

Ethnic Studies Professional Development Request for Applications

Application: 1

Lead Applicant: San Diego County Office of Education

Project Director: Fabiola Bagula

Institute of Higher Education Partners (if applicable): Confirmed partners include: University of California, San Francisco (UCSF); California State Polytechnic University Humboldt (CSPUH); California State University, Long Beach (CSULB); California State University, San Marcos (CSUSM); San Diego State University (SDSU); San Francisco State University (SFSU); University of California, Irvine (UCI); University of California, Riverside (UCR); University of California, San Diego (UCSD); University of San Diego (USD); University of Southern California (U

County Office of Education Partners (if applicable): Riverside County Office of Education (RCOE)

Part 1: Background

Describe the applicant's previous experience and/or expertise in developing and delivering high-quality professional learning (PL) for teachers, administrators, and paraprofessionals that is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration: (2498 of 2,500 character max)

The San Diego County Office of Education (SDCOE), in partnership with the Riverside County Office of Education (RCOE), and the programmatic evaluation expertise of University of California, San Francisco, proposes to conduct a two-year project, Project California Regional Ethnic Studies Collaborative (CRESC). This project responds to the urgent need to design asset-based systems intentionally aligned to research and best practices to support high-quality ethnic studies (ES) implementation. The overarching goal of Project CRESC is to improve academic outcomes for all students through building statewide, regional, and local systems of support for ES implementation in schools.

Goal 1. Develop and deliver robust and effective PL opportunities to build the capacity (awareness, knowledge, and skills) of educators to support and expand ES courses

Goal 2. Curate, develop, and expand ethnic studies resources shared in an online repository (Ethnic Studies Hub) for educators to support ES courses and improve outcomes for students across CA

SDCOE, a trusted partner in transforming public education, with a history of effectively managing large-scale grant projects, is a widely regarded vanguard in developing and delivering quality PL. Project CRESC builds on the success of two equity-focused

recent grants: a CDE California Equity Performance and Improvement (CEPIP) Grant and a U.S. Department of Education Office of Elementary and Secondary Education (OESE) Indian Education Grant. Both projects improved educational opportunities for African American, Native American, Latina/o/x, and English learner students. The CEPIP project assisted schools in implementing equity-based strategies, monitoring student outcomes, addressing inequities, and identifying student opportunity gaps across school years. The OESE Indian Education Grant united district and tribal education efforts to improve educational opportunities for Native American youth.

SDCOE PL integrates active learning, supports collaboration, uses models of effective practices, provides coaching and expert support, offers opportunities for feedback and reflection, and supports sustained learning. Grounded in continuous improvement, SDCOE's approach to PL ensures that educators build the equity consciousness and adaptive leadership skills to lead school systems towards equitable outcomes for all students. Both grants were effectively implemented at all levels, and the efforts have been sustained after the grant.

Describe the applicant's previous experience and/or expertise in providing ethnic studies PL, and/or providing resources related to ethnic studies, to educators, including teachers, administrators, and paraprofessionals: (2365 of 2,500 character max)

SDCOE and RCOE have led the state in equity work through the California Systems of Support (CA-SS). Likewise, SDCOE and RCOE have led the region in providing effective professional learning (PL) opportunities to build the capacity (awareness, knowledge, and skills) of educators (teachers, administrators, paraprofessionals) to support and expand ethnic studies (ES) courses. During the 2020-2021 school year, SDCOE held monthly County ES Collaboratives to support local TK-12 educators in 42 local districts, including 750 schools, 129 charter schools, reaching nearly 500,000 students. In these County ES Collaboratives, participants reimagined schools and designed systems to support teachers, administrators, and paraprofessionals to integrate ES courses and lessons across districts, schools, and classrooms. During this time, SDCOE held a listening campaign with its local districts and provided space and guidance for local educators to share current ethnic studies projects (syllabi, board policies, history, literacy, and VAPA) to support implementation across districts and grade spans. Educators learned from one district that was more advanced in its implementation and journey, and they made connections to their respective contexts. Educators identified shared "passion projects" and connected to collaborate in smaller, focused workgroups. During the same year, RCOE also developed a comprehensive county plan to support ES implementation.

In spring 2021, as part of the CA-SS, SDCOE and RCOE began a weekly collaboration to support and align their individual and collective efforts to improve outreach and collaboration aligned to PL and resource curation in 2021. During the 2021-2022 school year, SDCOE and RCOE held monthly Regional ES Collaboratives, including customized coaching for five regional county offices of education (COE) supporting ethnic studies initiatives, to support continuous improvement efforts in the area of ES

throughout the region. This sustained collaboration informed the design of ES learning at both SDCOE's annual Equity Conference and RCOE's recent ES Conference. Project CRESC will lead the state in consistently implementing ES, a dynamic and complex project. The expertise of SDCOE and RCOE in leading equity for the state, and ethnic studies regionally, will ensure successful scaling of this important work.

Describe the applicant's previous experience and/or expertise in collecting and vetting materials and other resources to be made available for educators in implementing the Ethnic Studies Model Curriculum (ESMC) adopted pursuant to California Education Code (EC) Section 51226.7: (2212 of 2,500 character max)

In SDCOE and RCOE's equity and ethnic studies initiatives, SDCOE has identified an urgent need to collect and vet materials and other resources made available for educators to implement the ESMC. During the onset of the pandemic in spring 2020, SDCOE curated instructional and programmatic resources to support schools' transition to virtual learning, including resources to support ethnic studies, equity, and social justice integration. The shared online resource repository for the SDCOE Ethnic Studies County Collaborative provides equity resources for teachers, administrators, and paraprofessionals to build socially conscious leadership, create asset-based systems, integrate culturally and linguistically responsive instruction, provide spaces for family and community voices, and nurture student agency and voice.

SDCOE's approach to vetting and collecting ethnic studies resources is firmly rooted in student voice. Over the past two years, SDCOE's Equity department has engaged in the healing power of storytelling through an intentional, deep listening campaign. SDCOE held several student panels to hear directly from our students, and asked them about the assumptions that have been made about their identities (American Indian, Asian, Black, Latinx), their experiences with racism in schools, what has been most helpful to becoming empowered young people, and what they need or want from adults in schools — and their requests are clear: they want to see more diverse perspectives and examples of positive cultural contributions — from their cultures and others— in their classrooms and curriculum. Students want to be seen and understood as they seek to see and understand others.

As part of this comprehensive and intentional work, SDCOE recently published an Equity Blueprint for Action document, where SDCOE held a series of World Café sessions with African American, American Indian, and Latinx community members to guide and inform this important work. SDCOE is in the process of building and expanding a companion Equity Blueprint for Action compendium website to support the implementation of the best practices. Project CRESC goals, focused on professional learning and developing an online Ethnic Studies hub, fully aligns to this current and urgent work.

Describe the applicant's previous experience and/or ability to develop and maintain an online resource repository, with specific references to how this repository would support ethnic studies courses that are aligned to the ESMC adopted pursuant to EC Section 51226.7: (2206 of 2,500 character max)

SDCOE has extensive experience developing and maintaining online resource repositories, including the following large-scale initiatives: California Collaborative for Educational Excellence (CCEE) distance learning units; California English Learner Roadmap website; California Indian Education for All website; ELRISE! English Learner Roadmap website; Fit 2 Learn Fit 4 Life website; Micro-courses; Innovative Digital Learning Catalog; Multilingual California Alliance Project (MCaP) Digital Academies website; Native Ways of Knowing Micro-courses; #ProjectPhenomena Database; SDCOE COVID-19 website; SDCOE Equity in Distance Learning Resource; SDCOE Learning Hub; and SDCOE Science Resource Center.

Another key SDCOE-developed online repository is the dynamic, companion website that supports SDCOE's Equity Blueprint for Action. This document aims to provide educators and stakeholders with community-informed and research-based guidance to improve equitable outcomes for three historically marginalized students: African American, American Indian, and Latinx. The Equity Blueprint for Action website integrates community and research-informed practices that are common among these three student groups, as well as actions and metrics, and recommendations specific to each group. These aligned resources offer overlapping and interconnected entry points for educators to take immediate action in their districts, schools, and classrooms.

This substantial experience will inform the online Ethnic Studies Hub proposed as part of Project CRESC. Specifically, the Ethnic Studies Hub will make available educators' resources to support ES courses to improve outcomes for students across CA. Likewise, the Ethnic Studies Hub will provide the project with professional learning opportunities to build the capacity of educators (teachers, administrators, and paraprofessionals) to support and expand ES courses, as well as aligned, vetted professional learning opportunities across the state. The real-time experience developing and maintaining the SDCOE Equity Blueprint for Action website, will also inform local, regional, and statewide community engagement efforts related to implementation of the ESMC.

Part 3: Task 2

Task 2.1: Describe how the applicant will work in close collaboration with partner agencies to meet monthly or bi-monthly to develop and review professional development and instructional resources that support this project. Members will be recruited as defined in Task 3.1. The successful applicant or represented partner agencies will host these meetings, prepare agendas with CDE Contract Monitor review and approval, and provide participants with detailed written summaries of meeting minutes: (4890 of 5,000 character max)

The Project CRESC Leadership Team (LT) will work in close collaboration with partner agencies to meet monthly to develop and review PL and instructional resources that support this project. The LT will continually seek information across partner agencies to improve and refine project support. Additionally, the Ethnic Studies Statewide Collaborative will bring together the LT and the COE regional leads monthly for project guidance, shared-decision making, implementation, and data collection and analysis. The project's Ethnic Studies Content Collaboration Committee will include an Advisory

and Workgroups. The Advisory, including scholars, facilitators, trainers, and ethnic studies (ES) experts (IHE/PL Consortia/Regional Teams), will be selected through an application and scoring process; they will review project progress, address current topics, and provide guidance to the LT and Regional Leads (RLs) during quarterly meetings. The Workgroups, including scholars, facilitators, trainers, civic learning, content and ethnic studies experts (IHE/PL Consortia/Regional Teams) will be recruited during the application and Quarter 1 contract phase; the workgroups will vet, expand, and design project-specific resources to be shared during statewide PL sessions (see 2.2) and on the ES Resource Hub. Workgroup Leads (WLs) will be identified by the LT and include representation from COEs across the state.

During Quarter 1, the LT and RLs will continue to recruit and retain ES experts (i.e., IHE/PL Consortia) to serve on the Advisory and Workgroups. To inform the identified Workgroups, the County Leads (CLs) will survey their schools and districts to identify areas of greatest need (see 2.3). Based on recent regional SDCOE/RCOE data collection, educators have documented needs for Workgroups to address the following areas:

- ESMC (African American, Chicana/o/x and Latina/o/x, Native American, Asian American, Pacific Islander, Arab American, Armenian American, Jewish American, and Sikh American groups);
- High School Ethnic Studies (history/social science, ethnic literature, environmental literacy, VAPA, world languages);
- Liberatory Design (community-based pedagogies, systems improvement/coaching for urban and rural contexts); and
- K-8 Education (community-based instruction, elementary/dual language pathways, and VAPA).

The following Quarter 1 Project CRESC activities provide a sample summary of how the Leadership Team (LT), Regional COE Equity GeoLeads (July only), Regional Leads (RL), COE Leads (CL), Advisory Group (AG) and Workgroup Leads (WL) will collaborate to develop and review PL and resources to support this project.

Phase 1: INITIAL IMPLEMENTATION (sample summary) Year 1 Quarter 1 JULY

LT:

- Meet with the CDE Contract Monitor
- Meet with Regional Equity GeoLeads Leads Communicate with IHE and PL Consortia
- Continue to recruit and retain experts to serve on the Advisory Group and/or Workgroups
- Post project positions (1.0 Coordinator, .5 Content Coordinator/Consultant, .5 Budget Technician)
- Begin Ethnic Studies Hub development
- Regional COE Equity GeoLeads:
- Meet with LT Identify RLs (who may or may not be the same as the Equity COE GeoLead contact) for their region

AUGUST

LT:

- Meet with the CDE Contract Monitor and provide monthly update
- Meet with newly identified RLs
- Continue the hiring process for posted positions
- Begin the AG selection process
- Create Inventory of current ES resources (with IHE/PL Consortia)
- Continue ES Hub development

RL:

- Meet with LT and provide monthly update
- Begin/continue to identify CLs to hold monthly COE ES Collaboratives

SEPTEMBER

LT:

- Meet with the CDE Contract Monitor and provide monthly update
- Meet with RLs
- Hire project positions
- Continue recruitment for the AG selection process
- Continue to create inventory of current ES resources
- Review data to inform the ES Hub Development Plan
- Develop and submit Quarter 1 Progress Report

RL:

- Meet with LT and provide monthly update
- Identify County Leads (CL)
- Identify ES Regional Teams (RTs) in collaboration with CLs
- Hold ES Regional Collaboratives/CoPs (for RL, RT, and CL)
- Survey regional needs to identify statewide workgroup topics

Year 1 Quarter 2: OCTOBER

LT:

- Meet with the CDE Contract Monitor and provide monthly update
- Meet with RLs Identify ES Advisory (to be pre-approved by the CDE Contract Monitor)
- Identify ES Statewide Workgroup Leads
- Hire project positions
- Continue to create inventory of current ES resources (with IHE/PL Consortia, Regional Leads/Teams)
- Complete initial draft of ES Hub Development Plan

RL:

- Meet with LT and provide monthly update
- Hold ES Regional Collaboratives

- Coach and support CLs together with Regional Team (RT)

CL:

- Hold monthly County ES Collaborative meeting with districts and schools
- Provide monthly activity updates to RL

Note: Work Group Leads (WL) begin holding monthly meetings in November 2022

Task 2.2: Describe how the applicant will provide planning and logistical support for at least three statewide PL programs related to this project throughout the school year. The applicant must explain how the PL activities proposed will be planned and collaboratively coordinated, reflect Quality Professional Learning Standards (QPLS), include at least one session specifically developed for district and school leadership, be updated to incorporate feedback from previous participants, and be made accessible to underrepresented regions and rural areas, as necessary and feasible.

The applicant must acknowledge and ensure that the costs for all professional development training, including travel of participants (excluding CDE staff), are to be provided by the successful applicant. Honoraria and substitute costs will not be reimbursed for this task: (2451 of 2,500 character max)

The Project CRESC leadership team (LT) will work in close collaboration with partner agencies to provide planning and logistical support for seven (7) statewide professional learning (PL) Ethnic Studies Statewide CoPs related to this two-year project. These virtual, live, recorded PL sessions will engage statewide educators in a Liberatory Design Process, a human-centered, continuous improvement model adapted from Stanford's design thinking process and the National Equity Project's equity leadership development approach and employed widely in SDCOE's transformational change work with schools and districts. All PL and coaching, aligned to the QPLS Standards, will be supported through digital resources on the Ethnic Studies (ES) Hub. Additionally, the project will provide current information on the ES Hub regarding related, current, vetted PL opportunities to support the project goals.

During Quarter 1, the LT will expand its current needs assessment statewide to identify focus workgroup areas to support PL. The Workgroups will provide a collaborative planning space and logistical support for all PL CoPs (see 2.1 for initial data on workgroup focus areas.) Project CRESC PL sessions will include follow-up support (regional coaching support via the county and Regional ES Collaborative model), and be responsive to the needs across classrooms, schools, communities, districts, and regions. Sessions will be updated based on participant feedback, surveys and expertise from the Advisory Group and Workgroup Leads. To ensure smooth collaboration, the LT will coordinate with the Workgroup Leads to align the monthly workgroup agendas to include planning time, feedback, and input for seven project PL sessions.

In Year 1, Project CRESC will host the following PL sessions as part of an ES Foundations series: 1) ESMC and Liberatory Design (November 2022); 2) Community-based Learning Pedagogies (February 2023); and 3) Core Four Overview (April 2023).

In Year 1, strands will support district and school leadership teams and classroom implementation. Recorded components from the sessions will be available on the ES Hub. The four (4) Implementing Ethnic Studies PL sessions in Year 2 will include strands for district and school leadership and be developed using a stakeholder-informed Liberatory Design process. The PL will be reinforced through the regional and county CoPs to support district, site, and classroom implementation.

Task 2.3: Describe how the applicant will provide planning and logistical support for regional CoPs conducted throughout the school year. Regional CoPs should include representative content area teachers, leaders, paraprofessionals, specialists from local educational agencies (LEAs), and, where appropriate, professional development providers. Regional CoPs should reflect a cross section of regional, urban, rural, racial, ethnic, and other demographic characteristics, and should be made accessible to underrepresented regions and rural areas, as necessary and feasible.

The applicant must acknowledge and ensure that the costs for all professional development training, including travel of participants (excluding CDE staff), are to be provided by the applicant. Honoraria and substitute costs will not be reimbursed for this task: (2493 of 2,500 character max)

Through a shared leadership model, the Ethnic Studies Statewide Collaborative will meet monthly to support the initial development of CoPs, content development, and strategies for implementation to effectively address the diverse needs of school communities in a variety of settings.

The Project CRESC Leadership Team (LT) will work in close collaboration with regional partners to provide planning and logistical support for regional CoPs (County/Regional ES Collaboratives) conducted throughout the school year. The project design leverages the California Systems of Support (CA-SS), including the following Geographic Lead areas and COEs: Bay Area (Alameda and Santa Clara); Capital, Central, Foothills (Placer and Sacramento); Far North (Shasta); Mid-state (Santa Cruz); North Bay/North Coast (Sonoma); Southern CA (San Diego and Riverside); Valley to Coast (Los Angeles and Kern), to provide responsive statewide, regional, and community support.

In July 2022, the LT will meet with the current Regional COE GeoLeads to identify 7-9 Regional Leads (RLs) for seven CA regions. Then, the RLs will identify COE ethnic studies Leads (CLs) and Regional Teams (RTs), composed of teachers, leaders, paraprofessionals, specialists from LEAs, and professional development providers who reflect a cross-section of regional, urban, rural, racial, ethnic, and other demographic characteristics.

Through this GeoLead model, teachers, administrators, and paraprofessionals will participate in County Ethnic Studies Collaboratives. The CLs will identify current needs and resources and provide monthly updates to the Regional Ethnic Studies Collaboratives. In turn, the RLs will identify current needs and resources and provide monthly updates during the statewide meetings with the LT/RLs.

As its own region (Southern CA), the LT will share its planning documents and logistical resources with the RL during the Regional ES Collaborative sessions. RLs will adapt and modify the resources to meet the needs of their local contexts. During the County Ethnic Studies Collaboratives, the CLs will collect input and feedback to inform and guide the local, regional, and statewide coaching support provided by the PL Workgroup (see 2.4).

Additionally, through the identified monthly workgroups (see 2.2), the IHE/PL consortia and Regional Teams will collaborate through a Liberatory Design continuous improvement model to provide resources for statewide and regional PL and the open-source ES Hub.

Task 2.4: Describe how the applicant will provide ongoing content and instructional support to educators, administrators, and paraprofessionals in between scheduled statewide and regional CoPs. This might include informal times to provide support and guidance, assistance with reviewing or incorporating classroom resources, and assistance with content-related questions: (2289 of 2,500 character max)

Project CRESC will provide ongoing content and instructional support to educators, administrators, and paraprofessionals in between scheduled statewide and regional CoPs, and Regional and County Ethnic Studies Collaboratives. In between the seven recorded PL sessions (three during Year 1 and four during Year 2), Project CRESC will provide responsive monthly coaching support for Regional Leads (RLs). Monthly data-informed coaching/PL support sessions (local, regional, and statewide) will be offered via the Ethnic Studies Hub. Vetted professional learning opportunities (in person, blended, and asynchronous) will be updated monthly and shared on the Ethnic Studies Hub. This support will be informed by data collected during the monthly Regional and County Ethnic Studies Collaboratives. The following structures will provide time to develop local and regional content and instructional support resources needed in between the scheduled statewide professional learning and Regional and County Ethnic Studies Collaboratives meetings (see 2.3).

Workgroups (see 2.1): The Workgroup Leads (WLs) will include county office of education (COE) Leads with expertise in professional learning and customized coaching/support. Using a cascading structure, WLs will build capacity at each level of implementation (i.e., classroom, site, LEA, and county). Specifically, WLs will coordinate with Regional Leads and County Leads (via the Regional and County Ethnic Studies Collaboratives) to provide coaching, support, guidance, and assistance with content-related questions specific to classrooms, schools, and districts. Workgroups, including Ethnic Studies experts (IHE/PL Consortia and K-12 Regional Teams), will provide logistical support for seven professional learning opportunities, monthly follow-up support, and resources on specific topics related to Ethnic Studies.

Socially Conscious Leadership for Ethnic Studies: A leadership strand will be included in the project to build capacity of leaders at all levels through the National Equity Project's Coaching for Equity model. These strands will be highlighted at the annual

SDCOE and RCOE Equity Conferences and by the California Council for the Social Studies (CCSS), during the two-year project and beyond the scope of the grant.

Part 4: Task 3

Task 3.1: Describe how, beginning in the first implementation year (2022–23), the applicant will recruit and retain scholars, facilitators, or trainers who are ethnic studies experts for professional development trainings by October 1, 2022. These are professionals in California and other states who have experience in and knowledge of instruction in ethnic studies, including, but not limited to, scholars from IHEs. In addition to serving as active members on the collaboration committee, partnerships should consist of experts in the field providing specific content at regional and statewide CoPs, as well as ongoing content and instructional support for educators, administrators, and paraprofessionals.

All scholars, trainers and/or facilitators must align content presented and developed to the intent of the Legislature and be pre-approved by the CDE Contract Monitor: (2316 of 2,500 character max)

By October 1, 2022, Quarter 1/Year 1, the Leadership Team (LT), together with the Regional Leads (RLs), will recruit and retain scholars, facilitators, and trainers who are Ethnic Studies (ES) experts for professional learning (PL). Likewise, the LT will continually seek information across partner agencies to improve and refine project support as part of the Liberatory Design continuous improvement process.

During Quarter 1, the LT will first leverage the California Systems of Support (CA-SS) to identify RLs for their respective regions. Together, the LT and RLs will expand on the initial IHE/PL Consortia and recruit and identify experts to serve on the Ethnic Studies Content Collaboration Committee's Advisory and Workgroups (see 2.1). The criteria for initial recruitment includes demonstrated evidence of impact in the area of ethnic studies research and implementation. Project CRESC scholars, facilitators, and trainers who are Ethnic Studies experts will participate in one or both of the the following groups as part of the Ethnic Studies Content Collaboration Committee:

(1) Advisory, including IHE/PL Consortia scholars and experts and RLs, will review project progress, address current topics, and provide guidance to the LT and RLs during quarterly meetings. The Ethnic Studies Advisory Group will be selected through an application and scoring process led by the LT and RLs.

(2) Workgroups, including IHE/PL Consortia scholars and experts, and Regional Teams (recruited during the application and Quarter 1 contract phase), will vet, expand, and design resources to be shared during ES Statewide CoP PL sessions (see 2.2) and on the Ethnic Studies Resource Hub. Workgroup Leads will be identified by the LT and include statewide representation across COEs.

In addition to serving as active members on the collaboration committee, as part of the Advisory and/or one of the identified (Quarter 1) workgroups, the experts will be included in the regional and statewide CoPs (PL sessions, County/Regional Ethnic

Studies Collaboratives). They will also support ongoing content and instructional support for educators, administrators, and paraprofessionals via the monthly PL Workgroup coaching sessions, and by providing resources, including asynchronous learning, on the Ethnic Studies Hub.

Task 3.2: Describe how the applicant will maintain a professional development online registration system and keep a record of professional development trainers and participants. The applicant must provide a detailed description of how the successful applicant supports a regional structure for delivery of professional development services through regional trainings. The online registration system must adhere to CDE standards of data privacy and confidentiality: (2453 of 2,500 character max)

The Project CRESC Leadership Team (LT) will maintain a professional learning online registration system via SDCOE's Online Management System (OMS) and keep a record of professional learning (PL) facilitators and participants. Furthermore, at each project event, including CoPs, participants will be asked to complete a form to register their attendance and provide input. The LT will contribute to regional PL and support via (1) monthly meetings with the Regional Leads; (2) monthly Regional ES Collaboratives; and (3) monthly County Ethnic Studies Collaboratives (see 2.3). All data will be maintained according to CDE guidelines. Project CRESC supports a regional structure for delivery of PL services through regional trainings by leveraging the following project components:

GeoLead structure: By leveraging the existing GeoLead structure, the Regional Leads (RL) and County Leads (CL) will identify regional and local needs gathered through surveys, feedback, coaching, and observations, which will be documented in monthly project updates.

County and Regional Ethnic Studies Collaboratives: The LT, RLs, and WLs will leverage the monthly regional updates to guide the areas of focus and need for regional support. In collaboration with the Regional Teams, local and regional CoPs will utilize a Liberatory Design continuous improvement model to inform the design and regional support structures for teachers, administrators, and paraprofessionals across seven regions.

Regional Project PL Services and Support: The identified regional needs will guide the resource development for the Ethnic Studies Hub, including asynchronous modules and vetted resources.

Equity Conferences: An Ethnic Studies session/strand will be included at the annual SDCOE and RCOE Equity Conferences during the two-year project and beyond the scope of the grant. Similarly, RCOE will continue to host an annual Ethnic Studies Summer Institute. The History/Social Science Workgroup will also support the design of an ethnic studies strand at the California Council for the Social Studies (CCSS), an organization committed to strengthening professional learning of K-12 history-social studies learning at the local, state and national levels. For each of these conferences,

including the ongoing collaboration with the CCSS, a professional development online registration system and records of professional development trainers and participants will be maintained.

Task 3.3: Describe the primary learning strategies and key curricula that will form the basis of PL offered to educators, including teachers, administrators, and paraprofessionals, as part of this project. This includes how the strategies, curricula, and resources used align with the ESMC adopted pursuant to EC Section 51226.7, as well as how it might expand upon it: (2495 of 2,500 character max)

The primary Project CRESC learning strategies that will form the basis of statewide and regional PL include the following: building inclusive conditions by activating the space, checking in, setting conditions (community agreements), modeling, integrating constructivist listening, sharing highlights, providing invitations and offerings, and leading closing circles. These strategies will build participants' equity consciousness (i.e., What do I stand for as a leader for equity? What do we stand for as a system? What are my biases, and how do I interrupt them?), a core component that educators need to create safe spaces and lay the foundation for equitable practices. These strategies will model the culturally and linguistically responsive instructional and leadership practices that are key to ES instruction. In addition, the project will be grounded in content, literacy, inquiry, and citizenship to promote content learning, critical thinking, and civic-oriented skills to pursue equity through self-empowerment and civic engagement. The key Project CRESC curricula that will form the basis of statewide and regional PL for the Year 1 Ethnic Studies Foundation series (see 2.2) includes includes (1) ESMC and Liberatory Design, a human-centered, continuous improvement model adapted from Stanford's design thinking process and the National Equity Project's equity leadership development approach and employed widely in SDCOE's transformational change work with schools and districts; (2) Community-based Learning Pedagogies, grounded in Cuauhtin, Zavala, Sleeter, and Au (2019), Rethinking Ethnic Studies; and (3) Core Four Overview, grounded in the ESMC and expanded via ESMC-aligned project resources, including key texts (i.e., Takaki, R., 2008, *A Different Mirror*; Ortiz, 2018, *An African American and Latinx History of the United States*). Similarly, the four (4) Implementing ES PL sessions in Year 2, including district and school leadership strands, are aligned to the ESMC. The rationale for these project activities and curricula is grounded in Liberatory Design continuous improvement as an integral aspect of sustainable school change. Continuous improvement addresses three core improvement questions: (1) What is the specific problem I am trying to solve?; (2) What change might I introduce and why?; and (3) How will I know whether the change is actually an improvement? (Bryk et al., 2015, *Learning to Improve: How America's Schools Can Get Better at Getting Better*).

Task 3.4: Provide a detailed description of how the history, interests, and concerns of the community, as well as local student backgrounds, will be reflected in and inform all strategies, curricula, and resources chosen for PL. The applicant must also describe how all PL will incorporate activities and content

that teach about understanding and diversity of opinions, and avoid the use of biased, divisive, or hateful speech: (1838 of 2,500 character max)

Project CRESC is firmly grounded in an equity-centered, content driven, continuous improvement structure that aims to reflect the history, interests, and concerns of the community, as well as local student backgrounds, in a culturally responsive way. This inclusive lens, currently implemented by the SDCOE and RCOE equity teams, will be reflected in and inform all strategies, curricula, and resources chosen for professional learning. Specifically, this project design is informed and guided by a Liberatory Design process, which includes going beyond gathering community input to seeking out in-depth community feedback. A few student-centered practices include: student voice panels, empathy interviews, and community listening circles. These practices, in alignment with the ESMC, guide SDCOE's approach to vetting and collecting ethnic studies resources (see Background section).

The Workgroup Leads (WL) will collaborate with all key project personnel (Leadership Team, Regional Leads (RL), Regional Teams (RT), and the Advisory Group) through monthly meetings and coaching sessions to ensure that the history, interests, and concerns of the community and students are reflected in and inform all strategies, curricula, and resources. Project CRESC professional learning and resources will incorporate activities and content that teach about understanding and diversity of opinions, and avoid the use of biased, divisive, or hateful speech. The Workgroup Leads will expand on SDCOE's current resources, informed by Cornell University's Inclusion and Diversity Certificate program, to support inclusive speech at all levels of the system, including staff, students, and participating community members. Resources brought for review to the Advisory Group will be scored using an ESMC-aligned rubric to support inclusive practices.

Task 3.5: Describe how the applicant will obtain feedback from participants, at the last session of each professional development training, regarding the effectiveness of the training for application in the classroom or school, including the increased long-term capacity of educators, including teachers, administrators, and paraprofessionals to address the goals of the contract after the contract has ended.

Results of the participant feedback will be reported in the monthly report. The applicant must also conduct follow up surveys to participants encouraging them to share their reflections on the impact of the professional development to their instructional leadership and practice. These follow up surveys will be conducted no more than one month after the professional development activities are concluded and findings must be used to inform and improve training activities. The results of the participant feedback and follow up surveys will be analyzed, synthesized, and presented in the annual report: (2493 of 2,500 character max)

The Project CRESC UCSF evaluation team, in collaboration with the LT, will obtain feedback from participants regarding the effectiveness of the PL, including the increased long-term capacity of educators to address the goals of the contract after the

contract has ended. The overarching evaluation questions are: 1) Do the PL opportunities build the capacity (knowledge, attitudes, and skills) of educators to support and expand ethnic studies courses? and 2) Does the online repository (ES Hub) for educators support the successful implementation of ethnic studies courses? The data collection methods will include: - Participant Surveys to assess the impact of PL activities on participant knowledge, attitude, and skills (KAS), and on the helpfulness of the ES Hub. The surveys will be administered online by UCSF (via Qualtrics) following PL sessions.

- An ES Hub Survey will ask visitors to provide feedback on the usefulness of provided resources. A survey link will be provided on the website.

- ES Teacher Surveys/Interviews to assess perceptions of the impact of ES courses on their instructional leadership and practice, as well as on student outcomes, including student engagement and their likelihood of enrolling in college. The surveys will be administered online by UCSF (via Qualtrics) annually to ES teachers throughout CA. Follow-up interviews will be conducted with 10-20 teachers to obtain more detailed feedback on their experiences.

- A Program Log for RLs will track the number of meetings, PL sessions, and participants, and to document successes and challenges with Project CRESC implementation.

- Leader Interviews will be conducted annually by the UCSF team with approximately 20-25 key stakeholders from the LT, RLs, CLs, WLs, and AG. The interviews will collect qualitative feedback on the implementation and impact of Project CRESC.

Survey data will be analyzed using simple summary statistics and multivariate regression to assess individual and system/school characteristics associated with greater KAS, as well as areas for improvement. Interview data will be analyzed using grounded theory methods to identify emerging themes. The evaluation aligns with the QPLS, as demonstrated by the collaborative design, ongoing focus on using data, and shared accountability to meet student and educator needs. Results from the data collection strategies will be reported at the county, regional, and/or state level in the monthly LT report to the CDE Monitor.

Part 5: Task 4

Task 4.1: Describe how the applicant will work with the CDE and selected partner agencies/and or subcontractor(s), as applicable, to oversee the development, ongoing maintenance, and sharing of an online resource repository that supports new and expanded ethnic studies courses for grades nine through twelve: (2469 of 2,500 character max)

The Project CRESC Leadership Team (LT) will work with the CDE, Regional Leads (RL), Regional Teams (RT), County Leads (CL), and Workgroup Leads (WL) to oversee the development, ongoing maintenance, and sharing of an online resource repository that supports new and expanded courses for grades 9-12. During the two-year project,

the LT will hold monthly meetings with the CDE Monitor to inform and guide the development of the online resource repository, the Ethnic Studies (ES) Hub, and to meet the CDE's web standards.

The Project CRESC ES Hub design will be aligned to the ESMC and centered on principles of Universal Design for Learning (UDL). The project teams will curate, expand, and endorse free, open-source Grade 9-12 California Ethnic Studies resources. The online repository will also include recorded PL sessions; space to showcase student-led projects and highlights; micro-courses that include digital badging and certification; embedded instructional videos; digital culturally responsive instructional tools and templates; real-time collaborative CoPs and information about local and regional CoPs; a directory of resources/partners; and an updated, curated calendar of events. The LT will also prioritize opportunities for lessons to be curated and added to the ES Hub with multiple entry points (i.e., grade-level, community and topic) for teachers, administrators, and paraprofessionals. The LT will develop a full Ethnic Studies Hub Development Plan October 2022, Quarter 1, Year 1.

Project Workgroups, including scholars and ES experts from the IHE Consortium; facilitators, trainers, and ES experts from the PL Consortium; and RL/RTs will vet, expand, and design resources to be shared during ES Statewide CoP sessions (see 2.2) and on the ES Resource Hub during monthly integrated design team meetings. Likewise, the Advisory, including scholars and ES experts from the IHE Consortium; facilitators, trainers, and ES experts from the PL Consortium; and RL/RTs will review project progress, address current topics, and provide guidance during quarterly meetings.

To inform its development, Project CRESC will leverage SDCOE's experience designing the EL Roadmap micro-courses, ELRISE! Introduction, Equity Blueprint for Action compendium website, Multilingual California Alliance Project Digital Academies, and the SDCOE Native Ways of Knowing micro-courses. Likewise, these ongoing projects will inform the ongoing maintenance for the ES Hub.

Task 4.2: Describe, in detail, the methodology for, and who will be involved in, reviewing existing and creating new resources to support ethnic studies in grades nine through twelve that will be shared in the resource repository. These resources must include, but are not limited to:

--Resources that incorporate the content of ethnic studies, which is accessible to students in a variety of backgrounds and contexts;

--Pedagogical and instructional resources that offer a variety of strategies for teaching ethnic studies content;

--Resources that specifically reflect the local history, interests, and concerns of the student population; and

--Resources that are aligned to the SBE-adopted ESMC and help LEAs explain new and expanded ethnic studies courses and content to the public: (2360 of 2,500 character max)

The Project CRESC Leadership Team (LT) will work in close collaboration with Workgroup Leads (WL), who will guide the review of existing ethnic studies (ES) resources and lead the development of new resources to support ES in grades 9-12 that will be shared in the ES Hub, the resource repository. The Project CRESC resource review methodology, grounded in a Liberatory Design continuous improvement process, ensures that the LT will continually seek information across partner agencies to improve and refine project support, including the resource review process.

By October 2022, Workgroup Leads (WLs) will be identified by the LT and include statewide representation across COEs. Approximately 18-20 Workgroups, including scholars and ES experts from the IHE Consortium; facilitators, trainers, ES experts from the PL Consortium; and Regional Leads/Teams (RL/RT), will be identified to vet, expand, and design resources for PL sessions and the ES Hub. During Quarter 1, the PL Workgroup will develop a project scoring guide to be used across workgroups for resource review. The CDE Monitor and other workgroups will provide input on the resource review scoring guide.

An added layer of review and guidance will be provided by the Advisory, including scholars and ES experts from the IHE Consortium; facilitators, trainers, and ES experts from the PL Consortium; and RL/RT, who will review project progress, address current topics, and provide guidance to the LT and RL/RT during quarterly meetings. The Advisory members will be selected through an application and scoring process led by the LT, RLs, and WLs. Likewise, the Advisory will follow the same project resource review protocols.

Through the project's multifaceted continuous improvement lens, ESMC-aligned content and resources will be accessible to students in a variety of backgrounds and contexts. Likewise, the review process will identify high-quality instructional resources that reflect the local history, interests, and concerns of local student populations.

Through the initial regional data collection, the need for community engagement has been identified to help LEAs explain new and expanded ethnic studies courses and content to the public. Community information will be updated monthly on the Ethnic Studies Hub, and will include synchronous and asynchronous community forums.

Task 4.3: Describe how the proposed resources that will be included in the resource repository align with the ESMC adopted pursuant to EC Section 51226.7. If applicable, the applicant must describe how the proposed activities and resources used by the Contractor to provide regional training might expand upon the ESMC adopted pursuant to EC Section 51226.7: (2348 of 2,500 character max)

Project CRESC resources for both the professional learning (PL) and the Ethnic Studies (ES) Hub will align with and expand upon the ESMC. Specifically, the ESMC will guide

the PL and ES Hub resource organization and scope of work, reflect the Quality Professional Learning Standards (QPLS), and center the principles of Universal Design for Learning (UDL). The seven (7) PL sessions - Foundations in Ethnic Studies (three in Year 1), and Implementing Ethnic Studies (four in Year 2) - will expand upon the ESMC model by: incorporating responsive monthly coaching support for RLs; providing monthly identified coaching/PL support sessions (local, regional, and statewide); and hosting vetted PL opportunities (in person, blended, and asynchronous) to support effective implementation of the ESMC.

The ES Hub will provide a multitude of resources, including guides for teachers, administrators, and paraprofessionals on how to access and utilize the ES Hub. In addition, the ES Hub will host the project PL opportunities to build the capacity of educators (teachers, administrators, and paraprofessionals) to support and expand A-G-aligned ES courses, as well as vetted PL opportunities across the state.

Workgroups will curate, author, expand, and endorse free, open-source California Ethnic Studies curriculum and design digital PL resources. The Advisory will review project progress, address current topics, and provide guidance during the two-year project. The project activities will expand upon the ESMC in the following ways:

- Provide a collaborative, inclusive, responsive support structure (based on the current GeoLead structure) to build capacity of teachers, administrators, and paraprofessionals to use the ESMC
- Provide a collaborative, inclusive, responsive support structure to collect, vet, and expand open-source materials and identify areas of need
- Develop and deliver high-quality PL, collaboratively informed and identified, including a cross-section of regional, urban, rural, ethnic, and other demographic characteristics across 57 counties and seven CA regions
- Identify and share models of effective practice and exemplars
- Offer overlapping and interconnected entry points for educators (teachers, administrators, and paraprofessionals) to take immediate action in their districts, schools, and classrooms.

Priority Points

Describe how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE: (If applicable; 1929 of 2,500 character max)

SDCOE/RCOE will work together with a consortium of IHEs to implement proposed activities. Initial Project CRESC IHE partners (to be expanded, retained, and recruited through October 2022) include University of California, San Francisco (UCSF); California State Polytechnic University Humboldt (CSPUH), California State University, Long Beach (CSULB); California State University, San Marcos (CSUSM); San Diego

State University (SDSU); San Francisco State University (SFSU); University of California, Irvine (UCI); University of California, Riverside (UCR); University of California, San Diego (UCSD); University of San Diego (USD); and University of Southern California (USC). The project will secure additional IHE partners through October 2022 in order to identify the strongest candidates and implement a regionally responsive and collaborative approach. This project will leverage the current California Systems of Support (CA-SS) to engage statewide educators in a Liberatory Design Process, a human-centered, continuous improvement model. The extent and nature of the IHE partnerships includes collaboration as part of the Advisory Group and/or Workgroups:

- Project evaluation: UCSF
- Ongoing content and instructional guidance: CSPUH, CSULB, CSUSM, SDSU, SFSU, UCI, UCR, UCSD, USD, USC

The Project CRESC Leadership Team (LT) will use the initial needs assessment to identify Workgroups and areas of need to support project resource development. IHE subcontractors will support the Advisory Group and/or identified 18-20 statewide Workgroups. IHE subcontractors will support the following functions, activities, and responsibilities: participate in monthly/quarterly meetings; review project progress, address current topics, and provide guidance for the Leadership Team, and support Workgroup projects.

Letters of commitment have been secured by the above stated IHE partners (see IHE Consortium letters attached).

If applicable, Letters of Commitment addressed to the Lead Applicant and signed by the COE and the Dean of the specific department within the IHE(s), as applicable, are included.

Letters are detailed and specific as to the amount of the IHE’s involvement with the project.

See attached.

Timeline – 2022-2023

Task 1

	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
1.1	X	X	X	X	X	X	X	X	X	X	X	X
1.2	X	X	X	X	X	X	X	X	X	X	X	X
1.3	X	X	X	X	X	X	X	X	X	X	X	X
1.4	X	X	X	X	X	X	X	X	X	X	X	X
1.5	X	X	X	X	X	X	X	X	X	X	X	X
1.6	X	X	X	X	X	X	X	X	X	X	X	X
1.7	X	X	X	X	X	X	X	X	X	X	X	X

Task 2

	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
2.1	X	X	X	X	X	X	X	X	X	X	X	X
2.2	X	X	X	X	X	X	X	X	X	X	X	X
2.3	X	X	X	X	X	X	X	X	X	X	X	X
2.4	X	X	X	X	X	X	X	X	X	X	X	X

Task 3

	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
3.1	X	X	X	X	X	X	X	X	X	X	X	X
3.2	X	X	X	X	X	X	X	X	X	X	X	X
3.3	X	X	X	X	X	X	X	X	X	X	X	X
3.4	X	X	X	X	X	X	X	X	X	X	X	X
3.5	X	X	X	X	X	X	X	X	X	X	X	X

Task 4

	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023
4.1	X	X	X	X	X	X	X	X	X	X	X	X
4.2	X	X	X	X	X	X	X	X	X	X	X	X
4.3	X	X	X	X	X	X	X	X	X	X	X	X
4.4	X	X	X	X	X	X	X	X	X	X	X	X

Timeline – 2023-2024

Task 1

	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024
1.1	X	X	X	X	X	X	X	X	X	X	X	X
1.2	X	X	X	X	X	X	X	X	X	X	X	X
1.3	X	X	X	X	X	X	X	X	X	X	X	X
1.4	X	X	X	X	X	X	X	X	X	X	X	X
1.5	X	X	X	X	X	X	X	X	X	X	X	X
1.6	X	X	X	X	X	X	X	X	X	X	X	X
1.7	X	X	X	X	X	X	X	X	X	X	X	X

Task 2

	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024
2.1	X	X	X	X	X	X	X	X	X	X	X	X
2.2	X	X	X	X	X	X	X	X	X	X	X	X
2.3	X	X	X	X	X	X	X	X	X	X	X	X
2.4	X	X	X	X	X	X	X	X	X	X	X	X

Task 3

	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024
3.1	X	X	X	X	X	X	X	X	X	X	X	X
3.2	X	X	X	X	X	X	X	X	X	X	X	X
3.3	X	X	X	X	X	X	X	X	X	X	X	X
3.4	X	X	X	X	X	X	X	X	X	X	X	X
3.5	X	X	X	X	X	X	X	X	X	X	X	X

Task 4

	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024
4.1	X	X	X	X	X	X	X	X	X	X	X	X
4.2	X	X	X	X	X	X	X	X	X	X	X	X
4.3	X	X	X	X	X	X	X	X	X	X	X	X
4.4	X	X	X	X	X	X	X	X	X	X	X	X

Organization, Structure, and Personnel Resources

Identify by name the Project Director to be employed by the Prime Contractor, and describe how the proposed Project Director meets the minimum qualifications stated below. The application must describe how the applicant’s Project Director will effectively coordinate, manage, and monitor the efforts of the assigned staff, including subcontractors and/or consultants, to ensure that all tasks/subtasks, activities, and functions are completed effectively and in a timely manner. The Project Director identified in the application will be listed as the successful applicant’s Contract Monitor of the contract that results from this RFA. The Project Director is responsible for ensuring completion of all project deliverables, tasks, and subtasks.

Project Director must have, at a minimum, a Master’s degree in a field relating to kindergarten through grade twelve (K–12) education in History-Social Science and experience working in professional learning, public policy, or business administration. Additionally, the Project Director must have two years of recent

experience (within the last five years) in managing a project comparable to the size and scope of the services described in this RFA.

The Project Director must be accessible to the CDE Contract Monitor at all times during normal CDE business hours. In addition to other specified responsibilities, the Project Director will be responsible for all matters related to the applicant's project staff/personnel including, but not limited to:

--Supervising, reviewing, monitoring, training, and directing all project staff/personnel.

--Overseeing personnel assigned to complete the required work as specified.

--Maintaining project files.

--Implementing and maintaining quality control procedures to manage conflicts, ensure product accuracy, identify critical reviews and milestones.

--Submitting monthly progress reports and invoices in a timely matter: (2194 of 2,500 character max)

Project CRESC Director, Dr. Fabiola Bagula, SDCOE Senior Director, Equity, will provide project leadership support, guidance, and oversight to ensure completion of all project deliverables, tasks, and subtasks. Dr. Bagula has over 24 years of K-12 teaching and administrative experience. Outcomes of her leadership have resulted in quality professional learning and coaching focused on academic and instructional leadership, designing and leading strategic planning for educators, effective strategies for supporting English Learners, content area (history-social science) and equity-centered approaches, and effective instructional practices, to name a few. Dr. Bagula currently supervises the overall implementation of various high-level initiatives and projects, including leading the development of SDCOE's Equity Blueprint for Action, which was released in 2021. To this end, Dr. Bagula will oversee, monitor the efforts of the assigned staff, including subcontractors and/or consultants, to ensure that all tasks/subtasks, activities, and functions are completed effectively and in a timely manner.

Dr. Bagula will be supported by SDCOE's Lead Project Advisor, Dr. Julie Goldman, Director, Equity Curriculum and Instruction, and RCOE's Co-lead Project Advisor, Dr. Talisa Sullivan, Administrator, Equity, both of whom are currently leading the Regional Ethnic Studies Collaborative for San Diego and Riverside. Specific strategies to be deployed to ensure success include:

- Supervising, reviewing and monitoring project plans, training, and directing all project staff/personnel

- Overseeing personnel assigned to complete the required work as specified -
Maintaining project files

- Implementing and maintaining quality control procedures to manage conflicts, ensure product accuracy, identify critical reviews and milestones.

- Submitting monthly progress reports and invoices in a timely matter An SDCOE Project Coordinator (1.0 FTE) will be hired with contract funds. This candidate will be responsible for coordinating reporting records, ensuring project compliance, organizing meetings, convenings, and training, and distributing information to members of the partnership.

Identify by name the Fiscal Manager to be employed by the Prime Contractor, and describe how the proposed Fiscal Manager meets the minimum qualifications stated herein. The application must describe the fiscal accounting processes and budgetary controls that will be employed to ensure the responsible use and management of contract funds and accurate invoicing.

The Fiscal Manager is the applicant's fiscal person responsible for fiscal oversight and management of support staff, invoicing, and accounting for this entire project.

The Fiscal Manager must possess, at a minimum, a degree in accounting or related field, and have at least two years of recent experience (within the last five years) providing fiscal oversight and management of large complex contracts comparable to the size and scope of the services described in this RFA: (2250 of 2,500 character max)

Sharon Curtis, SDCOE Senior Program Business Specialist, will serve as the Project CRESC Fiscal Manager. In her 23 years of experience, Mrs. Curtis has held various positions with increasing levels of responsibility. She prepares and monitors annual budgets and salary projections, quarterly and bi-annual expense reports, and is well versed in the PeopleSoft Financials system, as well as analyzing complex financial and statistical data. She holds a bachelor's degree in business administration/accounting. Mrs. Curtis' experience includes the fiscal oversight for SDCOE's Learning and Leadership Services division, which has over \$35 million in grant and contract funding alone. There are several large complex grants and contracts currently in operation that are comparable to the size and scope of the services proposed in the CRESC project. Mrs. Curtis will provide fiscal oversight, including management and support of a .5 FTE Budget Technician that will be hired with contract funds. The Budget Technician will provide fiscal support for the project; maintain, monitor, and provide budget control of funds for each of the regional COEs; process budget documents; prepare financial reports, and analysis and summaries. The budget technician will be responsible for preparing and routing project contracts with LEAs, IHEs, and nonprofits.

SDCOE employs a sound system of integrity that ensures fiscal accounting processes and budgetary controls are employed throughout any project's implementation. There are several internal controls to ensure the reliable management of funds, including the prohibition of any one individual having complete control over all key processing functions for fiscal transactions. In addition, fiscal transactions must provide adequate

descriptions, explanations, as well as documentation sufficient to support internal review and any external audit. Both fiscal and program information is reviewed by senior management and by SDCOE's Business Services Department. Financial statements and reports are prepared according to Generally Accepted Accounting Principles. There are established systems to monitor expenses, contracts, and in-kind support. SDCOE participates in yearly audits with no findings reported.

Identify by name and job position title of all Key Personnel who will exercise a management, oversight and/or administrative role (including, but not limited to, attorneys, consultants, and advisors) on behalf of the applicant or who will have significant responsibility for completing or assisting with the completion of tasks described in RFA Section 3: Scope of Project.

Key Personnel are defined as those people in conjunction with the Project Director who will exercise a management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors, and/or independent consultants performing tasks and activities) or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA. Key Personnel do not include clerical staff.

Describe in detail how the proposed Key Personnel identified above meet the minimum qualifications stated below. The application must describe the expertise and professional qualifications of all Key Personnel, including, but not limited to:

--A Master's or Doctorate degree in education, education research, or a related field.

--A minimum of two years of experience and demonstrated work history conducting the tasks as described in this RFA: (2499 of 2500 character max)

Project CRESC Key personnel have been identified based on their level of expertise and professional qualifications. All key personnel will be committed to supporting the project's objectives and will be responsible for overseeing and coordinating the completion of tasks. The personnel identified include:

- Lead Project Advisor, Dr. Julie Goldman, Director, SDCOE Equity Curriculum and Instruction (In-kind) holds an Ed.D in education and has 25 years of experience leading large-scale, state and federal grant projects and 30 years of experience in equity-centered instructional design.

- Co-lead Project Advisor, Dr. Talisa Sullivan, RCOE Administrator, Equity (In-kind) holds a PhD in education/urban leadership and has 20 years of experience in equity-centered instructional and adaptive leadership.

- Project Content Advisor/History-Social Science, Matt Hayes, SDCOE History-Social Science Coordinator (In-kind) holds an M.S. in educational administration and has more than 20 years of experience in history-social science education.

- Project Community Engagement Advisor, LaShae Collins, SDCOE Community Engagement Speciality (In-kind) is a candidate for a doctorate in education, holds an M.A. in educational counseling and has 19 years of experience in diversity, equity, and inclusion.

- Project District Advisor, Ebonee Weathers, SDCOE District Advisor, Equity (In-kind) holds an M.A. in education/cross-cultural teaching and has 13 years of experience in equity work and youth advocacy.

- Project Technology Advisor (.1 FTE), Dr. Staci Block, SDCOE Executive Leadership Coach, Multilingual Education and Global Achievement (90% In-kind) holds a PhD in K-12 educational leadership and has 15 years of experience in equity-centered instructional technology and curriculum design.

- Project Coordinator/SDCOE (1.0 FTE) will be hired with contract funds. This candidate will have expertise in ethnic studies and project management (i.e., coordinating reporting records, ensuring project compliance, organizing meetings, convenings, and training, and distributing information to members of the partnership).

- Project Content Advisor Coordinator/Consultant (.5 FTE) will be hired with contract funds. This candidate will have expertise in ethnic studies content and resource development. Additionally, Project CRESC will leverage the expertise of 18-20 Workgroup Leads - County Office of Education leads - to strengthen the project through their respective areas of expertise.

Provide the full legal names of all proposed subcontractors that will be used to perform services. For each subcontractor, include:

--A clear description of the functions, activities, and responsibilities that will be performed by each subcontractor and/or independent consultants.

--A brief explanation as to why the subcontractor or independent consultant was selected including expertise, knowledge, specialty, past experience, etc.: (2340 of 2,500 character max)

Project CRESC will continue to recruit and retain subcontractors through Oct 2022 to identify the strongest candidates and implement a regionally responsive and collaborative approach.

This project will leverage the current CA System of Support (CA-SS) to engage statewide educators in a Liberatory Design Process. SDCOE has secured 13 of letters of support from COEs to contribute as either content experts or GeoLeads, 13 letters from IHE partners, and seven letters from community partners, including a letter from Secretary of State, Shirley Weber. In addition, the California Tribal Chairperson's

Association, which represents all 109 federally recognized tribal nations of California, has endorsed our proposal. Significantly, the California County Superintendents Educational Services Association (CCSESA) has extended its support. The project will use the expertise and guidance of our extensive partners to ensure the diverse recruitment and selection of subcontractors. Once identified, the functions, activities, and responsibilities of subcontractors will align with the project's Ethnic Studies Content Collaboration Committee, which consists of the Advisory Group (AG) and 18-20 statewide Workgroups.

Subcontractors for the AG will include recognized experts from IHEs, LEAs, and non-profit organizations. Representing a smaller and selective group of ES experts, the AG subcontractors will support the following functions, activities, and responsibilities: participate in quarterly meetings; review project progress, address current topics, and provide guidance for the Leadership Team (LT).

Selection of the AG subcontractors will include a cross-section of ES experts selected via an application/scoring process. Candidates will demonstrate documented expertise in their respective fields and extensive experience in collaboration with TK-12 educators.

The selection of the Workgroup subcontractors will include a cross-section of ES experts selected via an application/scoring process. Candidates will be selected based on their level of expertise, demonstrated experience in ES, which can include teachers, university faculty, and non-profit organizations. WLs will collaborate with regional COEs to strengthen the recruitment and selection of qualified subcontractors to ensure diverse statewide representation.

Budget

Includes a Proposed Project Budget Summary (Form B) and Proposed Budget Detail (Form C) including allowable costs for the project performance period from July 1, 2022, through June 30, 2024. Identified costs align with responses to Tasks 1 through 4.

See attached.

Provides a detailed Proposed Budget Narrative for each line-item included in the two-year performance period. The narrative includes a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

See attached.

Other Attachments

An updated organization chart is included, with the Project Director, Fiscal Manager, and other Key Personnel identified. The organization chart:

- **Shows the hierarchy of Key Personnel working on this project, including**

the relationship between the applicants' Project Director, Fiscal Manager, and all other Key Personnel of the applicant's organization and all other parties (subcontractors and/or independent consultants) that will have primary responsibility for managing, directing, overseeing and/or conducting the work of the project.

Includes, for the Prime Contractor, the job position title and name of Key Personnel, subcontractors and/or independent consultants identified above, as well as, the job position title and name of each supervisor who has approval authority over other Key Personnel, subcontractors and/or independent consultants and the relationship of the individuals to the applicant.

See attached.

Resumes or curricula vitae are included for each applicable team member.

Resumes and/or curricula vitae include skills, experiences, and/or content knowledge that specifically or exceptionally prepare applicants for the project.

See attached.

A commitment letter, signed by an official representative of each potential subcontractor or independent consultant, acknowledging their intended participation/availability and confirmation that they have been made aware of the terms and conditions of the proposed contract.

See attached.