

# California Department of Education Updates

May 2023

## Assessment Development and Administration Division

### Apportionment Rates

California Education Code (EC) sections 60640(l)(1) and 60810(a)(3) require that the State Superintendent of Public Instruction apportion funds to local educational agencies (LEAs) for the administration of the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). The CDE plans to bring to the California State Board of Education for approval the per-pupil apportionment rates for tests administered as part of the CAASPP and the ELPAC during the 2022–23 school year. These rates remain the same as the 2021–22 apportionment rates that were approved in May 2022.

Assessment apportionments are not distributed until the following fiscal year, when all testing for the previous year has been completed (i.e., LEAs will be reimbursed in 2023–24 for testing that occurs in 2022–23). The assessment apportionment funds are unrestricted funds to reimburse LEAs for the costs to testing.

### Student Score Report Redesign and Smarter Balanced Composite Claim Reporting

The CDE and assessment contractor ETS continues to work on redesigning the Student Score Reports (SSRs) for the CAASPP and ELPAC. The goals of the redesign effort are to:

- Improve the reporting of test results provided to students, parents, and guardians and include actionable information.
- Provide students, parents, and guardians with timely access to test results while minimizing distribution efforts for LEAs.

In January 2023, focus groups were conducted with the potential design options. Overall, the concept designs were seen as improving the SSR's ability in providing parents with a valuable snapshot of their child's learning, with further detail regarding highlighting areas of success as well as identifying areas with opportunities for improvement.

For 2020–21, 2021–22, and 2022–23 individual claim results were not reported on Smarter Balanced SSRs because the adjusted blueprint did not allow for reliable claim result reporting at the individual student level. However, the Smarter Balanced Assessment Consortium (Consortium) is currently discussing the **proposed** methodology to report composite claim results for the ELA and mathematics adjusted form blueprint and will be voting on the preferred methodology in May 2023. After the

Consortium approves the preferred methodology, the 2023–24 SSRs will include composite claim results.

### **Golden State Seal Merit Diploma**

The Golden State Seal Merit Diploma (GSSMD), established in 1997, provides recognition to public school graduates who have demonstrated mastery of the high school curriculum in various subject areas. The GSSMD is awarded jointly by the California State Board of Education and the State Superintendent of Public Instruction.

Local educational agencies (LEAs) interested in identifying graduating seniors who qualify for the GSSMD can view the materials provided on the California Department of Education (CDE) [GSSMD web page](#).

LEAs should send their requests far enough in advance of the date of the first graduation ceremony in the district to allow sufficient time for the CDE to process the request and for school staff to affix the seals to the diplomas and transcripts. Generally, the seals can be expected within two weeks of the date the CDE receives a request. Any questions about the GSSMD should be directed to [gssmd@cde.ca.gov](mailto:gssmd@cde.ca.gov).

Assessment-focused Professional Learning Opportunities for LEA Staff

### **California Educator Reporting System Spring Webinars**

In May 2023, to assist LEA staff in preparing to access 2022–23 CAASPP and ELPAC summative assessment results, the CDE—through a contract with the SCOE—will offer a virtual training titled “Accessing Summative Assessment Results in CERS.” This training builds upon the summer and fall 2022 Introduction to CERS training which provided coordinators, administrators, and teachers with an overview of CERS.

### **2023–24 Interim and Formative Assessment Training Series**

On behalf of the CDE, ETS and WestEd will develop and offer the “Interim and Formative Assessment Training Series” in July 2023 and continue through fall, a key opportunity for teachers and other LEA staff to learn how to leverage the interim and formative components of the Smarter Balanced comprehensive system of assessments to inform teaching and learning.

### **Asynchronous Hand Scoring Training for Educators**

In January 2023, the CDE launched asynchronous training modules for California educators to learn—how to hand score the Smarter Balanced Interim Assessment Performance Tasks for ELA and mathematics. The new self-paced, asynchronous hand scoring training module for ELA can be accessed through the CAASPP web page.

Further information about each training and where to register can be found on the CAASPP Upcoming Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities.html> and the ELPAC Upcoming Training Opportunities web page at <https://www.elpac.org/training/training-opportunities/>.

After the modules are offered, recordings along with the PowerPoint presentations, will be made available on the CAASPP Past Training Opportunities and Materials web page at <https://www.caaspp.org/training/training-opportunities-archive.html> and on the ELPAC Past Training Opportunities and Materials web page at <https://www.elpac.org/training/training-opportunities-archive/>.

If you have any questions, please contact the CDE CAASPP Office at [caaspp@cde.ca.gov](mailto:caaspp@cde.ca.gov) or the CDE ELPAC Office at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov).

## **Curriculum Frameworks and Instructional Resources Division (CFIRD)**

### **Model Curricula Development (Assembly Bill 167)**

The Orange County Department of Education (OCDE) is currently accepting applications for curriculum writers during the summer of 2023. Curriculum writers will develop the Cambodian Genocide Model Curriculum, Hmong History and Cultural Studies Model Curriculum, and/or the Vietnamese American Refugee Experience Model Curriculum. For specific dates of writing workshops, pay rate, and application visit <https://docs.google.com/forms/d/e/1FAIpQLScMBzbu3hOZcHaOY0Xz3NPza84Bor-slZOCGvNjVTJUab6w/viewform>.

The two lead agencies developing the Native American Studies Model Curriculum—Humboldt County Office of Education (HCOE) and San Diego County Office of Education (SDCOE)—are meeting with regional hosts, tribal members, and interested members of the public and are facilitating listening sessions through spring 2023.

Each county office of education has a survey available on their webpage to solicit feedback from community members at the following links:

SDCOE:

[https://docs.google.com/forms/d/e/1FAIpQLSdkBbYNeOvD9CDyEb17f9\\_qd\\_OAlxO4BhmV6V1Y5pyADR4ZKQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdkBbYNeOvD9CDyEb17f9_qd_OAlxO4BhmV6V1Y5pyADR4ZKQ/viewform)

HCOE: <https://form.jotform.com/230476188689978>

WestEd held the second Statewide Model Curriculum Coordinating Council's (Council) meeting on April 26, 2023. The Council reviewed OCDE's draft of the Cambodian Genocide Model Curriculum, Hmong History and Cultural Studies Model Curriculum, and/or the Vietnamese American Refugee Experience Model Curriculum and provided feedback. The Council received a walkthrough from UC Davis/California History–Social Science Project of the draft online platform during the meeting.

**AB 181**

Assembly Bill 181, Section 136, appropriated \$14,000,000 to the county offices of education selected to develop model curricula for Native American studies, the Vietnamese American refugee experience, the Cambodian genocide, and Hmong history and cultural studies. The first disbursement of the funds has been received by all of the county offices.

### **California Dyslexia Initiative**

In their ongoing Dyslexia Expert Webinar Series, the Sacramento County Office of Education (SCOE), hosted Carol Tolman, Ph.D. on March, 9, who presented on *Word Recognition in a Structured Literacy Approach*. Also as part of this series, Joan Sedita will deliver a webinar titled *Teaching Writing in a Structured Literacy Approach*, on May 11. You can register for this event here-

<https://www.scoe.net/news/https://scoe.gosignmeup.com/public/Course/browse?courseid=12242>

On March 23, staff from over 30 county offices of education (COE) and CFIRD participated in the latest round of Language Essentials for Teaching Reading and Spelling (LETRS) live training. The COE cohort is currently in their second year of this intensive and comprehensive literacy professional development.

### **Mathematics Framework**

The CDE and the State Board of Education (SBE) have been working with the Region 15 Comprehensive Center

(<https://www.wested.org/project/region-15-comprehensive-center/>) to begin implementing revisions to the draft Mathematics Framework. The draft will be revised to reflect public feedback received during the second 60-day field review. The SBE has extended the timeline for final action on the framework to 2023.

### **Statewide Curriculum Directory**

In response to requests from the field, CFIRD created a statewide directory of district curriculum specialists. A SNAP survey was designed to gather contact information for the listerv, and a letter to county, district, and charter school superintendents was crafted to send out by SCU so the directory is accurate and useful. The letter and survey were sent via email on March 15. The survey closed on Friday, March 31<sup>st</sup>. The directory is being revised to include the 320 survey responses and add the remaining charter school contact information.

### **Updating Document on Piloting Instructional Materials**

CFIRD staff asked members of the Instructional Quality Commission (IQC) to recommend edits and revisions to the document called [Guidelines for Piloting Textbooks and Instructional Materials](#). At their March 15, 2023 meeting, IQC members shared their input. CFIRD staff took notes during the meeting and subsequently made the recommended revisions and edits. The revised document will be shared with IQC members, and they are scheduled to provide additional comments at their July 2023 meeting.

### **Educator Excellent & Equity Division**

## **Mathematics, Science, and Computer Science Professional Learning Grant**

The Educator Excellence and Equity Division awarded the San Joaquin County Office of Education the 2023 Math, Science, and Computer Science Professional Learning (MSCS PL) Grant. This grant will expand existing statewide infrastructure and capacity to provide educator professional learning and coaching in mathematics, science, and computer science for grades four to twelve, inclusive as well as support local efforts to improve family and community engagement. Information on this grant program is available on the [California Grants Portal](#) web page and the CDE's [Mathematics, Science, and Computer Science Professional Learning Grant](#) web page.

## **Educator Workforce Investment Grant (EWIG) Program: Computer Science (CS)**

Assembly Bill 185, Chapter 571, Statutes of 2022, Section 55 of the Education Omnibus Budget Trailer Bill for the 2022–23 California State Budget provides \$15 million for the EWIG: CS. As part of the EWIG Program, the CDE released a CS Professional Learning Grant request for applications (RFA). The selected grantee will become an important member of the Statewide System of Support, providing targeted support focused on strategies for providing high-quality CS instruction and CS learning experiences aligned to the *CA CS Content Standards* developed pursuant to *Education Code* Section 60605.4.

The CDE is happy to announce that the Sacramento County Office of Education has been selected as the lead agency for the 2023 EWIG: CS Grant Program. Please visit the CDE [EWIG Program](#) web page for information regarding the EWIG Program.

## **Comprehensive Literacy State Development Grant**

The CDE applied for supplemental funding for the Comprehensive Literacy State Development (CLSD) grant, and we are thrilled to announce that the U.S. Department of Education awarded California \$2.7 million! Each Literacy Lead Agency (LLA) will use these funds to expand their projects, bringing their best practices and evidence-based strategies to more schools, educators, and students. The LLAs will also be focusing on expanding their work in family and community engagement, which is a federal priority for the grant. These supplemental funds must be spent by the end of the original grant period.

The CDE is also hosting technical assistance sessions for the LLAs. Over the course of the grant, the LLAs have expressed interest in engaging in deeper learning on several topics. The CDE will be hosting these technical assistance sessions each month in between convenings. The LLAs will share a problem of practice or a best practice and provide additional opportunities for LLAs to learn from and support each other. This first session focused on the challenges related to gathering data and the Priority 1 LLA shared their problem of practice related to gathering data on four-year-olds. The LLAs had a chance to learn about Priority 1's challenges and context, shared connections to challenges they have in their own priority areas, and then discussed ways in which those challenges might be overcome.

Information about the CLSD Grant and accompanying resources are available on the CDE [CLSD](#) web page.

### **Literacy Coaches and Reading Specialist Funding Opportunities**

Assembly Bill 181, Section 137 (Chapter 52, Statutes of 2022) authorized the Literacy Coaches and Reading Specialists (LCRS) funding opportunities. Eligible school sites will receive an allocation of no less than \$450,000 to develop school literacy programs, employ and train literacy coaches and reading and literacy specialists, and develop and implement interventions for students in need of targeted literacy support. Funds were sent to eligible local educational agencies (LEAs) in late January. For a list of eligible school sites and frequently asked questions, please visit the [LCRS Categorical Programs](#) web page.

The Literacy Coaches and Reading Specialists Educator Training (LCRSET) grant will award \$25 million to a county office of education (COE) to develop and provide training for educators to become literacy coaches and reading and literacy specialists. Priority will be given to applicants with demonstrated success in improving literacy, especially among underperforming student subgroups, as well as for those planning on partnering with institutions of higher education with demonstrated success in providing statewide professional development for expert literacy practice. The RFA is due May 26, 2023. COEs interested in applying can learn more about the LCRSET grant, including the timeline, on the [LCRS](#) web page as well as the [LCRSET RFA](#) web page. A recording of the technical assistance webinar will be made available online soon.

Additionally, the [trailer bill](#) currently provides an additional \$250 million in LCRS funds. The CDE will be monitoring this bill as it moves through the legislative process.

### **Early Literacy Support Block Grant**

Registration is now open for the virtual California Elementary Literacy Conference: Everyone Has the Right to Read! This free, two-day conference is hosted by Sacramento County Office of Education and sponsored by the CDE in collaboration with the California Collaborative for Educational Excellence through the Early Literacy Support Block grant.

Join teachers, administrators, and district and site colleagues, as well as other partners interested in literacy, on June 14–15, 2023, 8:30 a.m.–3:30 p.m. as we learn about evidence-based practices in elementary literacy, from transitional kindergarten through grade six (TK–6).

Emily Hanford and Lacey Robinson are delivering exciting keynote addresses and there are over 75 unique sessions to choose from. The California Elementary Literacy Conference offers sessions on literacy for multilingual learners, Multi-Tiered System of Support (MTSS), special education, content-area literacy, assessment, inclusive practices, social-emotional learning (SEL), trauma-informed practices, student engagement, and literacy coaching. All this and more! We hope to see you there!

This event is free of charge and registration is required. [Register now.](#)

## **Recommended Literature List Update**

If you are interested in serving as a committee member for the [Recommended Literature List for Prekindergarten through Grade 12](#), applications are open! Submit an [application](#) to indicate your interest in serving on the Recommended Literature List committee. We will be in contact as spaces on the committee are available. If you have any questions, please email the Recommended Literature List team at [literaturelist@cde.ca.gov](mailto:literaturelist@cde.ca.gov).

## **State Seal of Civic Engagement**

The 2023 State Seal of Civic Engagement (SSCE) insignia request form became available from the “Implementation Resources” tab of the CDE [SSCE](#) web page on February 10. LEAs that offer the SSCE locally should request insignias at least four weeks before they will be required. LEAs that wish to order additional insignias, or make corrections to insignia requests, may also use the 2023 Insignia Request Form. Additional guidance on requesting SSCE insignias is available from the [Local Programming](#) guidance presentation, as well as the SSCE [Frequently Asked Questions](#).

The CDE Educator Excellence and Equity Division promotes high-quality resources that can support local implementation of the SSCE through a variety of platforms, including the [California Educators Together SSCE Group](#), the quarterly history–social science (HSS) [newsletter](#), and the HSS [Twitter](#) feed. Please [email the SSCE team](#) if you have any additional resources to share or any questions related to the SSCE.

## **California Serves Program**

The 2022 State Budget ([Assembly Bill 181, Section 71](#)) appropriates \$5 million annually to the CDE to work with [California Volunteers](#) to establish the California Serves Program. The program will support development of effective service learning programs through an annual grant program, with the goal of expanding access to the SSCE through high-quality service learning.

During the week of January 23, 2023, the CDE released a [RFA](#) for the pilot year of the grant program. Applications from eligible LEAs were due March 10, 2023. The EEED released an Intent to Award announcement on the CDE [California Serves](#) web page. Updates to the timeline and any additional guidance related to eligibility, potential grant uses, and slides from the February 3, 2023, technical assistance webinar are also available from the California Serves web page. This web page will be updated as additional information becomes available.

## **LGBTQ+ Online Trainings**

The CDE has embarked on a new partnership with the Los Angeles County Office of Education (LACOE) to provide resources to bolster support for LGBTQ+ youth in California. The CDE selected LACOE as the lead contractor to develop online training courses for educators across California. LACOE is collaborating with lead partner agency Equality California and an advisory committee composed of 20 nonprofit

organizations, including the Trevor Project and the Human Rights Campaign Foundation, to develop the project called PRISM: Providing Relevant, Inclusive Support That Matters for LGBTQ+ Students. It is anticipated that the online trainings will be made available in 2024.

### **California's National Board for Professional Teaching Standards Certification Subsidy and Incentive Program**

The California National Board for Professional Teaching Standards (NBPTS) Certification Incentive Program provides a \$2,500 subsidy for any teacher who initiates the process of pursuing a certification from NBPTS when teaching at a high-priority school. In addition, current NBPTS certified teachers who teach at least 50 percent time in a high-priority school for five consecutive years are eligible for a \$25,000 incentive award. The 2022–23 list of high-priority schools is available on the [CDE CA NBPTS Certification Incentive Program 2021–26](#) web page.

In the first year of the Candidate Subsidy award, 117 teachers who received the 2021–22 subsidy became National Board Certified teachers (NBCT) in December 2022. There are currently 2,386 teachers actively pursuing National Board certification and receiving the subsidy to pay for their certification process. Additionally, California awarded 1,945 teachers their first \$5,000 NBCT incentive awards for the 2021–22 school year. The TLPO office is now processing incentive payments for 2,109 NBCTs for the 2022–23 school year.

If you have any questions regarding the NBPTS Certification Incentive Program, please email [NBCT@cde.ca.gov](mailto:NBCT@cde.ca.gov).

### **Educator Effectiveness Funds Block Grant**

The Educator Effectiveness Funds (EEF) 2021–2026 Block Grant program provides funds to COEs, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. The EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and classified staff. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. For a complete list of all 11 allowable uses for the EEF, please visit the [EEF](#) web page.

As a condition of receiving EEF, COEs, school districts, charter schools, and state special schools are asked to report detailed data and expenditure information annually to the CDE on or before September 30 of each year. The EEF necessitates annual reporting in order to collect timely, accurate, and detailed information regarding the use of funds, including specific information regarding the allowable uses and to confirm funding is being appropriately used and tracked at the local level. In addition, a Final EEF Data and Expenditure Report will be due on or before September 30, 2026.

The annual EEF data and expenditure reports are due on or before September 30. The first EEF annual report was due on September 30, 2022. The second EEF annual report is due on September 30, 2023. The EEF Annual Report Database will open on

August 1, 2023, for reporting on the 2022–23 fiscal year. All reporting must be completed by September 30, 2023.

The annual reporting template and online database link is available on the [EEF](#) web page.

The EEF Annual Report database includes several sections and subsections. The initial sections include:

- Logon page and Instructions
- Overview and Contact Information
- EEF Services and Purchases

The subsections, which are based directly on the EEF statute's 11 allowable uses, include:

- Coaching and Mentoring
- Standards-Aligned Instruction
- Pupil Reengagement and Accelerated Learning
- Strategies to Improve Wellbeing
- Practices to Promote Positive School Climate
- Inclusive Practices Strategies
- English Learner Programs
- New Professional Learning Networks
- Ethnic Studies Curricula
- Early Childhood or Child Development
- Strategies to Improve Beginning Teacher Retention and Support

LEAs are asked to complete the annual reporting by September 30 of each year from 2021 through 2026. *EC* Section 41480(d)(2) states: A final report must be submitted on or before September 30, 2026. EEF may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 Fiscal Years. All funds must be returned to the CDE if LEAs do not meet the conditions of apportionment.

## **EARLY EDUCATION DIVISION**

### **TRANSITION TO ELEMENTARY SCHOOL TOOLKIT**

The California Department of Education (CDE) has scheduled a Preschool to Third Grade (P-3) Webinar focused on Supporting the Transition to Elementary School: A Critical Strategy to Strengthen P-3 Alignment on May 23, 2023. This webinar will provide an overview of the California Department of Education's Transition to Elementary School Toolkit. This toolkit is intended to support the development of systematic policies and strategies that bridge Early Childhood Education (ECE) and Transitional Kindergarten (TK)-12 systems and support alignment and coherence for children and families during the critical transition to elementary school. It is designed to provide county, district, and local leaders as well as educators in ECE programs,

Universal PreKindergarten (UPK), and TK-12 settings with foundational knowledge about the importance of a smooth transition to elementary school and includes tools and templates to facilitate implementation of successful strategies to support all of California's children and families.

## **CALIFORNIA STATE PRESCHOOL PROGRAMS SUPPORTING BILINGUAL PROGRAM MODELS ACTION PLAN**

The Early Education Division (EED) has created an action plan for supporting bilingual program models in California State Preschool Programs (CSPP). Part of the action plan is to provide technical assistance in the form of a three-part webinar series. The Dual Language Learner (DLL) Support Webinar series will include:

- Part One - May 9, 2023, from 3:00-4:30 p.m.: Identifying DLL in CSPP
- Part Two - May 16, 2023, 3:00-4:30 p.m.: Data Reporting DLL in CSPP
- Part Three - June 13, 2023, 3:00-4:30 p.m.: Supporting DLL in CSPP

## **EXPANDED LEARNING DIVISION**

### **Elementary and Secondary School Emergency Relief (ESSER) III Summer Grant Program Request for Applications (RFA)-Round 2**

**Re-released this RFA as the performance period has now been extended to September 30, 2024.**

The purpose of the ESSER III Summer Grant Program is for the implementation of evidence-based summer enrichment programs, and ensure such programs respond to students' academic, social, and emotional needs as well as address the disproportionate impact of the coronavirus on the student populations described in Section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 United States Code \[U.S.C.\] 6311\[b\]\[2\]\[B\]\[xi\]](#)), students experiencing homelessness, and children and youth in foster care.

The RFA can be found on the California Department of Education Funding Opportunities web page at [RFA: Elementary and Secondary School Emergency Relief III Summer Grant Program \(CA Dept of Education\)](#)

#### **Important Notes:**

- If a **site** was awarded previously in the first round of ESSER III Summer funding, the site is not eligible to apply for any additional funding from this grant.
- This funding will only be for two years, if you are awarded in the Round 2 RFA. (July 1, 2022–September 30, 2024)

Eligibility – Currently funded ASES, 21st CCLC and ASSETs grantees.

Due Date – May 3, 2023

## **Expanded Learning Opportunities Program**

The California AfterSchool Network (CAN) in partnership with the CA Dept. of Education (CDE) Expanded Learning Division (EXLD), and other members of the System of Support for Expanded Learning are hosting **ELO-P Office Hours!**

**Select Fridays from 12:00 PM – 1:30 PM:**

1. [April 7](#)
2. [April 21](#)
3. [May 5](#)
4. [May 19](#)
5. [June 16](#)
6. [June 23](#)

The first approximately 30 minutes will be set aside to provide the latest updates. The remaining time will be used for Q&A and for sharing promising practices.

## **MULTILINGUAL SUPPORT DIVISION**

### **World Language Reading Challenge**

The California Department of Education (CDE) Multilingual Support Division (MSD), in partnership with the California Language Teachers Association (CLTA), invited local educational agencies (LEAs) to participate in the first annual California World Language Reading Challenge during National World Languages Week, March 6–10, 2023. Preschool through grade 12 students participated by engaging in age-appropriate literacy activities in a language other than English through the end of March. A total of 2,046 students participated in the World Language Challenge in 2023.

For more information about the World Language Reading Challenge, visit the [CDE World Language Reading Challenge](#) web page. If you have questions about the World Language Reading Challenge, contact Gina Garcia-Smith, Education Programs Consultant (EPC), CDE, MSD, by phone at 916-319-0265 or by email at [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov).

### **Long-Term English Learner (LTEL) Community of Practice (CoP) Participants Announced**

The California Department of Education (CDE) Multilingual Support Division (MSD) is excited to announce the LTEL CoP participants.

**The LTEL CoP participants are:**

- Bakersfield City School District (Kern County)
- Coachella Valley Unified School District (Riverside County)
- Compton Unified School District (Los Angeles County)
- Elk Grove Unified School District (Sacramento County)

- Escondido Union High School District (San Diego County)
- Salinas Union High School District (Monterey County)

These participants were selected from among 57 applicants to participate in the two-year LTEL CoP with the goal of creating an inclusive CoP representing various regions and contexts throughout California.

The LTEL CoP was established, with support from Sobrato Philanthropies and technical assistance from the Center to Support Excellence in Teaching at Stanford Graduate School of Education, to increase awareness and address the specific needs of students identified as LTELs. The CoP will support participants as they collect and analyze qualitative and quantitative data to better understand students identified as LTELs and design supports that fit their local contexts. The CDE MSD will share findings and recommendations from the CoP statewide following the conclusion of the CoP convenings.

If you have questions about the LTEL CoP, please contact the CDE MSD by email at [MSD@cde.ca.gov](mailto:MSD@cde.ca.gov).

### **Identification and Recruitment State Trainings**

The State-sponsored three-day Migrant Education Program (MEP) Identification and Recruitment (I&R) State Training took place in March. This mandated training for approximately 300 MEP subgrantee I&R staff was delivered in two in-person groups with a culminating virtual session for all: Group 1 was March 1-2, closing March 29; Group 2 was March 22-23, closing March 29.

This training was developed to support all California MEP Recruiters and Reviewers in the standardized and continuous application of current federal and state Migrant MEP I&R guidance. The sessions were developed based on statewide and local re-interview results, feedback from the State I&R Advisory Committee and the field, and Certificate of Eligibility data in the state's Migrant Student Information Network system. Multiple scenarios were included for hands-on practice. In addition, information from the IDRC and the Office of Migrant Education was incorporated throughout. The virtual closing featured Sarah Martinez of the federal Office of Migrant Education and words of inspiration from migratory parents and an out-of-school youth.

### **MEP Directors' Meeting**

The MEO held its third MEP Directors' Meeting on March 9–10, 2023. During this meeting, MEO provided Office and Division updates for various areas (e.g., I&R, fiscal, State Parent Advisory Council and Regional Conferences, etc.). Presentations offered include: the State Service Delivery Plan, the MEP grant allocation, and the California State University, Council of Plurilingual Educator Preparation.

### **Dual Language Immersion Grant**

The MSD and Language Policy and Leadership Office (LPLO) hosted the first annual Dual Language Immersion Grant (DLIG) meeting with the DLIG grantees on April 18, 2023. The MSD and LPLO provided grantees with updates, and grantees shared

program successes, challenges they have encountered, and resources they are using to implement the grant goals.

The DLIG has 27 grantees that include 26 districts, with 55 schools and 1 charter school.

- Nine local educational agencies (LEAs) that are establishing dual language programs,
- Thirteen LEAs that are expanding their dual language programs, and
- Five LEAs that are establishing and expanding their dual language programs.

The list of DLIG grantees is available on the CDE DLIG [Funding Results](#) web page. To learn more about the DLIG, visit the CDE DLIG [Request of Applications](#) web page.

### **Observation Protocol for Teachers of English Learners Field Test**

The CDE and WestEd conducted a field test of the Observation Protocol for Teachers of English Learners (OPTEL) tool to help determine if the tool is valid for all the intended purposes. The OPTEL field test window closed at the end of March 2023. Teachers of all subjects at all grade levels, Transitional Kindergarten through grade 12, who teach English learner students were invited to participate. The number of teacher educator pairs who signed up for the field test totaled 171, exceeding the goal of 150 educator pairs.

Reach out to [optel@wested.org](mailto:optel@wested.org) with any questions regarding the OPTEL field test. Information regarding the OPTEL is available on the CDE [OPTEL](#) web page.

### **Bilingual Coordinators Network**

The next Bilingual Coordinators Network (BCN) meeting will take place in person on May 11, 2023, 9 a.m.–5 p.m., and on May 12, 2023, 8:30 a.m. to 1 p.m. at the Courtyard by Marriott Cal Expo in Sacramento.

Information regarding the BCN is available on the CDE Bilingual Coordinators Network web page at <https://www.cde.ca.gov/sp/el/t3/bcn.asp>. BCN meeting materials are posted at <https://bit.ly/BCNDocuments>. Questions may be submitted by sending an email message to [BCN@cde.ca.gov](mailto:BCN@cde.ca.gov).

## **NUTRITION SERVICES DIVISION**

### **Farm to Summer Celebration Week June 19-23**

Farm to Summer (F2Summer) Celebration Week is June 19–23, 2023 and the theme is Create Your Own Farm Stand. This week encourages Child Nutrition Program operators to source local foods and to provide complementary educational activities that emphasize food, agriculture, and nutrition. There are three components to participation: 1) Taste- provide a tasting of a local food to students; 2) Teach about local foods; and 3) Connect activities with the school community by sharing on social media or other

methods. For more information, visit the California Department of Education F2Summer web page at <https://www.cde.ca.gov/ls/nu/he/f2summercelebrationwk.asp>.

### **School Food Best Practices Funding Opportunity Open**

The School Food Best Practices (SFBP) funds provide additional resources to school districts, county offices of education, or charter schools that are sponsors of the National School Lunch Program or School Breakfast Program to: 1) procure California-grown or produced, sustainably grown, whole or minimally processed foods, 2) Use California-grown, whole or minimally processed foods in plant-based or restricted diet meals for pupils, 3) procure plant-based or restricted diet meals, and 4) freshly prepare meals on site. More information about these funds, including the link to the online opt-in registration form, can be found on the California Department of Education SFBP Funds web page at <https://www.cde.ca.gov/ls/nu/rs/sfbpfunding.asp>. The opt-in deadline is May 15, 2023.

### **SPECIAL EDUCATION DIVISION**

#### **2022 Family Empowerment Centers on Disability Grant Request for Applications**

The California Department of Education (CDE), Special Education Division is in the process of issuing an erratum in order to update the 2022 Family Empowerment Centers on Disability (FEC) Grant Request for Applications (RFA). These updates will affect following activities of Section XI, Timeline, of the FEC Grant RFA:

- Posting of Intent to Award – May 19, 2023
- Deadline for Applicants to Submit Appeal – May 26, 2023, by 5 p.m.
- Grant Award Notifications Mailed to Grantees – June 9, 2023

If you have any questions regarding this process, you may contact the Programs and Partnerships Unit by email at [PPL@cde.ca.gov](mailto:PPL@cde.ca.gov) with “2022 FEC RFA Grant” for the subject line.