and PL was a priority. In April 2020, the CCTD utilized the CTE Online platform to create DL collections and repositories for sector specific resources, appropriate for DL, which had 4,006 unique views between March and June 2020.
3. The CCTD established local and national partnerships to maximize communication and outreach. The CCTD DL task force produced a [weekly publication](#) with local and national partners highlighting lessons and PL opportunities for California’s 15 industry sectors. This newsletter is being disseminated to over 500,000 subscribers nationwide.
4. The CCTD compiled a [CTE DL Resources webpage](#) to support California teachers in the

transition to remote instruction.

5. The CCTD began designing webinars to support DL and BL implementation

Deliverable Element 4: Criteria for identifying CCR resources to support California students involves adhering to SBE priorities, engaging diverse workgroups to design educational content, determining the quality and accessibility of content, and piloting content. As an example, CCTD continues to support innovative middle and high school learning initiatives such as the [California Partnership Academies](#) (CPA) and [Specialized Secondary Programs](#) (SSP) which employ cross-curricular integration. In alignment with existing curriculum initiatives, SLATE will focus on maximizing student engagement and accessibility through innovative 21st Century design, using the lessons learned by the CCTD staff in managing state and federal grants.

Employing UDL frameworks is essential for meeting the needs of special populations and ensuring access to learning. UDL’s learner-centered approach emphasizing accessibility, collaboration, and community supports challenge-based instructional strategies which can be effectively facilitated in online environments with proper training for educators (Singleton et al., 2019). Course adaptability and customization is important in DL and can provide more flexibility and autonomy for diverse learners and educators. Foundational to the CalOpED project, is the application of the principles of UDL. UDL ensures instruction is designed to be useful and accessible by people with diverse abilities, flexible in design to accommodate individual abilities; simple and intuitive, effectively communicated regardless of ambient conditions or sensory abilities; and varied in individual student learning pace and prerequisite skills, interactive, welcoming, and inclusive. See Attachment 4 for research citations.

C. Quality of the Management Plan and Adequacy of Resources

(C1) The CalOpEd Project will be led by the SBE, which is responsible for setting K–12

education policy. The lead division for the project will be the CCTD, which is under the CDE. The HSIIO will lead the Project, as they have managed multiple state and federal projects, including online platforms such as the [California Career Resource Network](#). The SSP and CPA models also provide CCR content for grades five through twelve and support underserved populations. HSIIO is also responsible for the state requirements for high school graduation.

Beyond internal collaboration across divisions and branches within the CDE, the department has led many external regional and statewide partnership efforts with the purpose of building out pre-K–12 programs, instructional quality standards, expanded learning, CCR, equity in Science, Technology, Engineering, Arts, and Mathematics (STEAM) and many other topics as stated on the [CDE Website](#). As a result of COVID-19, the CDE is developing new and expanded resources for addressing the exacerbating digital divide, accelerating the mitigation of learning loss, addressing social emotional learning, and supporting equity of access to advanced CTE offerings in a remote setting. Finally, the CDE has produced a guidance document for the reopening schools in an evolved normal. [CDE Reopening Guide](#)

Task 1 - Conduct Technical Resource Planning and Development: Utilize Canvas Open

Source to create a cost-free statewide LMS. Because of its common use across most of California’s postsecondary campuses, the CDE elects to customize a statewide LMS using Canvas Open Source for the SLATE platform, ensuring all public and non-public schools have the ability to provide effective and diverse coursework to students and timely PL supports to educators.

SLATE will also integrate California’s existing educator PL community systems and learning resource repositories to aid districts in active statewide collaboration and effective models of practice. To ensure success, the CDE has leveraged the existing CTE Online technical coordination team managing California’s current online PL communities and our statewide existing DL

resource repository. The CDE can deploy the Canvas Open Source System architecture to integrate with existing educator platforms to expedite the development and launch of the CalOpEd Project with the SLATE platform as its foundation. Leveraging these existing resources shortens the development cycle and generates a cost-savings that allows us to direct most of our funding towards content development, resource curation, effective outreach to communities and families, robust training opportunities for educators, and system/resource orientations for educational leaders both public and non-public.

Deliverable Element 1 (shared statewide open-source LMS): With this technical resource in place, LEA teams will have the means to locally adapt, modify, create and utilize digitally accessible DL curriculum offerings via the open-source environment with open-access course formats for their grades 6–12 student populations. The SLATE platform will be populated with culturally responsive, UDL 6–12 instructional resources focused on CCR that is free for district use and family access. Even when utilizing the cost-free, OER or state-procured online course content, our most rural communities, and LEAs with limited or degraded broadband will have equitable access as the other LEAs.

Task 2 - Convene Statewide Stakeholder Input and Continuous Guidance (to ensure statewide and community input): The CDE will engage key partners such as the CCESA, the ACSA, and the CREN to develop and disseminate a field survey and identify stakeholders to convene regionally and solicit specific input on key elements of this project. Paired with the survey response data, stakeholders will inform the development of a general strategies report for final review and verification prior to project launch. Members of regional stakeholder groups will be selectively recruited to compose a single long-term *Statewide Advisory on Future Education* (SAFE) team

to actively monitor, report out to their respective regions, and provide input on the ongoing project efforts alongside the HSIIO lead consultants. The SAFE team will convene quarterly for briefing on work completed, and to review the next quarter's work activities and targeted outcomes for input and report out back to their respective regions. This structure will ensure ongoing public input, including parent feedback at its core to inform future work.

Deliverable Element 2: input on applying DL standards /strategies to existing content and model CTE standards with community partners and educators. As a critical phase of input, the HSIIO will convene the SAFE team along with teachers, educational technology and curriculum specialists, postsecondary partners, district and county leaders, community and parent representatives and industry advisors to examine the CTEMCS and ensure cross-alignment with the International Association for K–12 Online Learning national standards for quality online learning (<https://www.nsqol.org/the-standards/>). The workgroup will identify which standard sets and guidance documents require adjustment, accommodation, and/or revision for DL implementation and alignment with state content standards and 21st Century skills. Per work group recommendation, identified CTEMCS sets will be modified to align with newly adopted content area standards (such as those in Computer Science and AME), the Guiding Policy Principles and 12 Essential Elements, and to support implementation of standards in DL and online environments.

Task 3 - Increase Educators' Digital Learning Design Approaches and Strategies with Reflective Communities of Shared Practice: CalOpEd will provide content and training for educators in high-quality DL and BL instructional strategies, interventions, and assessment practices. To support this goal, the workgroups will establish PL modules for grades 6–12 teachers on the following topics: CCR resources for DL, student engagement strategies for DL, educational technology tools for synchronous and asynchronous engagement, collaboration and project-based

learning in DL, UDL instructional design for DL, and Culturally Responsive pedagogy. These modules will be developed at the same time as the SLATE platform is under construction and the workgroups are being established. They will supplement additional PL events and communities of practice that will be integrated into the SLATE platform and offered over the course of the grant term.

Deliverable Element 3: *Developing PL communities of practice to support quality DL*

PL modules and resources developed in Task 3 will be readily available through the SLATE platform, and will build capacity for high-quality teaching and learning in a DL environment. Teachers will be invited to participate in workshops, conferences, community of practice forums, and/or webinars and learn about best practices for DL and how to achieve and monitor desired CCR benchmarks across disciplines. Teachers will also learn to utilize the SLATE platform for the organization and consistent delivery of instruction.

Task 4 - Ensure Universal Access to Diverse Coursework, Learning Resources and Instructional Models in response to local community needs The HSIIO will coordinate with LEAs to develop and conduct regional institutes that convene educators to develop and curate online coursework utilizing digital openly-licensed resources from a number of quality content OER partners. These institutes will target the expansion of 6–12 course offerings for underserved and low-resourced regions and districts and include direct supports for special populations. Content will be specially designed for direct student access or teacher export to existing LMS platforms such as Google Classroom or Blackboard.

Deliverable Element 4 (a): *Designing quality educational coursework and resources* First, the SAFE team will prioritize content areas and courses that do not have readily available DL curriculum aligned with diverse education initiatives, such as STEAM and CTE. Second, curriculum

specialists will design templates for course outlines and curriculum frameworks to ensure that inclusive learning strategies are implemented effectively. Third, regional curriculum curation and development institutes will be hosted in partnership with LEAs. The state coordination team will support the institutes with instructional design and DL specialists, content experts, and UDL coaches.

The federally endorsed, well-researched UDL model will ensure that all deliverables include variability and accessibility options for special education students and English language learners. Using the pre-designed templates, writing teams will populate standards-aligned courses with lesson plans, sequenced learning activities, student-facing, OER adaptable learning content, digital embedded learning resources, supporting supplementary documents, worksheets, interactive media, student learning guides, and formative and summative assessments. Curriculum specialists will review and edit content created by writing teams to ensure it is culturally responsive, easily adaptable to meet community and student needs, and aligns with project goals. The SAFE team will review content prior to publishing.

The SLATE platform's repository of model courses and curriculum, will be integrated alongside freely licensed OER from vetted, national digital content providers such as National Archives, NASA, Smithsonian, Library of Congress, Khan Academy, PBS, and the National Science Foundation, and will also leverage a diverse cross-section of California's existing learning resource providers. These national and state partners will become principal contributing sources to the teams that develop the state's courses, curriculum guides, and integrated OER materials. In turn, the resulting digitally accessible, adaptable, downloadable resources will allow all schools, and specifically LEAs and programs serving underrepresented communities, to make much more diverse, rigorous academic and CTE learning opportunities, coursework, and resources available

to teachers and students.

Finally, SLATE will allow each LEA to clone and customize model courses based on regional and local needs. The core design of new UDL coursework will move students towards learning exchanges that persist across longer durations of inquiry and sustained problem solving, allow for working in teams with peers, and engaging family and community members in the learning process.

Deliverable Element 4 (b): *Competency-Based certifications Design and pilot Advanced Pathway Certification*) The pilot program will serve approximately 231,000 students in AME programs fueling California’s creative economy and offer a proctored summative certification assessment package at the conclusion of the capstone or advanced course, inclusive of digital portfolio, challenge-based performance tasks, and CCR planning. The online pilot certification program will enable programs in diverse communities across the state to remotely offer and access advanced assessment tools aligned to the open access DL model courses and curriculum. The certifications would be proctored remotely through a central LEA and made available to all programs statewide. Once piloted, the pathway certification model can apply to advanced academic and CTE programs lacking viable portfolio-based assessment tools and/or certification options in other STEAM content areas such as ICT, Computer-Assisted Design Engineering and Architecture, and Advanced Manufacturing. See Attachment 3 for detailed responsibilities, timelines and milestones.

(C2) CDE staff will provide leadership and a central communication infrastructure to ensure internal and external alignment of efforts. All grant activities will be managed by the CCTD, who currently administers the Perkins federal grant as well as Title II, Workforce Inno-

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vation Opportunity Act, and has significant experience maintaining administrative and fiscal responsibility over federal funds. Besides federal grants, the CCTD, for several years, has administered the state Career and Technical Education Incentive Grant, as well as a long-standing (over 30 years) CPA and SSP grants managed by the HSIIO. This expertise will support the completion of all grant-related tasks, on time and within budget. Resumes and qualifications of current staff are included as attachments. Project leads in the CCTD are: Project Director: Pradeep Kotamraju, Division Director, CCTD; Project Lead: Pete Callas, Education Administrator, HSIIO; Project Coordinator: Allison Frenzel, Education Program Consultant, HSIIO; Fiscal Lead: Laurie Garcia, Staff Services Manager, CCTD; and two new Education Program Consultants, HSIIO: To be hired immediately following grant award. See Attachment 5 for a detailed duty statement.

CCTD staff will collaborate with stakeholders within and beyond the CDE to ensure attainment of project objectives. The CDE will solicit additional external partners for collaborating on this project and will ensure the project prioritizes the state's most vulnerable students, engages families and communities, and promotes educational choice. The CDE will develop an evaluation process for assessing the extent to which project goals, objectives, tasks, and milestones are being met. The evaluation will include impacts on student outcomes, collection of school data via information systems, adherence to LEA and state procedures, supports for system evaluation, and dissemination of annual reports on implementation integrity and outcomes.

The CDE will sub-grant certain activities such as SLATE development, content creation, PLC facilitation, adaptation and alignment of standards and assessments using open processes, as laid out by state policy and regulation, and federal regulations as identified in the notice of application. Sub-grantees will comply with all relevant federal law, submit quarterly progress reports, and participate in relevant statewide, regional, and internal CCTD meetings to ensure a coherent

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application Project Narrative

approach and leverage their expertise in moving formal project objectives and tasks. The CDE will disseminate resources and information about CalOpEd via the CDE website and expand the reach of the project.

As described in the previous sections, assessment and evaluation of program implementation will be ongoing. CCTD leads will monitor progress through monthly internal meetings to discuss project status and progress, and host quarterly roundtables with stakeholders. Monthly conference calls and quarterly in-person meetings with sub-grantees and organizational partners will provide the means to monitor grant activities, identify any challenges to effective implementation, and provide support in a timely manner. Systematic data collection and evaluation of the project from inception to conclusion will capture the direct impact of CalOpEd implementation on student success. To monitor the implementation and impact on specific project tasks, the CDE will require quarterly milestone reports. Data will be routinely reviewed at SAFE meetings to assess progress of the project as part of a continuous improvement framework.

(C3) The itemized budget breakdown and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and other projected expenditure are provided separately on the budget and budget narrative pages. In building the budget, and as detailed in the budget narrative, the costs applied are based on state direct cost rates for personnel, travel, supplies, and other items used on other grants. The indirect costs used are standard when applied to federal projects. As explained in the introduction, COVID-19 has resulted in exacerbating the digital divide, resulting in potentially creating learning loss for the most vulnerable students, and stymied CCR course work access in programs that prepare students for the world of education and work of the future.

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
Project Narrative

(C4) The requested funds permit California to develop a statewide technical solution with significant economies of size and scope. California is asking for [REDACTED] over a three-year period to provide 977 school districts with free LMS, PL and course access. There are approximately 6 million students in California, and the average cost of an LMS for districts is four dollars per student, not including implementation costs. The largest school district in California, Los Angeles Unified School District incurred \$6.4 million in LMS fees in 2020, which amounted to approximately eight dollars per student. The CalOpEd Project will allow LEAs across California to reallocate an average of \$24 million per year, or \$72 million over a three-year period, that they would otherwise have to spend on LMS licensing and implementation. Access to PL, trainings and curriculum would add millions of dollars in additional cost savings to districts. The CDE will maintain the investment in CalOpEd by supporting ongoing maintenance and operations beyond the three-year grant period. In short, CalOpEd and SLATE allow LEAs to shift scarce resources to other expenses related to building out evolving CCR infrastructure and DL needs.

The overall goal of the CalOpEd project is to develop quality remote learning services for all students in California, especially those in under resourced communities as outlined in the data provided in Attachment 1. Serving the diverse needs of underserved students is a high priority of the SBE, SSPI and CDE. Through the CalOpEd Project, the CDE intends to help close the digital divide, accelerate learning, and increase flexibility of course offerings, specifically in advanced subjects with high workforce needs. The CalOpEd Project will allow for learning access beyond the regular school day and enable the CDE to provide PL support, resources, and programs to help teachers apply research-based, effective DL strategies to their existing coursework. Online

modules, collaborative PLCs, and a shared resource repository of courses and effective instructional models will aid teachers in preparing their instruction and content for entirely DL or blended student engagement to better prepare for flexible learning formats moving into the next school year. Last but not least, the CalOpEd Project will engage stakeholders and help parents/guardians better understand how to utilize SLATE as an integral part of their students' learning.

PROJECT IMPACT

State-level leadership and strengthening of effort through systematic collaboration and communication across key CalOpEd project objectives and tasks should lead to enhancing the CCRI. CalOpEd will provide the vision building out the DL adaptations to current CCR standards, curriculum, and student outcomes. It also serves as a guide for LEAs as they develop aligned DL plans to meet the now evolved post-COVID-19 education environment. Furthermore, The CalOpEd project will increase and expand access to educational opportunities by ensuring that all students, teachers, and administrators operating in the CCR space, including those in charter school, private school, and expanded learning settings have access to the SLATE platform and the collection of resources developed through this project.

This project is ambitious, but achievable. The CDE and its partners, are poised to begin immediate work building the SLATE platform, curating and developing the concomitant PL resources, and creating adaptable UDL DL templates to support transition to remote or blended education in the upcoming school year. Through strong partner collaborations, this new addition to the state CCRI, and the associated supports, should ensure that the CalOpEd project is able to meet the needs of California's most under-served students, and address the future of education and work.

CALIFORNIA DEMOGRAPHICS

California's public education system serves more than 6.2 million students in kindergarten through grade twelve (K–12) who attend 10,473 school sites, including direct-funded charter schools. Sixty percent of students are eligible for free or reduced-price meals. The ethnic breakdown of students is: Hispanic/Latino 54.3 percent, White 23.2 percent, Asian 9.2 percent, African American 5.5 percent, Two or More Races 3.5 percent, Filipino 24 percent, American Indian or Alaska Native 0.5 percent, and Pacific Islander 0.5 percent. More than 425,000 additional students participate in private schools, and another 450,000 children birth through age five participate in the state's early education and child care programs.

Nearly half of the state's children live in a family with at least one immigrant parent¹ and more than 20 percent of school-age children are English learners.² California public schools served 774,665 students with disabilities in 2017–18.³ In 2015, there were 24,966 foster youth in California⁴ and 12,679 youth in juvenile facilities.⁵ Sixty-five percent of California children from birth to age three live in poverty or other circumstances with potential to jeopardize their

1. Lucile Packard Foundation for Children's Health. *Children of Immigrant Families: Children Living with One or More Foreign-Born Parent*, 2016. Retrieved August 15, 2018 from <https://www.kidsdata.org/blog/?p=8327>.

2. California Department of Education (DataQuest). *2017-18 Enrollment by English Language Acquisition Status (ELAS) and Grade: Statewide Report*. Retrieved August 8, 2018 from <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cde=00&aggllevel=state&year=2017https-18>.

3. Special Education - CalEdFacts." Special Education - CalEdFacts (CA Dept of Education). June 19, 2018. Accessed May 30, 2019. <https://www.cde.ca.gov/sp/se/sr/cefspeced.asp>.

4. "First Entries into Foster Care." Kidsdata.org. Accessed May 30, 2019. <https://www.kidsdata.org/topic/14/fostercare-entries/Trend#fmt=494&loc=2&tf=1,84>.

5. Goldstein, Brian. "California's Local Juvenile Facility Populations Continue to Decline in 2017 - Center on Juvenile and Criminal Justice." - Center on Juvenile and Criminal Justice. Accessed May 30, 2019. <http://www.cjcj.org/news/11989>.

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
Attachment 1 – California Demographics

learning, health and well-being.⁶ California schools have the largest population of homeless children in the country, enrolling over 270,000 in 2017–18. According to the 2017 Census, California has the highest poverty rate in the nation at 20.5 percent.⁷

6. "Starting Now." Children Now. March 26, 2018. Accessed May 30, 2019.

<https://www.childrennow.org/portfolio-posts/starting-now/>.

7. Nichols, C. (2017, January 20). *TRUE: California has the Nation's Highest Poverty Rate, When Factoring in Cost-of-Living*. Retrieved August 8, 2018 from

<https://www.politifact.com/california/statements/2017/jan/20/chad-mayes/true-california-has-nations-highest-poverty-rate-w/>.

California has experienced a high Coronavirus burden

California’s State of Emergency

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency for California, as a result of the global Novel Coronavirus Disease 2019 (COVID-19) outbreak that began in December 2019. During the week of March 9, 2020, a cascade of local educational agencies (LEAs) announced the physical closure of school sites, in consultation with local public health officers, as a strategy to mitigate the spread of COVID-19. By Monday, March 16, more than 5.5 million students served by more than 650 school districts were impacted by school site closures across the state.

On March 19, 2020, the California State Public Health Officer and Director of the California Department of Public Health (CDPH), with Executive Order N-33-20, directed all individuals living in the State of California to stay home or at their place of residence, except as needed to maintain Continuity of Operations of the federal critical infrastructure sectors.¹

On March 22, 2020, President Trump approved Major Disaster Declaration FEMA-4482-DR-CA (DR-4482) for the COVID-19 Pandemic.²

Current Data from the California Department of Public Health³

California has conducted and reported more than 3.5 million COVID-19 lab tests since March. As of June 23, 2020, approximately 5.3% of lab-confirmed tests (190,222) were positive across the state. The number of positive tests continues to accelerate, increasing by 7,149 cases (+3.9%) from the day prior, compared to a 2.3% day-over-day increase (+3,090 cases) on June

1. Executive Order N-33-20, available at <https://covid19.ca.gov/img/executive-order-n-33-20.pdf>

2. “California Covid-19 Pandemic (DR-4482),” available at <https://www.fema.gov/disaster/4482>

3. “COVID-19 Statewide Update,” available at <https://update.covid19.ca.gov/#top>

10, 2020. The total number of COVID-related deaths as of June 23, 2020 is 5,632, an increase of 52 (+0.9%) from the day prior and 751 (15.4%) since June 10, 2020.

Impact on Students

By Monday, March 23, virtually all California public schools, serving more than 6.1 million students, were physically closed. As a result, many students were away from their schools for more than 50 instructional days, or more than 27% of the 2019-20 academic year.⁴ Although LEAs moved quickly to design and implement distance learning plans, California communities faced a persistent shortage of computing and connectivity devices to support these efforts. Through statewide surveys, the CDE and partner associations identified a need of approximately 765,000 computing devices and 416,000 connectivity devices. Although some progress was made to meet these needs through innovative public and private partnerships, the Digital Divide in the COVID-19 era exacerbated preexisting inequities in educational opportunity across the state.

Another focus of the CDE and LEAs during school site closure was the continued provision of school meals to address food insecurity in California communities. Throughout the spring, the CDE approved hundreds of School Food Authorities to continue meal service at more than 5,000 sites pursuant to waivers California received from the U.S. Department of Agriculture (USDA). This task was particularly difficult in remote rural communities.

Without a doubt, the level of student engagement and student learning during the period of school site closure has varied widely within classrooms, school sites, and LEAs, in California communities, and across the country. Since March, the CDE has prioritized its efforts to produce

4. For example, Sacramento City Unified School District school sites were physically closed from March 16 through June 11, 2020, a loss of 58 instructional days.

guidance that LEAs can use to plan for (1) high-quality, inclusive distance learning; (2) the reopening of schools in some manner at the start of the 2020–21 school year; and (3) the acceleration of learning to address the impacts of COVID-19, with particular attention to the social and emotional needs of students.

As of June 23, 2020, the age 0–17 age group accounts for 7.6% of lab-confirmed positive cases, compared to 22.5% percent of the state population, an increase of 1% since June 10.⁵ While the incidence of COVID-19 in children is relatively low, these cases can be more challenging to manage due to factors such as hygiene habits and contact tracing.

Impact on Parents

Millions of California parents were impacted by the closure of school sites and school-based expanded learning programs during the spring. As parents took on additional responsibility for the daytime supervision of their children, as well as the new role of distance learning facilitator, daily lives and routines were upended.

Many Californians, including parents, lost their jobs or faced reduced hours at work. As reported by the Employment Development Department, California’s unemployment rate climbed from a modest 5.5% in March 2020 to 16.4% in April 2020, and dipped slightly to 16.3% in May 2020. California’s April 2020 loss of 2.4 million non-farm payroll jobs is the largest loss on record—more than one million more than was lost during the entirety of the Great Recession, when peak unemployment was 12.3%, and 18 times the highest month-over loss experienced during the Great Recession.⁶ With a civilian labor force nearing 19 million, job loss of this

5. “COVID-19 Statewide Update,” available at <https://update.covid19.ca.gov/#top>

6. NR No. 20-27, available at <https://edd.ca.gov/newsroom/unemployment-june-2020.htm>

magnitude has pervasive effects across the state, including emotional as well as financial burdens. By mid-June, unemployment benefits paid to Californians exceeded \$30 billion.⁷

On April 29, State Superintendent of Public Instruction Tony Thurmond hosted a Parent Support Circle on Facebook Live with California Surgeon General Dr. Nadine Burke Harris. This conversation with California parents provided a glimpse into their daily struggles under the stay-at-home order. Dr. Burke Harris discussed how physical stress responses can impact our behavior and health, and reviewed stress-busting practices for parents and caregivers.⁸

One challenge parents' cited was the need to receive information and updates from their schools and all levels of government in their native languages. Approximately 1.2 million English learners constitute more than 19% of the enrollment in California public schools, where more than 81% of English learners speak Spanish.⁹ During school site closure, the CDE's English Learner Support Division (ELSD) published 12 special COVID-19 weekly newsletters. In April 2020, ELSD also provided four Distance Learning Parent Newsletters that are available in Spanish; two are translated into the six languages most commonly spoken by California's English learners.¹⁰

Impact on Schools

By Monday, March 23, virtually all public schools, serving more than 6.1 million students, were physically closed. LEAs accelerated their efforts to implement distance learning

7. NR No. 20-26, available at https://edd.ca.gov/About_EDD/pdf/news-20-26.pdf

8. California Surgeon General's Playbook: Stress Relief for Caregivers and Kids during COVID-19, available at https://covid19.ca.gov/pdf/caregivers_and_kids_california_surgeon_general_stress_busting_playbook_draft_v2_clean_ada_04072020v2.pdf

9. "Facts about English Learners in California - *CalEdFacts*," available at [may08item01_V5_Clean.docx](https://www.cde.ca.gov/sp/el/er/elnewsletters.asp)

10. "English Learner Updates Newsletters," available at <https://www.cde.ca.gov/sp/el/er/elnewsletters.asp>

programs for the remainder of the 2019–20 academic year. In many cases, this included dedicating time and resources to establishing new online platforms, providing professional development for teachers, and procuring and/or distributing necessary computing and connectivity devices to students and/or teachers. The CDE estimates the unmet need for students still exceeds 708,000 computing and 322,000 connectivity devices.

Hundreds of School Food Authorities continued to serve meals during school site closures pursuant to waivers California received from the USDA. This effort required program operators to incorporate emergency protective measures to mitigate the spread of COVID-19, such as wearing masks and adhering to physical distancing recommendations.

COVID-19 ravaged every sector of the California economy, and schools face devastating losses in state funding due to declining revenues. California’s Department of Finance projects General Fund revenues will decline by \$41.2 billion below January projections. Under Proposition 98’s constitutional calculation, this revenue decline results in a lower required funding level by \$18.3 billion General Fund for K–12 schools and community colleges.¹¹

In a time when schools desperately need more resources—not fewer—to reopen their doors and continue quality distance learning or blended-model programs, California’s LEAs are in the process of developing not only their budgets, but also their local plans for the 2020–21 school year, following guidance from the California Department of Public Health¹² and the

11. “Fiscal Update 2020–21 May Revision,” available at http://www.dof.ca.gov/Budget/Historical_Budget_Publications/2020-21/documents/DOF_FISCAL_UPDATE_POWERPOINT-MAY-7th.pdf

12. COVID-19 Industry Guidance: Schools and School-Based Programs, available at <https://covid19.ca.gov/pdf/guidance-schools.pdf>

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
Attachment 2 – Coronavirus Burden

CDE.¹³ California’s proposed project aims to bring a new resource to the state that will mitigate COVID-19 impacts by accelerating student learning through an equity lens.

Expressing California’s Coronavirus burden as a proportionate or per-capita rate diminishes the myriad impacts of the disease at the student level. California public schools serve more than 6.1 million (12%) of an estimated 50.8 million students in the United States,¹⁴ and not one of them completed the 2019-20 school year without directly experiencing burdens related to their educational opportunity, their mental well-being, or even their health, as a result of the Coronavirus.

13. Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools, available at <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

14. National Center for Education Statistics “Back to school statistics,” available at <https://nces.ed.gov/fastfacts/display.asp?id=372>

PROJECT RESPONSIBILITIES, TIMELINES AND MILESTONES

Objective 1: Provide a common, enterprise-level learning management and collaboration platform - *Statewide Learning and Teaching Equity (SLATE)*

Task 1 - Conduct technical resource planning and development for SLATE. Creating Universal Design for Learning (UDL) curriculum templates as course guides.

Responsibilities	Milestones	Timeline
<ul style="list-style-type: none"> Develop and Deploy Canvas Open Source System (OSS) for digital course authoring and distribution 	<ul style="list-style-type: none"> Canvas master licenses deployed for each region Canvas sub-accounts to all local educational agencies identified for support 	<p>Phase I June 2020 to March 2021</p>
<ul style="list-style-type: none"> Integrate appropriate curriculum templates as course guides and digital learning repositories for content development teams 	<ul style="list-style-type: none"> Canvas blueprint course templates developed, copied, and shared to content development teams 	<p>Phase II April 2021 to June 2021</p>
<ul style="list-style-type: none"> Integrate existing California education community of practice platforms and digital learning resource repositories 	<ul style="list-style-type: none"> Single-Sign On to Canvas OSS added to existing California education communities of practice Digital Learning Object Repository centralized for multi-system distribution 	<p>Phase II June 2021 to August 2021</p>
<ul style="list-style-type: none"> Ongoing system support, assessments, and updates 	<ul style="list-style-type: none"> Ongoing user support Two system assessment reports and resulting updates Integration of student users 	<p>Phase II to Phase IV July 2021 to June 2023</p>

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
Attachment 3 - Project Responsibilities, Timelines, and Milestones

Objective 2: Organize a statewide stakeholder group consisting of parents, community leads, industry partners and education leaders.

Task 2 - Convene statewide stakeholder input and continuous guidance to identify critical needs and provide ongoing project monitoring and input.

Responsibilities	Milestones	Timeline
<ul style="list-style-type: none"> Develop and distribute funding/objectives overview and input survey instruments to collect input on prioritized program focus areas from regional leads 	<ul style="list-style-type: none"> Survey findings for each region in California synthesized into a Statewide Needs Report 	<p>Phase I July 2020 to December 2020</p>
<ul style="list-style-type: none"> Create statewide findings report and deliver to regional leads and identify representatives to serve on Statewide Advisory of Future Education (SAFE) panel 	<ul style="list-style-type: none"> Statewide Needs Report delivered to the California Open Education Project (CalOpEd) Lead Team Regional assignees approved for Statewide oversight 	<p>Phase I July 2020 to December 2020</p>
<ul style="list-style-type: none"> Establish members of SAFE, and set input process and ongoing quarterly schedule for guidance of CalOpEd activities 	<ul style="list-style-type: none"> Convene SAFE on quarterly schedule Issue guidance report to CalOpEd lead team annually 	<p>Phase I to Phase IV July 2020 to June 2023</p>

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
 Attachment 3 - Project Responsibilities, Timelines, and Milestones

Objective 3: Convene regional educator teams and learning content providers to collaboratively curate and develop a growing repository of courses, curriculum, interactive resources, professional learning modules and communities of practice.

Task 3 - Design and implement educator institutes to develop courses and curriculum.

Responsibilities	Milestones	Timeline
<ul style="list-style-type: none"> • Convene stakeholder group to do an evaluation of Career Technical Education Model Curriculum Standards (CTEMCS) and make recommendations for distance learning implementation and alignment with updated academic content standards • Develop timelines, identify priority content areas, format, support regimen, and outreach for professional learning - content design institutes 	<ul style="list-style-type: none"> • Institute format specifications and outreach materials 	<p>Phase I July 2020 to December 2020</p>
<ul style="list-style-type: none"> • Solicit regional educator design teams to participate in professional learning and writing institutes 	<ul style="list-style-type: none"> • Rosters of participating design teams showing a diverse series of practitioners and subjects 	<p>Phase I July 2020 to December 2020</p>

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
 Attachment 3 - Project Responsibilities, Timelines, and Milestones

Responsibilities	Milestones	Timeline
<ul style="list-style-type: none"> • Conduct content design institutes throughout the state and publish resulting materials • Plan, coordinate, market, and host a minimum of 4 virtual conferences and/or events (quarterly) for up to 3000 educators 	<ul style="list-style-type: none"> • Inventory of coursework developed integrated with digital learning resources published to the SLATE platform • Professional Learning (PL) event planning and hosting 	<p>Phase I to Phase IV December 2020 to May 2023</p>

Task 4 - Ensure Universal Access to Diverse Coursework, Learning Resources and Instructional Models

Responsibilities	Milestones	Timeline
<ul style="list-style-type: none"> • Create UDL Course Outline and curriculum templates • Integrate repositories of diverse learning resources as generated from quality learning resource providers and organize in relation to distance/digital learning applications. 	<ul style="list-style-type: none"> • List of agreements with national and statewide digital learning resource (DLR) providers and corresponding submissions • Integrated DLR repository with specialize search tags applied to distance/digital learning, standards aligned, and consumable formats 	<p>Phase II to Phase IV July 2021 to June 2023</p>

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
 Attachment 3 - Project Responsibilities, Timelines, and Milestones

Responsibilities	Milestones	Timeline
<ul style="list-style-type: none"> • Enable local education initiatives to design and distribute instructional models and coursework that follow research-based learning design principles and are responsive to local community needs 	<ul style="list-style-type: none"> • List of districts conducting their own digital learning resources institutes and professional learning communities with the CalOpEd system • Publish materials of those local teams applying research-based, locally proven resources and content 	<p>Phase II to Phase IV July 2021 to June 2023</p>
<ul style="list-style-type: none"> • Create Distance Learning Guidance documents and re-align CTEMCS with identified academic misalignment and remote implementation • Develop and implement advanced assessment and certification package aligned to distance learning pathway courses in Arts, Media, and Entertainment (AME) pathways as a pilot. • Analyze the scaling of AME pilot to additional industry sectors, but focusing on Science, Technology, Engineering, Arts, and Mathematics 	<ul style="list-style-type: none"> • Competency-based assessment tools developed • Integration with SLATE • Pilot implementation 	<p>Phase II to Phase IV July 2021 to June 2023</p>

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DUTY STATEMENT

- Oversee coordination of stakeholder engagement efforts including regional advisory groups and the Statewide Advisory on Future Education (SAFE) Team to conduct and review results from a comprehensive needs assessment, and make recommendations to inform the California Open Education Project (CalOpEd) Program
- Write the CalOpEd project scope of work and/or RFA and prepare all approval documents
- Prepare State Board of Education (SBE) informational memos
- Facilitate all communications to the field contractors and/or sub-grantees
- Identify regional leads and implementation teams through full and open competition, consistent with state procurement procedures to select contractors
- Identify and describe specific qualities and requirements needed from service providers to carry out activities as proposed in the grant
- Write contracts and/or Request for Applications (RFAs) and monitor contracts/contractors and/or sub-grantees
- Establish and enhance relationships with project partners
- Work with partners to complete and publish distance learning guidance documents and realigned the Career Technical Education Model Curriculum Standards and submit to SAFE and SBE for adoption

Education Stabilization Fund - Rethinking K–12 Education Model Grant Application
Attachment 5 – Duty Statement

- Work with regional leads and SAFE team to identify and implement professional learning events and trainings
- Work with regional leads and SAFE team to implement the advanced assessment and certification package aligned to distance learning pathway courses in Arts, Media, and Entertainment pathways as a pilot
- Monitor all project progress and conduct monthly meetings with regional leads

ACRONYM LIST

12 Essential Elements	12 Essential Elements of a High-Quality College and Career Pathway
6–12	Grades Six Through Twelve
ACSA	Association of California School Administrators
AME	Arts, Media, and Entertainment
BL	Blended Learning
CalOpEd	California Open Education Project
CCC	California Community Colleges
CCR	Career and College Ready
CCRI	College and Career Ready Infrastructure
CCS	Curriculum Customization Services
CCSESA	California County Superintendents Educational Services Association
CCTD	College and Career Transition Division
CDE	California Department of Education
CPA	California Partnership Academies
CREN	California Rural Education Network
CTE	Career Technical Education
CTEMCS	CTE Model Curriculum Standards
CWPJAC	California Workforce Pathways Joint Advisory Committee
DL	Distance Learning

Guiding Policy Principles Guiding Policy Principles to Support Student-Centered K–14+

Pathways

HSIO	High School Initiatives and Innovations Office
ICT	Information and Communications Technologies
K–12	Kindergarten Through Grade Twelve
LEAs	Local Educational Agencies
LMS	Learning Management System
OER	Open Educational Resources
PL	Professional Learning
PLC	Professional Learning Communities
SAFE	Statewide Advisory on Future Education
SBE	State Board of Education
SEL	Social Emotional Learning
SLATE	Statewide Learning and Teaching Equity Platform
SSP	Specialized Secondary Programs
SSPI	State Superintendent of Public Instruction
STEAM	Science, Technology, Engineering, Arts, and Mathematics
UDL	Universal Design for Learning

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OFFICE OF THE GOVERNOR

June 25, 2020

The Honorable Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary DeVos,

Career technical education is a key element that supports workforce development, which is critical to California's economy. As California and the rest of the nation face challenges related due to the impact of the COVID-19 crisis, one area we must address is equitable access to career technical education, including through distance learning, in order to ensure we have students who are ready to enter a significantly changed workforce and rebuild the economy.

COVID-19 has created a need to look at curriculum delivery differently and change the way we provide professional development opportunities and resources for educators. Continuous improvement and capacity building at all levels is a critical aspect to accomplish this, especially in venues that work for those in remote and rural regions that have historically lacked funding and/or capacity to access quality digital coursework and content to supplement or replace site-based instruction.

California appreciates the opportunity to apply for additional funding to continue to advance quality career technical education by providing resources that support educators and their students.

Sincerely,



Gavin Newsom
Governor of California

INDIVIDUAL RESUMES FOR PROJECT DIRECTOR AND KEY PERSONNEL

Pradeep Kotamraju, Project Director2
Pete Callas, Project Lead8
Allison Frenzel, Project Coordinator12

**Pradeep Kotamraju, Ph.D., Director, College and Career Transition Division
 California Department of Education**

(a) Professional Preparation

Delhi University, Delhi, India	Economics	BA (Hons), 1974
George Washington University	Economics	MA, 1976
University of Illinois	Economics	PhD, 1985

(b) Appointments

Administrative Appointments

Director	Career and College Transition Division, California Department of Education	2019-
Bureau Chief	Career and Technical Education, Iowa Department of Education	2014-2019
Deputy Director	National Research Center for Career and Technical Education (NRCCTE); College of Education, University of Louisville	2009-2014
System Director	Perkins Federal Grants, Office of the Chancellor, Minnesota State Colleges and Universities, St. Paul Minnesota	2004-2008
Director	Special Research Projects, Research & Planning Division, Office of the Chancellor, Minnesota State Colleges and Universities, St. Paul Minnesota	2003-04
Director	Research & Institutional Planning, Dakota County Technical College, Rosemount, Minnesota 2001-2003	2001-03
Coordinator	IT Industry-Education Partnership, Minnesota State Colleges and Universities, St. Paul Minnesota	1998-2001
Senior Project Consultant	Research & Statistics Office, Minnesota Department of Economic Security (MDES), St. Paul MN	1996-98

Teaching Appointments:

Research Faculty	Department of Education, Leadership and Human Foundations, University of Louisville, Louisville, Kentucky	2009-2013
Adjunct Faculty	Economics, Metropolitan State University, Minneapolis, Minnesota	2003-2006
Adjunct Faculty	Dakota County Technical College, Rosemount, Minnesota	2003
Assoc. Professor	Economics, Department of Management, College of St. Scholastica, Duluth, Minnesota	1991-98
Asst. Professor	Economics, Department of Economics, College of St. Benedict, St. Joseph, Minnesota,	1989-91
Asst. Professor	Economics, Department of Economics, University of Minnesota - Duluth, Duluth, Minnesota	1984-89
Visiting Lecturer	Economics, Eureka College, Eureka, Illinois	1983-84

Consulting Appointments:

Consultant, Cornell University. <i>Identifying national industry-based certifications for use as a complement in the New York State Regents Exams</i>	2015
Consultant, Bragg & Associates Evaluation Team, <i>MOHealthWins</i> , A Trade Adjustment Assistance Community College and Career Training Grant (TAACCT)	2013-14
Consultant, OCCRL, University of Illinois Evaluation Team, <i>The H2P Grant</i> , A Trade Adjustment Assistance Community College and Career Training Grant (TAACCT).	2012-14

Non-Profit Board/Committee Work

Board Past President, President, Vice President, Secretary, Advance CTE (formerly known as National Association of State Directors of Career and Technical Education Consortium (NASDCTEc)	2015-2019
Past President, President, Vice President, Historian, Association of Career and Technical Education Research Board,	2007-2013
Chair, Career and Technical Education Special Interest Groups (SIG), American Education Research Association (AERA)	2012-13
Program Chair, Career and Technical Education Special Interest Groups (SIG), American Education Research Association (AERA),	2011-2012
Associate Member Representative, National Association of State Directors of Career and Technical Education Consortium Board	2007-2009

(c) Publications

- “Understanding Participation in Secondary Career and Technical Education in the 21st Century: Implications for Policy and Practice,” (2014, Spring). *High School Journal*. 1-31. (joint authorship with Oscar A. Aliaga and James R. Stone III, National Research Center for Career and Technical Education, Louisville Kentucky).
- A typology for understanding the career and technical education credit-taking experience of high school students*. (2012, October). Louisville, KY: National Research Center for Career and Technical Education, University of Louisville. (Joint authorship with Oscar A. Aliaga and James R. Stone III).
- Using data for decision-making, accountability, and evaluation. Chapter In *The career pathways effect: Linking education and economic prosperity*. (2012, September). CORD and NASDCTEc. Waco Texas. (Joint authorship)
- The crosswalk validation project: Final report*. (2012, October). Louisville, KY: National Research Center for Career and Technical Education, University of Louisville.
- Using return on investment (ROI) and other related tools: Guidelines for measuring career and technical education (CTE) internal efficiency and external effectiveness*. Louisville, KY: National Research Center for Career and Technical Education, University of Louisville. June 2012.
- Career Clusters: Forecasting Demand for High School through College Jobs 2008-2018*. Washington DC: Center for the Education and Workforce, Georgetown University. November 2011. (Joint authorship).
- “Measuring the Return on Investment for CTE”, *Techniques*, September 2011, pp. 28-31.
- A common postsecondary data dictionary for Perkins accountability*. Louisville, KY, and Berkeley, CA: National Research Center for Career and Technical Education, University of Louisville, and MPR Associates, Inc. April 2010.

“Crosswalks and Common Data Standards: A New Direction for CTE Accountability and Evaluation”, Techniques, March 2010, pp. 50-53.

“Researching CTE Student Success: A New Conceptual Framework”, Techniques, April 2007, pp. 49-52.

Synergistic Activities

- 1. Director, Career and College Transition Division, California Department of Education:**
As the California State Director of Career and Technical Education, had the leadership responsibility for organizing the development, of the Perkins V State Plan. Activities included leading an internal joint management team from the State Board of Education, the California Community Colleges Chancellor’s Office, and the California Department of Education. The Perkins V Plan development also required managing stakeholder and public input into Plan development, interacting, and updating state statutory bodies such as the State Board of Education, the California Workforce Pathways Joint Advisory Committee, and the State Workforce Board. The Plan has now been submitted to the US Department of Education and awaits approval.
- 2. Bureau Chief Career and Technical Education, Iowa Department of Education:**
As Iowa’s State Director for Career and Technical Education (CTE), I led and managed a legislatively established statewide secondary CTE Task Force which led to broad recommendations on redesigned secondary CTE. This led to the passing of HF2392, legislation which redesigned secondary CTE. I led the CTE Bureau in developing policies, procedures, and general guidance for implementing HF2392. I participated in two National Governors Association (NGA) Policy Academy grants, targeting the talent pipeline and work-based learning; and a multi-state project called the Certification Data Exchange Project that put into place a process by which industry-based certification data could be connected to state data on education and workforce outcomes.
- 3. Deputy Director, National Research Center for Career and Technical Education:**
Led a of University of Louisville Center Staff to conduct research using different student-level national databases on a variety of CTE-related issues that focus on the three Center priorities: engagement, achievement, and transition of high school and community college CTE students. Served as the Principal Investigator for Center project: Career and Technical Education (CTE) Accountability and Evaluation: A Comprehensive Strategy for Technical Assistance.
- 4. Perkins System Director, Minnesota State Colleges and Universities System:**
Had principal responsibility for organizing, developing and writing the Five-Year State Career and Technical Education (CTE) Plan under Perkins IV. Coordinated extensively with the Minnesota Department of Education to initiate, discuss, and implement state-level career technical education in Minnesota, particularly as it relates to implementing the intent of Perkins IV in Minnesota. and procedures. Coordinated the State of Minnesota Joyce Foundation Grant that focused on the engagement, achievement and transition of students and workers in the adult education and workforce system to credit and non-credit based post-secondary institutions.

5. **Sr. Project Consultant, Minnesota Department of Employment and Economic Development:**
Served as Team Lead in the Research and Projections, Research and Statistics Office overseeing several projects funded under the Education to Employment Transitions System (EETS) Grant focusing on linkages between skills, education, jobs, and careers. Led the development of user-friendly interactive databases and information system, and, provide employment, workforce, education and career placement information on a single uniform platform. Worked on the federally funded O*NET project that required interaction with local, state and federal agencies; followed procedures on contracts and sub-contractors; conducted user feedback studies; and produced several reports for state and federal agencies.

Qualifying Experience

1. Experience at the administrative level in administering and leading secondary/ postsecondary education programs and while working with diverse groups of students, K-12 educators, parents, and community members.
 - *Serving as part of the Leadership Team within the California Department of Education, July 2019-*
 - *Serving as part of the senior management team within the overall Division of Community Colleges and Workforce Preparation, as well as part of the Management Council for the Iowa Department of Education, January 2014-June 2019*
 - *Leads and manages, as the Iowa State Director for CTE, the implementation of the Carl D. Perkins federal program in all secondary and community college CTE programs for the state of Iowa, January 2014- June 2019*
 - *Led and managed the implementation of the Carl D. Perkins federal program in all community college CTE programs for the state of Minnesota, March 2004- December 2008.*
2. Experience at the administrative level in developing, analyzing, and implementing educational policies and legislation.
 - *Led the managing, organizing, developing, and writing the California Five-Year State Career and Technical Education Plan to meet the intent of Perkins V, July 2019-*
 - *Led the managing, organizing, developing, and writing the One-Year State Career and Technical Education Transition Plan to meet the intent of Perkins V, November 2018-June 2019*
 - *Serving on Iowa Department of Education Cross Division Team that developed and is now managing Iowa's Every Student Succeeds Act (ESSA) state plan, specifically to develop the post-secondary readiness index which is part of Iowa's ESSA accountability system, Fall 2016-June 2019*
 - *Served as the primary lead for the Iowa Department of Education on managing a legislatively mandated statewide secondary career and technical education (CTE) Task Force, January 2014-October 2015.*
 - *Led the managing, organizing, developing, and writing the Five-Year State Career and Technical Education Plan to meet the intent of Perkins IV, coordinated with the Minnesota Department of Education, and organized, developed, and wrote the state Perkins transition plan, September 2006- April 2008.*
3. Experience at the administrative level in managing multi-disciplinary professional and technical staff in order to advance the activities of educational programs and policies
 - *Lead, manage, and organize the work Career and College Transitions Division, California Department of Education, July 2019-*

- *Led, managed, and organized the work of the CTE Bureau staff, Iowa Department of Education, January 2014-June 2019*
 - *Managed and organized the research work of graduate students on multiple CTE-related research projects, National Research Center Career and Technical Education, January 2009 - January 2014*
 - *Led, managed, and organized the work of the Perkins staff at the Office of the Chancellor, Minnesota Colleges and Universities System, April 2004-December 2008*
 - *Led, managed, and organized the work of several research analysts working to connect employment, occupations, workforce, skills, and education, Education and Employment Transitions on the Minnesota Department of Employment and Economic Development, February 1996-October 1998*
4. Experience at the administrative level in developing and implementing a broad-range of educational programs including strategic planning, performance measurement, benchmarking, and organizational development
- *Member, Cradle to Career Internal Team, California Department of Education, January 2020-*
 - *Member, College and Career Readiness Advisory Committee, California Department of Education, September 2019-*
 - *Member, Iowa Department of Education Community College Accreditation Team, specifically to review CTE programs, including Program Advisory Committees, Perkins related expenditures,*
 - *Serving as Project Lead on a subcontract from the Iowa Workforce Development US Department of Labor Apprenticeship Accelerator Grant that links apprenticeship data with education and workforce outcomes data using asset mapping techniques, heat map tools, August 2016-March 2018*
 - *Served as Iowa Project Lead on a US Department of Education, Office of Career Technical and Adult Education (OCTAE) sponsored technical assistance project on Advancing Career Pathways Systems, Fall 2016-Summer 2017*
 - *Served as a member of two statewide teams organized through the Iowa Governor's Statewide STEM Council to determine different options school districts might have to award academic credit for CTE courses, specifically in the subject areas of agricultural science and computer programming, Summer 2015-Spring 2016.*
 - *Led staff from the Division of Community Colleges and Workforce Preparation to summarize the information gathered by the Statewide CTE Task Force into a report that laid the Task Force recommendations, July 2015-October 2015.*
 - *Led a team of University of Louisville staff to conduct research using different student-level national databases on a variety of CTE-related issues that focus on the engagement, achievement, and transition of high school and postsecondary CTE students, January 2009-December 2013.*
 - *Served as a senior content expert for the NRCCTE on evaluation teams for several TAACCCT grants, focusing primarily on my extensive knowledge of state education and workforce database systems, as well as in the areas of areas of state policy and standards alignment, June 2011-December 2013.*
 - *Serves as the State of Minnesota Co-lead on a Joyce Foundation sponsored Minnesota Shifting Gears Project, which targeted the transitioning of low-wage workers into stable employment using a career pathway based-strategy, June 2007- December 2008.*

5. Experience at the administrative level in collaborating with a variety of internal and/or external groups on educational issues of a high profile and/or politically sensitive nature.
 - *Served as the co-lead for implementing the Iowa National Governors Association (NGA) Policy Academy Grant focusing on high quality work-based learning, January 2016-June 2017.*
 - *Served as a project team member for implementing the Iowa National Governors Association (NGA) Policy Academy Grant focusing on building Iowa's talent pipeline, January 2015-June 2016.*
 - *Led the Certification Data Exchange Project, an OCTAE sponsored multistate, multiyear technical assistance project, which connects third-party industry-based certifications to state education and employment databases, October 2014-September 2017.*
 - *Served on a Iowa Department of Education team that used the secondary career and technical education (CTE) Task Force recommendations to successfully create legislation that sought to implement high quality secondary CTE statewide, Spring 2016.*

6. Experience at the administrative level in effectively planning, implementing, and monitoring state and federal funding, including budgeting, grants management, monitoring, establishing effective controls, and reporting of results.
 - *Through an electronic grants management process, plan, implement, and monitor the split of federal Perkins funds, including budgeting and expenditures, in Iowa between secondary and post-secondary in using the formula established in the Perkins IV State Plan, January 2014-*
 - *Through an electronic grants management process, plan, implement, and monitor the split of federal Perkins funds, including budgeting and expenditures, in Iowa to secondary school districts and community colleges in using the formula established in the Perkins IV State Plan, 2014-*
 - *Plan, implement, and monitor the allocation, distribution, and monitoring of state funds in Iowa, including budgeting, expenditures, and plan updates, to meet the requirements of the HF2392 implementation, July 2016 -*
 - *Through a paper grants management process, planned, implemented, and monitored the split of federal Perkins funds, including budgeting and expenditures, in Minnesota between secondary and post-secondary in using the formula established in the Perkins IV State Plan, March 2004 – December 2008*
 - *Through a paper grants management process, planned, implemented, and monitored the split of federal Perkins funds, including budgeting and expenditures, in Minnesota to community colleges in using the formula established in the Perkins IV State Plan, March 2004 – December 2008*
 - *Negotiated with the US Department of Education in setting the targets for secondary and post-secondary Perkins accountability indicators in Iowa, January 2014-*
 - *Negotiated with the US Department of Education in setting the targets for post-secondary Perkins accountability indicators in Minnesota, March 2004 – December 2008*
 - *Updated the Perkins State Plan in Iowa by submitting the Consolidated Annual Report to the US Department of Education, January 2014-*
 - *Updated the Perkins State Plan in Iowa by submitting the Consolidated Annual Report to the US Department of Education, March 2004 – December 2008*

Peter P. Callas

Education

2003 **University of California, Davis**
Masters in Business Administration
University of the Pacific
Doctorate in Education
Major: Management, Minor: Curriculum & Instruction
1990 **National University**
Masters of Science, Instructional Leadership
1989 **California State University, Sacramento**
Bachelor of Science

Career Summary

Jan. 2015 - present **California Department of Education**
College and Career Transition Division
May 2014 - Jan. 2015 **California Department of Education**
Assessment Development and Administration Division
Sept. 2012 - May 2014 **California Department of Education**
Charter Schools Division
July 2009 – July 2012 **Sacramento City Unified School District**
High School Assistant Principal
Feb. 2006 – June 2009 **Sacramento City Unified School District**
Middle School Principal
Apr. 2002 – Feb. 2006 **Manteca Unified School District**
High School Principal
Jan. 2000 – April 2002 **Hewlett Packard Company**
Enterprise Support Services Organization
Human Resources Management Specialist
Jul. 1995 – August 1999 **Galt Joint Union High School District**
High School Principal
Jan. 1994 – Jun. 1995 **Marysville Joint Unified School District**
High School Vice Principal
Aug. 1990 – Jan. 1994 **Eureka Union School District**
Teacher
Jul. 1988 – Dec. 1990 **Sierra Community College**
Instructor & Baseball Coach
Jun. 1985 – Jun. 1988 **Philadelphia Phillies Baseball Organization**
Professional Baseball Player

Professional Training

Human Resource Management Certification
Interest-Based Bargaining & Collective Bargaining Negotiating Strategies
California School Leadership Academy Certification

Career Profile

Achieving accelerated progression through the past 21 years, I have gained a breadth of experience in the education & human resources arenas, culminating with my role as a Human Resource Manager for a world-wide organization within Hewlett Packard and in my current role in my sixteenth year as a school administrator. People-focused and a great listener, I am able to quickly build empathy and understand the needs of my stakeholders and colleagues alike. An incomparable people manager, in my most recent roles I have built cohesive teams from disparate groups, culminating in the achievement of creative and unique ways of developing education programs and services.

A strategic thinker, I utilize a combination of logical analysis, an innate understanding of people, and intuition in order to understand situations and provide workable solutions. This coupled with my strong interpersonal and influencing skills enables me to consistently lead the change necessary for increased success. A solid team player

attitude that was established as a collegiate (College World Series Championship) and professional baseball player that I have continued to hone throughout my career in education, invoking it throughout my organizations with my colleagues, staff, students and community stakeholders.

Summary of Experience

-Manager/Administrator with in-depth experience in business administration:

- *Eighteen & one-half years in a management/supervisory position
- *Responsible for the planning and opening of a new high school facility
- *Responsible for a \$12 million budget (development, management and accountability)
- *Daily business operations and planning of a 150,000 sq. ft. facility on 29 and 55 acre sites
- *Directly responsible for 130 employees, including 15 department managers & 80 teaching staff, belonging to three labor unions, and 1800 students
- *Responsible for recruitment, hiring, evaluation, staff development, and dismissal of employees at all levels
- *Responsible for negotiations with all three bargaining units

-Proven ability to plan and execute strategies, develop opportunities and manage resources to produce positive growth

- *Developed a technology plan [(acquired financing through \$1 million in technology grants), (designed and installed LANs on site with differing levels of security),
- *Lead the entire staff through an accreditation process that evaluated the school on the value of the education that was being provided as it related to student learning (the staff developed a plan for improvement that was evaluated by a seven member visiting committee and delivered a final product to the staff that would be implemented over a three year term that would ensure positive student and staff growth)

-Project Management

- *Managed the school district portion of a \$5.2 million construction project for a new 30,000 sq ft gymnasium facility (worked with architect, general contractor, and all sub-contractors in the change order process and negotiation of contracted work) to its completion
- *Directed all technology at the site including all voice, data, LANs and the WAN (one of the lead troubleshooters for all on-site LANs), negotiated all contracts with sub-contractors during the installation phase of the technology plan, personally set up and installed a number of the on-site LANs
- *Project Manager of ESSO Marketing Reinvention, Workforce Planning, & Leadership Development
 - Develop and implement leveraged strategies for employee reskilling and job competency models
 - Develop and implement career paths throughout all functions of ESSO (Marketing, Finance, etc...)

-Supervisory & Staff Development

- *Collaborated with all staff in a team enterprise to develop a challenging and positive learning environment
- *Lead the staff through a team building process via the use of a Ropes Team Building Workshop
- *Lead the staff through a training of the Interest Based Decision-making process

Employment History

January 2015 - present

California Department of Education Education Administrator I

My responsibilities are with the College and Career Transition Division (CCTD) High School Innovations and Initiatives Office (HSIIO), leading a team of seven consultants and seven support staff. Under general direction of the Director of CCTD. HSIIO staff is responsible for a number of different programs that support middle schools and high schools that focus on career and college readiness. The largest program that our office administers and provides technical assistance to is the 464 California Partnership Academies throughout California. Our team is also responsible for all middle school initiatives and technical support. Another section of support that is provided by my staff is for the 20 Linked Learning Pilot program. The California Career Resource Network (CALCRN) is managed by a team within HSIIO that provides curriculum and technical assistance to middle school and high school career counselors and faculty. Finally, the HSIIO staff works collaboratively with WASC to develop the training that supports the WASC trainers each year.

May 2014 - January 2015

California Department of Education Education Administrator I

My responsibilities were with the Assessment Development and Administration Division (ADAD) Support and Outreach Office, leading a team of four consultants and two support staff. Under general direction of the Director of ADAD, our office provided communication plan development, delivery, and outreach support to the assessment programs within ADAD. I was also the Smarter Balanced Assessment Consortium Digital Library coordinator for California. Our team provided technical support to local educational agencies (LEA) throughout the state for access and the use of the Smarter Balanced Digital Library. I was the contract monitor for the Outreach and Support contract with the San Joaquin County Office of Education that provided communication support for LEAs to parents and students regarding the California Department of Education Student assessment programs. The ADAD Support

and Outreach office worked directly with the four Senior Assessment Fellows in the development of communication and outreach activities for LEAs focused on assessment programs with the California Assessment of Student Performance and Progress program.

Sept. 2013 - Jan. 2014

**California Department of Education
Education Fiscal Services Administrator
(acting)**

My responsibilities were with the Charter Schools Division Fiscal Services team, leading a team of five consultants and three analysts. Under general direction of the Director of the Charter Schools Division (CSD) provided guidance on multiple aspects of a charter school's funding. I am responsible for developing and administering fiscal policies and processes state and federal charter school funds and implements funding determination requests for nonclassroom-based charter schools. I led staff to insure the accurate and timely payment of over \$300 million in state and federal program funds to charter schools as specified in state and federal laws and regulations, including the Public Charter Schools Grant Program. I provide guidance and direction in monitoring the status of each program's activity, and direct the development and dissemination of grant and apportionment information to charter schools to insure fiscal solvency. Ensure the integrity of all data collected from charter schools that are required to determine eligibility for and allocation of program funds. I lead staff to provide leadership, expertise and recommendations on all charter school fiscal issues to the Director of the CSD, charter school administrators and authorizers.

Sept. 2012 - May 2014

**California Department of Education
Education Program Consultant**

I was a Education Program Consultant (EPC) in two programs with the Charter Schools Division. Previously, I was a Division EPC responsible for technical assistance to California charter schools, and lead on the development of a Special Education Primer for charter school authorizers/operators in coordination with charter school SELPA administration. My EPC responsibilities also were with the Public Charter Schools Grant Program (PCSGP) working closely with a team of consultants providing the following duties: Lead and participate in on-site monitoring reviews of PCSGP Grantees, evaluate findings and data, prepare monitoring reports and corrective actions, and verify corrections to noncompliant issues; Develop and update PCSGP administration processes and procedures, and provide technical assistance associated with the PCSGP; Lead and coordinate the PCSGP Independent Evaluation, working directly with the evaluation contractor; Lead and coordinate the PCSGP Annual Program Review for the U.S. Department of Education; Assist with federal audits and monitoring visits from the U.S. Department of Education, including the development and implementation of the Department's response to findings.

July 2009 – July 2012

**Sacramento City Unified School District
High School Assistant Principal**

Responsible for master schedule development, program evaluation and development of improvement strategies for the areas of Secondary Student Achievement, (California High School Exit Exam, STAR, etc...), Alternative Education, Technology Plan, and evaluation of common finals. Currently responsible for the development of evaluation tools for each of the aforementioned programs that will give feedback for curricular development at the district and site levels. Working with site administration and certificated staff to develop strategies for classroom instruction to assist with improvement of student performance. Also, responsible for 8th grade recruitment, Cohort 8 grant planning and development which is focused on the integration of technology into the curriculum of daily instruction that will assist with the alignment and delivery of content standards and ultimately result in improvement of student achievement.

January 2006 – July 2009

**Sacramento City Unified School District
Middle School Principal**

Responsible for the daily business, operations, planning, facilities, and project management of a site with 64 direct report staff members and 710 students of great diversity (including a minimum of 5 different cultures and languages). Ultimately responsible for the recruitment, hiring, evaluation, development, and dismissal of employees at all levels. Developed valuable professional rapport with superiors, management & support staff, parents, community members and set standards for student achievement and personal development. Utilized all assets and resources available, maximizing employee productivity and performance to achieve district goals and objectives. Daily contact with customers (parents, students, and community members), sales representatives, consultants, developers, and management.

August 2005 – January 2006

**Manteca Unified School District
Principal of School Improvement & Student
Achievement**

Responsible for program evaluation and development of improvement strategies for the areas of Secondary Student Achievement, (California High School Exit Exam, STAR, etc...), Alternative Education, Special Education, Educational Services Technology Plan, and evaluation of District common finals. Responsible for the development of evaluation tools for each of the aforementioned programs that will give feedback for curricular development at the district and site levels. Working with site administration and certificated staff to develop strategies for classroom instruction to assist with improvement of student performance. Also, responsible for 7th and 8th grade technology grant, which was focused on the integration of technology into the curriculum of daily instruction that will assist with the alignment and delivery of content standards and ultimately result in improvement of student achievement.

April 2002 – August 2005

**Manteca Unified School District
High School Principal**

Responsible for start-up of Weston Ranch High School. Weston Ranch High School opened its doors in August 2003 to 700 students (9th & 10th grade) and 50 certificated and classified staff members. Responsible for the daily business, operations, planning, facilities, and project management of a site with 70 direct report staff members and 1100 students of great diversity (including a minimum of 5 different cultures and languages). Ultimately responsible for the recruitment, hiring, evaluation, development, and dismissal of employees at all levels. Developed valuable professional rapport with superiors, management & support staff, parents, community members and set standards for student achievement and personal development. Utilized all assets and resources available, maximizing employee productivity and performance to achieve district goals and objectives. Daily contact with parents, students, and community members, sales representatives, consultants, developers, and management. Lead Administrator for the MUSD High School Mathematics Curriculum Committee.

January 2000 – April 2002

**Hewlett Packard Company
Enterprise Support Services Organization
Human Resource Management Specialist**

Responsible for all Human Resource functions of worldwide organizations of approximately 550 employees, along with the Marketing, Finance & Administration, Quality, and Mission Critical at the Headquarter level for ESSO of approximately 450 employees. Manage the interface of organizations and functional groups and HR service delivery at the region and enterprise levels to ensure business needs are met in alignment with broader HR strategies and organizational objectives. Monitor and partner with management team to improve people related processes in order to increase organizational effectiveness and enhance the Total Employee Experience. Project Manager of ESSO Marketing Reinvention, Workforce Planning, Workforce Management & Leadership Development.

July 1995 – August 1999

**Galt Joint Union High School District
High School Principal**

Responsible for the daily business, operations, planning, facilities, and project management of a site with 130 direct report staff members and 1800 students of great diversity (including a minimum of 5 different cultures and languages). Ultimately responsible for the recruitment, hiring, evaluation, development, and dismissal of employees at all levels. Developed valuable professional rapport with superiors, management & support staff, parents, community members and set standards for student achievement and personal development. Utilized all assets and resources available, maximizing employee productivity and performance to achieve district goals and objectives. Daily contact with customers (parents, students, and community members), sales representatives, consultants, developers, and management.

January 1994 – June 1995

**Marysville Joint Unified School District
High School Vice Principal**

Responsible for behavioral and attendance issues through a structured behavioral modification system for 1250 students of great diversity (including a minimum of 10 different cultures and languages). Responsible for the Recruitment, evaluation, development, and dismissal of employees within the Vice Principal's office and teaching staff. Developed and lead the team that authored the behavioral modification system. Developed a Summer Success Program for incoming freshman that were not prepared for high school. Lead English Department in the implementation of an e-Learning Reading Program. Counseled students parents, and staff members in academic and non-academic deficiencies, resolved problems, and made referrals to Professional agencies.

Allison Frenzel

Objective

To support education programs for the California Department of Education

Experience

California Department of Education, 1430 N St, Sacramento, CA **09/2019-present**
Education Programs Consultant supporting program and grant management for Career Technical Education and Arts, Media, and Entertainment Industry Sector programs: Regional support; grant and contract monitoring; professional development event coordination; educator community of practice coordination; community and industry partnership coordination.

Pulse Arts, Inc, 356 Denton Way, Santa Rosa, CA **07/2018-09/2019**
Executive Director-Arts education program outreach, development, coordination, and implementation

Windsor Unified School District, 9291 Old Redwood Hwy., Bldg. 500, Windsor CA **08/2004-06/2019**
*General Education Secondary Teacher: Dance and English, Windsor High School and Windsor Oaks Academy
Program Coordinator--Career Technical Education Incentive Grant; Work Based Learning
Program Director-- Nueva School for the Arts
Program Director --WHS Dance Arts, Retrograde Dance Company
Integrated Pathways Coach; Mentor for beginning teachers in the North Coast Beginning Teacher Induction Program*

Program development and operations; curriculum development and instruction; grant writing; budget development and management; course writing; mentor coordination; event planning; advisory board correspondence; meeting facilitation; production management.

Butte County Office of Education, 1859 Bird St, Oroville, CA **01/2018- 06/2019**
Consultant with CTE Online project, statewide advisory member for online curriculum development and repository program: Secondary course and curriculum writing; standards alignment.

Coronado Unified School District, 201 6th St, Coronado, CA **01/2017-06/2019**
Consultant with Arts Media and Entertainment Leadership Institute: Conference planning; industry panel coordination; workshop facilitation.

Education

California State University Fullerton, 800 N State College Blvd, Fullerton, CA **09/2016-12/2017**
M.S Educational Technology (4.0 GPA)

Sonoma State University, 1801 E. Cotati Ave., Rohnert Park, CA **09/2002-06/2004**
B.A. American Multicultural Studies, Dean's Highest Honors. (3.98 GPA)
School of Education Credential Program. (4.0 GPA)

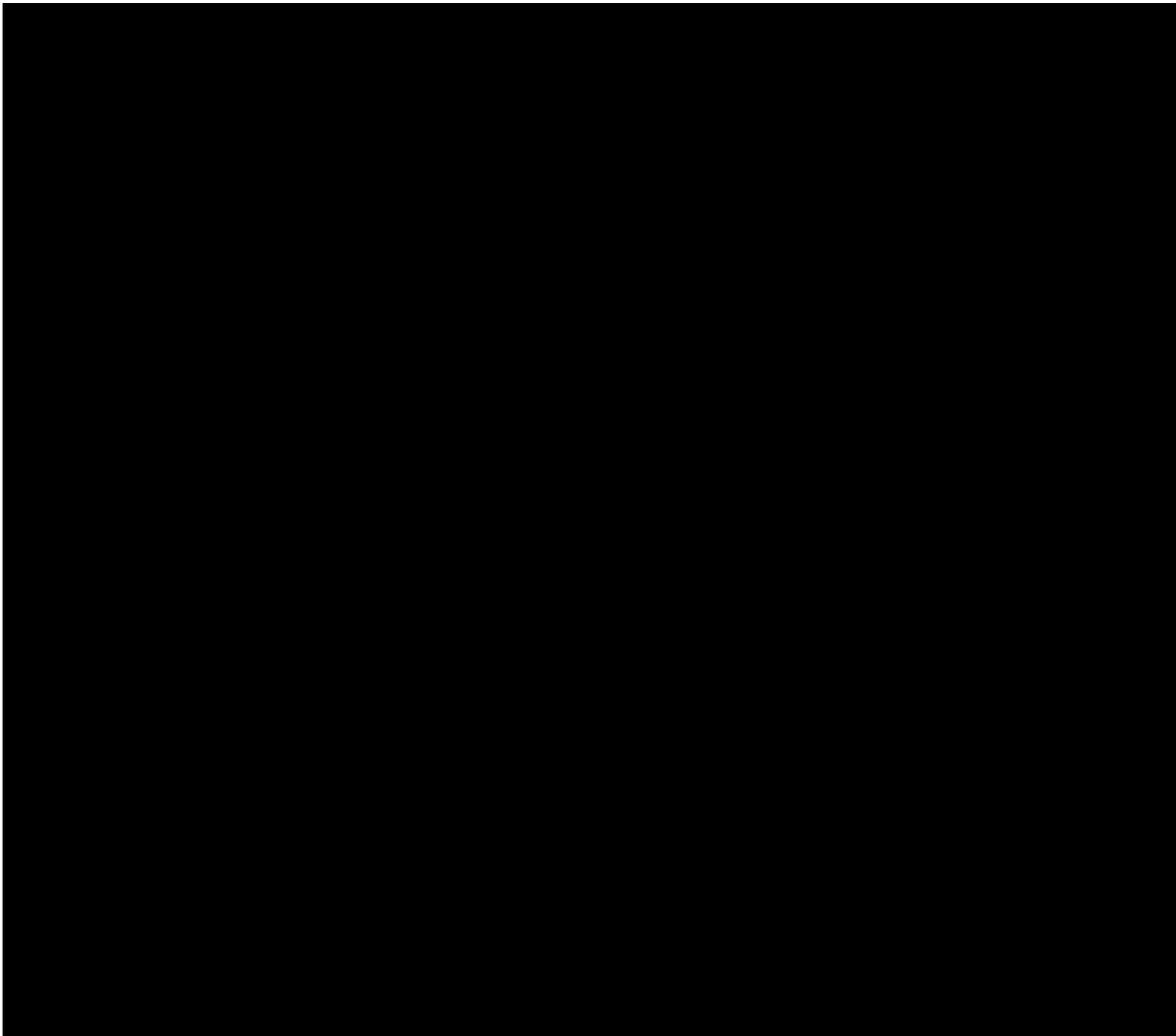
Awards and Recognitions

- **2018:** Elwin Carr Fellow: Award for Excellence in Educational Leadership, California State University Fullerton
- **2017:** *California League of Secondary Educators Region 1 Educator of the Year.*
- **2008:** *Teacher of the Year, Windsor Oaks Academy*

Credentials

- CTE Teaching Credential: Arts, Media, and Entertainment industry sector
- Single Subject Teaching Credential: English
- Multiple Subject Teaching Credential
- Supplemental Authorizations: Dance and Physical Education

CDE FIXED COSTS FOR FEDERAL FUNDS



- ^a 2018 rate is based on FM 11 & 12 actual expenditures by Index/PCA combination.
New allotments are set at department average
- ^b All department employees included under one contract
- ^c Warehouse & Bus Driver Training Facility positions excluded
- ^d 2019 rates are the same as 2018 rates due to FI\$Cal and no data available

LIST OF PROPRIETARY INFORMATION

The California Department of Education does not mention any persons or businesses who have proprietary claims to products developed via this grant application/opportunity.

APPLICATION REQUIREMENT 5 ASSURANCE

The California Department of Education (CDE) assures the U.S. Department of Education (USDE) that the CDE will comply with submitting information, as requested by the USDE, for evaluations the Secretary of Education may carry out.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE

California Department of Education (CDE) is requesting [REDACTED] to fund the **California Open Education Project (CalOpEd)**: Developing a Statewide Remote and Distance Learning Online Course Access and Learning Management System (LMS). The itemized budget breakdown and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and other projected expenditures are described below. The project duration covers a three-year period (36 months), from October 1, 2020 through September 30, 2023. The following table summarizes the budget:

Grant Budget

Item	Year 1	Year 2	Year 3	Total
[REDACTED]				
Travel	\$12,000	\$12,000	\$12,000	\$36,000
Supplies	\$10,296	\$15,351	\$15,351	\$40,998
Other (Sub-Grants)	\$3,719,742	\$4,995,205	\$6,545,205	15,260,152
[REDACTED]				
[REDACTED]				

Budget Narrative: Grant (Federal) Funds

Personnel

This proposal includes the addition of two new Education Program Consultants (EPCs), with expertise in curriculum and instructional design, stakeholder engagement, and professional learning and will be assigned to the Career and College Transition Division (CCTD) at the California Department of Education (CDE). These positions will be funded through the grant over a period of three years and will be sustained by the CDE beyond the life of the grant using state and federal funds. Under the direction of the Education Administrator (Project Coordinator) of the High School Innovations and Initiatives Office (HSIIO), these two EPCs will work together to carry out all of the CDE grant logistics including:

- Oversee coordination of stakeholder engagement efforts including regional advisory groups and the Statewide Advisory on Future Education (SAFE) Team to conduct and review results from a comprehensive needs assessment, and make recommendations to inform the California Open Education Program (CalOpEd)
- Write the CalOpEd project and prepare all approval documents
- Prepare State Board of Education (SBE) informational memos
- Facilitate all communications to the field
- Identify regional leads and implementation teams through full and open competition, consistent with state procurement procedures to select contractors
- Identify and describe specific qualities and requirements needed from service providers to carry out activities as proposed in the grant
- Write contracts with subgrantees and monitor contracts/subgrantees

- Establish and enhance relationships with project partners

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Travel: Total travel costs will be \$36,000 over the three-year time frame and includes air transportation, ground transportation, meals, lodging, and incidentals. There will be three types of travel that Grant personnel will undertake:

1. ***Grant Contact Meetings:*** A select group from the grant management will attend the U.S. Department of Education (USDE)-called meetings. The size of the team will be based on need and frequency.
2. ***Outstate Meetings:*** On occasion, grant participants will be attending regional and national conferences. This includes: the development of the technical resource, Statewide Learning and Teaching Equity Platform (SLATE); remote instruction and distance learning; the development of new and modified college and career ready instructional materials; and the use of professional learning communities and communities of practice.
3. ***Instate Meetings:*** The bulk of the travel costs will be used towards grant partner meetings to discuss and implement the different tasks and sub-tasks as outlined in the project narrative. Similar information listed under Outstate Meetings will also be provided to stakeholders within the state of California.

Supplies (including equipment): The amount budgeted for supplies, including equipment, is \$40,998 for the three-year grant time frame. All costs under this category are associated with overall grant management and are attributed to those costs that do not have a line item but needed for program success. Additionally, supplies will be acquired as need in order to purchase the materials needed to complete the four separate but inter-related tasks for the CalOpEd. These include but are not limited to electronic and non-electronic materials such as USBs, video storage media, and other print and non-print material used for curriculum writing institutes, presentations, activities, SAFE meetings, conferences, and trainings.

Other (mainly subgrants): The CDE will use a Request for Application (RFA) process to award various sub-grants related to the four CalOpEd tasks. These include:

Platform Construction (Task One: Establishment of the SLATE platform)

- Develop and deploy Canvas Open Source System for digital course authoring and distribution with regional master accounts and sub-accounts for all participating local educational agencies
- Identify digital learning resource partners and integrate high-quality open-access digital learning resources into CalOpEd SLATE platform by executing metadata integration consistent with California Academic Content Standards and Career Technical Education Model Curriculum Standards (CTEMCS)
- Integrate California’s existing online communities of practice into the new statewide shared SLATE platform
- Design digital learning resources for multiple distribution options ranging from print, to various Learning Management System (LMS) interoperability course formats, to access via various digital devices

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- Integrate student access to SLATE
- Centralize digital learning object repository for multi-system distribution

Technical Support (Services to include system administration and user support, system hosting, system maintenance and support, and software/licenses)

- System administration and user support
- System Maintenance and Support
- Content and Development Support
- Virtual Hosting, Site and Data Security
- Maintain software and hardware
- Core-Platform Updates based on CalOpEd lead team input

SAFE Coordination (Task Two: Stakeholder Engagement):

- Develop and distribute funding/objectives overview
- Develop and distribute input survey instruments to collect input on prioritized program focus areas from regional leads
- Create statewide findings report and deliver to regional leads
- Identify representatives to serve on SAFE panel
- Establish members of SAFE, and set input process and ongoing quarterly schedule for guidance of CalOpEd activities
- Conduct CTEMCS evaluation for distance learning implementation and alignment
- Identify priority content areas for course curriculum institutes (three-year plan)
- Convene SAFE on quarterly schedule for guidance of CalOpEd activities
- Develop and distribute funding/objectives overview
- Develop and distribute input survey instruments to collect input on prioritized program

focus areas from regional leads for year two

- Create quarterly statewide findings report and deliver to regional leads and CDE
- Manage all correspondence with members of SAFE
- Collect input on prioritized program focus areas from SAFE regional leads for year three
- Provide recommendations to technical and content development teams
- Manage all correspondence with members of SAFE

Professional Learning Content Development and Implementation (Task Three: Development of Professional learning (PL) events, modules, and communities of practice)

- Write, review and publish PL modules for specified topics as outlined in the project narrative
- Develop webinars and trainings on specified topics as outlined in the project narrative
- Ensure consistency, quality, and a continuum of instruction throughout the PL lessons, activities, webinars and related materials.
- Plan, coordinate, market and host a minimum of four virtual conferences and/or training events (quarterly) for up to 3,000 educators
- Conduct regular outreach and engage new community members
- Moderate online communities
- Continue to build professional learning content as outlined in the project narrative
- Share current trends and data
- Collect data and compile reports for the CDE

Distance Learning Content Development and Implementation (Task Four: Development of Templates and identification and integration of external resources, Development of Course Outlines, curriculum modules, integration of external resources)

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- Write, review and publish all UDL distance learning templates for course and curriculum institutes
- Conduct outreach to national content partners as specified in narrative and select all supplemental resources content for integration
- Coordinate with SLATE technical team to integrate select content into platform
- Coordinate bi-annual curriculum writing institutes with CDE writing teams from 11 CCSESA Regions to address priority subjects
- Work with the CDE regional writing teams to review and publish distance learning course outlines and curriculum modules created during writing institutes
- Ensure consistency, quality, and a continuum of instruction throughout the lessons, activities, assessments and related materials created in institutes.
- Review all lessons and verify UDL viability and align with appropriate Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) integration
- Where necessary, guide and create additional lessons to ensure the completed materials for publishing
- Work with the CDE consultants to create and publish distance learning guidance documents
- Work with the CDE consultants to coordinate team of experts to re-align and publish select CTE Model Curriculum standards with identified academic misalignment as identified in year one by SAFE team
- Review and update resources for integration to SLATE (ongoing)
- Plan, organize, coordinate and conduct all major trainings for SLATE

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- Work with the CDE consultants to develop and pilot the advanced assessment and certification package aligned to distance learning pathway courses in Arts, Media, and Entertainment (AME) pathways.
- Work with the CDE consultants for the scaling of AME pilot to additional industry sectors, prioritizing sectors connected to Science, Technology, Engineering, Arts, and Mathematics (STEAM) career fields
- Monitor and evaluate content, conduct follow-up surveys, and make recommendations in support of continuous improvement and reports to the CDE
- Ensure viability in design and ability to produce intended outcomes
- Facilitate communication, materials processing, financial/expenses/budget tracking and reporting
- Respond to requests and questions from public
- Facilitate workflow
- Collect data and compile reports for CDE

The direct costs total for the grant cycle is [REDACTED].

Indirect Costs: The indirect cost is based upon a [REDACTED] CDE rate and an [REDACTED] Statewide Cost Allocation Plan rate for a total rate of [REDACTED]. Indirect costs added to offset a variety of expenses (which include, but not be limited to) utility expenses, such as electricity, use of existing office equipment, computers, cell phones, remote conferencing services, and other expenses relevant to the grant. The indirect cost rate is charged for accounting expenses for billing and tracking payments, operations expenses for sub-grant RFAs processing maintenance of insurance, including worker’s compensation and liability insurance, and miscellaneous unknown/unexpected expenses.

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Totaling up all of the costs, direct and indirect, associated with the California’s Open Education (CalOpEd) grant project, the CDE is requesting [REDACTED] over the three-year grant period.