



UCLA Center for the Transformation
of Schools

A Funding Guide

for More Diverse Schools
in California

Diversity does not happen in a vacuum.

It takes strategic and meaningful action to increase access and opportunity. Policy, practice, and funding priorities need to shift in order for diversity initiatives to be effective and sustainable.



HOW TO USE THIS GUIDE

We created this guide as a public resource for educators and districts committed to diversifying the educator workforce and meeting the needs of diverse students.

The guide consists of three sections:

Section I highlights allocations and grants for individual applicants (e.g., prospective teachers, teacher candidates, or current teachers).

Section II outlines allocations and grants for organizational entities (e.g., local education agencies, school districts, & county offices of education).

Section III features allocations that support professional development for teachers.

Recommendations for the state are offered in the **Appendix**.

GLOSSARY

CDE California Department of Education

COE County Office of Education

CTC California Commission on Teacher Credentialing

IHE Institute of Higher Education

LEA Local Education Agency

NBPTS National Board for Professional Teaching Standards

SELPA Special Education Local Plan Area

RFA Request for Applications

About The California Coalition for Educator Diversity

The California Coalition for Educator Diversity was established by UCLA's Center for the Transformation of Schools to support the work of the California Educator Diversity Project. The Coalition is a collaborative effort brought forth by researchers and advocates committed to advancing teacher diversity and equity in schools. Our collective mission is to diversify the California educator workforce by amplifying and elevating evidence-based and equity-centered policy, practice, and research.

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SECTION I

Funds for **Prospective Teachers, Teacher Candidates, or Current Teachers**



Funds for **Prospective Teachers, Teacher Candidates, or Current Teachers**

California Classified School Employee Teacher Credentialing Program

Up to **\$24,000** over five years per candidate is available.

Funds are available for expenditure or encumbrance until **June 30, 2026**.

TEACHER CREDENTIALING
SUPPORT STAFF
CLASSIFIED STAFF
PARAPROFESSIONALS
TEACHER SHORTAGE

Who is it for?

Interested district classified staff, such as **paraprofessionals, bus drivers, tutors and custodial staff**, who would like to earn their teaching credentials and teach in their school district.

What makes this program unique?

This program received \$125 million in the 2021-22 Governor's Budget. LEAs may apply for grants to help teacher candidates earn their teaching credentials and continue serving their district as teachers.



ELIGIBILITY & HOW TO APPLY

To be eligible to apply, a classified staff member should have an AA or a BA and hold a position in a school district that hosts the program.

Contact the Human Resources department in your district for more details and specific application requirements.

Sources: [AB-130 Education Finance: Education Omnibus Trailer Bill \(Sec. 129\)](#), [Establishing Code - 44391-EC44393](#)

Funds for **Prospective Teachers, Teacher Candidates, or Current Teachers**

Golden State Teacher Grant Program

Up to **\$20,000** per candidate is available.

Funds are available for expenditure or encumbrance until **June 30, 2026**.

PRE-SERVICE TEACHERS

HIGH-NEEDS SUBJECT

HIGH-NEEDS SCHOOLS

Who is it for?

Candidates enrolled in teacher preparation programs in high-need fields, such as **STEM, special education, multiple subject instruction, transitional kindergarten** and any other subjects designated as high-need annually by the CA Commission on Teacher Credentialing.

What makes this program unique?

The July 2021 state budget apportioned \$500 million to the Golden State Teacher Grant Program, which seeks to attract teachers to serve in high-need fields. The program is for candidates who are enrolled in teacher preparation programs, pursuing credentials in high-need fields, and committed to working at a priority school for four years after receiving their credential. A “priority school” is a school where at least 55% of the pupils are unduplicated.



ELIGIBILITY & HOW TO APPLY

To learn more about the program, visit the [California Student Aid Commission](#).

CLICK HERE TO APPLY →

Sources: [Assembly Bill No. 164](#), [AB-130 Education Finance: Education Omnibus Trailer Bill](#) (Sec. 115, Provision 32), [California Student Aid Commission: Golden State Teacher Grant Program](#)

Funds for **Prospective Teachers, Teacher Candidates, or Current Teachers**

California Teacher Credential Fee Waiver

Funds are available for expenditure or encumbrance until **June 30, 2022.**

FEE WAIVER

CREDENTIALING

TEACHER CERTIFICATION

Who is it for?

Credentials and Permits Eligible for Fee Waiver:

- Initial Preliminary Multiple Subject Credential
- Initial Preliminary Single Subject Credential
- Initial Preliminary Education Specialist Credential
- Initial Preliminary Career Technical Education Credential
- Initial Intern Credential (*all types*)
- Initial Preliminary Administrative Services Credential
- Initial Preliminary Speech-Language Pathologist Services Credential
- Initial Pupil Personnel Services Credential
- Initial Preliminary School Nurse Services Credential
- Initial Preliminary Teacher Librarian Services Credential
- Initial Clinical Rehabilitative Services Credential
- Initial Certificate of Clearance
- Initial Child Development Permits (*all types, including upgrades to higher level permits*)
- Initial Substitute Teaching Permit (*all types*)
- Initial Teaching Permit for Statutory Leave

The fee waiver is only available for initial issuances for one of the listed documents. It applies to all credential pathways, including applicants trained outside of California.



What makes this program unique?

The 2021-22 California state budget includes \$20 million to provide a credential fee waiver between July 1, 2021 and June 30, 2022 for individuals entering the PK-12 educator workforce.

ELIGIBILITY & HOW TO APPLY

The California Commission on Teacher Credentialing will begin issuing a fee waiver for all eligible applicants whose online or paper application is received between July 1, 2021 and June 30, 2022. Those submitting applications via US mail for a qualifying document are not required to submit

the application fee. If an applicant submits a fee via US mail with an application that qualifies for the fee waiver, the Commission will return the payment via mail to the address indicated on the application.

Applicants must apply by **June 30, 2022** to receive the funds.

Source: [CTC Coded Correspondence 21-04: Credential Fee Waiver](#)

Funds for **Prospective Teachers, Teacher Candidates, or Current Teachers**

NBPTS Certification Incentive Program

Up to **\$25,000** in \$5,000 increments per year over five years per candidate is available.

Additionally, as of July 1, 2021, teachers who begin pursuing a NBPTS certification in a high priority school are eligible to receive an award of \$2,500. These awards will be distributed in two parts: half upon application and the other half upon completion of the certification.

Funds for this program are available for encumbrance until **June 30, 2026**.

**NATIONAL BOARD CERTIFIED
TEACHER SHORTAGE
TEACHER COMPENSATION
TEACHER RETENTION**

Who is it for?

Current National Board Certified Teachers (NBCTs) and teachers interested in pursuing National Board certification.

Eligible teachers include, but are not limited to, those serving in a teacher leadership role, or as a mentor or other teacher support provider, if the position does not require an administrative credential.

What makes this program unique?

The 2021-22 California state budget includes \$250 million for the NBPTS Certification Incentive Program. This program incentivizes retention of existing NBCTs through incentive awards, and the development of new NBCTs through subsidy awards in high priority schools (schools with 55% or more students classified as English learners, eligible for free and reduced-priced lunch, or foster youth).

ELIGIBILITY & HOW TO APPLY

CURRENT OR EXISTING NBCTS:

Current NBCTs will be able to submit applications for incentive awards directly through the CDE in **January/February 2022**. The CDE will verify applicant status with the NBPTS, confirm applicants completed a full year in a qualifying school, and then release payments to their LEAs in **June 2022**. Unless candidates move to a new school site or district, they will not need to reapply for the subsidy each year.

Current NBCTs receiving incentive awards must commit to teach at a high priority school for 5 years.

PROSPECTIVE NBCTS:

For subsidy awards, candidates need to submit an initial application to the CDE for their first year of candidacy. Their candidate status will be verified annually by district staff and the NBPTS. Unless candidates move to a new school site or district, they will not need to reapply for the subsidy each year. The [subsidy application](#) will close **January 31, 2022**. The CDE will notify applicants in **February 2022** if their application has been approved, ahead of the **February 28, 2022** NBPTS deadline for new candidate registration.

To access the forthcoming round of subsidy funds, candidates will need to meet all eligibility criteria set forth by the NBPTS, have registered with the NBPTS by **February 28, 2022**, and work in eligible high-priority schools.

CLICK HERE TO APPLY →

Sources: [Program Statute EC 44395-EC44399.1](#), [Subsidy Application Timeline](#), [California Incentive Program](#), [AB-130 Education Finance: Education Omnibus Trailer Bill](#) (Sec. 42)

SECTION II

Funds for **School Districts, COEs, Charter Schools, & LEAs**



California Teacher Residency Grant Program



Interested LEAs can be awarded up to **\$25,000 for each candidate** in the residency program.

Funds are available through **June 30, 2026**.

TEACHER PREPARATION
RESIDENCY
TEACHER SHORTAGE

Who is it for?

LEAs (school districts, COEs, charter schools, Regional Occupational Centers and Programs) partnered with a commission-approved educator preparation program.

What makes this program unique?

This program received \$350 million in the 2020-2021 Governor's Budget. Funds are to be used to establish new, or expand, strengthen, or improve access to existing programs that support either of the following: (1) candidates in shortage fields, including transitional kindergarten or kindergarten, special education, bilingual education, STEM, and any other field identified by the CTC, or (2) local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects local community diversity.

How do I use the funds to prioritize diversity?

Research suggests that individuals going through residency programs better reflect the diversity of the students they serve compared to the existing workforce.

- ☐ Form a strong collaborative partnership between the IHE and LEA to guide the work of the residency program that includes representatives of color. In partnership, develop a clear vision for the residency that prioritizes developing a diverse teacher workforce and developing teachers who are well prepared to serve students of color.
- ☐ Incentivize expert teachers of color to serve as mentor teachers (consider supporting these mentors through compensation, release time, affinity spaces, and help accessing the \$25,000 funds through the NBPTS Incentive Program).
Leverage funding sources to ensure programs are affordable for pre-service teachers of color. Consider providing increased resident stipends by braiding funding sources (including the Golden State teacher funds).
- ☐ Develop robust resident recruitment pipelines focused within local communities, including paraprofessionals, after school program staff, etc.

ELIGIBILITY & HOW TO APPLY	REQUIREMENTS
<p>Capacity Grants <u>Request for Applications (RFA)</u> For those working to establish partnerships and build capacity to run or expand a residency program.</p> <p>Applications are due to the California Commission on Teacher Credentialing (CTC) by February 14, 2022.</p> <p>CTC is currently generating RFAs for the two other residency grants and will be released as follows:</p> <p>Expansion Grants (late Dec 2021) for those working to expand existing residency programs.</p> <p>Residency Grants (early 2022) for those ready to implement a new residency program.</p>	<p>Allowable expenses include, but are not limited to, any of the following: residency program staff costs, teacher preparation costs, stipends for mentor teachers (which can include housing stipends), stipends for teacher candidates, and mentoring and beginning teacher induction costs following initial preparation. Priorities for funding include a commitment from applicants to increasing teacher diversity and having a higher share than other applicants of unduplicated pupils.</p>

Questions?

Email TeacherResGrants@ctc.ca.gov.



California Educator Effectiveness Block Grant



The Department of Education expects to apportion all funding to school districts, COEs and state special schools by **Spring 2022**.

SCHOOL CLIMATE

SOCIAL-EMOTIONAL LEARNING

MENTAL HEALTH

RESTORATIVE JUSTICE

IMPLICIT BIAS

DISCRIMINATION/ HARASSMENT PREVENTION

PROFESSIONAL LEARNING

Who is it for?

LEAs to provide professional learning on such topics as:

- Coaching and mentoring staff
- Programs improving instruction across all subject areas
- Practices and strategies that reengage students and lead to accelerated learning
- Strategies to implement social-emotional learning, trauma-informed practices, access to mental health services and other approaches that improve student well-being
- Practices to foster a positive school climate, including, but not limited to, restorative justice, implicit bias and discrimination and harassment prevention
- Instruction to support effective language acquisition programs for EL students
- Strategies to improve inclusive practices
- New professional learning networks for educators
- Instruction, education and strategies in early childhood education

LEAs are encouraged to allow staff to identify the topics of professional learning.

How do I use the funds to prioritize diversity?

The grant can help schools and teachers in providing more inclusive learning environments where all students are supported and cared for.

- ☐ Contract with professional development (PD) providers that specialize in anti-racist practices and culturally sustaining pedagogies.
- ☐ Support veteran teachers of color to serve as coaches and mentors. Consider providing PD, release time, compensation, etc.
- ☐ Consider partnering with providers of color and local providers who can speak to the unique local context.
- ☐ Prioritize PD that focuses on actively dismantling the preschool-to-prison pipeline.
- ☐ Prioritize PD that focuses on empathic instructional approaches, healing-centered engagement, and humanizing pedagogies.
- ☐ Provide more support for counseling staff to deliver social emotional support for marginalized students who may be experiencing trauma.

What makes this program unique?

The 2021-22 state budget allocated \$1.5 billion to the Educator Effectiveness Block Grant, which will be apportioned to school districts, COEs, charter schools and state special schools to provide professional learning to administrators and teachers, as well as paraprofessionals and classified staff who work with pupils.

ELIGIBILITY & HOW TO APPLY	REQUIREMENTS
There is no application process. The Department of Education will begin apportioning funding to school districts, county offices of education and state special schools in late 2021/early 2022. Funds will be issued based on the number of full-time equivalent certificated staff and classified staff, for each eligible LEA, in the 2020-21 fiscal year.	Districts are required to develop and adopt a plan, which can be amended at a later date, for using the funding and present it at a public board meeting by December 30, 2021 . An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026 . CDE released this apportionment schedule for FY 2021-22 .

California Classified School Employee Teacher Credentialing Program



Up to **\$24,000** over five years per candidate is available.

The funds are available for expenditure or encumbrance until June 30, 2026.

- TEACHER CREDENTIALING
- SUPPORT STAFF
- CLASSIFIED STAFF
- PARAPROFESSIONALS
- TEACHER SHORTAGE

Who is it for?

LEAs interested in offering classified staff, such as paraprofessionals, bus drivers, tutors and custodial staff, an opportunity to earn their teaching credentials and teach in the school district.

What makes this program unique?

This program received \$125 million in the 2021-22 Governor’s Budget. Interested classified staff, such as paraprofessionals and tutors, may use the funds to earn their teaching credentials and continue serving their district as teachers.

How do I use the funds to prioritize diversity?

Classified school employees, as a group, make up the most diverse segment of the professional school community (A.B. 2122, 2016). Paraprofessionals, support staff, and service classified staff already working within schools, tend to serve in the communities in which they live and have strong ties to their students and families, making this group ideal candidates for the teaching profession.

From the recent program evaluation:

- ☐ In addition to grant funding, provide participants with individualized non-financial support (e.g., test preparation, mentoring, or cohort models).
- ☐ Share information on individuals’ financial and non-financial supports with local program managers and IHE liaisons to better understand program implementation and enable stronger strategic planning moving forward.
- ☐ Connect with the California Commission on Teacher Credentialing’s (CTC) ongoing efforts to address inequitable barriers to passing the professional teacher licensure exams.

ELIGIBILITY & HOW TO APPLY

If a school district is interested in hosting the program, please contact the CA Commission on Teacher Credentialing.

The funding allocated this year will be prioritize LEAs that:

- Have not previously received funding through this program
- Have a higher share (compared to other applicants) of unduplicated pupils
- Have a plan to create a new, or expand an existing, program that recruits and supports expanded learning and preschool program staff and address kindergarten and early childhood education teacher shortages

Source: Establishing code - 44391-EC44393, AB-130 Education Finance: Education Omnibus Trailer Bill (Sec. 129)

Special Education—Recovery Supports



Funds are allocated to each special education local plan area (SELPA) based on a **per-student rate**.

Funds are available for expenditure or encumbrance through **June 30, 2023**.

SPECIAL EDUCATION
LEARNING RECOVERY
SELPA

Who is it for?
SELPAs and LEAs

What makes this program unique?
This one-time allocation is intended for learning recovery support for pupils with disabilities.

- How do I use the funds to prioritize diversity?
- Special Education Recovery funds will help teachers in providing adequate support to neurodiverse students and students with exceptional needs.
- ☐ Use evidence-based practices for students of color with disabilities to ensure equitable access.
 - ☐ Provide unconscious bias training for general education and special education teachers on the processes that may impact decision-making in the classroom and contribute to adverse outcomes for students (i.e., disproportionate suspensions for students of color with disabilities).

- ☐ Develop a cohort model for evaluating best practices for students of color with disabilities, regarding academics and behavioral supports offered.
- ☐ Provide an overview for staff of Section 504 and IDEA (including referral, eligibility, placement and the provision of a free appropriate public education), as well as districts' responsibilities to protect students with disabilities from discrimination or harassment and ensure that they have an equal opportunity to participate in school programs and activities.
- ☐ Create a diverse committee of education partners to evaluate the special education curriculum.

ELIGIBILITY & HOW TO APPLY	REQUIREMENTS
Apportionments letters issued to LEAs by August 31, 2021, with funding allocations to follow within three-to-four weeks of the date of the letter.	SELPAs must submit a report to CDE by September 30, 2023 that details how the grant was used and summarizes learning recovery services provided.

Sources: [AB-130 Education Finance: Education Omnibus Trailer Bill](#) (Sec. 161), [Apportionment for the Special Education Learning Recovery Support](#)

California Pre-K Planning & Implementation

A minimum base grant will be awarded to all LEAs that operate kindergarten programs based on 2020–21 kindergarten enrollment:

Enrollment	Minimum Funding
1-23	\$25,000
24-99	\$50,000
100+	\$100,000

A minimum base grant will be awarded to each COE of **\$15,000** for each local educational agency in their county that operates kindergarten programs to support countywide planning and capacity building.

Funds are available for expenditure or encumbrance through **June 30, 2024**.

TRANSITIONAL
KINDERGARTEN

PRESCHOOL

PROFESSIONAL
DEVELOPMENT

Who is it for?

Local Control Agencies COEs

What makes this program unique?

This grant apportioned \$300 million for the state to establish an Early Learning initiative with the goal of expanding access to classroom-based TK and the California State Preschool Program (CSPP) at LEAs. The grant will allocate \$200 million to LEAs and County Offices of Education (COEs) as base grants, enrollment grants, and supplemental grants for specified purposes based on 2021-22 kindergarten enrollment numbers included in the California Longitudinal Pupil Achievement Data System.

The remaining \$100 million of apportionment will go towards a competitive grant program for LEAs to increase the number of highly qualified teachers.

How do I use the funds to prioritize diversity?

Transitional Kindergarten provides greater equitable access and opportunity to a free and appropriate education for historically marginalized and underrepresented students.

- ☐ Prioritize the hiring and support of diverse teachers and teacher candidates for TK program.
- ☐ Co-create a culturally responsive curriculum with a diverse group of teachers.
- ☐ Partner with local community colleges to identify potential teachers for the TK program.

ELIGIBILITY & HOW TO APPLY	REQUIREMENTS
The Request for Application is currently being developed by the CDE.	LEAs must develop plans by June 30, 2022 for board consideration.

Sources: [AB-167 \(Sec. 1\)](#), [Early Edge California](#)

Funds for Professional Development

The state's considerable investments in professional development offer an opportunity to support the retention of new and veteran teachers of color. LEAs can use these funds to promote the leadership of teachers of color, engage them in school decision-making, support their instructional efficacy, and compensate them for their time and expertise. Teachers of color who experience greater support, respect, and recognition may be more likely to continue teaching.



Ethnic Studies Curricula Block Grant

The 2021-22 Education Omnibus Budget Trailer Bill allocated **\$50 million** for this program.

The Superintendent of Public Instruction will grant funds to LEAs and COEs serving high school students on a per-pupil basis.

ETHNIC STUDIES

CURRICULUM

GRADUATION
REQUIREMENTS

Who is it for?

Eligible LEAs including **school districts, COEs, and charter schools.**

What makes this program unique?

Assembly Bill 101 adds one semester of ethnic studies to the state's high school graduation requirements. The 2021-22 state budget appropriates \$50 million on a per pupil basis to school districts, county offices of education, charter schools, and state special schools serving students in grades 9 through 12 to develop the new curricula.

How do I use the funds to prioritize diversity?

Ethnic Studies programs can help to foster more culturally responsive and inclusive schools for diverse students and staff.

- ☐ Prioritize a diverse group of people, with an ethnic studies background, to develop a curriculum from a local context.
- ☐ Obtain feedback and engagement from focus groups of educational partners who will be directly impacted by the curriculum.
- ☐ Ensure those engaged in this work are properly compensated for the development, training, and ongoing implementation of the program.
- ☐ Create a sustainability plan with ongoing financial commitment, with a diverse group of educational partners who are/will be impacted by the curriculum.
- ☐ Provide ongoing support through professional development for continuous improvement and school-wide engagement with ethnic studies frameworks.

ELIGIBILITY & HOW TO APPLY

The funding will be distributed directly to schools serving high school students, according to the California Department of Education.

Sources: [AB 101](#), [AB-130 Education Finance: Education Omnibus Trailer Bill](#) (Sec. 132)

Educator Training— Anti-bias Education Grant Program

At least **50 grants**
of at least
\$75,000 each
are available.

Funds are available for expenditure or encumbrance through the **2025–26 school year**.

DISCRIMINATION

BIAS

RACISM

BIGOTRY

PREJUDICE

HATE-MOTIVATED ACTIONS

Who is it for?

LEAs

What makes this program unique?

The 2021-22 Governor’s Budget apportioned \$10 million to the Anti-bias Education Grant to prevent, address, and eliminate racism and bias in all California public schools and make public schools inclusive and supportive places. Allowable uses include the development of a comprehensive diversity plan that is tied to specific outcomes, such as increasing staff diversity.

How do I use the funds to prioritize diversity?

Anti-bias education can support educator diversity by helping to create more positive school climates for students and educators that can result in greater retention of educators of color.

- ☐ Prioritize curriculum development that explores a diverse range of behaviors/actions motivated by hate, bigotry, bias, or prejudice toward different communities (e.g., LGBTQ+, Latinx, AAPI, Sikh/Muslim/Middle Eastern, Indigenous, African American) to support students in understanding the context and impact of discriminatory actions in different communities.
- ☐ Integrate student-initiated and student-centered efforts to combat hate, bigotry, racism, or any form of bias or prejudice in their school communities (including, but not limited to, climate surveys, focus groups, speaker series, student-led presentations and discussions, literature, music, visual and cinematic arts).
- ☐ Engage in further professional learning to better understand the effects of microaggressions and hate-motivated and biased behaviors on educators of color.
- ☐ Develop reporting mechanisms to remedy and redress the effects of microaggressions, hate-motivated and biased behaviors on educators of color to foster a sense of inclusion and belonging on campus for all school staff.

ELIGIBILITY & HOW TO APPLY

The CDE will develop an application form and LEA eligibility criteria. LEAs must, at minimum, describe a need for additional anti-bias education and training and describe how they intend to use the funds.

Source: [AB-130 Education Finance: Education Omnibus Trailer Bill](#) (Sec. 157)

Accelerated Learning PD

The 2021-22 Education Omnibus Budget Trailer Bill allocated **\$50 million** for this program.

ACCELERATED LEARNING

PROFESSIONAL
DEVELOPMENT

HIGH-NEED STUDENTS

STUDENTS WITH
DISABILITIES

ENGLISH LEARNERS

Who is it for?

Selected COEs

What makes this program unique?

The Learning Acceleration Grants are intended to identify and spread effective evidence-based strategies for accelerating student learning in the areas of mathematics, literacy, and language development. The California Collaborative for Educational Excellence (CCEE) in partnership with one or more COEs will provide professional learning opportunities for educators. The professional learning system created through this RFP will be aligned to the CA MTSS Framework for inclusive academic instruction.

How do I use the funds to prioritize diversity?

Accelerated learning strategies are aimed to mitigate gaps in learning and instruction allowing vulnerable and historically underrepresented students greater access to the learning environment.

- ☐ Regularly evaluate the impact of professional development on educator practice and engagement with students (e.g., English learner students, students with disabilities, low-income students, newcomer students and other vulnerable and historically underrepresented students). Engage diverse groups of teachers to assess professional development impacts.
- ☐ Measure the impact of professional development on instruction as reflected in student outcomes (e.g., social-emotional, level of school engagement, academic, etc.)
- ☐ Prioritize student-centered approaches that are culturally responsive and sustaining.
- ☐ Develop a system to share and circulate these successful approaches among and within COEs. Engage teachers of color in sharing successful approaches and provide compensation.

ELIGIBILITY & HOW TO APPLY

Proposals are due on **Friday, January 28, 2022.**

[ACCESS THE RFP](#)



Sources: [AB-130 Education Finance: Education Omnibus Trailer Bill](#) (Sec. 152), [CCEE Learning Acceleration RFP](#)

Computer Science Supplementary Authorizations Grant



Funds are available
for expenditure or
encumbrance through
June 30, 2026.

TEACHER WORKFORCE
COMPUTER SCIENCE
CERTIFICATION

Who is it for?

**School districts, COEs,
charter schools, or a
consortium of those entities.**

What makes this program unique?

This one-time, \$15 million budget allocation will support 6,000 teachers in completing the coursework necessary to receive state certification to teach computer science. Funds will be issued to the CTC, to award as grants to LEAs that may be used for the following purposes: increasing the number of single subject credential holders who obtain supplemental authorizations to teach computer science and/or providing professional development to teachers who hold multiple subject or education specialist credentials so that they are able to teach computer science at the elementary level.

How do I use the funds to prioritize diversity?

This grant will increase the number of schools and classrooms that are able to offer computer science as a course. Thus, expanding access and opportunity for computer literacy to a greater number of students across the state.

- ☐ Develop promotional materials (including webinars, fliers, etc.) so that teachers are aware of this opportunity. Ensure that promotional materials represent diverse teachers and students.
- ☐ Provide targeted outreach to qualified teachers of color, when possible.
- ☐ Provide participants with individualized non-financial support (such as mentoring or cohort models).
- ☐ Evaluate the system to ensure teachers of color are receiving grants.

ELIGIBILITY & HOW TO APPLY	REQUIREMENTS
<p>“The commission shall approve applications submitted by local educational agencies that meet the criteria established by the commission pursuant to paragraph (1) of subdivision (e). To the extent that funds are available, the commission shall allocate funds to participating local educational agencies for each approved application” (AB-130).</p>	<p>By August 30 of the year after receiving the award, grant recipients must provide CTC a report detailing the number of new computer science courses currently taught by a teacher who participated in the incentive grant program.</p>

Source: [AB-130 Education Finance: Education Omnibus Trailer Bill](#) (Sec. 143)

California Educator Effectiveness Block Grant

The Department of Education expects to apportion all funding to school districts, COEs and state special schools by **Spring 2022**.

SCHOOL CLIMATE

SOCIAL-EMOTIONAL
LEARNING

MENTAL HEALTH

RESTORATIVE JUSTICE

IMPLICIT BIAS

DISCRIMINATION/
HARASSMENT PREVENTION

PROFESSIONAL LEARNING

Who is it for?

LEAs to provide professional learning on such topics as:

- Coaching and mentoring staff
- Programs improving instruction across all subject areas
- Practices and strategies that reengage students and lead to accelerated learning
- Strategies to implement social-emotional learning, trauma-informed practices, access to mental health services and other approaches that improve student well-being
- Practices to foster a positive school climate, including, but not limited to, restorative justice, implicit bias and discrimination and harassment prevention
- Instruction to support effective language acquisition programs for EL students
- Strategies to improve inclusive practices
- New professional learning networks for educators
- Instruction, education and strategies in early childhood education

LEAs are encouraged to allow staff to identify the topics of professional learning.

How do I use the funds to prioritize diversity?

The grant can help schools and teachers in providing more inclusive learning environments where all students are supported and cared for.

- ☐ Contract with professional development (PD) providers that specialize in anti-racist practices and culturally sustaining pedagogies.
- ☐ Support veteran teachers of color to serve as coaches and mentors. Consider providing PD, release time, compensation, etc.
- ☐ Consider partnering with providers of color and local providers who can speak to the unique local context.
- ☐ Prioritize PD that focuses on actively dismantling the preschool-to-prison pipeline.
- ☐ Prioritize PD that focuses on empathic instructional approaches, healing-centered engagement, and humanizing pedagogies.
- ☐ Provide more support for counseling staff to deliver social emotional support for marginalized students who may be experiencing trauma.

What makes this program unique?

The 2021-22 state budget allocated \$1.5 billion to the Educator Effectiveness Block Grant, which will be apportioned to school districts, COEs, charter schools and state special schools to provide professional learning to administrators and teachers, as well as paraprofessionals and classified staff who work with pupils.

ELIGIBILITY & HOW TO APPLY	REQUIREMENTS
There is no application process. The Department of Education will begin apportioning funding to school districts, county offices of education and state special schools in late 2021/early 2022. Funds will be issued based on the number of full-time equivalent certificated staff and classified staff, for each eligible LEA, in the 2020-21 fiscal year.	Districts are required to develop and adopt a plan, which can be amended at a later date, for using the funding and present it at a public board meeting by December 30, 2021 . An annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026 . CDE released this apportionment schedule for FY 2021-22 .

State Recommendations



We encourage California policymakers to use the **tremendous opportunity presented by these investments in educator training, recruitment and retention** to actively promote educator diversity throughout the state.

To that end, we provide the following state policy recommendations:



☐ **Prioritize educator diversity from the outset.**

State agencies should prioritize directing funds to districts and counties committed to addressing and countering hate, bigotry, bias, and prejudice. The state should also encourage grant recipients to use these state funds to promote educator diversity within their schools and districts.

☐ **Promote these funding opportunities throughout California.**

Educators of color must be made aware of these opportunities and how to access them. We recommend that state agencies administering the programs above widely distribute promotional materials (brochures, videos) and host events (panels, webinars) that provide prospective and current teacher candidates, classroom teachers, and administrators information about these funds. These promotional materials should be designed to ensure representation of diverse adults and students when using visuals. Additionally, we urge the state to create communities of practice by documenting and disseminating information about how counties and districts are using these funds, with the intention of fostering dialogue about the critical importance of educator diversity and increasing the resources available to support the work.

☐ **Create evaluation systems.**

We must ensure that educators of color are not only aware of these funds but are receiving them directly. CDE should periodically monitor and evaluate these programs to ensure educators of color have equitable access to these funds and that programs are equitably benefiting educators of color. CDE should verify that teachers of color are represented in the applicant pool and amongst the grantees.

Thank you to our **organizational partners**, without whom this work would not be possible.

UCLA Center for the Transformation of Schools



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