

Accessible Version



Request for Applications

Early Education Teacher Development Grant

Early Education Division

To be eligible for this funding opportunity, the local educational agency (LEA) must have submitted a Letter of Intent (LOI) to the California Department of Education (CDE) by February 2, 2022, at 5 p.m. A listing of eligible LEAs can be found on the [Early Education Teacher Development \(EETD\) Grant Request for Application \(RFA\) web page](#). LEAs that did not submit an LOI by the established deadline are not eligible to apply for funding. Ineligible applications will not be considered for funding or scored.

The CDE invites eligible LEAs to apply for grant funding to: 1) Increase the number of highly-qualified California State Preschool Program (CSPP) and Transitional Kindergarten (TK) program teachers, and 2) Increase specific competencies for CSPP, TK, and Kindergarten (K) teachers. If applying as a consortium, only one application is required for submission.

Awarded funding is available through the grant period beginning on July 1, 2022, and ending on June 30, 2025 (fiscal years 2022–23, 2023–24, and 2024–25).

Please review the EETD Grant RFA Program Overview and Instructions before completing a response to EETD Grant RFA. Applications will be scored based on the provided criteria and funding decisions will be based on application scores.

Note: Applicants may answer EETD Grant RFA questions with responses either in development or developed for the [Universal PreKindergarten \(UPK\) Planning and Implementation Template](#).

Instructions and Deadlines

All application fields are required for submission of the application unless otherwise noted as optional. The application is structured into the following sections: Section I: Applicant Information, Section II: Application Narrative, Section III: Application Data, Section IV: Application Budget, Section V: Allocation Priority, and Section VI: Application Agreement and Certification. The RFA must be signed by the District Superintendent, Charter School Administrator, or authorized designee with authority to submit applications for funding on behalf of the LEA.

You must adhere to character limits for each applicable field. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

If you do not intend to complete the RFA in one session, you must select the **Save Responses** button located on the bottom of the screen. Once selected, you will be redirected to a new browser window to enter your email address. You will receive an email with a unique web address for entrance back into the RFA. It is recommended that you save the application web address.

For questions regarding this grant, please send an email at to UPKWorkforceRFA@cde.ca.gov.

Section I: Applicant Information

Is the applicant applying as a Lead LEA on behalf of a consortium?

- Yes
 No

The Lead LEA will complete one EETD Grant RFA on behalf of the consortium. Consortium members should not complete the EETD Grant RFA.

Lead Local Educational Agency (LEA) Name:

Evergreen Union School District

Lead LEA County:

Tehama

LEA Entity Type:

- School District*
 County Office of Education
 Charter School

For the following question, provide the contact information for the Lead LEA program contact. This individual will serve as the EETD program contact for the CDE.

Program Contact

Program Contact First Name:

Nancy

Program Contact Last Name:

Veatch

Phone Number: (999-999-9999)

530-347-3411

Extension: (optional)

7537

Email Address:

nveatch@evergreenusd.org

The individual below will serve as the EETD fiscal contact for the CDE. If the Fiscal Contact and Program Contact are the same, please re-enter the information below.

Fiscal Contact

Fiscal Contact First Name:	Sonia
Fiscal Contact Last Name:	Freitas
Phone Number: (999-999-9999)	530-347-3411
Phone Number Extension: (optional)	7504
Email Address:	sfreitas@evergreenusd.org

Section II: Application Narrative

The following requirements must be adhered to for the Workforce and Professional Development written narratives.

- 1) Information included in the application must be relevant to the program being administered by the applicant.
- 2) Inclusion of false or misleading information is a cause for disqualification.
- 3) An application that is plagiarized in any part or form from another agency's EETD Grant application will automatically be rejected.

Workforce Increase

Describe in detail the LEA or consortium's plan to increase the number of preliminary or clear credentialed TK teachers.

- a. The need for TK teachers in the region served by the LEA or consortium;
- b. The plan for recruiting TK teachers with experience in early education settings and how the LEA or consortium is best qualified to lead this plan;
- c. How the LEA or consortium works with or plans to work with institutions of higher education (IHEs) to create or deepen partnerships to ensure a qualified and diverse UPK teacher pipeline that includes TK teachers, and why the LEA or consortium is positioned to be a leader in this partnership;
- d. The plan to use and leverage this grant funding with other workforce funding resources, such as other grant programs the LEA is currently a part of, including but not limited to the UPK Planning and Implementation Grant apportionment, or any other funding resources listed on the UPK Teacher Pipeline Compendium.

Describe in detail the LEA or consortium's plan to increase the number of preliminary or clear credentialed teachers who meet the requirements for teaching TK (as defined by subdivision (g) of Section 48000) (follow the instructions above; ? out of 2,500 characters maximum)

a. The Evergreen Union School District has a need to increase the number of TK teachers so that we may serve the volume of students who we know will participate in TK as this program expands in the coming years. We currently have one TK teacher at our large site and one TK/K multi-graded class at our small rural site. To attend to the needs of our community, we will need to have up to five TK teachers at Evergreen Elementary by 2024-2025 and potentially more support in the TK/K class at Bend Elementary by this date.

b. At the onset, we plan to offer career information to our LEAs' Middle school students, and work with our local high schools, including our own Charter High School, to share about the future needs in education and how to pursue certification. In addition, our District plans to recruit TK teachers with early education experience from our local Preschool and Head Start Programs, as well as our classified staff ranks, by encouraging and supporting them to pursue advanced certification. We want to ensure we are growing our own system from middle school into adulthood. Since we are a large rural district, covering 575 square miles of the northernmost part of our county, we must lead this work.

c. We will work with our local IHEs to deepen the partnership between us and share the needs of our local area. We currently have strong partnerships with local IHEs (Shasta College, Chico State University, and Simpson University) who recommend observations and student-teachers be placed at our sites. In addition, we participate in career their fairs. Our location and isolation makes us a prime partner for this work with these entities.

d. This grant funding will work in concert with our UPK Planning and Implementation Grant.

Describe in detail the LEA or consortium's plan to increase the number of highly-qualified teachers to teach in CSPP.

- a. The need for preschool teachers and TK teachers in the region served by the LEA or consortium;
- b. The plan for recruiting new CSPP teachers with experience in early education settings and how the LEA or consortium is best situated to lead this plan;
- c. How the LEA or consortium works with or plans to work with IHEs to create partnerships to ensure a qualified and diverse UPK teacher pipeline that includes CSPP teachers, and why the LEA or consortium is positioned to be a leader in this partnership;
- d. The plan to use and leverage this grant funding with other workforce funding resources, such as other grant programs the LEA is currently a part of, including but not limited to the UPK Planning and Implementation Grant apportionment, or any other funding resources listed on the UPK Teacher Pipeline Compendium.

Describe in detail the LEA or consortium's plan to increase the number of highly-qualified teachers to teach in CSPP.

(follow the instructions above; ? out of 2,500 characters)

a. The Evergreen Union School District has a need to increase our number of Preschool teachers so that we may serve the volume of three-year old students who we know will participate in Preschool as this program expands in the coming years as a direct result of four year olds moving into TK. b. As with the promotion of a TK workforce, at the onset, we plan to offer career information to our LEAs' Middle school students, and work with our local high schools, including our own Charter High School, to share about the future needs in education and how to pursue certification. In addition, our District plans to recruit Preschool teachers with early education experience from our classified staff ranks, by encouraging and supporting them to pursue advanced certification. We want to ensure we are growing our own system from middle school into adulthood. Since we are a large rural district, covering 575 square miles of the northernmost part of our county, we must lead this work. c. We will work with our local IHEs to deepen the partnership between us and share the needs in our local area; we currently have strong partnerships with both local IHEs and place student-teachers at our sites as well as participate in career fairs. Again, our location and isolation makes us a prime partner for this work with them. d. This grant funding will work in concert with our UPK Planning and Implementation Grant.

Professional Development

Describe in detail the LEA or consortium's plan to increase the following competencies for CSPP, TK, and K teachers.

- a. Providing instruction in inclusive classrooms;
- b. Providing culturally responsive instruction;
- c. Providing support for dual language learners;
- d. Providing enhanced social emotional learning;
- e. Implementing trauma/healing informed and restorative practices;
- f. Mitigating implicit biases to eliminate exclusionary discipline.

Describe in detail the LEA or consortium's plan to increase the competencies for CSPP, TK, and K teachers.

(follow the instructions above; ? out of 2,500 characters)

The Evergreen Union School District is committed to ensuring that teachers develop as professionals to feel confident in their abilities to support students - academically, physically, socially, and emotionally. This includes all staff - from teachers to paraprofessionals - and across all age spans - from CSPP into TK and on into our Kindergarten through 8th grade programs. "All Children Can Learn, and We Make the Difference" is our vision statement. We believe that every student is capable of learning, and that it is the responsibility of the school system to ensure that the student has the opportunity to realize his/her full potential. As such, we work to ensure staff develop their competencies in many areas and support them with mentors so that they feel successful and committed to their role for the long-term. a. At EUSD, we believe in inclusive classrooms, as our CSPP, TK and K classrooms will share that same make-up. b/c. In addition, we believe that English Learners must be provided with integrated and designated supports to develop English in a culturally responsive environment. d/e/f. As our vision states and our LCAP Goal #1 requires, we must provide students with a safe, healthy space to have optimal opportunity to learn. As such, we believe that students must be provided with social emotional learning and engage in a space where trauma informed practices are used. Restorative practices and mitigating bias to eliminate exclusionary discipline are part of this practice. Our professional development, which aims to promote the District mission, attends to the competencies noted.

Describe in detail:

- a. The need for CSPP, TK, or K professional development in the region served by the LEA or consortium;
- b. The plan to integrate CSPP, TK, and K professional development opportunities and how the LEA or consortium is best situated to lead this plan;
- c. The plan to provide professional development to principals and administrators overseeing the Pre-K programs on the value and tenets of effective instruction for young children;
- d. The plan to partner with community-based organizations (CBO), CSPPs, and Head Start programs in the LEA or consortium's program area to ensure those teachers have access to professional development along with teachers employed by the LEA and how the LEA or consortium will lead this partnership;
- e. The LEA or consortium's ability to connect the CSPP, TK, or K program to before and after school programs and extended day services;
- f. The presence of, or plan to create, inclusive CSPP or TK program within the LEA or consortium.

Describe in detail the LEA or consortium's needs and plans.
(follow the instructions above; ? out of 2,500 characters)

a. Our CSPP, TK, and K teachers need professional development, just as all educators do who provide supports to the students we serve. Beyond general professional development about teaching and learning in a post-Covid era, it is essential that this group of educators understand the continuum of early childhood development as they move across this age span. b. The plan for professional development for all our staff (including CSPP, TK and K) is two-fold and targeted to the meet the mission of the District and the needs of the individual educator. Professional development includes: Direct professional development opportunities to increase capacity in academic and social emotional curriculums used as well as in District-promoted initiatives. Collegial professional learning experiences using the LINCspring platform, promoting the pursuit of a cyclic study of a topic of interest or need by a grade level group or an individual. c. Beyond educators who provide daily supports to students in classrooms, principals and other administrators who oversee Pre-K programs must also understand the continuum of early childhood development and the value and tenets of effective instruction for young children. These administrators will be included in early educator professional development as well as participate in other outside opportunities that allow them to expand their knowledge in this area. d. Our LEA will lead the aforementioned professional development plan and partner with community-based and other organizations to ensure teachers have access to what they need. e. Our CSPP, TK, and K students have the opportunity to participate in our District Before/After School Program. When parents register their child for CSPP, TK and/or K, our Program is highlighted and students are registered or waitlisted, as spaces become available. f. Our LEA already has our own CSPP program, and for the past several years, we have also included one TK classroom (at our elementary site) and one TK/K classroom (at our small school site). With the forward addition of Universal TK, our District-wide programs will now offer educational opportunities for students from Preschool through 8th grade. The CSPP and TK programs will be their own inclusive program, but they will also be a critical component in our fluid system.

Section III: Application Data - Part 1

Provide data for the LEA or consortium using 2021–22 school year data for the LEA or consortium, as applicable, to showcase need and local population.

The data provided will not be scored or monitored, however, it is required to justify the program narrative plans. The CDE will consider how well the applicant has used data to supplement and justify the program narrative plans in Section I.

California State Preschool Program Workforce

Describe the CSPP workforce the LEA or consortium intends to serve.

How many CSPP preschool teachers are currently employed by the LEA or consortium?

8

Section III: Application Data - Part 2

Your response to how many CSPP preschool teachers are currently employed by LEA or consortium (from

Out of the total number of CSPP teachers listed above, please answer the following questions. Note that your response to the following questions should not exceed the number provided in your response above.

Number of CSPP Teachers by Permit Status (*Identify each teacher only once*)

Assistant:	1
Associate:	2
Teacher:	1
Master Teacher:	0
Site Supervisor:	0
Program Director:	1
Emergency Permit/Waiver:	0
No Permit:	3
Total Teachers: (<i>must equal 8</i>)	8

How many CSPP teacher positions are *unfilled* in the 2021–22 school year?

2

How many total CSPP teachers are projected to be needed by 2025–26?

4

How many *additional* CSPP teachers do you project you will need to hire by 2025–26, considering turnover, retirements, or other circumstances?

2

Transitional Kindergarten Workforce

Describe the credentialed TK workforce the LEA or consortium intends to serve.

How many credentialed TK teachers are currently employed by the LEA or consortium?

2

Section III: Application Data - Part 3

Your response to how many TK teachers are currently employed by LEA or consortium (from the previous page): 2

Out of the total number of credentialed TK teachers listed above, please answer the following questions. Note that your response to the following questions should not exceed the number

Number of TK Teachers by Credentialed Type (*Identify each teacher only once.*)

Multiple Subject Teaching: (*with 24 early childhood education units*)

Multiple Subject Teaching: (*without 24 early childhood education units*)

Preliminary:

Less than a preliminary credential:

Education specialist credential:

No Credential:

Total Teachers: (*must equal 2*)

How many credentialed TK teachers hold a bilingual authorization in the 2021–22 school year?

How many credentialed TK teacher positions are *unfilled* in the 2021–22 school year?

How many total credentialed TK teachers are projected to be needed by 2025–26?

How many *additional* credentialed TK teachers do you project you will need to hire by 2025–26, considering turnover, retirements, or other circumstances?

Linking the Data to the Narrative

Applicants must ensure that the data provided below ties into their written plans.

Workforce Increase Narrative

Did you ensure that written prompts in Section II link to the data provided in the CSPP data section?

- Yes
- No

Did you ensure that written prompts in Section II link to the data provided in the TK data section?

- Yes
 No

Professional Development Narrative

Did you ensure that written prompts in Section II link to the data provided in the CSPP data section?

- Yes
 No

Did you ensure that written prompts in Section II link to the data provided in the TK data section?

- Yes
 No

Section IV: Application Budget

Applicants must use the EETD Grant Proposed Budget Summary and Narrative documents available on the [EETD Grant RFA web page](#). Please see the EETD Grant RFA Program Overview and Instructions for specific budget completion instructions.

Upload the Budget Summary and Narrative: *(by selecting the attach icon below)*

ref:0000001259:Q9

Section V: Allocation Priority

Priority Population to Be Served by Grant Funding

Describe the student population the LEA or consortium intends to serve using the 2021–22 fiscal year data, unless otherwise noted. This includes children that are currently being served. If applying for additional program expansion funding in fiscal year 2021–22, also include the numbers of those planning to be served in full-day CSPP, TK, or K programs offered by the LEA or CBO.

The extent to which the LEA or consortium is located in a county(ies) that has more than three young children, three to five years of age, inclusive, for every licensed childcare slot.

- Yes
 No

What percentage of children will be served in the 2021–22 fiscal year by age?

3-year-olds:	17
4-year-olds:	64
5-year-olds:	19

What percentage of children were eligible for free and reduced-price meals in TK and K in the 2019–20 school year?

6.2

What percentage of English learner children had dual language status in TK and K in the 2019–20 school year?

0.5

What percentage of children with disabilities will be served in the 2021–22 fiscal year?

2

Does the LEA or consortium operate in an attendance area where a significant disproportionality of particular races or ethnicities, as described in Section 1418(d) of Title 20 of the United States Code, has been identified in special education?

- Yes
- No

What percentage of children will be served in the 2021–22 fiscal year by the following program types?

CSPP Part-Day:	100
CSPP Full-Day:	0
TK Part-Day:	0
TK Full-Day:	100
K Part-Day:	0
K Full-Day:	100

Section VI: Application Agreement and Certification

AGREEMENT: By signing this application electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, agree that my electronic signature is the legally binding equivalent to my handwritten signature.

- Yes
- No

CERTIFICATION: By signing this application electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, hereby certify, to the best of my knowledge, that all applicable state and federal rules and regulations will be observed, that the information contained in this application is correct and complete, and certify to retain all EETD Grant records, as required by applicable law.

- Yes
 No

Name of District Superintendent, Charter School Administrator, or authorized designee:

Nancy Veatch

Questions about the EETD Grant RFA can be directed to UPKWorkforceRFA@cde.ca.gov

Print a copy of your completed RFA for your records before submitting it.

Note: By selecting the **Print** button below, you will be redirected to a new browser window to print the form. You must return to the previous browser window to submit your RFA to the CDE.

Once you select the **Submit** button below, your RFA will be sent to the CDE and you will be redirected to the CDE EETD Grant RFA web page. An automatically generated email will be sent to the email address(es) provided on your RFA. Please check your email account's spam folder if you do not receive a confirmation email to your inbox.