

FY22 EAC COOPERATIVE AGREEMENT



COOPERATIVE AGREEMENT

between the

U. S. DEPARTMENT OF EDUCATION

and

THE MID-ATLANTIC EQUITY CONSORTIUM

[PR/AWARD #S004D160012]

PURPOSE

The purpose of this cooperative agreement is to establish and operate an Equity Assistance Center (EAC) in Region 1 that meets the requirements of the Equity Assistance Centers program authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c, 2000c-2 and 2000c-5 and 34 C.F.R. Part 270. The EAC will provide technical assistance at the request of school boards and other responsible governmental agencies on issues of equity related race, national origin, sex, or religion. Such technical assistance is designed to:

- improve and sustain a public education system's capacity to address issues occasioned by desegregation and inequities and
- increase equitable educational opportunities for all students regardless of their race, national origin, sex, or religion.

The project activities will be accomplished through the implementation of a Cooperative Agreement (hereinafter "Agreement") between the Department of Education (hereinafter "Department") and the Mid-Atlantic Equity Consortium (hereinafter "Grantee") as set forth in the Notice Inviting Applications published in the *Federal Register*, the recipient's grant application, and any subsequent additions to this Agreement. This Agreement allows the Department to have substantial involvement¹ in the nature and scope of the activities of the EAC.

¹ Substantial Involvement – A level of Federal interaction with a recipient of a grant during the project period which is characterized by continuing and regular Federal participation in the project, unusually close Federal collaboration with the recipient, and/or possible Federal intervention or direct Federal operational involvement in the review and approval of the successive stages of project activities (GPA1-106).

KEY TERMS

- *Customers* means representatives of responsible governmental agencies that receive technical assistance under this program.
- *Responsible governmental agency* means any school board, State, municipality, LEA, or other governmental unit legally responsible for operating a public school or schools.
- *School board* means any agency or agencies that administer a system of one or more public schools and any other agency that is responsible for the assignment of students to or within that system.
- *Special educational problems occasioned by desegregation* means those issues that arise in classrooms, schools, and communities in the course of desegregation efforts based on race, national origin, sex, or religion. The phrase does not refer to the provision of special education and related services for students with disabilities as defined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

SCOPE OF WORK

The Equity Assistance Centers (EAC) program is authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c-2000c-2, 2000c-5, and the implementing regulations in 34 CFR part 270. The Secretary is authorized, upon request, to render technical assistance in the preparation, adoption, and implementation of plans for the desegregation of public schools—which in this context means plans for equity (including desegregation plans based on race, national origin, sex, or religion)—and in the development of effective methods of coping with special educational problems occasioned by desegregation.

This program awards cooperative agreements to operate regional EACs that provide technical assistance (including training) at the request of school boards and other responsible governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools.

The work to be performed under this Agreement is described in the Grantee's application submitted in response to the July 18, 2016 *Federal Register* Notice. Changes to activities to be conducted under this Agreement (consistent with the scope and objectives of the Grantee's approved application), or details on how existing tasks should be performed may be generated through meetings or conference calls. The Office of Program and Grantee Support Services (PGSS), Office of Elementary and Secondary Education (hereinafter "Program Office") may append documentation of decisions reached at these meetings to this Agreement, as necessary and as consistent with the scope of work and objectives of the Grantee's approved application.

The Agreement can also be modified at the request of the Grantee, if approved by the Department.

There will be a high degree of interaction between the Grantee and the Department during the project performance period with the substantial involvement of the Department in project activities to include, at a minimum, frequent communication and review of products. The Department will support the continuing, efficient operation of the work of the Grantee under this project.

ARTICLE I: STATEMENT OF JOINT OBJECTIVES

Need for Project

The Grantee's funded application highlights the EAC's priority for providing technical assistance to increase socioeconomic diversity in school or school districts as a means to furthering desegregation by race, national origin, sex, or religion.

Children living in concentrated poverty face overwhelming barriers to learning, placing a burden on high-poverty schools and contributing to poor academic and life outcomes for students.² In 2012, one-quarter of our Nation's students attended schools where more than 75 percent of the student body was eligible for free- or reduced-price lunch; in cities, almost half of all public school students attend high-poverty schools. Moreover, more than one third of all American Indian/Alaska Native students and nearly half of all African-American and Latino students attend these high-poverty schools, highlighting the often inextricable link between racially and socioeconomically isolated schools and communities.

The EAC provides technical assistance, including professional development, at the request of school boards and other responsible government agencies to help them address issues related to equity and to further desegregation by race, national origin, sex, or religion. This technical assistance may include:

- Assisting school districts to develop and implement strategies designed to address student isolation on the basis of race, national origin, sex, or religion.
- Assisting school districts to develop and implement policies and practices that are nondiscriminatory and designed to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion.
- Working with State and local decision makers to refine their own systems for school improvement, including providing targeted support to ensure equitable access to educational opportunities for all students without regard to race, national origin, sex, or religion.
- Working with school administrators and teachers to create safe and non-hostile schools and establishing supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
- Working with parents, families, and other community members to improve their ability to provide customized supports to ensure that students are brought together through eliminating segregation in schools on the basis of race, national origin, sex, and religion.

OBJECTIVES TO BE ACHIEVED

Objective 1: Technical Assistance

To provide technical assistance (TA) as requested and appropriate to school boards and other responsible government agencies and to help them address issues related to equity in order to provide better educational opportunities for all students regardless of race, national origin, sex, or religion. This includes providing TA on strategies or interventions supported by evidence and designed to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion. Please note that, when discussing the objectives below, all technical assistance activities can only be carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 1.1: Universal TA

This category of TA primarily comprises information and products developed by the EAC or its predecessors that can be accessed by school boards and other responsible governmental agencies requiring minimal individualized interaction with EAC staff.

Activities to Achieve the Objective:

- Provide access to existing evidence-based professional learning opportunities, including self-paced modules, courses and other online context that cover issues under the four desegregation areas (race, national origin, sex, or religion).
- Provide access to information and products developed by the EAC to school boards and other responsible governmental agencies by telephone, video conference, chat, or email and other media as needed, which could include hosting webinars on equity related topics for a broad audience.
- Identify, disseminate, and promote the use of evidence-based policies, practices, and other resources when providing technical assistance in response to requests from school boards and other responsible governmental agencies.
- Develop and maintain a fully accessible, responsive regional website with an online repository containing resources including, but not limited to, research syntheses, rubrics, briefs, training manuals, newsletters, webinars, and other TA tools and products. The website should contain interactive features including a standardized and user-friendly TA intake form, keyword search, and social media channels for public engagement (e.g., RSS feeds, Twitter feeds). (See Objective 1.4.1.)

Objective 1.2: Targeted TA

This category of TA comprises short-term and less resource- or labor-intensive activities (see Objective 1.3 Intensive TA for comparison) that are generally based on needs common to multiple school boards or other responsible governmental agencies and not extensively individualized.

Activities to Achieve the Objective:

- Respond to Targeted TA requests from school boards and other responsible governmental agencies , including but not limited to the following activities:
 - Providing remote and in-person expert consultation or training to address equity issues including but not limited to reducing implicit bias, improving cultural competencies, implementing nondiscriminatory policies to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion, and creating safe and supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
 - If requested, by responsible governmental agencies, provide training at conferences designed to improve the ability of teachers, supervisors, counselors, parents, community members, community organizations and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation.
- Establish, as appropriate, communities of practice (CoP) and peer-to-peer exchanges on equity topics which could include managing cohort- or project-based leadership academies or implementing a series of professional development activities to respond to regional requests by school boards and other responsible governmental agencies.
- Facilitate, when requested, conference calls on equity-related topics that are designed in response to multiple requests for technical assistance from a region, State, or school district, which could include coordinating technical assistance among Department-funded technical assistance providers, community-based organizations, and other Federal agencies, as appropriate.

Objective 1.3: Intensive TA

This category of TA comprises virtual and/or in-person support that is more likely to result in changes to policies, programs, practices, or operations that support increased human capacity and/or improved organization- or system-level outcomes. This TA requires a stable, ongoing relationship with responsible governmental agencies receiving assistance under this program. The EAC will need to garner the appropriate commitments from the agency and negotiate memoranda of understanding (MOU) that contain, at minimum, an agreed upon period of performance, objectives, directly responsible individuals, milestones, and outcomes.

Activities to Achieve the Objective:

- Respond to Intensive TA requests from school boards and other responsible governmental agencies, including but not limited to the following activities:
 - Developing customized tools and resources, providing expert consultants, and offering need-based training remotely or in-person to accomplish agreed-upon objectives.
 - Assisting school boards and other responsible governmental agencies in conducting needs assessments, including equity audits, and developing comprehensive implementation plans and policies for addressing issues under the desegregation areas (race, national origin, sex, or religion).
 - Assisting school boards and other responsible governmental agencies in advancing district desegregation efforts by engaging in community asset mapping

including but not limited to coordinating with State and local entities in order to implement effective methods of coping with special education problems occasioned by desegregation.

- If requested by school boards or other responsible governmental agencies, collaborate with the Office for Civil Rights (OCR), the Department of Justice (DOJ), the Department of Housing and Urban Development (HUD), the Department of Transportation (DOT) and other Federal agencies, as appropriate, to provide TA to school boards and other responsible governmental agencies that support compliance with Federal civil rights laws and address civil rights, desegregation, and equity issues, including working directly with LEAs that are implementing OCR and DOJ Resolution Agreements.

Objective 1.4: Joint TA

This category of TA comprises shared and collaborative activities among EAC regions that support the development and provision of Objectives 1.1-1.3 and improve the capacity of EAC staff to refine or develop effective strategies to better address technical assistance requests; and align planning and evaluation activities based on reviews of process data (e.g., number of TA requests received), past performance data (e.g., the districts or schools served), and Federal, State, or local data sources (e.g., the Department's Civil Rights Data Collection).

The Grantee will utilize existing requests for technical assistance to work collaboratively with the other 3 EAC regions to develop and submit a project plan for at least one Universal TA activity and a project plan for one Targeted TA activity to the Program Office. Each project plan will describe the project purpose, intended outcomes, roles and responsibilities of each region, and a timeline. These project plans should be submitted as part of the Grantee's Annual TA Work Plan (see Objective 3.1.2 and Article VII – Performance Management).

Objective 1.4.1: Universal TA

Activities to Achieve the Objective:

- Establish and maintain a process for continuously evaluating Objective 1.1 resources to ensure that all materials are up-to-date and respond to current requests for TA. The Grantee shall make every effort to avoid duplicating resources and ensure consistent indexing and description of resources regardless of authorship.
- Establish a regional interactive website that has a consistent look and feel across all EAC grantees.
- The website must contain, at a minimum:
 - Staff directory including contact information and areas of expertise.
 - Contact information for the other EAC regional centers, and links to each EAC's regional website.
 - Calendar of existing professional development opportunities based on requests for TA, including presentations (e.g., webinars) on Objective 1.1 resources.
 - Standardized menu of TA services with interactive and guided instructions for obtaining services from one or more EACs.
 - Standardized intake form for TA requests across Regions.
 - Objective 1.1 resources including publications and presentations.

- Links to appropriate Department resources, such as policy guidance or other related documents.
- Links to other sources of information and assistance, including, but not limited to, the Department's *What Works Clearinghouse*, the Comprehensive Center websites, relevant NCES data, and relevant data or resources from other governmental or nongovernmental agencies/organizations.

Objective 1.4.2: Targeted TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs on emerging and continuing equity-related topics across the four EAC regions.
- Establish and sustain peer-to-peer learning exchange(s) on emerging and continuing equity-related or TA topics for EAC staff and partner organizations such as OCR, HUD, the DOT, or others as appropriate.

Objective 1.4.3: Intensive TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs for school boards and other responsible governmental agencies receiving Intensive TA, as appropriate.

Objective 2: Marketing, Outreach and Coordination

This objective comprises marketing and outreach activities dedicated to promoting understanding about the EAC services and promoting favorable relations with responsible government agencies and the public at large. Such activities are designed to increase awareness of upcoming Universal or Targeted TA opportunities being provided in response to a request from a responsible governmental agency, e.g., a webinar, that are publicly available. The activities are designed to establish the EAC as a recognized source for information and resources relevant to the four desegregation areas (race, national origin, sex, or religion). When appropriate, the Grantee will establish partnerships among ED-funded technical assistance providers, Federal agencies, and communities of stakeholders working to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion.

Activities to Achieve the Objective:

- Coordinate with OCR, DOJ, HUD, DOT, and other Federal agencies, as appropriate, to support compliance with Federal anti-discrimination laws and address civil rights, desegregation, and equity issues that affect school districts and other responsible governmental agencies.
- Where appropriate and in response to a request for technical assistance, coordinate with other Department-funded technical assistance providers to help build capacity and deliver high quality services related to the purposes of this program to States, school districts, schools, parents, community, and civil rights organizations.
- Coordinate with the Department's Institute of Education Sciences Education Resources

Information Center (ERIC) to provide sustained access to research products or reports beyond the performance period of the grant. The grantee will provide immediate access to the full-text of publications.

- Develop and sustain peer-to-peer exchanges among recipients of technical assistance involved in Objective 1.4.2 and 1.4.3.

Objective 3: Evaluation of TA and Reporting

These activities support the assessment and dissemination of TA data and outcomes under the funded project. EACs will provide the Department with credible, timely, and ongoing feedback about the efficacy of the TA delivered, and the impacts it has on school boards and other responsible governmental agencies receiving TA under this program. The Grantee will work collaboratively to uniformly collect descriptive information for each Universal TA, Targeted TA, and Intensive TA project and respond to the required GPRA and Project Measures.

GPRA Measures:

- The percentage of customers reporting an increase in awareness and/or knowledge resulting from technical assistance provided.
- The percentage of customers who report changed policies or practices related to providing students with a full opportunity for participation in all educational programs regardless of their race, national origin, sex, and religion.
- The percentage of customers reporting an increase in capacity resulting from technical assistance provided.

Project Measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.
- The percentage of customers willing to request additional technical assistance and/or refer another organization to an EAC for technical assistance during the performance period.

Objective 3.1.1 Monthly TA Logs

The Grantee will uniformly collect descriptive information for each Universal, Targeted, and Intensive TA project that responds to the following questions:

Needs	Technical Approach	Outcomes
What issue or problem is the technical assistance designed to address?	Based on the issue or problem, what level (universal, targeted, intensive) of technical assistance is appropriate? What are the critical planning, implementation, and evaluation activities?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in awareness or knowledge? What are the sources of evidence?
Who is requesting the technical assistance? Where are clients located?	Based on the issue or problem, who will deliver the technical assistance? Are there Federal (EAC or other ED-funded Center) and/or non-Federal partners supporting or coordinating technical assistance efforts?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in policies or practices? What are the sources of evidence?
Is the technical assistance in response to a requirement in a resolution agreement?	What are the major milestones? What are the sources of evidence?	Based on the issue/problem, what evidence-based resources will be adapted or developed?

Objective 3.1.2 Annual TA Work Plan

The Grantee shall carry out activities as indicated by the Annual TA Work Plan, which must be submitted to the Program Office by January 31, 2017 for Year 1 and 60 business days before the end of the 2nd, 3rd, 4th, and 5th fiscal year for Years 2-5. The Annual TA Work Plan must be in alignment with the Grantee's grant application and should only describe activities planned by the Grantee that are being carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 3.1.3 Annual Evaluation

The Grantee shall submit:

- five (5) case studies (one for each project/technical assistance effort);
- raw data to respond to the program's required project measures; and
- customer data to support the Department's administration of an annual survey.

The Grantee shall submit five (5) case studies – three (3) case studies that describe the Center's technical approach and observed tangible increases or improvements in client

and/or organizational capacity; and two (2) case studies that describe the Center's technical approach and observed mixed or negative results with regard to changes in client and/or organizational capacity. Both types of case studies must include lessons learned that can inform future practice.

Each case study should respond to the following questions:

- What was the problem to be solved or the issue to be addressed by the project?
- Who requested the technical assistance? How many organizations and individuals did you serve?
- What other partner organizations were involved in the project? Identify the organization(s) and specify the role and contribution of any partner organization(s).
- What did the project do and how? Describe the project's major technical assistance activities (e.g., in-person training, developing district-level policies).
- How did the project address the problem to be solved or the needs of the organization? Specify how the technical assistance has resulted in new/improved policies, services, program(s) and/or practice(s) of school-, district- and state-level educators, and administrators.
- Which program(s) or services are continuing or expanding as a result of the requested technical assistance? What tangible supports are available to the organization to ensure sustainability of the program(s) or services?

The Grantee shall submit raw data to respond to the following project measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.

3.1.4 Annual In-Person Performance Review

- In-person presentation on three (3) case studies submitted as part of the annual evaluation.

ARTICLE II: PROJECT MANAGEMENT PLAN

This section describes the required activities of the Grantee and the Department under this cooperative agreement.

RESPONSIBILITIES OF THE GRANTEE

Communication

The Grantee shall maintain regular communication with the Department for the purposes of project planning and management, and ongoing problem solving. This communication will include:

- Monthly management calls between the Grantee's Key Personnel and the Program Office.
- Bi-monthly (every two months) conference calls with the Department and other EAC Grantees (in addition to individual, bi-monthly monitoring calls) for the purposes of:

sharing information pertinent to the EAC program and related Department initiatives; and, ensuring effective execution of project activities.

Meetings

- The Grantee shall take part in at least two meetings per year with Department staff and other EAC grantees in Washington, DC, or at another mutually acceptable location. Meetings may include EAC presentations, an annual performance review, Department presentations, and project-specific meetings. The Grantee will assist in planning and carrying out these meetings, as requested by the Department.
- The Grantee may be asked to participate, to the extent possible, in such other meetings, training and information sessions, and conferences related to the work of the EAC program as deemed appropriate by the EAC or the Department.

Key Personnel

- Changes in key personnel (personnel with 0.5 FTE or higher) may be made only with written authorization of the Program Office (2 C.F.R. 200.308).
- The Grantee shall provide names and qualifications of the persons proposed for substitution.
- The Grantee shall ensure that it uses experienced staff and consultants in the relevant fields for which services are requested.

The persons named in Attachment A – “Key Personnel” are considered personnel whose work is essential to the performance of the project and are identified as all personnel with FTE of 0.5 or greater. The grantee shall notify the Department before:

- removing any individual listed below from the project;
- changing the level of participation of any personnel listed; or
- allowing the project to continue without any of these staff for three months or longer.

RESPONSIBILITIES OF THE U.S. DEPARTMENT OF EDUCATION

The Program Office is responsible for the technical aspects of the project and serves as the technical liaison to the Grantee. The Program Officer will ensure project consistency with Department goals and objectives. The Group Leader is the only party authorized to make commitments or changes that affect the Agreement’s terms or conditions. Any Grantee requests for changes shall be submitted via email directly to the Program Officer.

The following are authorized activities that the Program Office may be involved in to exercise its responsibilities on behalf of the Department:

- Work collaboratively with regional centers to define issues to be addressed by the project, including identifying new equity issues. Participate in scheduled meetings with the Project Director, and other project staff as appropriate, to review and define goals, objectives, and implementation of activities under this Agreement.
- Approve key project personnel (0.5 FTE or greater) in a timely manner.
- Work collaboratively with the EACs to review and approve procedures, outcomes, products, and reports that are necessary to ensure the efficient and

effective conduct of this project. This may include reviewing and approving one stage of work before the grantee may begin a subsequent stage, as necessary to ensure compliance with the terms of the grant.

- Stop or redirect proposed activities if the methodology proposed unlikely to achieve the intended project outcomes or inconsistent with program goals.
- Identify, coordinate, and facilitate the activities of the Annual In-Person Performance Review.
- Ensure project consistency and alignment with the EAC's performance measures.
- Identify Department-funded projects or other organizations for fostering linkages and cooperative relationships to support or augment the activities and outcomes of the project.

ARTICLE III: FINANCIAL SUPPORT

A. COST FIGURES

The cost for the work to be performed under this agreement is indicated in blocks 6 and 7 of the Grant Award Notification (GAN).

B. APPROVED BUDGET

The work of the project during this budget period will be performed within the approved budget. The written authorization of the Program Office is required for certain budget revisions described in 2 C.F.R. 200.308.

C. PROGRAM INCOME

The disposition of program income produced under this award, if any, is to be handled in accordance with 2 C.F.R. 200.307.

ARTICLE IV

A. REPORTS AND PRODUCTS

The Grantee shall submit project products, as that term is defined at 34 C.F.R. § 75.622, for review and approval by the Program Office prior to publication or dissemination. The required disclaimer (EDGAR, 34 C.F.R. § 75.620(b)) shall be included on all publications and EAC brochures. As highlighted under Article I, Objective 2 of this Agreement, the Grantee shall coordinate with ERIC to provide sustained access to research products or reports beyond the performance period of the grant.

B. OPEN LICENSING

To ensure that the Federal investment of these funds has as broad an impact as possible and to promote innovation in the field, grantees are encouraged, but not required, to openly license to the public new copyrightable materials created in whole, or in part, with Department grant funds and copyrightable modifications made to pre-existing content using Department grant funds.

Grantees should use a license that is worldwide, non-exclusive, royalty-free, perpetual, and irrevocable, and a license that grants the public permission to access, reproduce, publicly perform, publicly display, adapt, distribute, and otherwise use, for any purposes, copyrightable intellectual property created with discretionary grant funds, provided that the licensee gives attribution to the designated authors of the intellectual property. Grantees should select licenses that are fully interoperable with these requirements, contain a visually identifiable mark, machine-readable code for digital resources, and readily accessed legal terms, such as the Creative Commons Attribution (CC BY) license.

In addition to the open license, the licensee must also include the statement of attribution and disclaimer in 34 CFR 75.620(b).

Grantees should openly license all computer software source code developed or created with these grant funds under an intellectual property license that allows the public to freely use and build upon computer source code created or developed with these grant funds.

Grantees that choose to openly license their grant-funded works are requested to notify the Department.

ARTICLE V: PROJECT PERIOD

The time period covering this Agreement and the terms of the grant award for this project is: October 1, 2021 to September 30, 2022.

ARTICLE VI: PREAWARD COSTS

Pursuant to OMB Uniform Guidance (2 CFR 200), costs incurred by the Grantee prior to the effective date of this Agreement that the Department has determined are reasonable, allocable, and necessary for the effective administration of the Program will be allowable, subject to the provisions in this Agreement.

ARTICLE VII: PERFORMANCE MANAGEMENT

The Grantee shall submit required reports in the quantities and on the due dates shown in the table below.

Required Reports	Submission Procedure	Due Dates
Monthly Communication and TA Logs including Summary of TA Work for each Month (Universal, Targeted, and Intensive)	Submitted electronically to Program Office	Last business day of each month of the project period.
Annual TA Work Plan (Universal and Targeted)	Submitted electronically to Program Office	January 31, 2017 for Year 1. 30 business days before the end of the 2 nd , 3 rd , 4 th , and 5 th fiscal year for Years 2-5. Instructions will be distributed 30 business days prior to the deadline.
Annual Evaluation Report	Submitted electronically to Program Office	60 business days before the end of the fiscal year. Instructions will be distributed 90 business days prior to the deadline.
Annual Federal Financial Report	Submitted electronically to Program Office	60 business days after the end of each fiscal year. Instructions will be distributed 60 business days prior to the deadline.

CONTACT INFORMATION

For this Agreement, Rebekka Meyer is the Program Officer for the U.S. Department of Education.

Email: Rebekka.Meyer@ed.gov

Phone: 202-453-5641

Mailing Address:

U.S. Department of Education

Office of Elementary and Secondary Education

Program and Grantee Support Services

400 Maryland Avenue, S.W.

Lyndon Baines Johnson Education Building, Room 3E114

Washington, D.C. 20202-6400

All items submitted to the Department must contain the assigned Department of Education Grant Number, found on page one of this document.

ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

Failure to comply with the content of this Agreement may result in the Secretary imposing special conditions on the award pursuant to 2 C.F.R. 200.207 or taking other enforcement actions, including suspending or terminating the award in whole or in part, pursuant to 2 C.F.R. 200.339-342.

This Agreement is approved, subject to the grantee addressing all terms of the award.

(b)(6)

10/18/21

Ed Vitelli
Group Leader, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

Date

(b)(6)

09/28/2021

Susan Shaffer
Project Director
Region 1 Equity Assistance Center
Mid-Atlantic Equity Consortium

Date

(b)(6)

11/1/21

Danielle Smith
Director, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

Date

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between the

U. S. DEPARTMENT OF EDUCATION

and

THE METROPOLITAN STATE UNIVERSITY OF DENVER

[PR/AWARD #S004D160004]

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The work to be performed under this Agreement is described in the Grantee's application submitted in response to the July 18, 2016 *Federal Register* Notice. Changes to activities to be conducted under this Agreement (consistent with the scope and objectives of the Grantee's approved application), or details on how existing tasks should be performed may be generated through meetings or conference calls. The Office of Program and Grantee Support Services (PGSS), Office of Elementary and Secondary Education (hereinafter "Program Office") may append documentation of decisions reached at these meetings to this Agreement, as necessary and as consistent with the scope of work and objectives of the Grantee's approved application.

The Agreement can also be modified at the request of the Grantee, if approved by the Department.

There will be a high degree of interaction between the Grantee and the Department during the project performance period with the substantial involvement of the Department in project activities to include, at a minimum, frequent communication and review of products. The Department will support the continuing, efficient operation of the work of the Grantee under this

project.

ARTICLE I: STATEMENT OF JOINT OBJECTIVES

Need for Project

The Grantee's funded application highlights the EAC's priority for providing technical assistance to increase socioeconomic diversity in school or school districts as a means to furthering desegregation by race, national origin, sex, or religion.

Children living in concentrated poverty face overwhelming barriers to learning, placing a burden on high-poverty schools and contributing to poor academic and life outcomes for students.² In 2012, one-quarter of our Nation's students attended schools where more than 75 percent of the student body was eligible for free- or reduced-price lunch; in cities, almost half of all public school students attend high-poverty schools. Moreover, more than one third of all American Indian/Alaska Native students and nearly half of all African-American and Latino students attend these high-poverty schools, highlighting the often inextricable link between racially and socioeconomically isolated schools and communities.

The EAC provides technical assistance, including professional development, at the request of school boards and other responsible government agencies to help them address issues related to equity and to further desegregation by race, national origin, sex, or religion. This technical assistance may include:

- Assisting school districts to develop and implement strategies designed to address student isolation on the basis of race, national origin, sex, or religion.
 - Assisting school districts to develop and implement policies and practices that are nondiscriminatory and designed to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion.
 - Working with State and local decision makers to refine their own systems for school improvement, including providing targeted support to ensure equitable access to educational opportunities for all students without regard to race, national origin, sex, or religion.
 - Working with school administrators and teachers to create safe and non-hostile schools and establishing supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
 - Working with parents, families, and other community members to improve their ability to provide customized supports to ensure that students are brought together through eliminating segregation in schools on the basis of race, national origin, sex, and religion.
-

OBJECTIVES TO BE ACHIEVED

Objective 1: Technical Assistance

To provide technical assistance (TA) as requested and appropriate to school boards and other responsible government agencies and to help them address issues related to equity in order to provide better educational opportunities for all students regardless of race, national origin, sex, or religion. This includes providing TA on strategies or interventions supported by evidence and designed to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion. Please note that, when discussing the objectives below, all technical assistance activities can only be carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 1.1: Universal TA

This category of TA primarily comprises information and products developed by the EAC or its predecessors that can be accessed by school boards and other responsible governmental agencies requiring minimal individualized interaction with EAC staff.

Activities to Achieve the Objective:

- Provide access to existing evidence-based professional learning opportunities, including self-paced modules, courses and other online context that cover issues under the four desegregation areas (race, national origin, sex, or religion).
- Provide access to information and products developed by the EAC to school boards and other responsible governmental agencies by telephone, video conference, chat, or email and other media as needed, which could include hosting webinars on equity related topics for a broad audience.
- Identify, disseminate, and promote the use of evidence-based policies, practices, and other resources when providing technical assistance in response to requests from school boards and other responsible governmental agencies.
- Develop and maintain a fully accessible, responsive regional website with an online repository containing resources including, but not limited to, research syntheses, rubrics, briefs, training manuals, newsletters, webinars, and other TA tools and products. The website should contain interactive features including a standardized and user-friendly TA intake form, keyword search, and social media channels for public engagement (e.g., RSS feeds, Twitter feeds). (See Objective 1.4.1.)

Objective 1.2: Targeted TA

This category of TA comprises short-term and less resource- or labor-intensive activities (see Objective 1.3 Intensive TA for comparison) that are generally based on needs common to multiple school boards or other responsible governmental agencies and not extensively individualized.

Activities to Achieve the Objective:

- Respond to Targeted TA requests from school boards and other responsible governmental agencies, including but not limited to the following activities:
 - Providing remote and in-person expert consultation or training to address equity issues including but not limited to reducing implicit bias, improving cultural competencies, implementing nondiscriminatory policies to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion, and creating safe and supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
 - If requested, by responsible governmental agencies, provide training at conferences designed to improve the ability of teachers, supervisors, counselors, parents, community members, community organizations and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation.
- Establish, as appropriate, communities of practice (CoP) and peer-to-peer exchanges on equity topics which could include managing cohort- or project-based leadership academies or implementing a series of professional development activities to respond to regional requests by school boards and other responsible governmental agencies.
- Facilitate, when requested, conference calls on equity-related topics that are designed in response to multiple requests for technical assistance from a region, State, or school district, which could include coordinating technical assistance among Department-funded technical assistance providers, community-based organizations, and other Federal agencies, as appropriate.

Objective 1.3: Intensive TA

This category of TA comprises virtual and/or in-person support that is more likely to result in changes to policies, programs, practices, or operations that support increased human capacity and/or improved organization- or system-level outcomes. This TA requires a stable, ongoing relationship with responsible governmental agencies receiving assistance under this program. The EAC will need to garner the appropriate commitments from the agency and negotiate memoranda of understanding (MOU) that contain, at minimum, an agreed upon period of performance, objectives, directly responsible individuals, milestones, and outcomes.

Activities to Achieve the Objective:

- Respond to Intensive TA requests from school boards and other responsible governmental agencies, including but not limited to the following activities:
 - Developing customized tools and resources, providing expert consultants, and offering need-based training remotely or in-person to accomplish agreed-upon objectives.
 - Assisting school boards and other responsible governmental agencies in conducting needs assessments, including equity audits, and developing comprehensive implementation plans and policies for addressing issues under the desegregation areas (race, national origin, sex, or religion).
 - Assisting school boards and other responsible governmental agencies in advancing district desegregation efforts by engaging in community asset mapping

including but not limited to coordinating with State and local entities in order to implement effective methods of coping with special education problems occasioned by desegregation.

- If requested by school boards or other responsible governmental agencies, collaborate with the Office for Civil Rights (OCR), the Department of Justice (DOJ), the Department of Housing and Urban Development (HUD), the Department of Transportation (DOT) and other Federal agencies, as appropriate, to provide TA to school boards and other responsible governmental agencies that support compliance with Federal civil rights laws and address civil rights, desegregation, and equity issues, including working directly with LEAs that are implementing OCR and DOJ Resolution Agreements.

Objective 1.4: Joint TA

This category of TA comprises shared and collaborative activities among EAC regions that support the development and provision of Objectives 1.1-1.3 and improve the capacity of EAC staff to refine or develop effective strategies to better address technical assistance requests; and align planning and evaluation activities based on reviews of process data (e.g., number of TA requests received), past performance data (e.g., the districts or schools served), and Federal, State, or local data sources (e.g., the Department's Civil Rights Data Collection).

The Grantee will utilize existing requests for technical assistance to work collaboratively with the other 3 EAC regions to develop and submit a project plan for at least one Universal TA activity and a project plan for one Targeted TA activity to the Program Office. Each project plan will describe the project purpose, intended outcomes, roles and responsibilities of each region, and a timeline. These project plans should be submitted as part of the Grantee's Annual TA Work Plan (see Objective 3.1.2 and Article VII – Performance Management).

Objective 1.4.1: Universal TA

Activities to Achieve the Objective:

- Establish and maintain a process for continuously evaluating Objective 1.1 resources to ensure that all materials are up-to-date and respond to current requests for TA. The Grantee shall make every effort to avoid duplicating resources and ensure consistent indexing and description of resources regardless of authorship.
- Establish a regional interactive website that has a consistent look and feel across all EAC grantees.
- The website must contain, at a minimum:
 - Staff directory including contact information and areas of expertise.
 - Contact information for the other EAC regional centers, and links to each EAC's regional website.
 - Calendar of existing professional development opportunities based on requests for TA, including presentations (e.g., webinars) on Objective 1.1 resources.
 - Standardized menu of TA services with interactive and guided instructions for obtaining services from one or more EACs.
 - Standardized intake form for TA requests across Regions.
 - Objective 1.1 resources including publications and presentations.

- Links to appropriate Department resources, such as policy guidance or other related documents.
- Links to other sources of information and assistance, including, but not limited to, the Department's *What Works Clearinghouse*, the Comprehensive Center websites, relevant NCES data, and relevant data or resources from other governmental or nongovernmental agencies/organizations.

Objective 1.4.2: Targeted TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs on emerging and continuing equity-related topics across the four EAC regions.
- Establish and sustain peer-to-peer learning exchange(s) on emerging and continuing equity-related or TA topics for EAC staff and partner organizations such as OCR, HUD, the DOT, or others as appropriate.

Objective 1.4.3: Intensive TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs for school boards and other responsible governmental agencies receiving Intensive TA, as appropriate.

Objective 2: Marketing, Outreach and Coordination

This objective comprises marketing and outreach activities dedicated to promoting understanding about the EAC services and promoting favorable relations with responsible government agencies and the public at large. Such activities are designed to increase awareness of upcoming Universal or Targeted TA opportunities being provided in response to a request from a responsible governmental agency, e.g., a webinar, that are publicly available. The activities are designed to establish the EAC as a recognized source for information and resources relevant to the four desegregation areas (race, national origin, sex, or religion). When appropriate, the Grantee will establish partnerships among ED-funded technical assistance providers, Federal agencies, and communities of stakeholders working to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion.

Activities to Achieve the Objective:

- Coordinate with OCR, DOJ, HUD, DOT, and other Federal agencies, as appropriate, to support compliance with Federal anti-discrimination laws and address civil rights, desegregation, and equity issues that affect school districts and other responsible governmental agencies.
- Where appropriate and in response to a request for technical assistance, coordinate with other Department-funded technical assistance providers to help build capacity and deliver high quality services related to the purposes of this program to States, school districts, schools, parents, community, and civil rights organizations.
- Coordinate with the Department's Institute of Education Sciences Education Resources

Information Center (ERIC) to provide sustained access to research products or reports beyond the performance period of the grant. The grantee will provide immediate access to the full-text of publications.

- Develop and sustain peer-to-peer exchanges among recipients of technical assistance involved in Objective 1.4.2 and 1.4.3.

Objective 3: Evaluation of TA and Reporting

These activities support the assessment and dissemination of TA data and outcomes under the funded project. EACs will provide the Department with credible, timely, and ongoing feedback about the efficacy of the TA delivered, and the impacts it has on school boards and other responsible governmental agencies receiving TA under this program. The Grantee will work collaboratively to uniformly collect descriptive information for each Universal TA, Targeted TA, and Intensive TA project and respond to the required GPRA and Project Measures.

GPRA Measures:

- The percentage of customers reporting an increase in awareness and/or knowledge resulting from technical assistance provided.
- The percentage of customers who report changed policies or practices related to providing students with a full opportunity for participation in all educational programs regardless of their race, national origin, sex, and religion.
- The percentage of customers reporting an increase in capacity resulting from technical assistance provided.

Project Measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.
- The percentage of customers willing to request additional technical assistance and/or refer another organization to an EAC for technical assistance during the performance period.

Objective 3.1.1 Monthly TA Logs

The Grantee will uniformly collect descriptive information for each Universal, Targeted, and Intensive TA project that responds to the following questions:

Needs	Technical Approach	Outcomes
What issue or problem is the technical assistance designed to address?	Based on the issue or problem, what level (universal, targeted, intensive) of technical assistance is appropriate? What are the critical planning, implementation, and evaluation activities?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in awareness or knowledge? What are the sources of evidence?
Who is requesting the technical assistance? Where are clients located?	Based on the issue or problem, who will deliver the technical assistance? Are there Federal (EAC or other ED-funded Center) and/or non-Federal partners supporting or coordinating technical assistance efforts?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in policies or practices? What are the sources of evidence?
Is the technical assistance in response to a requirement in a resolution agreement?	What are the major milestones? What are the sources of evidence?	Based on the issue/problem, what evidence-based resources will be adapted or developed?

Objective 3.1.2 Annual TA Work Plan

The Grantee shall carry out activities as indicated by the Annual TA Work Plan, which must be submitted to the Program Office by January 31, 2017 for Year 1 and 60 business days before the end of the 2nd, 3rd, 4th, and 5th fiscal year for Years 2-5. The Annual TA Work Plan must be in alignment with the Grantee's grant application and should only describe activities planned by the Grantee that are being carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 3.1.3 Annual Evaluation

The Grantee shall submit:

- five (5) case studies (one for each project/technical assistance effort);
- raw data to respond to the program's required project measures; and
- customer data to support the Department's administration of an annual survey.

The Grantee shall submit five (5) case studies – three (3) case studies that describe the Center’s technical approach and observed tangible increases or improvements in client and/or organizational capacity; and two (2) case studies that describe the Center’s technical approach and observed mixed or negative results with regard to changes in client and/or organizational capacity. Both types of case studies must include lessons learned that can inform future practice.

Each case study should respond to the following questions:

- What was the problem to be solved or the issue to be addressed by the project?
- Who requested the technical assistance? How many organizations and individuals did you serve?
- What other partner organizations were involved in the project? Identify the organization(s) and specify the role and contribution of any partner organization(s).
- What did the project do and how? Describe the project’s major technical assistance activities (e.g., in-person training, developing district-level policies).
- How did the project address the problem to be solved or the needs of the organization? Specify how the technical assistance has resulted in new/improved policies, services, program(s) and/or practice(s) of school-, district-and state-level educators, and administrators.
- Which program(s) or services are continuing or expanding as a result of the requested technical assistance? What tangible supports are available to the organization to ensure sustainability of the program(s) or services?

The Grantee shall submit raw data to respond to the following project measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.

3.1.4 Annual In-Person Performance Review

- In-person presentation on three (3) case studies submitted as part of the annual evaluation.

ARTICLE II: PROJECT MANAGEMENT PLAN

This section describes the required activities of the Grantee and the Department under this cooperative agreement.

RESPONSIBILITIES OF THE GRANTEE

Communication

The Grantee shall maintain regular communication with the Department for the purposes of project planning and management, and ongoing problem solving. This communication will include:

- Monthly management calls between the Grantee’s Key Personnel and the Program Office.

- Bi-monthly (every two months) conference calls with the Department and other EAC Grantees (in addition to individual, bi-monthly monitoring calls) for the purposes of: sharing information pertinent to the EAC program and related Department initiatives; and, ensuring effective execution of project activities.

Meetings

- The Grantee shall take part in at least two meetings per year with Department staff and other EAC grantees in Washington, DC, or at another mutually acceptable location. Meetings may include EAC presentations, an annual performance review, Department presentations, and project-specific meetings. The Grantee will assist in planning and carrying out these meetings, as requested by the Department.
- The Grantee may be asked to participate, to the extent possible, in such other meetings, training and information sessions, and conferences related to the work of the EAC program as deemed appropriate by the EAC or the Department.

Key Personnel

- Changes in key personnel (personnel with 0.5 FTE or higher) may be made only with written authorization of the Program Office (2 C.F.R. 200.308).
- The Grantee shall provide names and qualifications of the persons proposed for substitution.
- The Grantee shall ensure that it uses experienced staff and consultants in the relevant fields for which services are requested.

The persons named in Attachment A – “Key Personnel” are considered personnel whose work is essential to the performance of the project and are identified as all personnel with FTE of 0.5 or greater. The grantee shall notify the Department before:

- removing any individual listed below from the project;
- changing the level of participation of any personnel listed; or
- allowing the project to continue without any of these staff for three months or longer.

RESPONSIBILITIES OF THE U.S. DEPARTMENT OF EDUCATION

The Program Office is responsible for the technical aspects of the project and serves as the technical liaison to the Grantee. The Program Officer will ensure project consistency with Department goals and objectives. The Group Leader is the only party authorized to make commitments or changes that affect the Agreement’s terms or conditions. Any Grantee requests for changes shall be submitted via email directly to the Program Officer.

The following are authorized activities that the Program Office may be involved in to exercise its responsibilities on behalf of the Department:

- Work collaboratively with regional centers to define issues to be addressed by the project, including identifying new equity issues. Participate in scheduled meetings with the Project Director, and other project staff as appropriate, to review and define goals, objectives, and implementation of activities under this Agreement.
- Approve key project personnel (0.5 FTE or greater) in a timely manner.

- Work collaboratively with the EACs to review and approve procedures, outcomes, products, and reports that are necessary to ensure the efficient and effective conduct of this project. This may include reviewing and approving one stage of work before the grantee may begin a subsequent stage, as necessary to ensure compliance with the terms of the grant.
- Stop or redirect proposed activities if the methodology proposed unlikely to achieve the intended project outcomes or inconsistent with program goals.
- Identify, coordinate, and facilitate the activities of the Annual In-Person Performance Review.
- Ensure project consistency and alignment with the EAC's performance measures.
- Identify Department-funded projects or other organizations for fostering linkages and cooperative relationships to support or augment the activities and outcomes of the project.

ARTICLE III: FINANCIAL SUPPORT

A. COST FIGURES

The cost for the work to be performed under this agreement is indicated in blocks 6 and 7 of the Grant Award Notification (GAN).

B. APPROVED BUDGET

The work of the project during this budget period will be performed within the approved budget. The written authorization of the Program Office is required for certain budget revisions described in 2 C.F.R. 200.308.

C. PROGRAM INCOME

The disposition of program income produced under this award, if any, is to be handled in accordance with 2 C.F.R. 200.307.

ARTICLE IV

A. REPORTS AND PRODUCTS

The Grantee shall submit project products, as that term is defined at 34 C.F.R. § 75.622, for review and approval by the Program Office prior to publication or dissemination. The required disclaimer (EDGAR, 34 C.F.R. § 75.620(b)) shall be included on all publications and EAC brochures. As highlighted under Article I, Objective 2 of this Agreement, the Grantee shall coordinate with ERIC to provide sustained access to research products or reports beyond the performance period of the grant.

B. OPEN LICENSING

To ensure that the Federal investment of these funds has as broad an impact as possible and to promote innovation in the field, grantees are encouraged, but not required, to openly license to the public new

copyrightable materials created in whole, or in part, with Department grant funds and copyrightable modifications made to pre-existing content using Department grant funds.

Grantees should use a license that is worldwide, non-exclusive, royalty-free, perpetual, and irrevocable, and a license that grants the public permission to access, reproduce, publicly perform, publicly display, adapt, distribute, and otherwise use, for any purposes, copyrightable intellectual property created with discretionary grant funds, provided that the licensee gives attribution to the designated authors of the intellectual property. Grantees should select licenses that are fully interoperable with these requirements, contain a visually identifiable mark, machine-readable code for digital resources, and readily accessed legal terms, such as the Creative Commons Attribution (CC BY) license.

In addition to the open license, the licensee must also include the statement of attribution and disclaimer in 34 CFR 75.620(b).

Grantees should openly license all computer software source code developed or created with these grant funds under an intellectual property license that allows the public to freely use and build upon computer source code created or developed with these grant funds.

Grantees that choose to openly license their grant-funded works are requested to notify the Department.

ARTICLE V: PROJECT PERIOD

The time period covering this Agreement and the terms of the grant award for this project is: October 1, 2021 to September 30, 2022.

ARTICLE VI: PREAWARD COSTS

Pursuant to OMB Uniform Guidance (2 CFR 200), costs incurred by the Grantee prior to the effective date of this Agreement that the Department has determined are reasonable, allocable, and necessary for the effective administration of the Program will be allowable, subject to the provisions in this Agreement.

ARTICLE VII: PERFORMANCE MANAGEMENT

The Grantee shall submit required reports in the quantities and on the due dates shown in the table below.

Required Reports	Submission Procedure	Due Dates
Monthly Communication and TA Logs including Summary of TA Work for each Month (Universal, Targeted, and Intensive)	Submitted electronically to Program Office	Last business day of each month of the project period.
Annual TA Work Plan (Universal and Targeted)	Submitted electronically to Program Office	January 31, 2017 for Year 1. 30 business days before the end of the 2 nd , 3 rd , 4 th , and 5 th fiscal year for Years 2-5. Instructions will be distributed 30 business days prior to the deadline.
Annual Evaluation Report	Submitted electronically to Program Office	60 business days before the end of the fiscal year. Instructions will be distributed 90 business days prior to the deadline.
Annual Federal Financial Report	Submitted electronically to Program Office	60 business days after the end of each fiscal year. Instructions will be distributed 60 business days prior to the deadline.

CONTACT INFORMATION

For this Agreement, Rebekka Meyer is the Program Officer for the U.S. Department of Education.

Email: Rebekka.Meyer@ed.gov
Phone: 202-453-5641

Mailing Address:
U.S. Department of Education
Office of Elementary and Secondary Education
Program and Grantee Support Services
400 Maryland Avenue, S.W.
Lyndon Baines Johnson Education Building, Room 3E114
Washington, D.C. 20202-6400

<p><i>All items submitted to the Department must contain the assigned Department of Education Grant Number, found on page one of this document.</i></p>

ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

Failure to comply with the content of this Agreement may result in the Secretary imposing special conditions on the award pursuant to 2 C.F.R. 200.207 or taking other enforcement actions, including suspending or terminating the award in whole or in part, pursuant to 2 C.F.R. 200.339-342.

This Agreement is approved, subject to the grantee addressing all terms of the award.

(b)(6)

10/18/21

Ed Vitelli
Group Leader, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

Date

(b)(6)

Sept 24, 2021

Dr. Jan Perry Evenstad
Project Director
Region 4 Equity Assistance Center
Metropolitan State University of Denver

Date

(b)(6)

11/1/21

Danielle Smith
Director, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

Date

FY22 EAC COOPERATIVE AGREEMENT



COOPERATIVE AGREEMENT

between the

U. S. DEPARTMENT OF EDUCATION

and

THE INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

[PR/AWARD #S004D160005]

PURPOSE

The purpose of this cooperative agreement is to establish and operate an Equity Assistance Center (EAC) in Region 2 that meets the requirements of the Equity Assistance Centers program authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c, 2000c-2 and 2000c-5 and 34 C.F.R. Part 270. The EAC will provide technical assistance at the request of school boards and other responsible governmental agencies on issues of equity related race, national origin, sex, or religion. Such technical assistance is designed to:

- improve and sustain a public education system's capacity to address issues occasioned by desegregation and inequities and
- increase equitable educational opportunities for all students regardless of their race, national origin, sex, or religion.

The project activities will be accomplished through the implementation of a Cooperative Agreement (hereinafter "Agreement") between the Department of Education (hereinafter "Department") and the Intercultural Development Research Association (hereinafter "Grantee") as set forth in the Notice Inviting Applications published in the *Federal Register*, the recipient's grant application, and any subsequent additions to this Agreement. This Agreement allows the Department to have substantial involvement¹ in the nature and scope of the activities of the EAC.

¹ Substantial Involvement – A level of Federal interaction with a recipient of a grant during the project period which is characterized by continuing and regular Federal participation in the project, unusually close Federal collaboration with the recipient, and/or possible Federal intervention or direct Federal operational involvement in the review and approval of the successive stages of project activities (GPA1-106).

KEY TERMS

- *Customers* means representatives of responsible governmental agencies that receive technical assistance under this program.
- *Responsible governmental agency* means any school board, State, municipality, LEA, or other governmental unit legally responsible for operating a public school or schools.
- *School board* means any agency or agencies that administer a system of one or more public schools and any other agency that is responsible for the assignment of students to or within that system.
- *Special educational problems occasioned by desegregation* means those issues that arise in classrooms, schools, and communities in the course of desegregation efforts based on race, national origin, sex, or religion. The phrase does not refer to the provision of special education and related services for students with disabilities as defined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

SCOPE OF WORK

The Equity Assistance Centers (EAC) program is authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c-2000c-2, 2000c-5, and the implementing regulations in 34 CFR part 270. The Secretary is authorized, upon request, to render technical assistance in the preparation, adoption, and implementation of plans for the desegregation of public schools—which in this context means plans for equity (including desegregation plans based on race, national origin, sex, or religion)—and in the development of effective methods of coping with special educational problems occasioned by desegregation.

This program awards cooperative agreements to operate regional EACs that provide technical assistance (including training) at the request of school boards and other responsible governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools.

The work to be performed under this Agreement is described in the Grantee's application submitted in response to the July 18, 2016 *Federal Register* Notice. Changes to activities to be conducted under this Agreement (consistent with the scope and objectives of the Grantee's approved application), or details on how existing tasks should be performed may be generated through meetings or conference calls. The Office of Program and Grantee Support Services (PGSS), Office of Elementary and Secondary Education (hereinafter "Program Office") may append documentation of decisions reached at these meetings to this Agreement, as necessary and as consistent with the scope of work and objectives of the Grantee's approved application.

The Agreement can also be modified at the request of the Grantee, if approved by the Department.

There will be a high degree of interaction between the Grantee and the Department during the project performance period with the substantial involvement of the Department in project activities to include, at a minimum, frequent communication and review of products. The Department will support the continuing, efficient operation of the work of the Grantee under this project.

ARTICLE I: STATEMENT OF JOINT OBJECTIVES

Need for Project

The Grantee's funded application highlights the EAC's priority for providing technical assistance to increase socioeconomic diversity in school or school districts as a means to furthering desegregation by race, national origin, sex, or religion.

Children living in concentrated poverty face overwhelming barriers to learning, placing a burden on high-poverty schools and contributing to poor academic and life outcomes for students.² In 2012, one-quarter of our Nation's students attended schools where more than 75 percent of the student body was eligible for free- or reduced-price lunch; in cities, almost half of all public school students attend high-poverty schools. Moreover, more than one third of all American Indian/Alaska Native students and nearly half of all African-American and Latino students attend these high-poverty schools, highlighting the often inextricable link between racially and socioeconomically isolated schools and communities.

The EAC provides technical assistance, including professional development, at the request of school boards and other responsible government agencies to help them address issues related to equity and to further desegregation by race, national origin, sex, or religion. This technical assistance may include:

- Assisting school districts to develop and implement strategies designed to address student isolation on the basis of race, national origin, sex, or religion.
- Assisting school districts to develop and implement policies and practices that are nondiscriminatory and designed to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion.
- Working with State and local decision makers to refine their own systems for school improvement, including providing targeted support to ensure equitable access to educational opportunities for all students without regard to race, national origin, sex, or religion.
- Working with school administrators and teachers to create safe and non-hostile schools and establishing supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
- Working with parents, families, and other community members to improve their ability to provide customized supports to ensure that students are brought together through eliminating segregation in schools on the basis of race, national origin, sex, and religion.

OBJECTIVES TO BE ACHIEVED

Objective 1: Technical Assistance

To provide technical assistance (TA) as requested and appropriate to school boards and other responsible government agencies and to help them address issues related to equity in order to provide better educational opportunities for all students regardless of race, national origin, sex, or religion. This includes providing TA on strategies or interventions supported by evidence and designed to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion. Please note that, when discussing the objectives below, all technical assistance activities can only be carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 1.1: Universal TA

This category of TA primarily comprises information and products developed by the EAC or its predecessors that can be accessed by school boards and other responsible governmental agencies requiring minimal individualized interaction with EAC staff.

Activities to Achieve the Objective:

- Provide access to existing evidence-based professional learning opportunities, including self-paced modules, courses and other online context that cover issues under the four desegregation areas (race, national origin, sex, or religion).
- Provide access to information and products developed by the EAC to school boards and other responsible governmental agencies by telephone, video conference, chat, or email and other media as needed, which could include hosting webinars on equity related topics for a broad audience.
- Identify, disseminate, and promote the use of evidence-based policies, practices, and other resources when providing technical assistance in response to requests from school boards and other responsible governmental agencies.
- Develop and maintain a fully accessible, responsive regional website with an online repository containing resources including, but not limited to, research syntheses, rubrics, briefs, training manuals, newsletters, webinars, and other TA tools and products. The website should contain interactive features including a standardized and user-friendly TA intake form, keyword search, and social media channels for public engagement (e.g., RSS feeds, Twitter feeds). (See Objective 1.4.1.)

Objective 1.2: Targeted TA

This category of TA comprises short-term and less resource- or labor-intensive activities (see Objective 1.3 Intensive TA for comparison) that are generally based on needs common to multiple school boards or other responsible governmental agencies and not extensively individualized.

Activities to Achieve the Objective:

- Respond to Targeted TA requests from school boards and other responsible governmental agencies , including but not limited to the following activities:
 - Providing remote and in-person expert consultation or training to address equity issues including but not limited to reducing implicit bias, improving cultural competencies, implementing nondiscriminatory policies to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion, and creating safe and supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
 - If requested, by responsible governmental agencies, provide training at conferences designed to improve the ability of teachers, supervisors, counselors, parents, community members, community organizations and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation.
- Establish, as appropriate, communities of practice (CoP) and peer-to-peer exchanges on equity topics which could include managing cohort- or project-based leadership academies or implementing a series of professional development activities to respond to regional requests by school boards and other responsible governmental agencies.
- Facilitate, when requested, conference calls on equity-related topics that are designed in response to multiple requests for technical assistance from a region, State, or school district, which could include coordinating technical assistance among Department-funded technical assistance providers, community-based organizations, and other Federal agencies, as appropriate.

Objective 1.3: Intensive TA

This category of TA comprises virtual and/or in-person support that is more likely to result in changes to policies, programs, practices, or operations that support increased human capacity and/or improved organization- or system-level outcomes. This TA requires a stable, ongoing relationship with responsible governmental agencies receiving assistance under this program. The EAC will need to garner the appropriate commitments from the agency and negotiate memoranda of understanding (MOU) that contain, at minimum, an agreed upon period of performance, objectives, directly responsible individuals, milestones, and outcomes.

Activities to Achieve the Objective:

- Respond to Intensive TA requests from school boards and other responsible governmental agencies, including but not limited to the following activities:
 - Developing customized tools and resources, providing expert consultants, and offering need-based training remotely or in-person to accomplish agreed-upon objectives.
 - Assisting school boards and other responsible governmental agencies in conducting needs assessments, including equity audits, and developing comprehensive implementation plans and policies for addressing issues under the desegregation areas (race, national origin, sex, or religion).
 - Assisting school boards and other responsible governmental agencies in advancing district desegregation efforts by engaging in community asset mapping

including but not limited to coordinating with State and local entities in order to implement effective methods of coping with special education problems occasioned by desegregation.

- If requested by school boards or other responsible governmental agencies, collaborate with the Office for Civil Rights (OCR), the Department of Justice (DOJ), the Department of Housing and Urban Development (HUD), the Department of Transportation (DOT) and other Federal agencies, as appropriate, to provide TA to school boards and other responsible governmental agencies that support compliance with Federal civil rights laws and address civil rights, desegregation, and equity issues, including working directly with LEAs that are implementing OCR and DOJ Resolution Agreements.

Objective 1.4: Joint TA

This category of TA comprises shared and collaborative activities among EAC regions that support the development and provision of Objectives 1.1-1.3 and improve the capacity of EAC staff to refine or develop effective strategies to better address technical assistance requests; and align planning and evaluation activities based on reviews of process data (e.g., number of TA requests received), past performance data (e.g., the districts or schools served), and Federal, State, or local data sources (e.g., the Department's Civil Rights Data Collection).

The Grantee will utilize existing requests for technical assistance to work collaboratively with the other 3 EAC regions to develop and submit a project plan for at least one Universal TA activity and a project plan for one Targeted TA activity to the Program Office. Each project plan will describe the project purpose, intended outcomes, roles and responsibilities of each region, and a timeline. These project plans should be submitted as part of the Grantee's Annual TA Work Plan (see Objective 3.1.2 and Article VII – Performance Management).

Objective 1.4.1: Universal TA

Activities to Achieve the Objective:

- Establish and maintain a process for continuously evaluating Objective 1.1 resources to ensure that all materials are up-to-date and respond to current requests for TA. The Grantee shall make every effort to avoid duplicating resources and ensure consistent indexing and description of resources regardless of authorship.
- Establish a regional interactive website that has a consistent look and feel across all EAC grantees.
- The website must contain, at a minimum:
 - Staff directory including contact information and areas of expertise.
 - Contact information for the other EAC regional centers, and links to each EAC's regional website.
 - Calendar of existing professional development opportunities based on requests for TA, including presentations (e.g., webinars) on Objective 1.1 resources.
 - Standardized menu of TA services with interactive and guided instructions for obtaining services from one or more EACs.
 - Standardized intake form for TA requests across Regions.
 - Objective 1.1 resources including publications and presentations.

- Links to appropriate Department resources, such as policy guidance or other related documents.
- Links to other sources of information and assistance, including, but not limited to, the Department's *What Works Clearinghouse*, the Comprehensive Center websites, relevant NCES data, and relevant data or resources from other governmental or nongovernmental agencies/organizations.

Objective 1.4.2: Targeted TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs on emerging and continuing equity-related topics across the four EAC regions.
- Establish and sustain peer-to-peer learning exchange(s) on emerging and continuing equity-related or TA topics for EAC staff and partner organizations such as OCR, HUD, the DOT, or others as appropriate.

Objective 1.4.3: Intensive TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs for school boards and other responsible governmental agencies receiving Intensive TA, as appropriate.

Objective 2: Marketing, Outreach and Coordination

This objective comprises marketing and outreach activities dedicated to promoting understanding about the EAC services and promoting favorable relations with responsible government agencies and the public at large. Such activities are designed to increase awareness of upcoming Universal or Targeted TA opportunities being provided in response to a request from a responsible governmental agency, e.g., a webinar, that are publicly available. The activities are designed to establish the EAC as a recognized source for information and resources relevant to the four desegregation areas (race, national origin, sex, or religion). When appropriate, the Grantee will establish partnerships among ED-funded technical assistance providers, Federal agencies, and communities of stakeholders working to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion.

Activities to Achieve the Objective:

- Coordinate with OCR, DOJ, HUD, DOT, and other Federal agencies, as appropriate, to support compliance with Federal anti-discrimination laws and address civil rights, desegregation, and equity issues that affect school districts and other responsible governmental agencies.
- Where appropriate and in response to a request for technical assistance, coordinate with other Department-funded technical assistance providers to help build capacity and deliver high quality services related to the purposes of this program to States, school districts, schools, parents, community, and civil rights organizations.
- Coordinate with the Department's Institute of Education Sciences Education Resources

Information Center (ERIC) to provide sustained access to research products or reports beyond the performance period of the grant. The grantee will provide immediate access to the full-text of publications.

- Develop and sustain peer-to-peer exchanges among recipients of technical assistance involved in Objective 1.4.2 and 1.4.3.

Objective 3: Evaluation of TA and Reporting

These activities support the assessment and dissemination of TA data and outcomes under the funded project. EACs will provide the Department with credible, timely, and ongoing feedback about the efficacy of the TA delivered, and the impacts it has on school boards and other responsible governmental agencies receiving TA under this program. The Grantee will work collaboratively to uniformly collect descriptive information for each Universal TA, Targeted TA, and Intensive TA project and respond to the required GPRA and Project Measures.

GPRA Measures:

- The percentage of customers reporting an increase in awareness and/or knowledge resulting from technical assistance provided.
- The percentage of customers who report changed policies or practices related to providing students with a full opportunity for participation in all educational programs regardless of their race, national origin, sex, and religion.
- The percentage of customers reporting an increase in capacity resulting from technical assistance provided.

Project Measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.
- The percentage of customers willing to request additional technical assistance and/or refer another organization to an EAC for technical assistance during the performance period.

Objective 3.1.1 Monthly TA Logs

The Grantee will uniformly collect descriptive information for each Universal, Targeted, and Intensive TA project that responds to the following questions:

Needs	Technical Approach	Outcomes
What issue or problem is the technical assistance designed to address?	Based on the issue or problem, what level (universal, targeted, intensive) of technical assistance is appropriate? What are the critical planning, implementation, and evaluation activities?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in awareness or knowledge? What are the sources of evidence?
Who is requesting the technical assistance? Where are clients located?	Based on the issue or problem, who will deliver the technical assistance? Are there Federal (EAC or other ED-funded Center) and/or non-Federal partners supporting or coordinating technical assistance efforts?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in policies or practices? What are the sources of evidence?
Is the technical assistance in response to a requirement in a resolution agreement?	What are the major milestones? What are the sources of evidence?	Based on the issue/problem, what evidence-based resources will be adapted or developed?

Objective 3.1.2 Annual TA Work Plan

The Grantee shall carry out activities as indicated by the Annual TA Work Plan, which must be submitted to the Program Office by January 31, 2017 for Year 1 and 60 business days before the end of the 2nd, 3rd, 4th, and 5th fiscal year for Years 2-5. The Annual TA Work Plan must be in alignment with the Grantee's grant application and should only describe activities planned by the Grantee that are being carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 3.1.3 Annual Evaluation

The Grantee shall submit:

- five (5) case studies (one for each project/technical assistance effort);
- raw data to respond to the program's required project measures; and
- customer data to support the Department's administration of an annual survey.

The Grantee shall submit five (5) case studies – three (3) case studies that describe the Center’s technical approach and observed tangible increases or improvements in client and/or organizational capacity; and two (2) case studies that describe the Center’s technical approach and observed mixed or negative results with regard to changes in client and/or organizational capacity. Both types of case studies must include lessons learned that can inform future practice.

Each case study should respond to the following questions:

- What was the problem to be solved or the issue to be addressed by the project?
- Who requested the technical assistance? How many organizations and individuals did you serve?
- What other partner organizations were involved in the project? Identify the organization(s) and specify the role and contribution of any partner organization(s).
- What did the project do and how? Describe the project’s major technical assistance activities (e.g., in-person training, developing district-level policies).
- How did the project address the problem to be solved or the needs of the organization? Specify how the technical assistance has resulted in new/improved policies, services, program(s) and/or practice(s) of school-, district-and state-level educators, and administrators.
- Which program(s) or services are continuing or expanding as a result of the requested technical assistance? What tangible supports are available to the organization to ensure sustainability of the program(s) or services?

The Grantee shall submit raw data to respond to the following project measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.

3.1.4 Annual In-Person Performance Review

- In-person presentation on three (3) case studies submitted as part of the annual evaluation.

ARTICLE II: PROJECT MANAGEMENT PLAN

This section describes the required activities of the Grantee and the Department under this cooperative agreement.

RESPONSIBILITIES OF THE GRANTEE

Communication

The Grantee shall maintain regular communication with the Department for the purposes of project planning and management, and ongoing problem solving. This communication will include:

- Monthly management calls between the Grantee’s Key Personnel and the Program Office.

- Bi-monthly (every two months) conference calls with the Department and other EAC Grantees (in addition to individual, bi-monthly monitoring calls) for the purposes of: sharing information pertinent to the EAC program and related Department initiatives; and, ensuring effective execution of project activities.

Meetings

- The Grantee shall take part in at least two meetings per year with Department staff and other EAC grantees in Washington, DC, or at another mutually acceptable location. Meetings may include EAC presentations, an annual performance review, Department presentations, and project-specific meetings. The Grantee will assist in planning and carrying out these meetings, as requested by the Department.
- The Grantee may be asked to participate, to the extent possible, in such other meetings, training and information sessions, and conferences related to the work of the EAC program as deemed appropriate by the EAC or the Department.

Key Personnel

- Changes in key personnel (personnel with 0.5 FTE or higher) may be made only with written authorization of the Program Office (2 C.F.R. 200.308).
- The Grantee shall provide names and qualifications of the persons proposed for substitution.
- The Grantee shall ensure that it uses experienced staff and consultants in the relevant fields for which services are requested.

The persons named in Attachment A – “Key Personnel” are considered personnel whose work is essential to the performance of the project and are identified as all personnel with FTE of 0.5 or greater. The grantee shall notify the Department before:

- removing any individual listed below from the project;
- changing the level of participation of any personnel listed; or
- allowing the project to continue without any of these staff for three months or longer.

RESPONSIBILITIES OF THE U.S. DEPARTMENT OF EDUCATION

The Program Office is responsible for the technical aspects of the project and serves as the technical liaison to the Grantee. The Program Officer will ensure project consistency with Department goals and objectives. The Group Leader is the only party authorized to make commitments or changes that affect the Agreement’s terms or conditions. Any Grantee requests for changes shall be submitted via email directly to the Program Officer.

The following are authorized activities that the Program Office may be involved in to exercise its responsibilities on behalf of the Department:

- Work collaboratively with regional centers to define issues to be addressed by the project, including identifying new equity issues. Participate in scheduled meetings with the Project Director, and other project staff as appropriate, to review and define goals, objectives, and implementation of activities under this Agreement.
- Approve key project personnel (0.5 FTE or greater) in a timely manner.

- Work collaboratively with the EACs to review and approve procedures, outcomes, products, and reports that are necessary to ensure the efficient and effective conduct of this project. This may include reviewing and approving one stage of work before the grantee may begin a subsequent stage, as necessary to ensure compliance with the terms of the grant.
- Stop or redirect proposed activities if the methodology proposed unlikely to achieve the intended project outcomes or inconsistent with program goals.
- Identify, coordinate, and facilitate the activities of the Annual In-Person Performance Review.
- Ensure project consistency and alignment with the EAC's performance measures.
- Identify Department-funded projects or other organizations for fostering linkages and cooperative relationships to support or augment the activities and outcomes of the project.

ARTICLE III: FINANCIAL SUPPORT

A. COST FIGURES

The cost for the work to be performed under this agreement is indicated in blocks 6 and 7 of the Grant Award Notification (GAN).

B. APPROVED BUDGET

The work of the project during this budget period will be performed within the approved budget. The written authorization of the Program Office is required for certain budget revisions described in 2 C.F.R. 200.308.

C. PROGRAM INCOME

The disposition of program income produced under this award, if any, is to be handled in accordance with 2 C.F.R. 200.307.

ARTICLE IV

A. REPORTS AND PRODUCTS

The Grantee shall submit project products, as that term is defined at 34 C.F.R. § 75.622, for review and approval by the Program Office prior to publication or dissemination. The required disclaimer (EDGAR, 34 C.F.R. § 75.620(b)) shall be included on all publications and EAC brochures. As highlighted under Article I, Objective 2 of this Agreement, the Grantee shall coordinate with ERIC to provide sustained access to research products or reports beyond the performance period of the grant.

B. OPEN LICENSING

To ensure that the Federal investment of these funds has as broad an impact as possible and to promote innovation in the field, grantees are encouraged, but not required, to openly license to the public new

copyrightable materials created in whole, or in part, with Department grant funds and copyrightable modifications made to pre-existing content using Department grant funds.

Grantees should use a license that is worldwide, non-exclusive, royalty-free, perpetual, and irrevocable, and a license that grants the public permission to access, reproduce, publicly perform, publicly display, adapt, distribute, and otherwise use, for any purposes, copyrightable intellectual property created with discretionary grant funds, provided that the licensee gives attribution to the designated authors of the intellectual property. Grantees should select licenses that are fully interoperable with these requirements, contain a visually identifiable mark, machine-readable code for digital resources, and readily accessed legal terms, such as the Creative Commons Attribution (CC BY) license.

In addition to the open license, the licensee must also include the statement of attribution and disclaimer in 34 CFR 75.620(b).

Grantees should openly license all computer software source code developed or created with these grant funds under an intellectual property license that allows the public to freely use and build upon computer source code created or developed with these grant funds.

Grantees that choose to openly license their grant-funded works are requested to notify the Department.

ARTICLE V: PROJECT PERIOD

The time period covering this Agreement and the terms of the grant award for this project is: October 1, 2021 to September 30, 2022.

ARTICLE VI: PREAWARD COSTS

Pursuant to OMB Uniform Guidance (2 CFR 200), costs incurred by the Grantee prior to the effective date of this Agreement that the Department has determined are reasonable, allocable, and necessary for the effective administration of the Program will be allowable, subject to the provisions in this Agreement.

ARTICLE VII: PERFORMANCE MANAGEMENT

The Grantee shall submit required reports in the quantities and on the due dates shown in the table below.

Required Reports	Submission Procedure	Due Dates
Monthly Communication and TA Logs including Summary of TA Work for each Month (Universal, Targeted, and Intensive)	Submitted electronically to Program Office	Last business day of each month of the project period.
Annual TA Work Plan (Universal and Targeted)	Submitted electronically to Program Office	January 31, 2017 for Year 1. 30 business days before the end of the 2 nd , 3 rd , 4 th , and 5 th fiscal year for Years 2-5. Instructions will be distributed 30 business days prior to the deadline.
Annual Evaluation Report	Submitted electronically to Program Office	60 business days before the end of the fiscal year. Instructions will be distributed 90 business days prior to the deadline.
Annual Federal Financial Report	Submitted electronically to Program Office	60 business days after the end of each fiscal year. Instructions will be distributed 60 business days prior to the deadline.

CONTACT INFORMATION

For this Agreement, Rebekka Meyer is the Program Officer for the U.S. Department of Education.

Email: Rebekka.Meyer@ed.gov
Phone: 202-453-5641

Mailing Address:
U.S. Department of Education
Office of Elementary and Secondary Education
Program and Grantee Support Services
400 Maryland Avenue, S.W.
Lyndon Baines Johnson Education Building, Room 3E114
Washington, D.C. 20202-6400

<p><i>All items submitted to the Department must contain the assigned Department of Education Grant Number, found on page one of this document.</i></p>

ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

Failure to comply with the content of this Agreement may result in the Secretary imposing special conditions on the award pursuant to 2 C.F.R. 200.207 or taking other enforcement actions, including suspending or terminating the award in whole or in part, pursuant to 2 C.F.R. 200.339-342.

This Agreement is approved, subject to the grantee addressing all terms of the award.

(b)(6)

10/18/21
Date
Ed Vitelli
Group Leader, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

(b)(6)

9.28.2021
Date
Dr. Paula Johnson
Project Director
Region 2 Equity Assistance Center
Intercultural Development Research Association

(b)(6)

11/1/21
Date
Danielle Smith
Director, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

(b)(6)

9/28/2021
Date
Celina Moreno, J.D., M.P.P.
President & CEO
Intercultural Development Research Association

FY22 EAC COOPERATIVE AGREEMENT



COOPERATIVE AGREEMENT

between the

U. S. DEPARTMENT OF EDUCATION

and

THE TRUSTEES OF INDIANA UNIVERSITY

[PR/AWARD #S004D160011]

PURPOSE

The purpose of this cooperative agreement is to establish and operate an Equity Assistance Center (EAC) in Region 3 that meets the requirements of the Equity Assistance Centers program authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c, 2000c-2 and 2000c-5 and 34 C.F.R. Part 270. The EAC will provide technical assistance at the request of school boards and other responsible governmental agencies on issues of equity related race, national origin, sex, or religion. Such technical assistance is designed to:

- improve and sustain a public education system's capacity to address issues occasioned by desegregation and inequities and
- increase equitable educational opportunities for all students regardless of their race, national origin, sex, or religion.

The project activities will be accomplished through the implementation of a Cooperative Agreement (hereinafter "Agreement") between the Department of Education (hereinafter "Department") and the Trustees of Indiana University (hereinafter "Grantee") as set forth in the Notice Inviting Applications published in the *Federal Register*, the recipient's grant application, and any subsequent additions to this Agreement. This Agreement allows the Department to have substantial involvement¹ in the nature and scope of the activities of the EAC.

¹ Substantial Involvement – A level of Federal interaction with a recipient of a grant during the project period which is characterized by continuing and regular Federal participation in the project, unusually close Federal collaboration with the recipient, and/or possible Federal intervention or direct Federal operational involvement in the review and approval of the successive stages of project activities (GPA1-106).

KEY TERMS

- *Customers* means representatives of responsible governmental agencies that receive technical assistance under this program.
- *Responsible governmental agency* means any school board, State, municipality, LEA, or other governmental unit legally responsible for operating a public school or schools.
- *School board* means any agency or agencies that administer a system of one or more public schools and any other agency that is responsible for the assignment of students to or within that system.
- *Special educational problems occasioned by desegregation* means those issues that arise in classrooms, schools, and communities in the course of desegregation efforts based on race, national origin, sex, or religion. The phrase does not refer to the provision of special education and related services for students with disabilities as defined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

SCOPE OF WORK

The Equity Assistance Centers (EAC) program is authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c-2000c-2, 2000c-5, and the implementing regulations in 34 CFR part 270. The Secretary is authorized, upon request, to render technical assistance in the preparation, adoption, and implementation of plans for the desegregation of public schools—which in this context means plans for equity (including desegregation plans based on race, national origin, sex, or religion)—and in the development of effective methods of coping with special educational problems occasioned by desegregation.

This program awards cooperative agreements to operate regional EACs that provide technical assistance (including training) at the request of school boards and other responsible governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools.

The work to be performed under this Agreement is described in the Grantee's application submitted in response to the July 18, 2016 *Federal Register* Notice. Changes to activities to be conducted under this Agreement (consistent with the scope and objectives of the Grantee's approved application), or details on how existing tasks should be performed may be generated through meetings or conference calls. The Office of Program and Grantee Support Services (PGSS), Office of Elementary and Secondary Education (hereinafter "Program Office") may append documentation of decisions reached at these meetings to this Agreement, as necessary and as consistent with the scope of work and objectives of the Grantee's approved application.

The Agreement can also be modified at the request of the Grantee, if approved by the Department.

There will be a high degree of interaction between the Grantee and the Department during the project performance period with the substantial involvement of the Department in project activities to include, at a minimum, frequent communication and review of products. The Department will support the continuing, efficient operation of the work of the Grantee under this project.

ARTICLE I: STATEMENT OF JOINT OBJECTIVES

Need for Project

The Grantee's funded application highlights the EAC's priority for providing technical assistance to increase socioeconomic diversity in school or school districts as a means to furthering desegregation by race, national origin, sex, or religion.

Children living in concentrated poverty face overwhelming barriers to learning, placing a burden on high-poverty schools and contributing to poor academic and life outcomes for students.² In 2012, one-quarter of our Nation's students attended schools where more than 75 percent of the student body was eligible for free- or reduced-price lunch; in cities, almost half of all public school students attend high-poverty schools. Moreover, more than one third of all American Indian/Alaska Native students and nearly half of all African-American and Latino students attend these high-poverty schools, highlighting the often inextricable link between racially and socioeconomically isolated schools and communities.

The EAC provides technical assistance, including professional development, at the request of school boards and other responsible government agencies to help them address issues related to equity and to further desegregation by race, national origin, sex, or religion. This technical assistance may include:

- Assisting school districts to develop and implement strategies designed to address student isolation on the basis of race, national origin, sex, or religion.
- Assisting school districts to develop and implement policies and practices that are nondiscriminatory and designed to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion.
- Working with State and local decision makers to refine their own systems for school improvement, including providing targeted support to ensure equitable access to educational opportunities for all students without regard to race, national origin, sex, or religion.
- Working with school administrators and teachers to create safe and non-hostile schools and establishing supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
- Working with parents, families, and other community members to improve their ability to provide customized supports to ensure that students are brought together through eliminating segregation in schools on the basis of race, national origin, sex, and religion.

OBJECTIVES TO BE ACHIEVED

Objective 1: Technical Assistance

To provide technical assistance (TA) as requested and appropriate to school boards and other responsible government agencies and to help them address issues related to equity in order to provide better educational opportunities for all students regardless of race, national origin, sex, or religion. This includes providing TA on strategies or interventions supported by evidence and designed to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion. Please note that, when discussing the objectives below, all technical assistance activities can only be carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 1.1: Universal TA

This category of TA primarily comprises information and products developed by the EAC or its predecessors that can be accessed by school boards and other responsible governmental agencies requiring minimal individualized interaction with EAC staff.

Activities to Achieve the Objective:

- Provide access to existing evidence-based professional learning opportunities, including self-paced modules, courses and other online context that cover issues under the four desegregation areas (race, national origin, sex, or religion).
- Provide access to information and products developed by the EAC to school boards and other responsible governmental agencies by telephone, video conference, chat, or email and other media as needed, which could include hosting webinars on equity related topics for a broad audience.
- Identify, disseminate, and promote the use of evidence-based policies, practices, and other resources when providing technical assistance in response to requests from school boards and other responsible governmental agencies.
- Develop and maintain a fully accessible, responsive regional website with an online repository containing resources including, but not limited to, research syntheses, rubrics, briefs, training manuals, newsletters, webinars, and other TA tools and products. The website should contain interactive features including a standardized and user-friendly TA intake form, keyword search, and social media channels for public engagement (e.g., RSS feeds, Twitter feeds). (See Objective 1.4.1.)

Objective 1.2: Targeted TA

This category of TA comprises short-term and less resource- or labor-intensive activities (see Objective 1.3 Intensive TA for comparison) that are generally based on needs common to multiple school boards or other responsible governmental agencies and not extensively individualized.

Activities to Achieve the Objective:

- Respond to Targeted TA requests from school boards and other responsible governmental agencies , including but not limited to the following activities:
 - Providing remote and in-person expert consultation or training to address equity issues including but not limited to reducing implicit bias, improving cultural competencies, implementing nondiscriminatory policies to prevent and counter prejudice and insensitivity based on race, national origin, sex, or religion, and creating safe and supportive learning environments that are free from harassment, bullying, teasing, and hate crimes based on race, national origin, sex, or religion.
 - If requested, by responsible governmental agencies, provide training at conferences designed to improve the ability of teachers, supervisors, counselors, parents, community members, community organizations and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation.
- Establish, as appropriate, communities of practice (CoP) and peer-to-peer exchanges on equity topics which could include managing cohort- or project-based leadership academies or implementing a series of professional development activities to respond to regional requests by school boards and other responsible governmental agencies.
- Facilitate, when requested, conference calls on equity-related topics that are designed in response to multiple requests for technical assistance from a region, State, or school district, which could include coordinating technical assistance among Department-funded technical assistance providers, community-based organizations, and other Federal agencies, as appropriate.

Objective 1.3: Intensive TA

This category of TA comprises virtual and/or in-person support that is more likely to result in changes to policies, programs, practices, or operations that support increased human capacity and/or improved organization- or system-level outcomes. This TA requires a stable, ongoing relationship with responsible governmental agencies receiving assistance under this program. The EAC will need to garner the appropriate commitments from the agency and negotiate memoranda of understanding (MOU) that contain, at minimum, an agreed upon period of performance, objectives, directly responsible individuals, milestones, and outcomes.

Activities to Achieve the Objective:

- Respond to Intensive TA requests from school boards and other responsible governmental agencies, including but not limited to the following activities:
 - Developing customized tools and resources, providing expert consultants, and offering need-based training remotely or in-person to accomplish agreed-upon objectives.
 - Assisting school boards and other responsible governmental agencies in conducting needs assessments, including equity audits, and developing comprehensive implementation plans and policies for addressing issues under the desegregation areas (race, national origin, sex, or religion).
 - Assisting school boards and other responsible governmental agencies in advancing district desegregation efforts by engaging in community asset mapping

including but not limited to coordinating with State and local entities in order to implement effective methods of coping with special education problems occasioned by desegregation.

- If requested by school boards or other responsible governmental agencies, collaborate with the Office for Civil Rights (OCR), the Department of Justice (DOJ), the Department of Housing and Urban Development (HUD), the Department of Transportation (DOT) and other Federal agencies, as appropriate, to provide TA to school boards and other responsible governmental agencies that support compliance with Federal civil rights laws and address civil rights, desegregation, and equity issues, including working directly with LEAs that are implementing OCR and DOJ Resolution Agreements.

Objective 1.4: Joint TA

This category of TA comprises shared and collaborative activities among EAC regions that support the development and provision of Objectives 1.1-1.3 and improve the capacity of EAC staff to refine or develop effective strategies to better address technical assistance requests; and align planning and evaluation activities based on reviews of process data (e.g., number of TA requests received), past performance data (e.g., the districts or schools served), and Federal, State, or local data sources (e.g., the Department's Civil Rights Data Collection).

The Grantee will utilize existing requests for technical assistance to work collaboratively with the other 3 EAC regions to develop and submit a project plan for at least one Universal TA activity and a project plan for one Targeted TA activity to the Program Office. Each project plan will describe the project purpose, intended outcomes, roles and responsibilities of each region, and a timeline. These project plans should be submitted as part of the Grantee's Annual TA Work Plan (see Objective 3.1.2 and Article VII – Performance Management).

Objective 1.4.1: Universal TA

Activities to Achieve the Objective:

- Establish and maintain a process for continuously evaluating Objective 1.1 resources to ensure that all materials are up-to-date and respond to current requests for TA. The Grantee shall make every effort to avoid duplicating resources and ensure consistent indexing and description of resources regardless of authorship.
- Establish a regional interactive website that has a consistent look and feel across all EAC grantees.
- The website must contain, at a minimum:
 - Staff directory including contact information and areas of expertise.
 - Contact information for the other EAC regional centers, and links to each EAC's regional website.
 - Calendar of existing professional development opportunities based on requests for TA, including presentations (e.g., webinars) on Objective 1.1 resources.
 - Standardized menu of TA services with interactive and guided instructions for obtaining services from one or more EACs.
 - Standardized intake form for TA requests across Regions.
 - Objective 1.1 resources including publications and presentations.

- Links to appropriate Department resources, such as policy guidance or other related documents.
- Links to other sources of information and assistance, including, but not limited to, the Department's *What Works Clearinghouse*, the Comprehensive Center websites, relevant NCES data, and relevant data or resources from other governmental or nongovernmental agencies/organizations.

Objective 1.4.2: Targeted TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs on emerging and continuing equity-related topics across the four EAC regions.
- Establish and sustain peer-to-peer learning exchange(s) on emerging and continuing equity-related or TA topics for EAC staff and partner organizations such as OCR, HUD, the DOT, or others as appropriate.

Objective 1.4.3: Intensive TA

Activities to Achieve the Objective:

- Establish and sustain peer-to-peer learning exchange(s) or CoPs for school boards and other responsible governmental agencies receiving Intensive TA, as appropriate.

Objective 2: Marketing, Outreach and Coordination

This objective comprises marketing and outreach activities dedicated to promoting understanding about the EAC services and promoting favorable relations with responsible government agencies and the public at large. Such activities are designed to increase awareness of upcoming Universal or Targeted TA opportunities being provided in response to a request from a responsible governmental agency, e.g., a webinar, that are publicly available. The activities are designed to establish the EAC as a recognized source for information and resources relevant to the four desegregation areas (race, national origin, sex, or religion). When appropriate, the Grantee will establish partnerships among ED-funded technical assistance providers, Federal agencies, and communities of stakeholders working to increase socioeconomic diversity within or across schools, districts, or communities as a means to further desegregation by race, national origin, sex, or religion.

Activities to Achieve the Objective:

- Coordinate with OCR, DOJ, HUD, DOT, and other Federal agencies, as appropriate, to support compliance with Federal anti-discrimination laws and address civil rights, desegregation, and equity issues that affect school districts and other responsible governmental agencies.
- Where appropriate and in response to a request for technical assistance, coordinate with other Department-funded technical assistance providers to help build capacity and deliver high quality services related to the purposes of this program to States, school districts, schools, parents, community, and civil rights organizations.
- Coordinate with the Department's Institute of Education Sciences Education Resources

Information Center (ERIC) to provide sustained access to research products or reports beyond the performance period of the grant. The grantee will provide immediate access to the full-text of publications.

- Develop and sustain peer-to-peer exchanges among recipients of technical assistance involved in Objective 1.4.2 and 1.4.3.

Objective 3: Evaluation of TA and Reporting

These activities support the assessment and dissemination of TA data and outcomes under the funded project. EACs will provide the Department with credible, timely, and ongoing feedback about the efficacy of the TA delivered, and the impacts it has on school boards and other responsible governmental agencies receiving TA under this program. The Grantee will work collaboratively to uniformly collect descriptive information for each Universal TA, Targeted TA, and Intensive TA project and respond to the required GPRA and Project Measures.

GPRA Measures:

- The percentage of customers reporting an increase in awareness and/or knowledge resulting from technical assistance provided.
- The percentage of customers who report changed policies or practices related to providing students with a full opportunity for participation in all educational programs regardless of their race, national origin, sex, and religion.
- The percentage of customers reporting an increase in capacity resulting from technical assistance provided.

Project Measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.
- The percentage of customers willing to request additional technical assistance and/or refer another organization to an EAC for technical assistance during the performance period.

Objective 3.1.1 Monthly TA Logs

The Grantee will uniformly collect descriptive information for each Universal, Targeted, and Intensive TA project that responds to the following questions:

Needs	Technical Approach	Outcomes
What issue or problem is the technical assistance designed to address?	Based on the issue or problem, what level (universal, targeted, intensive) of technical assistance is appropriate? What are the critical planning, implementation, and evaluation activities?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in awareness or knowledge? What are the sources of evidence?
Who is requesting the technical assistance? Where are clients located?	Based on the issue or problem, who will deliver the technical assistance? Are there Federal (EAC or other ED-funded Center) and/or non-Federal partners supporting or coordinating technical assistance efforts?	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in policies or practices? What are the sources of evidence?
Is the technical assistance in response to a requirement in a resolution agreement?	What are the major milestones? What are the sources of evidence?	Based on the issue/problem, what evidence-based resources will be adapted or developed?

Objective 3.1.2 Annual TA Work Plan

The Grantee shall carry out activities as indicated by the Annual TA Work Plan, which must be submitted to the Program Office by January 31, 2017 for Year 1 and 60 business days before the end of the 2nd, 3rd, 4th, and 5th fiscal year for Years 2-5. The Annual TA Work Plan must be in alignment with the Grantee's grant application and should only describe activities planned by the Grantee that are being carried out pursuant to a request for technical assistance from a school board or other responsible governmental agency in accordance with 34 CFR 270.3.

Objective 3.1.3 Annual Evaluation

The Grantee shall submit:

- five (5) case studies (one for each project/technical assistance effort);
- raw data to respond to the program's required project measures; and
- customer data to support the Department's administration of an annual survey.

The Grantee shall submit five (5) case studies – three (3) case studies that describe the Center’s technical approach and observed tangible increases or improvements in client and/or organizational capacity; and two (2) case studies that describe the Center’s technical approach and observed mixed or negative results with regard to changes in client and/or organizational capacity. Both types of case studies must include lessons learned that can inform future practice.

Each case study should respond to the following questions:

- What was the problem to be solved or the issue to be addressed by the project?
- Who requested the technical assistance? How many organizations and individuals did you serve?
- What other partner organizations were involved in the project? Identify the organization(s) and specify the role and contribution of any partner organization(s).
- What did the project do and how? Describe the project’s major technical assistance activities (e.g., in-person training, developing district-level policies).
- How did the project address the problem to be solved or the needs of the organization? Specify how the technical assistance has resulted in new/improved policies, services, program(s) and/or practice(s) of school-, district-and state-level educators, and administrators.
- Which program(s) or services are continuing or expanding as a result of the requested technical assistance? What tangible supports are available to the organization to ensure sustainability of the program(s) or services?

The Grantee shall submit raw data to respond to the following project measures:

- The percentage of technical assistance requests received from organizations that were accepted during the performance period.
- The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.

3.1.4 Annual In-Person Performance Review

- In-person presentation on three (3) case studies submitted as part of the annual evaluation.

ARTICLE II: PROJECT MANAGEMENT PLAN

This section describes the required activities of the Grantee and the Department under this cooperative agreement.

RESPONSIBILITIES OF THE GRANTEE

Communication

The Grantee shall maintain regular communication with the Department for the purposes of project planning and management, and ongoing problem solving. This communication will include:

- Monthly management calls between the Grantee’s Key Personnel and the Program Office.

- Bi-monthly (every two months) conference calls with the Department and other EAC Grantees (in addition to individual, bi-monthly monitoring calls) for the purposes of: sharing information pertinent to the EAC program and related Department initiatives; and, ensuring effective execution of project activities.

Meetings

- The Grantee shall take part in at least two meetings per year with Department staff and other EAC grantees in Washington, DC, or at another mutually acceptable location. Meetings may include EAC presentations, an annual performance review, Department presentations, and project-specific meetings. The Grantee will assist in planning and carrying out these meetings, as requested by the Department.
- The Grantee may be asked to participate, to the extent possible, in such other meetings, training and information sessions, and conferences related to the work of the EAC program as deemed appropriate by the EAC or the Department.

Key Personnel

- Changes in key personnel (personnel with 0.5 FTE or higher) may be made only with written authorization of the Program Office (2 C.F.R. 200.308).
- The Grantee shall provide names and qualifications of the persons proposed for substitution.
- The Grantee shall ensure that it uses experienced staff and consultants in the relevant fields for which services are requested.

The persons named in Attachment A – “Key Personnel” are considered personnel whose work is essential to the performance of the project and are identified as all personnel with FTE of 0.5 or greater. The grantee shall notify the Department before:

- removing any individual listed below from the project;
- changing the level of participation of any personnel listed; or
- allowing the project to continue without any of these staff for three months or longer.

RESPONSIBILITIES OF THE U.S. DEPARTMENT OF EDUCATION

The Program Office is responsible for the technical aspects of the project and serves as the technical liaison to the Grantee. The Program Officer will ensure project consistency with Department goals and objectives. The Group Leader is the only party authorized to make commitments or changes that affect the Agreement’s terms or conditions. Any Grantee requests for changes shall be submitted via email directly to the Program Officer.

The following are authorized activities that the Program Office may be involved in to exercise its responsibilities on behalf of the Department:

- Work collaboratively with regional centers to define issues to be addressed by the project, including identifying new equity issues. Participate in scheduled meetings with the Project Director, and other project staff as appropriate, to review and define goals, objectives, and implementation of activities under this Agreement.
- Approve key project personnel (0.5 FTE or greater) in a timely manner.

- Work collaboratively with the EACs to review and approve procedures, outcomes, products, and reports that are necessary to ensure the efficient and effective conduct of this project. This may include reviewing and approving one stage of work before the grantee may begin a subsequent stage, as necessary to ensure compliance with the terms of the grant.
- Stop or redirect proposed activities if the methodology proposed unlikely to achieve the intended project outcomes or inconsistent with program goals.
- Identify, coordinate, and facilitate the activities of the Annual In-Person Performance Review.
- Ensure project consistency and alignment with the EAC's performance measures.
- Identify Department-funded projects or other organizations for fostering linkages and cooperative relationships to support or augment the activities and outcomes of the project.

ARTICLE III: FINANCIAL SUPPORT

A. COST FIGURES

The cost for the work to be performed under this agreement is indicated in blocks 6 and 7 of the Grant Award Notification (GAN).

B. APPROVED BUDGET

The work of the project during this budget period will be performed within the approved budget. The written authorization of the Program Office is required for certain budget revisions described in 2 C.F.R. 200.308.

C. PROGRAM INCOME

The disposition of program income produced under this award, if any, is to be handled in accordance with 2 C.F.R. 200.307.

ARTICLE IV

A. REPORTS AND PRODUCTS

The Grantee shall submit project products, as that term is defined at 34 C.F.R. § 75.622, for review and approval by the Program Office prior to publication or dissemination. The required disclaimer (EDGAR, 34 C.F.R. § 75.620(b)) shall be included on all publications and EAC brochures. As highlighted under Article I, Objective 2 of this Agreement, the Grantee shall coordinate with ERIC to provide sustained access to research products or reports beyond the performance period of the grant.

B. OPEN LICENSING

To ensure that the Federal investment of these funds has as broad an impact as possible and to promote innovation in the field, grantees are encouraged, but not required, to openly license to the public new

copyrightable materials created in whole, or in part, with Department grant funds and copyrightable modifications made to pre-existing content using Department grant funds.

Grantees should use a license that is worldwide, non-exclusive, royalty-free, perpetual, and irrevocable, and a license that grants the public permission to access, reproduce, publicly perform, publicly display, adapt, distribute, and otherwise use, for any purposes, copyrightable intellectual property created with discretionary grant funds, provided that the licensee gives attribution to the designated authors of the intellectual property. Grantees should select licenses that are fully interoperable with these requirements, contain a visually identifiable mark, machine-readable code for digital resources, and readily accessed legal terms, such as the Creative Commons Attribution (CC BY) license.

In addition to the open license, the licensee must also include the statement of attribution and disclaimer in 34 CFR 75.620(b).

Grantees should openly license all computer software source code developed or created with these grant funds under an intellectual property license that allows the public to freely use and build upon computer source code created or developed with these grant funds.

Grantees that choose to openly license their grant-funded works are requested to notify the Department.

ARTICLE V: PROJECT PERIOD

The time period covering this Agreement and the terms of the grant award for this project is: October 1, 2021 to September 30, 2022.

ARTICLE VI: PREAWARD COSTS

Pursuant to OMB Uniform Guidance (2 CFR 200), costs incurred by the Grantee prior to the effective date of this Agreement that the Department has determined are reasonable, allocable, and necessary for the effective administration of the Program will be allowable, subject to the provisions in this Agreement.

ARTICLE VII: PERFORMANCE MANAGEMENT

The Grantee shall submit required reports in the quantities and on the due dates shown in the table below.

Required Reports	Submission Procedure	Due Dates
Monthly Communication and TA Logs including Summary of TA Work for each Month (Universal, Targeted, and Intensive)	Submitted electronically to Program Office	Last business day of each month of the project period.
Annual TA Work Plan (Universal and Targeted)	Submitted electronically to Program Office	January 31, 2017 for Year 1. 30 business days before the end of the 2 nd , 3 rd , 4 th , and 5 th fiscal year for Years 2-5. Instructions will be distributed 30 business days prior to the deadline.
Annual Evaluation Report	Submitted electronically to Program Office	60 business days before the end of the fiscal year. Instructions will be distributed 90 business days prior to the deadline.
Annual Federal Financial Report	Submitted electronically to Program Office	60 business days after the end of each fiscal year. Instructions will be distributed 60 business days prior to the deadline.

CONTACT INFORMATION

For this Agreement, Rebekka Meyer is the Program Officer for the U.S. Department of Education.

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Mailing Address:
U.S. Department of Education
Office of Elementary and Secondary Education
Program and Grantee Support Services
400 Maryland Avenue, S.W.
Lyndon Baines Johnson Education Building, Room 3E114
Washington, D.C. 20202-6400

<p><i>All items submitted to the Department must contain the assigned Department of Education Grant Number, found on page one of this document.</i></p>

ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

Failure to comply with the content of this Agreement may result in the Secretary imposing special conditions on the award pursuant to 2 C.F.R. 200.207 or taking other enforcement actions, including suspending or terminating the award in whole or in part, pursuant to 2 C.F.R. 200.339-342.

This Agreement is approved, subject to the grantee addressing all terms of the award.

(b)(6)

10/18/21

Date

Ed Vitelli
Group Leader, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

(b)(6)

10-8-21

Date

Dr. Seena Skelton
Project Director
Region 3 Equity Assistance Center
Indiana University

(b)(6)

11/1/21

Date

Danielle Smith
Director, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education