

Cantrell, David

From: Cantrell, David
Sent: Friday, December 20, 2019 11:01 AM
To: Callins, Corrinne
Cc: Smith, Danielle; Cantrell, David; Briggs, Jonathan
Subject: FW: NAESPA Presentations - Please review
Attachments: NAESPA_PPT_20191204.pptx; NAESPA_PPT_TuesdayPresentation.pptx

Corrinne, please see attached presentations for NAESPA in FEB 2020. The content is 95% complete, you'll see a couple of slides that need editing.

1. "NAESPA_PPT_TuesdayPresentation" is the overview that I'll be doing for the large group
2. "NAESPA_PPT_20191204" is the Technical Assistance meeting we'll be doing now on Friday, 1-2:30, along with OSEP, Title IVA Center, and the National CC. This PPT isn't fully complete, but enough for you to have a sense the direction we're going.

Thank you,
David Cantrell, PhD, Director
Office of Program and Grantee Support Services
with the Office of Elementary and Secondary Education

From: Briggs, Jonathan <jonathan.briggs@ed.gov>
Sent: Wednesday, December 18, 2019 9:47 AM
To: Cantrell, David <David.Cantrell@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: NAESPA Presentations

Good Morning David,

Attached is a copy of the Tuesday NAESPA PPT presentation. The second attachment is a general layout of the Thursday presentation, but it has changed significantly, so I'd like to caveat with saying it may not be very helpful. It at least gives you an idea of some of the slides that are included. I look forward to your feedback.

Best,

Jonathan Briggs
L.E.E. Public Policy Fellow
Program and Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave S.W.
Washington, DC 20202
Phone: (202) 260-1921
Jonathan.Briggs@ed.gov

U.S. Department of Education

U.S. Department of Education Grant Programs

February 6, 2020



Session Objectives

At the end of this presentation, you will be able to:

- Understand how U.S. Department of Education technical (ED) assistance supports implementation of State and local education programs.
- Identify how to access available technical assistance resources based on local needs.
- Determine what specific ED-Funded technical assistance support centers do and how to access their resources.
- Identify how to address local challenges through targeted discussions from ED staff.



Agenda

- ❖ Welcome and Introductions
- ❖ Overview of Department of Education Technical Assistance
- ❖ What You Should Know: Interactive Discussion
- ❖ Closing



Presenters



David Cantrell, Ph.D.

Director, Office of Program and
Grantee Support Service



Danielle Smith

Group Leader, Office of Program
and Grantee Support Services



Christine Pilgrim

Director, Office of Special Education
Programs



Hamed Perez-Negron

Director, Office of Safe and Supportive
Schools



Bronwyn Roberts

Director, Readiness and Emergency
Management for Schools Technical
Assistance Center



Dean Nafziger, Ph.D.

Vice President, Westat Inc.



U.S. Department of Education as a Resource

The Department of Education supports State and local educational agencies to implement education programs by:

- Providing 1:1 support to states and school districts.
- Providing opportunities for peer collaboration across states through conferences and direct peer-to-peer interactions.
- Performing research and disseminating evidence-based resources.
- Connecting education professionals to resource centers and trainings and providing implementation and support of education programs.



Resources from Across the Department



- Title IV, Part A Center
- National Center on Safe Supportive Learning Environments
- Center to Improve Social and Emotional Learning and School Safety
- Readiness and Emergency Management for Schools Technical Assistance Center
- Comprehensive Centers
- State Support Network
- National Student Attendance, Engagement, and Success Center
- National Clearinghouse for English Language Acquisition
- National Center for Homeless Education
- The Neglected or Delinquent Education Technical Assistance Center
- Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers
- Equity Assistance Centers
- National Charter School Resource Center
- Statewide Family Engagement Centers



Resource Links

PGSS TA Center Resources

- Comprehensive Centers: <https://taumc.com/center-network>
- Equity Assistance Centers: <https://oeoe.ed.gov/files/2016/06/06-01-formula-grant-program-and-quarterly-support-implementation-and-technical-services-equity-assistance-centers>
- State Support Network: <https://state-support-network.ed.gov/>

OSSSTA Center Resources

- Title IV Part A (T4PA): <https://www.t4pa.net/ed.gov> (Go Live Date Feb 2020)
- Readiness and Emergency Management for Schools (REMS): <https://rem.ed.gov/>
- Center to Improve Social and Emotional Learning and School Safety (CISELSS): <https://ciselss.ed.gov/>
- Positive Behavioral Interventions and Supports (PBIS Center): <https://www.pbis.org/>

OSEPTA Center Resources

- OSEP Technical Assistance Network: <https://www.osep.ed.gov/ta-network>
- <https://www.osep.ed.gov/ta-network>
- <https://www.osep.ed.gov/ta-network>



Office of State Grant &
Program Support
Newsletter



First Edition: February 3, 2020

Will be sent out the first week of each month.



The Basics

What is it?

- A monthly newsletter to share TA updates and resources, upcoming events and due dates, grant competition announcements, and more.

Who is the audience?

- Grantees of OSGPS programs, including: Impact Aid; Migrant Education; Indian Education; Program & Grantee Services; Rural, Insular, & Native Achievement Programs; and School Support & Accountability.

How do I sign up?

- [LINK COMING](#)



U.S. Department
of Education
Technical
Assistance
Resources



Office of
Program and
Grantee Support
Services



PGSS TA Centers

- Equity Assistance Centers
- Comprehensive Centers
- State Support Network
- National Student Attendance, Engagement, and Success Center



Equity Assistance
Centers



WHAT ARE THE EQUITY ASSISTANCE CENTERS (EACs)?

- Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
- Centers provide, upon request, technical assistance (TA) in:
 - the areas of race, sex, national origin, and religion;
 - the preparation, adoption, and implementation of plans for the desegregation of public schools.
- TA recipients are SEAs, LEAs, and individual schools.
- Beneficiaries are public school personnel and students, parents, community organizations, and other community members.



EQUITY ASSISTANCE CENTER REGIONS



WHAT DO EACs DO?

Provide TA on specific issue areas as a result of desegregation, such as:

- improve school climate;
- reduce bullying (including harassment and hate crimes);
- address the needs of diverse learners;
- ensure that schools employ a diverse workforce ;
- reduce school violence and drop-out rates among vulnerable populations.



Equity Assistance Center Services



Examples of TA services:

- › Disseminating research and promising practices
- › Providing information on legal requirements for nondiscrimination
- › Developing practical tools and implementation guides
- › Training and advising on responsive instruction and assessment
- › One-on-one support to address identified equity issues



This is just an example of the areas that EACs provide services.

Typical activities include

- disseminating information on successful education practices and legal requirements related to nondiscrimination on the basis of race, sex, national origin, and religion in educational programs;
- training designed to develop educators' skills in specific areas such as identification of race and sex bias in instructional materials;
- technical assistance in the identification and selection of appropriate educational programs to meet the needs of English Learners; and
- instructing school officials on how to prevent sexual harassment and combat biases.



Explore Equity Resources



- ❑ **Enroll in Virtual College.** Self-paced, free online learning format designed for educators to participate in workshops that increase awareness in equity related topics. <https://www.msudenver.edu/weeac/virtualcollege/>
- ❑ **Do an Equity Audit.** Suite of tools to assess equity in your school, including: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence. <https://maec.org/resource/equity-audit-materials/>
- ❑ **Explore strategies for Family Engagement.** Tools for educators to develop and implement strategies for engaging with families and community members. <https://www.idraeacsouth.org/family-engagement-web-based-technical-assistance-package/>
- ❑ **Join a Learning Network.** The Great Lakes Equity Center brings together role-alike stakeholders across district and state boundaries, supports peer-to-peer mentoring, and offers opportunities to share information quickly across individuals focused on similar problems of practice. <https://greatlakesequity.org/professional-learning-events>



REQUEST SUPPORT FROM YOUR EQUITY ASSISTANCE CENTER

Region I: Mid-Atlantic Equity Consortium | maec.org

- Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia.

Region II: Intercultural Development Research Association | idra.org

- Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

Region III: Indiana University | ipec.education.iupui.edu

- Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

Region IV: Metropolitan State University | msudenver.edu/ieac/

- Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.



Comprehensive Centers Program

The Comprehensive Centers (CC) program supports the establishment of not less than 20 Comprehensive Centers to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.



2019–2024 Comprehensive Centers

19 REGIONAL CENTERS

Provide high-quality intensive capacity-building services to State clients and recipients to identify, implement, and sustain effective evidence-based practices that support improved educator and student outcomes.

1 NATIONAL CENTER

Provides high-quality universal and targeted capacity-building services to services to address common high-leverage problems, services to address programmatic monitoring reports and audit findings, implementation challenges, and emerging national education trends.



2019–2024 Comprehensive Centers

- Region 1: Massachusetts, Maine, New Hampshire, Vermont - American Institutes for Research
- Region 2: Connecticut, New York, Rhode Island - WestEd
- Region 3: Puerto Rico, Virgin Islands - Educational Testing Service
- Region 4: Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania - Policy Study Associates, Inc.
- Region 5: Kentucky, Tennessee, Virginia, West Virginia - Westat, Inc.
- Region 6: Georgia, North Carolina, South Carolina - The University of North Carolina at Greensboro
- Region 7: Alabama, Florida, Mississippi - RMC Research Corporation
- Region 8: Indiana, Michigan, Ohio - ICF Incorporated LLC
- Region 9: Illinois, Iowa - American Institutes for Research
- Region 10: Minnesota, Wisconsin - The Board of Regents of the University of Wisconsin System
- Region 11: Nebraska, North Dakota, South Dakota, Wyoming - NREL International
- Region 12: Colorado, Kansas, Missouri - ICFE International
- Region 13: Bureau of Indian Education, New Mexico, Oklahoma - WestEd
- Region 14: Arkansas, Louisiana, Texas - Westat, Inc.
- Region 15: Arizona, California, Nevada, Utah - WestEd
- Region 16: Alaska, Oregon, Washington - SEPRC Southwest Regional Resource Center
- Region 17: Idaho, Montana - Education Northwest
- Region 18: Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Palau - Pacific Resources for Education and Learning
- Region 19: American Samoa, Hawaii, Republic of the Marshall Islands - Pacific Resources for Education and Learning
- National Center: Westat, Inc.



Regional Centers

Regional Centers must assist clients and recipients in multiple key areas:

1. Carrying out approved Consolidated State Plans under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (ESEA)
2. Implementing and scaling-up evidence-based programs, practices, and interventions that address the unique educational obstacles faced by rural populations
3. Identifying and carrying out capacity-building services to clients that help States address corrective actions or results from audit findings and monitoring, conducted by the Department, that are programmatic in nature, at the request of the client
4. Working with the National Center to identify trends and best practices, and develop cost-effective strategies to make their work available to as many REAs, LEAs, and schools in need of support as possible



National Center

The **National Center** must assist clients and recipients in multiple key areas:

1. Implementing approved **ESEA Consolidated State Plans**
2. Implementing and scaling **evidence-based programs, practices, and interventions that interventions** that directly benefit entities that have high percentages or numbers of students from low-income families as referenced in Title I, Part A of the ESEA (ESEA (ESEA sec. **1113(a)(5)** and **1111(d)**) and recipients that are implementing **comprehensive support and improvement activities or targeted support and improvement activities** as referenced in Title I, Part A of the ESEA (ESEA sec. **1111(d)**)
3. Implementing and scaling-up of evidence-based programs, practices, and interventions interventions that address the **unique educational obstacles faced by rural populations populations**
4. Implementing effective strategies for reaching and supporting as many SEAs, REAs, REAs, LEAs, and schools in need of services as possible



CC Network Service Delivery Model

INTENSIVE

STATE PLAN IMPLEMENTATION SERVICES

- State commitment
- Needs assessment
- Evidence-based solutions
- Implementation planning
- Fidelity of implementation
- Intensity (frequency, type, duration)
- Accountability for results (outputs and outcomes)

TARGETED

PEER-TO-PEER EXCHANGES

- Multi-SEA or LEA exchanges, including communities of practice
- Collaborative support for commonly identified state needs and priorities
- Collaboratively managed by National Center and Regional Center(s)

UNIVERSAL

PUBLICLY AVAILABLE RESOURCES

- Comprehensive Center Network website and resource portal
- Adapts regional and topical resources for national application



State Support Network

The State Support Network is a technical assistance initiative designed to support state and district school improvement efforts. The State Support Network collaborates with states, districts, and technical assistance partners to elevate student outcomes, scale systemic solutions, share and leverage effective evidence-based practices and build sustainable partnerships.



State Support Network

The Network offers technical assistance support designed to connect states and districts to each other and to evidence-based resources that drive improvement.

- **Universal support** through broadly shared school improvement resources organized on a user-friendly website. Resources include case studies, guidelines, and tools for implementation.
- **Collective support** for virtual and in-person technical assistance among state and local peers. We will provide opportunities for states and districts to collaborate directly with peers and communities of practice to solve common challenges.
- **Individual support** focused on direct technical assistance from subject matter experts to address specific state and district needs.



State Support Network

Planning and implementing the Every Student Succeeds Act

Using evidence to strengthen education investments and achieve student outcomes

Performing high-quality, scalable needs assessments

Leveraging flexible funding and funding data to make decisions

Supporting state and local strategic planning

Measuring and supporting increased proficiency for English learners

Designing innovative school improvement strategies



Featured Resources

- Plans That Work: Tools for Supporting School Improvement Planning
- Building Strategic Partnerships: State and District Collaboration Mapping Process
- State and Local Report Cards Resource Library
- Identifying and Implementing Evidence-based Practices Communities of Practice
- Implementing and Scaling Needs Assessments Tools
- State Data Systems



Explore more:

<https://statesupportnetwork.ed.gov/resources>

Office of Safe and
Supportive Schools



OSSS TA Centers

- Title IV Part A (T4PA)
- Readiness and Emergency Management for Schools (REMS)
- Center to Improve Social and Emotional Learning and School Safety (CISELSS)
- Positive Behavioral Interventions and Supports (PBIS Center)



T4PA TA Center

GOALS

- Serve the needs of the Title IV-A State Coordinators
- Collaborate with federal partners & other organizations
- Help facilitate ED's goals for program success

Major Activities

- Identifying and developing resources, training, and other materials
- Developing a network of subject matter experts
- Continuing a community of practice



REMS TA Center

Goals

To increase the safety, security, emergency management and preparedness capacity for all State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, and Institutions of Higher Education (IHEs), including both grantees and non-grantees.



REMS TA Center

Primary Functions

- Develop and provide tools and resources to SEAs, LEAs, schools, and IHEs on developing high-quality EOPs and comprehensive school safety programs
- Address and respond to emerging issues, needs, and emergency events
- Support the success of the Grants to States for School Emergency Management (GSEM) Program, including past and present grantees
- Promote and facilitate communication and collaboration among practitioners and partners



CISELSS TA Center

Purpose

The center's purpose is to provide technical assistance to support states and districts in the implementation of social and emotional learning evidence-based programs and practices.

The center will enhance the capacity of (1) state educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools.



PBIS TA Center

Resources are available through the PBIS Center.

The PBIS Center provides a full range of TA resources to any school, district, or state that is interested in developing leadership team implementation capacity and establishing a MTSS framework to support implementation of evidence-based practices.

All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.



Office of Special
Education Programs
(OSEP)



Office of Special Education Programs Technical Assistance Network



- Center for Adaptive Physical Accessibility in Special Education (2012) capanet.org
- Center on Social Function and Learning (CSFL) socialfunction.org
- Center on Student Behavioral Interventions and Supports (CSBIS) csbis.org
- Early Childhood Technical Assistance Center (ECTAC) ectac.org
- Gateway for Learning (G2) gatewayforlearning.org
- National Center for Parent/Maternal Involvement (NPMI) nationalcenterforparentmaternalinvolvement.org
- National Center for Technical Assistance (NCTA) nctatoolkit.org
- National Center on Social Emotions (NCOSE) ncose.org
- National Center on Universal Design (NCOUD) ncoud.org
- National Center on Writing Instruction (NCWI) nationalcenteronwriting.org
- National Goal Center (NCGC) nccgcenter.org
- National Technical Assistance Center for Transition (NCTACT) nctact.org
- Race, Implementation and Teaching up of Evidence-based Practices Center (RITC) ritc.org
- Big Sky Center (BSC) bigskycenter.org



- Behavior Solutions.org (BSO)
- Center for 21st Century Learning (C21L) c21l.org
- Center on Evidence-Based Practice for Learning (CEBPL) cebpl.org
- Center on Technology Services in Local Educational Agency Systems (or Evidence-Based Practice & Innovation Center) (CEBPI) cebpi.org
- Collaborative for Effective Practice Development, Assessment, and Review Center (CEPAD) collaborativeforpractice.org
- eSOLnet Center esolnet.org
- Early Childhood Technical Center (ECTAC) ectac.org
- Early Childhood ECE Center (ECEC) earlychildhood.org
- ELL Data Center (EDC) edc.org
- ELL Center ellcenter.org
- National Center on Accessible Educational Materials (NCAEM) ncaem.org
- National Center on Learning Styles (NCLS) nclsc.org
- National Center on Multiple-Choice Center (NCCC) nccc.org
- The Center for 21st Century Evidence-Based Practice (C21EBP) c21ebp.org
- The Center for the Integration of 21st-Century Skills c21skills.org



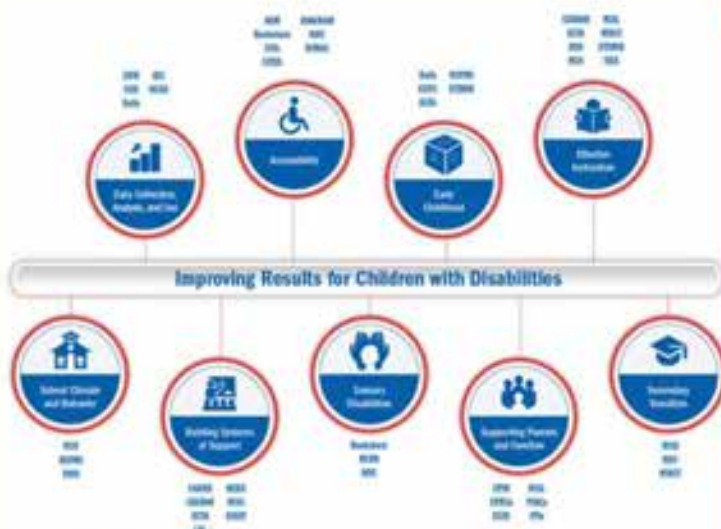
- Center for Parent Information and Resources (CPAIR) parentcenter.org
- Community Parent Resource Center (CPRC) parentcenter.org
- Parent Training and Information Center (PTI) parentcenter.org
- Regional Parent Technical Assistance Centers (RPTAC) parentcenter.org



The logo identifies each of the 27 centers in this infographic at <http://www.osep.ed.gov>

To Download this infographic:
<http://www.osep.ed.gov/infographic>

U.S. Department of Education



80% of schools use data to inform instruction; 70% use data to inform student services.



80% of schools provide professional development for all staff; 70% provide professional development for all students.



To Download this infographic: <https://www.ies.ed.gov/nv/oea/2014/02/136>

Interactive
Discussion



[Question Placeholder
Slide]



Contact Information

David Cantrell

Director, Program and Grantee Support Services
David.Cantrell@ed.gov

Danielle Smith

Group Leader, Program and Grantee Support Services
Danielle.Smith@ed.gov

Christine Pilgrim

Director, Special Education Programs
Christine.Pilgrim@ed.gov

Hamed Perez-Negron

Program Officer, Safe and Supportive Schools
Hamed.Negron-Perez@ed.gov

Bronwyn Roberts

Director, Readiness and Emergency Management for
Schools Technical Assistance Center
Bronwyn.Roberts@ed.gov

Dean Nafziger

Vice President, Westat Inc.
Dean.Nafziger@westat.com



oese.ed.gov

U.S. Department of Education

U.S. Department of Education Grant Programs

February 3, 2020



Office of State Grant &
Program Support
Newsletter



First Edition: February 3, 2020

Will be sent out the first week of each month.



The Basics

What is it?

- A monthly newsletter to share TA updates and resources, upcoming events and due dates, grant competition announcements, and more.

Who is the audience?

- Grantees of formula grant programs, including: Impact Aid; Migrant Education; Indian Education; Title I, Part A, Title II, Part A, Title III, Part A, Grants for State Assessments, Title IV, Part A; Rural, Insular, & Native Achievement Programs

How do I sign up?

- [LINK COMING](#)



Office of Program and
Grantee Support
Services



Program and Grantee Support Services

The Office of Program and Grantee Support Services (PGSS) oversees the design and delivery of results-driven, differentiated, and research-informed technical assistance (TA) opportunities to all States and the U.S. territories. PGSS also supports Office of Elementary and Secondary Education (OESE) program offices by advising on best practices related to planning, implementing, and evaluating technical assistance.



Program and Grantee Support Services Portfolio

OESE provides assistance to grantees through a variety of TA investments, which include grants, contracts, and inter-agency agreements (IAAs). PGSS manages a number of these investments, including:

- Comprehensive Centers
- Equity Assistance Centers
- National Student Attendance, Engagement and Success Center
- State Support Network



Comprehensive Centers Program

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2019–2024 Comprehensive Centers

19 REGIONAL CENTERS

Provide **high-quality intensive capacity-building services** to State clients clients and recipients to identify, implement, and sustain effective evidence-based practices that support improved educator and student outcomes.

1 NATIONAL CENTER

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Regional Centers

Regional Centers must assist clients and recipients in multiple key areas:

1. Carrying out approved Consolidated State Plans under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (ESEA)
2. Implementing and scaling-up evidence-based programs, practices, and interventions that address the unique educational obstacles faced by rural populations
3. Identifying and carrying out capacity-building services to clients that help States address corrective actions or results from audit findings and monitoring, conducted by the Department, that are programmatic in nature, at the request of the client
4. Working with the National Center to identify trends and best practices, and develop cost-effective strategies to make their work available to as many REAs, LEAs, and schools in need of support as possible



National Center

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1. Implementing approved **ESEA Consolidated State Plans**
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2019–2024 Comprehensive Centers

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- Region 3: Puerto Rico, Virgin Islands - Educational Testing Service
- Region 4: Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania - Policy Study Associates, Inc.
- Region 5: Kentucky, Tennessee, Virginia, West Virginia - Westat, Inc.
- Region 6: Georgia, North Carolina, South Carolina - The University of North Carolina at Greensboro
- Region 7: Alabama, Florida, Mississippi - RMC Research Corporation
- Region 8: Indiana, Michigan, Ohio - ICF Incorporated LLC
- Region 9: Illinois, Iowa - American Institutes for Research
- Region 10: Minnesota, Wisconsin - The Board of Regents of the University of Wisconsin System
- Region 11: Nebraska, North Dakota, South Dakota, Wyoming - NREL International
- Region 12: Colorado, Kansas, Missouri - ICF International
- Region 13: Bureau of Indian Education, New Mexico, Oklahoma - WestEd
- Region 14: Arkansas, Louisiana, Texas - Westat, Inc.
- Region 15: Arizona, California, Nevada, Utah - WestEd
- Region 16: Alaska, Oregon, Washington - SERRC Southwest Regional Resource Center
- Region 17: Idaho, Montana - Education Northwest
- Region 18: Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Palau - Pacific Resources for Education and Learning
- Region 19: American Samoa, Hawaii, Republic of the Marshall Islands - Pacific Resources for Education and Learning
- National Center: Westat, Inc.



Working with States

- Regional Centers work with States to create Annual State Service Plans
- Chief State School Officers (CSSOs) must sign off on the plans
- CSSOs nominate State Program Contacts for the Centers
- Each Center has an Advisory Board and is responsible for broad stakeholder engagement to determine annual priorities



Implementation Cycle



Learn more about Comprehensive Centers



Contact your Comprehensive Center!

Find contact information and available resources.

Comprehensive Center Network website:

<https://www.compcenternetwork.org/>



U.S. Department of Education

U.S. Department of Education Grant Programs

February 4, 2020



Equity Assistance Centers

Equity Assistance Centers (EACs) provide technical assistance and training, at the request of school boards and other responsible governmental agencies, on issues related to equity in education to ensure that all children, regardless of race, gender, national origin, or religion, have equal access to quality education and the opportunity to develop high academic standards in reading, math and



Equity Assistance Centers

Addressing inequalities occasioned by desegregation

- **Authorization:** Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
- **Center configuration:** 4 regional centers (11-15 SEAs)
- **Who can request support?**
 - Centers will provide, upon request, technical assistance (TA) in the areas of race, sex, national origin, and religion through the preparation, adoption, and implementation of plans for the desegregation of public schools.
 - School boards and other responsible governmental agencies, including school districts and State education agencies can request support.

Examples of TA services:

- Addressing inequities in access to effective teachers
- Addressing student isolation or disciplinary practices
- Providing accessible and culturally responsive practices in instruction and assessment
- Supporting schools in the areas of harassment, bullying, and prejudice reduction
- Providing open, safe, welcoming, and equally accessible classroom and non-classroom spaces

For More Information: Visit <https://www2.ed.gov/programs/equitycenters/index.html>



Equity Assistance Centers provide technical assistance and training, at the request of school boards and other responsible governmental agencies, on issues related to equity in education to ensure that all children, regardless of race, gender, national origin, or religion, have equal access to quality education and the opportunity to develop high academic standards in reading, math and other core subject areas.

The EACs offer technical assistance to school districts, State education agencies, and others who seek to resolve civil rights conflicts and promote social justice and equity. More recently, they provide resources and training in the areas of hate crimes, racial prejudice, and bullying.

EQUITY ASSISTANCE CENTER REGIONS





Explore Equity Resources



- ❑ **Enroll in Virtual College.** Self-paced, free online learning format designed for educators to participate in workshops that increase awareness in equity related topics. <https://www.msudenver.edu/weeac/virtualcollege/>
- ❑ **Do an Equity Audit.** Suite of tools to assess equity in your school, including: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence. <https://maec.org/resource/equity-audit-materials/>
- ❑ **Explore strategies for Family Engagement.** Tools for educators to develop and implement strategies for engaging with families and community members. <https://www.idraeacsouth.org/family-engagement-web-based-technical-assistance-package/>
- ❑ **Join a Learning Network.** The Great Lakes Equity Center brings together role-alike stakeholders across district and state boundaries, supports peer-to-peer mentoring, and offers opportunities to share information quickly across individuals focused on similar problems of practice. <https://greatlakesequity.org/professional-learning-events>



Equity Assistance Center Services



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- › Disseminating research and promising practices
- › Providing information on legal requirements for nondiscrimination
- › Developing practical tools and implementation guides
- › Training and advising on responsive instruction and assessment
- › One-on-one support to address identified equity issues



This is just an example of the areas that EACs provide services.

Typical activities include

- disseminating information on successful education practices and legal requirements related to nondiscrimination on the basis of race, sex, national origin, and religion in educational programs;
- training designed to develop educators' skills in specific areas such as identification of race and sex bias in instructional materials;
- technical assistance in the identification and selection of appropriate educational programs to meet the needs of English Learners; and
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REQUEST SUPPORT FROM YOUR EQUITY ASSISTANCE CENTER

Region I: Mid-Atlantic Equity Consortium | maec.org

- Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia.

Region II: Intercultural Development Research Association | idra.org

- Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

Region III: Indiana University | ipec.education.iupui.edu

- Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

Region IV: Metropolitan State University | msudenver.edu/ieac/

- Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.



Contact Information

David Cantrell

Director, Program and Grantee Support Services

David.Cantrell@ed.gov

Danielle Smith

Group Leader, Program and Grantee Support Services

Danielle.Smith@ed.gov



oese.ed.gov

Meyer, Rebekka

From: Meyer, Rebekka
Sent: Friday, January 3, 2020 1:26 PM
To: Smith, Danielle; James, Edward
Subject: FW: Extension Request

Is the 9th too late? Should we see if they could do the 7th or 8th? Or if we give Larry our draft numbers on the 7th, could we have the finals by the 9th and still be okay, timing wise?

Bekka

From: Paula Johnson <paula.johnson@idra.org>
Sent: Friday, January 3, 2020 11:39 AM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: Briggs, Jonathan <jonathan.briggs@ed.gov>; Kole, Adina <Adina.Kole@ed.gov>; 'Marquez, Michael' <marqmich@msudenver.edu>; Zevin, Sarah <Sarah.Zevin@ed.gov>; Newton, Esley <esley.newton@ed.gov>; 'Marquez, Michael' <marqmich@msudenver.edu>
Subject: Extension Request

Happy New Year Everyone!!

Rebekka,

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Thank you in advance,
Paula & the IDRA EAC-South Team

Paula N. Johnson, Ph.D.
Director, IDRA EAC-South
Intercultural Development Research Association

5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
210.444.1710 ph. • 210.444.1714 fax
paula.johnson@idra.org • www.idra.org • www.idraeacsouth.org

Connect with us online! [Twitter](#) • [Facebook](#) • [LinkedIn](#) • [Slideshare](#) • [YouTube](#)
Check out IDRA [Classnotes Podcasts](#)
Sign up for [IDRA eNews](#), for occasional news updates

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Cc: Briggs, Jonathan; Kole, Adina; Marquez, Michael; Zevin, Sarah; Newton, Esley; Marquez, Michael

Subject: EAC Kick-Off Webinar

When: Thursday, December 12, 2019 11:00 AM-12:30 PM (UTC-05:00) Eastern Time (US & Canada).

Where: WDCFB6-235-01

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Meyer, Rebekka

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Cc: Briggs, Jonathan
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Conference ID: 336615523

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Paula Johnson

From: Paula Johnson
Sent: Tuesday, January 7, 2020 6:17 PM
To: Meyer, Rebekka; James, Edward; Smith, Danielle
Cc: Briggs, Jonathan; Hector Bojorquez
Subject: IDRA EAC-South Congressional Justification data

Good afternoon,

Below are our numbers for the items requested.

- Total # States served in the 2019 performance year: 10 of 12
- Total # Clients served: 57
- Of those...
 - Total # SEAs = 3
 - Total # LEAs = 54
 - Total # Schools = 96 (extending to 448 campuses)

Be well,
Paula

From: Paula Johnson <paula.johnson@idra.org>
Sent: Friday, January 3, 2020 12:47 PM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: Briggs, Jonathan <jonathan.briggs@ed.gov>
Subject: Re: Extension Request

We'll make it happen. Thank you!!

Dr. Paula Johnson, Director
IDRA EAC-South

From: Meyer, Rebekka <rebekka.meyer@ed.gov>
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Sent: Thursday, December 12, 2019 12:33 PM

To: James, Edward; Susan Shaffer; Paula Johnson; Skelton, Seena Makeeba; Evenstad, Jan; Meyer, Rebekka; Smith, Danielle; Vitelli, Edward

Cc: Briggs, Jonathan; Kole, Adina; Marquez, Michael; Zevin, Sarah; Newton, Esley; Marquez, Michael

Subject: EAC Kick-Off Webinar

When: Thursday, December 12, 2019 11:00 AM-12:30 PM (UTC-05:00) Eastern Time (US & Canada).

Where: WDCFB6-235-01

Upcoming Calls and Webinar

We are excited to help you achieve your project goals for the upcoming year. To help us do this, **Bekka and Edward will reach out to schedule an individual phone call with each EAC during the next two weeks.** This will be an opportunity to informally share what you are working on, your successes and challenges, your greatest needs from the Department and your Program Officers, what would be most helpful for you to connect with the other EACs (such as regularly scheduled calls or a shared virtual space), and more.

We will also host an **EAC Project Directors Webinar on Thursday, December 12, 2019 at 11:00 am EST to 12:30pm.** The purpose of the webinar will be to collectively introduce the new PGSS team members to you and your staff, provide updates on program operations and deadlines, discuss collaborative opportunities, and share the current status of your work. This will also give each Project Director an opportunity to learn about the work of other regions.

In order to assist with our learning and connecting, we would like Project Directors to provide a brief 7-minute overview of your current work as well as current challenges you are facing in your region. Please include the following information in your 7-minute presentation:

1. Introduce your project, your staff, and the states your region serves.
2. Present lessons learned from the work that was done in FY 2019.
3. Share future plans, such as areas of focus in FY 2020.
4. Share any current challenges that you would like to discuss with colleagues.

Project Directors are invited to submit up to four power point slides to support your presentation. *Please email your slides to Edward James at Edward.James@ed.gov by December 9, 2019, 3pm EST.*

We hope this will encourage knowledge sharing and collaboration amongst the regions. We are excited to learn about all you have accomplished in the last year and your plans in the coming year to contribute to the overarching goals of the Equity Assistance Centers.

You will receive a separate meeting invitation for this call with instructions for submission.

Thank you for your patience during the re-organization as we took the time to rebuild our team and re-engage with you. We look forward to speaking with you all on the upcoming individual calls and the December 12, 2019 webinar, and collaborating with you throughout FY2020.

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Paula Johnson

From: Paula Johnson
Sent: Thursday, January 9, 2020 2:30 PM
To: Meyer, Rebekka; James, Edward; Smith, Danielle
Cc: Briggs, Jonathan; Hector Bojorquez
Subject: IDRA EAC-South Availability and 2020 Conference Dates
Importance: High

Hi Bekka!

Included below is a summary of planned/tentative conference information for staff and black-out dates for our FY20 monitoring visit.

2020 EAC-related Conferences	Location	Date(s)
Texas Alliance Black School Education Conference (TABSE)	San Antonio, TX	February 19-23
E2E Ecosystems Conference	San Antonio, TX	March 2-4, 2020
National Coalition on School Diversity (NCSD)	Washington, D.C.	March 26-27
American Educational Research Association (AERA)	San Francisco, CA	April 17-21, 2020
Southern Minority Leadership Conference (SMLC)	Bay St. Louis, MS	June 9-12, 2020
Title III Symposium	San Antonio, TX	July 21-23
University Council for Educational Administration (UCEA)	Old San Juan, Puerto Rico	November 18-22
Association for the Study of Higher Education (ASHE)	New Orleans, LA	November 19-21
National Association for Multicultural Education	Montgomery, AL	October 7-11
SXSWEdu	Austin, TX	March 9-12
Education Anew: Shifting Justice 2020	Jackson, MS	July 16-19

Dates that are *not* available for a monitoring visit at this time:

- January 20-31: Open House and Board Meeting
- February 9-11: Professional Development Training
- March 2-6: Alamo STEM Ecosystem Convening
- March 16-20: Annual Start Seeing Diversity Conference
- March 23-27: Annual IDRA La Semana Parent Institute*
- April 13-30: Annual Performance Reporting
- June 8-12: Southern Minority Leadership Conference
- July 6-17: Annual IDRA EAC-*South* Convening – Huntsville, AL*

*You are more than welcome to join us!!

Be well,
Paula

From: Meyer, Rebekka <rebekka.meyer@ed.gov>
Sent: Friday, January 3, 2020 12:43 PM
To: Paula Johnson <paula.johnson@idra.org>; James, Edward <Edward.James@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: Briggs, Jonathan <jonathan.briggs@ed.gov>
Subject: RE: Extension Request

Hi Paula!

Would it be possible to get the data for the Congressional Justification to us by the 7th and get the other items to us by the 9th? We only have a small amount of wiggle room for the Congressional Justification, unfortunately. Let us know what you think,
Bekka

From: Paula Johnson <paula.johnson@idra.org>

Sent: Friday, January 3, 2020 11:39 AM

To: Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>

Cc: Briggs, Jonathan <jonathan.briggs@ed.gov>; Kole, Adina <Adina.Kole@ed.gov>; 'Marquez, Michael' <marqmich@msudenver.edu>; Zevin, Sarah <Sarah.Zevin@ed.gov>; Newton, Esley <esley.newton@ed.gov>; 'Marquez, Michael' <marqmich@msudenver.edu>

Subject: Extension Request

Happy New Year Everyone!!

Rebekka,

I am requesting to move our submission date to Thursday, January 9th. This will to allow staff on vacation through the 6th adequate time to provide me with data needed to complete the request below.

Thank you in advance,
Paula & the IDRA EAC-South Team

Paula N. Johnson, Ph.D.

Director, IDRA EAC-South
Intercultural Development Research Association

5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
210.444.1710 ph. • 210.444.1714 fax
paula.johnson@idra.org • www.idra.org • www.idraeacsouth.org

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Check out IDRA [Classnotes](#) [Podcasts](#).

Sign up for [IDRA eNews](#) for occasional news updates.

Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.

From: Meyer, Rebekka <rebekka.meyer@ed.gov>

Sent: Friday, January 3, 2020 9:00 AM

To: James, Edward <Edward.James@ed.gov>; 'Susan Shaffer' <sshaffer@maec.org>; Paula Johnson <paula.johnson@idra.org>; 'Skelton, Seena Makeeba' <smskelto@iupui.edu>; 'Evenstad, Jan' <evenstad@msudenver.edu>; Smith, Danielle <Danielle.Smith2@ed.gov>

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Subject: RE: EAC Kick-Off Webinar

Importance: High

Hello again, EACs, and Happy New Year!

This is a reminder to read below about the various items due on Monday, January 6, 2020. As stated previously, please let us know if you need more time to respond considering the holiday timing of the second request.

Thank you again, we appreciate your help with this,

The PGSS Team

From: Meyer, Rebekka

Sent: Monday, December 23, 2019 5:24 PM

To: James, Edward <Edward.James@ed.gov>; 'Susan Shaffer' <sshaffer@maec.org>; 'Paula Johnson' <paula.johnson@idra.org>; 'Skelton, Seena Makeeba' <smskelto@iupui.edu>; 'Evenstad, Jan' <evenstad@msudenver.edu>; Smith, Danielle <Danielle.Smith2@ed.gov>

Cc: Briggs, Jonathan <jonathan.briggs@ed.gov>; Kole, Adina <Adina.Kole@ed.gov>; 'Marquez, Michael' <marqmich@msudenver.edu>; Zevin, Sarah <Sarah.Zevin@ed.gov>; Newton, Esley <esley.newton@ed.gov>; 'Marquez, Michael' <marqmich@msudenver.edu>

Subject: RE: EAC Kick-Off Webinar

Hello EACs,

This email serves two purposes: 1) a reminder of the items requested by January 6, outlined below; and 2) a request for additional data also due by January 6th. The latter is a new request that arose as we pull together data for the annual Congressional Justification (CJ).

The Department needs the following from each EAC for the CJ, **by January 6, 2020**. It can be emailed to Edward and Bekka.

- Total # States served in the 2019 performance year
- Total # Clients served
- Of those...
 - Total # SEAs
 - Total # LEAs
 - Total # Schools

We recognize the timing is not ideal with this request coming over the holidays, so please let us know if you need more time to respond. We appreciate your help with this.

Happy Holidays!

The PGSS Team

From: Meyer, Rebekka

Sent: Friday, December 13, 2019 1:46 PM

To: James, Edward <Edward.James@ed.gov>; Susan Shaffer <sshaffer@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>; Smith, Danielle <Danielle.Smith2@ed.gov>

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Subject: RE: EAC Kick-Off Webinar

Hello EAC Directors,

Thank you again for your participation in the EAC FY20 Kickoff webinar on December 12, 2019. We are excited to learn more about your current work and to work together to tackle some of the challenges and opportunities for improvement that we identified.

As a summary, here are the items that PGSS will accomplish in the coming months:

- Revise, as needed, the monthly progress reporting protocol and tool
- Establish a communication plan with EACs and Program Officers
- Create a plan for face-to-face meetings
- Remind EACs about the new APR Reporting Timeline

- Plan monitoring visits

Here's a summary of the requests and reminders for each EAC:

- Communications: To help facilitate planning a Face-to-Face Meeting, please send your Program Officer a list of conferences you plan to attend in the remainder of FY20. **Due January 6, 2020**
- Monitoring Visits: During the period of April 1, 2020 to September 30, 2021, please send your Program Officer times when your organization would *not* be available for a monitoring visit (e.g. during conferences and other planned events where staff would not be available). **Due January 6, 2020**
- Annual Reporting Dates for the Department of ED:
 - April 1, 2020: APR opens for Year 4 reporting (FY19 Q4 + FY20 Q1 & Q2)
 - May 1, 2020: APR due in G5
 - July 31, 2020: Notice of Year 5 Continuation Awards given by this date

In addition, we'll be reaching out in a separate email to solicit examples you'd like ED to share at the upcoming NAESPA Conference in February.

Please let us know if you have any questions,
The PGSS Team

-----Original Appointment-----

From: James, Edward <Edward.James@ed.gov>

Sent: Thursday, December 12, 2019 12:33 PM

To: James, Edward; Susan Shaffer; Paula Johnson; Skelton, Seena Makeeba; Evenstad, Jan; Meyer, Rebekka; Smith, Danielle; Vitelli, Edward

Cc: Briggs, Jonathan; Kole, Adina; Marquez, Michael; Zevin, Sarah; Newton, Esley; Marquez, Michael

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Where: WDCFB6-235-01

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Thank you for your patience during the re-organization as we took the time to rebuild our team and re-engage with you. We look forward to speaking with you all on the upcoming individual calls and the December 12, 2019 webinar, and collaborating with you throughout FY2020.

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Sent: Tuesday, February 4, 2020 1:15 PM
To: Paula Johnson
Cc: Vitelli, Edward; Meyer, Rebekka
Subject: Changes to Key Personnel

Hi Paula,

Thanks for your email. Per the requirements in your Cooperative Agreement, 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). Please send us an email with the names, position descriptions (including % FTE), and qualifications of your proposed new key personnel (resumes will suffice). Your program officer (Bekka) will review and follow up to authorize.

Danielle

Danielle Smith
Group Leader, Technical Assistance
Program and Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave S.W.
Washington, DC 20202
Phone: (202) 453-5546
Danielle.Smith2@ed.gov

[Visit our website at oese.ed.gov!](http://oese.ed.gov)

From: Paula Johnson <paula.johnson@idra.org>
Sent: Tuesday, February 4, 2020 10:32 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Quick Question
Importance: High

Good morning Danielle!

We are going to adding two additional members to the EAC staff based on previous recommendations from our client survey and increased requests from across the region. How do we communicate that change to you in a formal way? Please advise. Thank you in advance.

Be well,
Paula

(b)(6)

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Paula N. Johnson, Ph.D.
Director, IDRA EAC-*South*
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of the Freedom of
Information and
Privacy Act

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Smith, Danielle

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Ed Vitelli, copied here, is now the Program Manager for this program, and Bekka Meyer is your Program Officer. Please work with them going forward. We will update your GAN with new program contacts soon.

Thank you!

Danielle

Danielle Smith
Group Leader, Technical Assistance
Program and Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave S.W.
Washington, DC 20202
Phone: (202) 453-5546
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Briggs, Jonathan

From: Briggs, Jonathan
Sent: Wednesday, April 29, 2020 1:07 PM
To: Smith, Danielle
Subject: FW: Recording now available. A Conversation with Students

I can include this as a EAC resource, or you can since you're in the process of editing the weekly digest.

From: James, Edward <Edward.James@ed.gov>
Sent: Wednesday, April 29, 2020 12:14 PM
To: Briggs, Jonathan <jonathan.briggs@ed.gov>
Subject: FW: Recording now available. A Conversation with Students ?

Jonathan,

Region 1 of the EAC's has added a new CVID 19 resource. I have added it to the SharePoint excel but I wanted to make you aware if you wanted to include it in the Weekly Digest.

Edward

From: Susan Shaffer <sshaffer@maec.org>
Sent: Tuesday, April 21, 2020 1:54 PM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>
Subject: Fwd: Recording now available. A Conversation with Students ?

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Best,
Susan



Susan Shaffer

President, Mid-Atlantic Equity Consortium, Inc.
Executive Director, Center for Education Equity
301.657.7741 x118 | sshaffer@maec.org
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----- Forwarded message -----

From: Daryl Williams, Center for Education Equity at MAEC <info@maec.org>
Date: Tue, Apr 21, 2020 at 10:26 AM
Subject: Recording now available. A Conversation with Students ?
To: Susan Shaffer <sshaffer@maec.org>



A Conversation with Students

Thank you for joining us Tuesday, April 14, 2020 for *A Conversation with Students: How COVID-19 is Affecting their Educational Experience*.

- **Want to relive the experience or weren't able to log in?** [Check out the recording](#), now available online.
- **We could really use your input.** Do you have a moment to [fill out our survey](#)? The answers will help us focus our programming on what YOU need.
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Smith, Danielle

From: Smith, Danielle
Sent: Wednesday, April 29, 2020 1:50 PM
To: Briggs, Jonathan
Subject: RE: Recording now available. A Conversation with Students

If you can write up a quick blurb, I can drop it in.

From: Briggs, Jonathan <jonathan.briggs@ed.gov>
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To: Smith, Danielle <Danielle.Smith2@ed.gov>
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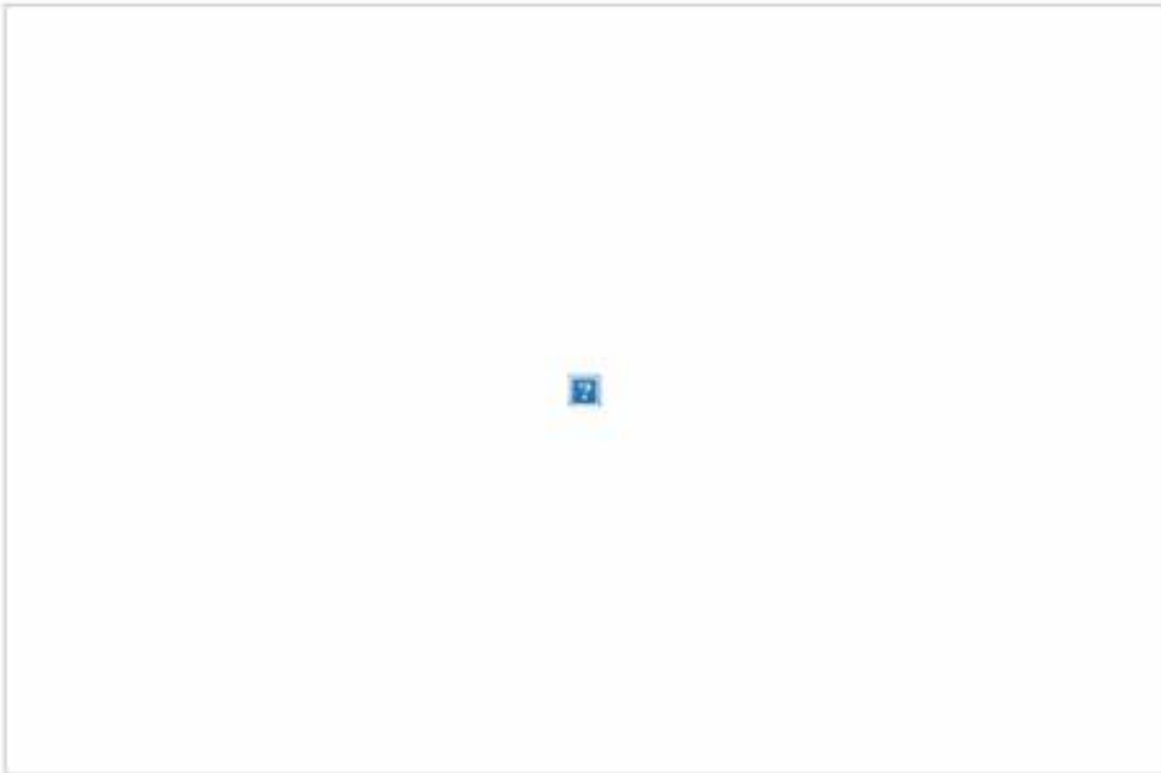
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Briggs, Jonathan

From: Briggs, Jonathan
Sent: Wednesday, April 29, 2020 1:58 PM
To: Smith, Danielle
Subject: RE: Recording now available. A Conversation with Students

The Mid-Atlantic Equity Assistance Center (MAEC) led a national education conversation on the impact of COVID-19 on student learning and how schools and districts are responding to this crisis. You can access the webinar titled: **A Conversation With Students: How COVID-19 is Affecting their Educational Experience**, [here](#).

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Wednesday, April 29, 2020 1:50 PM
To: Briggs, Jonathan <jonathan.briggs@ed.gov>
Subject: RE: Recording now available. A Conversation with Students ?

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To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: Recording now available. A Conversation with Students ?

The Mid-Atlantic Equity Assistance Center (MAEC) led a national education conversation on the impact of COVID-19 on student learning and how schools and districts are responding to this crisis. You can access the webinar titled: ***A Conversation With Students: How COVID-19 is Affecting their Educational Experience***, [here](#).

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Wednesday, April 29, 2020 1:50 PM
To: Briggs, Jonathan <jonathan.briggs@ed.gov>
Subject: RE: Recording now available. A Conversation with Students ?

If you can write up a quick blurb, I can drop it in.

From: Briggs, Jonathan <jonathan.briggs@ed.gov>
Sent: Wednesday, April 29, 2020 1:07 PM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: FW: Recording now available. A Conversation with Students ?

I can include this as a EAC resource, or you can since you're in the process of editing the weekly digest.

From: James, Edward <Edward.James@ed.gov>
Sent: Wednesday, April 29, 2020 12:14 PM
To: Briggs, Jonathan <jonathan.briggs@ed.gov>
Subject: FW: Recording now available. A Conversation with Students ?

Jonathan,

Region 1 of the EAC's has added a new CVID 19 resource. I have added it to the SharePoint excel but I wanted to make you aware if you wanted to include it in the Weekly Digest.

Edward

From: Susan Shaffer <sshaffer@maec.org>
Sent: Tuesday, April 21, 2020 1:54 PM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>
Subject: Fwd: Recording now available. A Conversation with Students ?

Please find a resource for the EAC team. I will be sending another resource to share.

Best,
Susan



Susan Shaffer

President, Mid-Atlantic Equity Consortium, Inc.
Executive Director, Center for Education Equity
301.657.7741 x118 | sshaffer@maec.org
www.maec.org | [Facebook](#) | [Twitter](#)

Commemorating over 25 years of equity and social justice work in education.

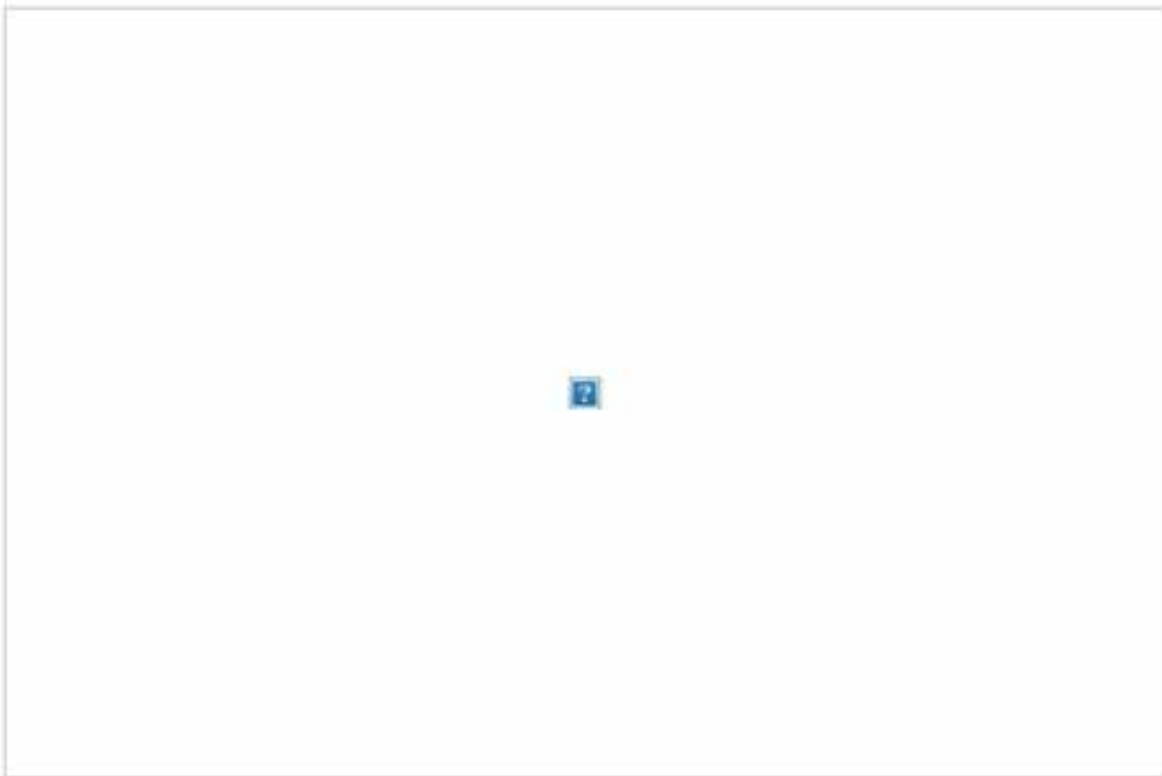
----- Forwarded message -----

From: **Daryl Williams, Center for Education Equity at MAEC** <info@maec.org>

Date: Tue, Apr 21, 2020 at 10:26 AM

Subject: Recording now available. A Conversation with Students ?

To: Susan Shaffer <sshaffer@maec.org>



A Conversation with Students

Thank you for joining us Tuesday, April 14, 2020 for *A Conversation with Students: How COVID-19 is Affecting their Educational Experience*.

- **Want to relive the experience or weren't able to log in?** [Check out the recording](#), now available online.
- **We could really use your input.** Do you have a moment to [fill out our survey](#)? The answers will help us focus our programming on what YOU need.
- **Have something to say?** We are now planning *A Conversation with Teachers*. Please [reach out](#) if you would be interested in participating.
- **Don't miss out!** Stay tuned for more information on what MAEC has in store for educators and families. Both our [website](#) and this listserve will be sharing updates on a regular basis.



MAEC, Inc. · 5272 River Road, Suite 340 · Bethesda · Maryland · 20816

[Preferences](#) | [Unsubscribe](#)

This email was sent to sshaffer@maec.org

[Click here to view the online version.](#)

From:
To: Deysson, Sandra
Subject: Technical Assistance Coordination Team

Sandy,

Thanks for allowing the time to go through the work of the Technical Assistance Coordination Team that you will be a part of. To begin to look through our documents, see: <https://share.ed.gov/teams/OESE/WG/TACT/>

Navigate through the menu at the top of the SharePoint page Working Groups > Technical Assistance Coordination Team

To date, we have:

1. Formed the TACT, including members of OESE, OSEP, IES
2. Created "Continuity of Learning" resource collections within each of our respective Offices' Centers, which we were initially tracking [here](#), and are now migrating to the OESE Resource Database.
 - o OESE:
 - <https://www.compcenternetwork.org/resources-for-continuity-of-learning>
 - [OSSS TA Centers](#)
 - [Equity Assistance Centers](#)
 - o <https://osepideasthatwork.org/continuity-learning-during-covid-19>
 - [Early Childhood Technical Assistance Center \(ECTA\): COVID-19 Resources and Information Webpage\(link is external\)](#) - ECTA has created a webpage to provide State Part C and Part B, Section 619 programs with the latest information on funding and guidance during the COVID-19 pandemic.
 - [National Center for Systemic Improvement \(NCSI\): COVID-19 Resource Hub for Supporting Students with Disabilities\(link is external\)](#) - NCSI has created several webpages to address the COVID-19 pandemic, as well as adding resources to its Resource Library.
 - o <https://ies.ed.gov/ncee/edlabs/projects/covid-19/>
1. Created COVID-19 resource pages on each office's website
 - o IES: see above
 - o OSEP: see above
 - o OESE: *In progress*
2. Created a list of [topic/need areas](#) and began to map resources to these topic/need areas
 - o See: OESE Resource Inventory
3. Provided input to the Department to reorganize the www.ed.gov/coronavirus website
 - o See [here](#).
4. Collaborating with OET on Digital Learning Guides

Where we want to go next:

- Begin mapping needs to available services
- Identify services gaps
- Identify opportunities for collaboration, connect relevant TA Centers
- Convene TA Centers across

Danielle Smith

Group Leader, Comprehensive Centers
Program and Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education

400 Maryland Ave S.W.
Washington, DC 20202
Phone: (202) 453-5546
Danielle.Smith2@ed.gov

[Visit our website at oese.ed.gov!](http://oese.ed.gov)

Smith, Danielle

From: Smith, Danielle
Sent: Monday, May 18, 2020 8:59 AM
To: Deysson, Sandra
Subject: Technical Assistance Coordination Team

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Thanks for allowing the time to go through the work of the Technical Assistance Coordination Team that you will be a part of. To begin to look through our documents, see: <https://share.ed.gov/teams/OESE/WG/TACT/>

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5. Cross-promoting resources and content

Where we want to go next:

- Begin "needs mapping" – Map observed needs to support that is being provided
- Identify services gaps / opportunities
- Prioritize several areas for collaboration, connect relevant TA Centers
 - e.g. NCSI and National Center working on financial workshops for states
- Convene all TA Centers across offices to share big-picture vision and discuss specific opportunities for cross-Center collaboration

And longer term...

- Establish regular information/feedback loops to periodically evaluate field needs
- Transition covid-specific efforts to support ongoing coordination

I'll take notes for today, and then we can talk about you taking this over and how we want to organize our work going forward.

Danielle

Danielle Smith

Group Leader, Comprehensive Centers
Program and Grantee Support Services
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U.S. Department of Education
400 Maryland Ave S.W.
Washington, DC 20202
Phone: (202) 453-5546
Danielle.Smith2@ed.gov

[Visit our website at oese.ed.gov!](http://oese.ed.gov)

Deysson, Sandra

From: Deysson, Sandra
Sent: Monday, May 18, 2020 10:37 AM
To: Smith, Danielle
Subject: RE: Technical Assistance Coordination Team

Thank you Danielle.

I took notes this morning too.

Could you please send me your notes so that I can see the format you used? After the notes are taken, do you send them out to the group and/or do you add them to a Shared Drive?

I will review the resources/documents that you sent in this email. I will also take some time to review the link that Matthew added to the notes column during the meeting.

Thank you.

Sandra Deysson, Ed.D.

Education Program Specialist
Program and Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave S.W.
Washington, DC 20202
Sandra.Deysson@ed.gov

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Monday, May 18, 2020 8:59 AM
To: Deysson, Sandra <sandra.deysson@ed.gov>
Subject: Technical Assistance Coordination Team

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 U.S. Department of Education
 400 Maryland Ave S.W.
 Washington, DC 20202
 Phone: (202) 453-5546
Danielle.Smith2@ed.gov

[Visit our website at oese.ed.gov!](#)

Smith, Danielle

From: Smith, Danielle
Sent: Thursday, July 9, 2020 12:09 PM
To: rfitzpa@wested.org; jrosbor@wested.org; Martin Eile, Julia; Williams, Perry; Newton, Esley; mrovins@wested.org
Cc: Vitelli, Edward
Subject: NCSI Thought Leadership Series

All,

Thanks for the conversation today. It sounds like the Thought Leadership Series is still a work in progress, so please do let us know how we can be helpful as you work through your planning. I wanted to offer, since the series is focused on the intersections of Race and Disability, that our Equity Assistance Centers might also serve as valuable thought partners for the conversation.

OESE funds four regional Equity Assistance Centers (EACs), which provide technical assistance and training, upon request, in the areas of race, sex, national origin, and religion to public school districts and other responsible governmental agencies to promote equitable education opportunities. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children. The EACs have recently experienced an increase in requests for racial equity services, implicit bias trainings, and equity audits for state and local school systems.

As you work out the composition of your thought leaders, please let us know if you think this event would benefit from having a representative or representatives from the EAC Network participate. I've copied Ed Vitelli who is the Group Leader for the EAC program. Ed can assist with connecting if you'd like to move forward.

Danielle

Danielle Smith

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Washington, DC 20202
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Danielle.Smith2@ed.gov

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Rorie Fitzpatrick

From: Rorie Fitzpatrick
Sent: Thursday, July 9, 2020 12:58 PM
To: Smith, Danielle
Cc: jrosbor@wested.org; Martin Eile, Julia; Williams, Perry; Newton, Esley; mrovins@wested.org; Vitelli, Edward
Subject: Re: NCSI Thought Leadership Series

Thank you, Danielle.

We are totally with you on the value of EAC engagement in this effort! In fact, we've got that membership tagged as part of our proposed list to walk through with Perry.

Best, Rorie

.....
Rorie Fitzpatrick, Program Director, WestEd
National Ctr for Systemic Improvement
(b)(6) | 415.615.3466 (o)
WestEd.org | ncsi.WestEd.org

On Jul 9, 2020, at 9:09 AM, Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

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Smith, Danielle

From: Smith, Danielle
Sent: Thursday, July 9, 2020 12:59 PM
To: Rorie Fitzpatrick
Cc: jrosbor@wested.org; Martin Eile, Julia; Williams, Perry; Newton, Esley; mrovins@wested.org; Vitelli, Edward
Subject: RE: NCSI Thought Leadership Series

Great! Let us know if/how/when we can help 😊

From: Rorie Fitzpatrick <rfitzpa@wested.org>
Sent: Thursday, July 9, 2020 12:58 PM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: jrosbor@wested.org; Martin Eile, Julia <Julia.Martin.Eile@ed.gov>; Williams, Perry <Perry.Williams@ed.gov>; Newton, Esley <esley.newton@ed.gov>; mrovins@wested.org; Vitelli, Edward <Edward.Vitelli@ed.gov>
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Meyer, Rebekka

From: Meyer, Rebekka
Sent: Thursday, July 23, 2020 1:43 PM
To: Vitelli, Edward; 'Susan Shaffer'; Paula Johnson; Skelton, Seena Makeeba; Evenstad, Jan
Cc: Smith, Danielle; James, Edward
Subject: RE: EAC NAESPA Q&A Session
Attachments: EACs-Main PPT-NAESPA-07-23-2020 Presentation-Final v5.pptx

Sorry, here's another version. The link to the recorded presentation is now in the slides.

From: Meyer, Rebekka
Sent: Thursday, July 23, 2020 1:08 PM
To: Vitelli, Edward <Edward.Vitelli@ed.gov>; Susan Shaffer <sshaffer@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; James, Edward <Edward.James@ed.gov>
Subject: RE: EAC NAESPA Q&A Session

FYI, here's a slightly updated presentation (a slide added at the end with the Region map). Also, thank you for sending your cell numbers! If you didn't get a practice text from me, let me know.
Bekka

From: Vitelli, Edward <Edward.Vitelli@ed.gov>
Sent: Wednesday, July 22, 2020 8:30 PM
To: Susan Shaffer <sshaffer@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>
Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>; James, Edward <Edward.James@ed.gov>
Subject: EAC NAESPA Q&A Session

Hello EAC Directors,

First, our apologies for any confusion. We've encountered some challenges on this over the past couple of weeks, but believe we're ready to roll tomorrow.

Here is the plan:

- Use this link to sign in to the Presenter Zoom meeting: <https://markeys.zoom.us/j/91053508068?pwd=UjM2ZDhxl3JXaDdlK09ncEtyL01lUT09>
- EACs are scheduled to start at 3:30 Eastern/2:30 Central/1:30 Mountain and present for 15 minutes. This matches the schedule that Danielle sent around earlier. It is also provided below. It's recommended that EACs join by 3:10pm Eastern at the latest, just in case the schedule continues to shift on us.
- Your slides are attached. We just reordered things a bit, and added the primary prompt. Bekka can share and manage the slides when the session starts. She needs to test this—Paula, I believe you've been designated as the backup (we'll keep you updated!).
- At the start of our session, Bekka will introduce each of you and remind the audience they can view the recorded EAC presentation at <https://www.eseanetwork.org/ondemand/pursuing-equity-22/>, in which you discuss the challenges of our current double pandemic – COVID-19 and the new civil rights movement. Bekka will present the first three slides, which will include our common panel prompt: if a State Education Agency in your region wants resources to address equity needs created by our current double pandemic (COVID-19 and racial injustice), where do you recommend they start? We believe this will take Bekka about 2 minutes to cover the intros and slides.
- Bekka will then turn it over to Jan to respond to the primary prompt. Jan, you'll have 3 minutes to respond and present

your slide.

- Jan yields to Seena, for the same (3 minutes to present your response and slide).
- Seena yields to Paula, for the same (3 minutes to present your response and slide).
- Paula yields to Susan, for the same (3 minutes to present your response and slide).
- Bekka will thank everyone, let them know where additional questions can be sent, and then turn it over to Danielle for the Comp Center presentation.
- Timekeeping: Bekka will keep the time. She will send a text when you have 30 seconds left. She may gently interrupt you at 3 minutes, or just change the slide at 3 minutes.
- One final note about your audience: You are presenting to SEA leadership and staff. If you can provide any specific examples of your work with SEAs, that may be quite helpful to the audience.

Please let us know if you have any additional questions! You can reach me directly at 202.423-6673 if you'd like to chat tonight or tomorrow.

Again, thank you for your patience and flexibility with this. We appreciate it!

Ed

3PM – 4:30PM EDT		LIVE Q&A WITH ED (2 of 2)
3 – 3:10PM EDT 10 min.	Jonas Zuckerman (WI), President Ruth Ryder, Deputy Assistant Secretary for the Office of State Grant and Program Support	WELCOME – Introduces Ruth Ryder Ruth Ryder's Remarks + ED staff introductions
3:10 – 3:20PM EDT 10 min.	Sarah Martinez Lisa Gillette Patricia Meyertholen	Office of Migrant Education (OME) Updates
3:20 – 3:30PM EDT 10 min.	Julia Martin Eile Darcelyn Darling Larry Wexler	Office of Special Education (OSEP) Resources to Support Continuity of Learning and Back-to-School
3:30 – 3:45PM EDT 15 min.	Bekka Meyer, Program and Grantee Support Services (PGSS) Susan Shaffer, Director, Center for Education Equity (EAC Region I) Paula Johnson, Director, IDRA EAC-South (EAC Region II) Seena Skelton, Director, Midwest and Plains Equity Assistance Center (EAC Region III) Jan Perry Evenstad, Director, Western Educational Equity Assistance Center (EAC Region IV)	Pursuing Equity in Schools: A Live Conversation with the Equity Assistance Center (EAC) Directors (Panel Discussion)
3:45 – 4PM EDT 15 min.	Danielle Smith, Program and Grantee Support Services (PGSS) Allison Layland Allison Crean-Davis Hadley Moore	Supporting Continued Learning and the Return to School: A Conversation with Comprehensive Centers (Panel Discussion)

	<p>Chris Dwyer National Comprehensive Center</p> <p>Kandace Jones, Karen Sanders, Sarah Sayko, Region 8 Comprehensive Center</p> <p>Melissa Weber-Mayrer, Director, Office of Approaches to Teaching and Professional Learning, Ohio Department of Education</p>	
<p>4 – 4:30PM EDT</p> <p>30 min.</p>	<p>Patrick Rooney Melissa Siry Libby Witt Bryan Thurmond John McLaughlin Jasmine Akinsipe Brenda Calderon Fariba Hamedani</p>	<p>School Support and Accountability (SSA)</p> <ul style="list-style-type: none"> • Title I, Part A, • McKinney-Vento (Homeless), Foster Care, • Title I, Part D, • Title II, • and Title III



Ms. Susan Shaffer
Region I

Dr. Paula N. Johnson
Region I

Dr. Seena M. Skilton
Region II

Dr. Jan Perry Ewerstad
Region IV

In Pursuit of Equity in Education

An Equity Assistance Centers Overview

NAESP July 2020

Regional Equity Assistance Centers



Funded through the United States Department of Education Office of Elementary and Secondary Education, the 4 EACS are the only technical assistance (TA) centers that find their origin in the Civil Rights Act (CRA) of 1964.

Regional Equity Assistance Centers

Recorded presentation:

<https://www.eSeanetwork.org/ondemand/pursuing-equity-22/>

<https://www.eSeanetwork.org/ondemand/pursuing-equity-22/>

Western Educational **EQUITY** Assistance Center

WEEAC Virtual Services

Online Resources

WEEAC Website

<https://www.msudenver.edu/weeac/>

WEEAC COVID-19 Resources

<https://www.msudenver.edu/weeac/resources/covid-19resources/>

WEEAC Virtual College

<https://www.msudenver.edu/weeac/virtualcollege/>

WEEAC Resource Page

<https://www.msudenver.edu/weeac/resources/>

REGION III MIDWEST AND PLAINS EQUITY ASSISTANCE CENTER RESOURCES



[Anti-Racism Resources](#)



[COVID-19 Resources & Support](#)



[COVID-19 Center Events](#)



[Equity in Education During COVID-19 Flipgrid](#)



[Equity Fellow Spotlights \(Interactive Tool\)](#)



[Creating Caring Classroom Communities \(Newsletter\)](#)

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6



Region II Educator Resources



IDRA
EAC-South

idraeacsouth.org

Policy Primer:
Ensuring Education
Equity During and
After COVID-19

COVID-19 Education
News Dashboard
(bilingual)

Learning Goes On:
Equitable Practices
for Online Learning -
Free Webinar Series

Free School Reopening
Webinar Series

Best Practices for
Online Instruction in
the Wake of COVID-
19

COVID-19 Data Map



Region I Selected Resources



- Mid-Atlantic Equity Consortium COVID-19 Resource Page - <https://maec.org/covid-19/>
- Mid-Atlantic Equity Consortium COVID-19 State Resource Map - <https://maec.org/covid-19/state-resources/>
- Mid-Atlantic Equity Consortium Equity Audit 2020 - <https://maec.org/resource/equity-audit-materials/>
- Publication: ¡Adelante! Moving Forward: A Guide to Empower Parents of English Learners to Advocate for their Children - <https://maec.org/resource/adelante/>
- Publication: Creating New Futures for Newcomers - <https://maec.org/newcomers/>

Susan Shaffer
Executive Director, CEE
info@maec.org
301-657-7741
www.maec.org

EQUITY ASSISTANCE CENTER REGIONS



Lund, Miriam

From: Lund, Miriam
Sent: Tuesday, July 28, 2020 5:15 PM
To: Myers, Earl; Smith, Danielle; Williams, Bryan; Gillette, Lisa; Weber, Keely
Subject: RE: Virtual Technical Assistance Meeting
Attachments: 2020 Summer Symposium Agenda.docx; 7.20.2020_SEA Coordinators Summer Meetings - Agenda 7-17-2020.docx

Hello,

Our program had a very successful virtual meeting in part due to Keely Weber's leadership. Our program got approval to change from an on-site meeting slated for Baltimore's Convention Center for 1500 attendees who would be on-site with an additional 500 virtual attendees to a virtual meeting five weeks prior to the meeting date of July 14-16.

Working with LMCi and the subcontractor BAV an on-line platform was used where multiple types of web programs could be used and supported. Overall we learned that the on-line platform was excellent for plenary meetings. It could stream to the any and all attendees seamlessly without a hiccup. We also learned that Zoom works best for breakout sessions. Our Summer Symposium had 6 plenary and 90ish breakout sessions.

Keely can speak more to some of the technical aspects of the meetings.

Don't get me wrong...we had some issues in the beginning but we collectively put our heads together and solved the problems.

1. Close captioning caused technical issues. We decided to put the closed captions on the sessions after the fact.
2. Presenters need to have a crash course on presenting virtually. We had presenter that had electric fans operation near their computer which caused hearing difficulties for the attendees. We also had a presenter who took her attendees to a breakout room for 5 minutes. That isn't a sufficient amount of time to have a meaningful discussion.
3. Technology will have a hiccup...accept it and move forward. What can you put in place to deal with the issue quickly and make the virtual experience one the attendees will be grateful to have attended. Mid-day through our second day we switched everyone to ZOOM. I'd start there next time. To our defense we didn't select ZOOM at the time as ED told staff we could use it. Then just before our meeting OCIO came out and said we could participate in ZOOM just not initiate it. The contractor initiated ZOOM. We just joined the meeting like all the other attendees. It worked beautifully.

Keely do you have another thoughts or suggestions to share?

Regards,

Miriam

From: Myers, Earl <Earl.Myers@ed.gov>
Sent: Tuesday, July 28, 2020 4:53 PM
To: Lund, Miriam <Miriam.Lund@ed.gov>
Subject: Virtual Technical Assistance Meeting

Good evening Miriam,

During a conversation with Rita Foy-Moss earlier, I was informed of the very successful "virtual" technical assistance meeting you recently conducted. OSSS is currently making plans to conduct Project Director meetings for the discretionary grant programs in our portfolio. Would you mind sharing any lessons you may have learned from the process?

Regards,

Earl Myers, Jr

Office of Safe and Supportive Schools (OSSS)

U.S. Department of Education

400 Maryland Ave, SW, Room 3E244

Washington, DC 20202-6450

Earl.Myers@ed.gov

202-453-6716

**NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS
GRANT PROGRAM
2020 SUMMER SYMPOSIUM AGENDA**

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant Program 2020 Summer Symposium is being held as a virtual conference from July 14 – 16, 2020. All times are in Eastern Daylight Time.

DAY 1 – TUESDAY JULY 14, 2020

12:00 p.m. – 1:00 p.m.	<p>Opening Plenary Session</p> <p><i>Welcome and Introductions</i> Ms. Miriam Lund, Group Lead, Nita M. Lowey 21st CCLC Grant Program, Office of Formula Grants – Office of School Support and Accountability (SSA), U.S. Department of Education (ED)</p> <p><i>21st Century Community Learning Centers National Evaluation Update</i> Ms. Erica Johnson, Research Scientist, Evaluation Division, National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences (IES), ED</p> <p><i>You for Youth Updates</i> Mr. Sean Grobe, Project Director, The U.S. Department of Education’s You for Youth (Y4Y) Technical Assistance Team</p>
1:00 p.m. – 1:10 p.m.	Break
1:10 p.m. – 2:25 p.m.	Concurrent Breakout Sessions
<i>Effective Program Leadership</i>	<p><i>Michigan’s Management Practices Self Assessment (MPSA): Focus on Best Practices and Continuous Quality Improvement for 21st Century CCLC Project Directors</i></p> <p>Mr. Charles Smith, Managing Consultant, QTurn M. Audrey Jefferson, Family Engagement Specialist, Harris County Department of Education M. Monique Smith, Family Engagement Specialist, Harris County Department of Education</p>

<p><i>Effective Program Leadership</i></p>	<p><i>Museum Partnerships for After School STEM Programs</i></p> <p>Mr. Danny Kirk, Manager of Maker Space Programs, New York Hall of Science Mr. David Wells, Director of Maker Programming, New York Hall of Science</p>
<p><i>Effective Program Leadership</i></p>	<p><i>Raising the Bar for Summer Learning: Bringing Evidence-Based Practice Into Summer Program Planning – Part 1</i></p> <p>Mrs. Dawn Fitzhugh, SEA 21st CCLC Education Program Specialist, Arizona Department of Education Ms. Catherine Augustine, Director and Senior Policy Researcher, RAND Corporation Ms. Catherine Land Evilsizor, Deputy Associate Superintendent, Arizona Department of Education Ms. Katie Willse, Engagement Manager, The Learning Agenda Ms. Trish Zilliox, 21st CCLC Education Program Specialist, Arizona Department of Education</p>
<p><i>Effective Program Leadership</i></p>	<p><i>STEM Integration in Afterschool</i></p> <p>Mr. William Albert, CEO & Founder, STEMfinity Mr. Jason Lindsay, Hooked on Science</p>
<p><i>Effective Program Leadership</i></p>	<p><i>Using the Smithsonian Science Education Center’s “COVID-19! How Can I Protect Myself and Others?” At Home or In School</i></p> <p>Ms. Amy D’Amico, Division Director of Professional Services, Smithsonian Science Education Center Ms. Katherin Pederson Blanchard, Program Manager for Leadership Development, Smithsonian Science Education Center</p>
<p><i>Engaging Families and Partners in 21st CCLC Programs</i></p>	<p><i>Engaging Latino Families and Partners for Student Success</i></p> <p>Ms. Flor Alfaro, Program Manager, Identity, Inc. Mr. Giancarlo Vera, Program Manager, Identity, Inc.</p>
<p><i>Engaging Families and Partners in 21st CCLC Programs</i></p>	<p><i>Inspiring and Engaging Youth Through Civic Learning</i></p> <p>Ms. Kathleen Bethke, Lead Instructional Designer, You for Youth Ms. Sara Brightwell, Senior Curriculum and Training Specialist, You for Youth</p>
<p><i>Engaging Families and Partners in 21st CCLC Programs</i></p>	<p><i>NASA STEM Based Challenges: Astro Socks</i></p> <p>Dr. Diane McElwain, Education Specialist, NASA Glenn Research Center</p>

<i>Tell Your Story</i>	<p><i>Communicating the Importance of Program Quality for 21st CCLC Success: The What, the How and So What?</i></p> <p>Dr. Krista Collins, Director of Research and Evaluation, The David P. Weikart Center of Youth Program Quality M. Jamie Wu, Associate Director, Michigan State University Mr. Trevor Davies, Senior Manager, The David P. Weikart Center of Youth Program Quality</p>
<i>Tell Your Story</i>	<p><i>The Leader's Role in Using Data & Standards To Improve Student Outcomes</i></p> <p>Ms. Zelda Spence-Wallace, Project Director, Plainfield Public Schools Mr. Bonny Akbar, Curriculum and Data Coach, Plainfield Public Schools</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>Building Social and Emotional Learning Expertise Statewide</i></p> <p>Ms. Teri LeSage, Education Consultant, Wisconsin Department of Public Instruction</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>Create an Inclusive Computer Science Program</i></p> <p>Dr. Sandra Frerichs, Science Education Specialist, University of Nebraska –Lincoln Ms. Angela Abts, Positive Youth Development Educator, Nebraska 4-H Ms. Ann O'ConnerO'Connor, 4-H Youth Development Project Manger, University of Nebraska –Lincoln</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>Overcoming Childhood Trauma Through A Creative Afterschool STEAMS and School Social Work Intervention mModel</i></p> <p>Mr. Alberto Trevino, Afterschool Project Director, Santa Rosa ISD</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>Ready, S-E-T, Go, Building a Culture of SEL</i></p> <p>Ms. Katie Barton, SEL Trainer, WINGS for Kids Ms. Nicole Williams, Curriculum and Training Manager, WINGS for Kids</p>
2:25 p.m. – 2:35 p.m.	Break
2:35 p.m. – 3:50 p.m.	Concurrent Sessions
<i>Effective Program Leadership</i>	<p><i>Digitally Transform Professional Learning</i></p> <p>Ms. Alicia Discepola, Digital Literacy and Learning Specialist, Millville Public Schools Mr. Justin Dodge, 21st CCLC Site Coordinator, Millville Public Schools</p>

<i>Effective Program Leadership</i>	<p>How to Hire and Retain High Quality Staff</p> <p>Ms. Katherine Spinney, Certified Coach and Professional Growth Facilitator, Katherine Spinney Coaching, LLC</p>
<i>Effective Program Leadership</i>	<p>More than a Meeting: Strategies to Deliver Effective Training, Professional Development, and Meaningful Meetings</p> <p>Ms. Jessica Banks, Senior Consultant, Spirling Center for Research and Innovation</p>
<i>Effective Program Leadership</i>	<p>Raising the Bar for Summer Learning: Bringing Evidence-Based Practice Into Summer Program Planning – Part 2</p> <p>Mrs. Dawn Fitzhugh, SEA 21st CCLC Education Program Specialist, Arizona Department of Education Ms. Catherine Augustine, Director and Senior Policy Researcher, RAND Corporation Ms. Catherine Land Evilsizor, SEA 21st CCLC Coordinator, Deputy Associate Superintendent, Arizona Department of Education Ms. Katie Willse, Engagement Manager, The Learning Agenda Ms. Trish Zilliox, 21st CCLC Education Program Specialist, Arizona Department of Education</p>
<i>Effective Program Leadership</i>	<p>Using Evaluation to Implement a Continuous Improvement Cycle</p> <p>Ms. Leslie McConnell, Evaluation and Grants Coordinator, Allegheny Intermediate Unit Ms. Josie Innamorato, Evaluation Specialist, Allegheny Intermediate Unit</p>
<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p>Developing Strategic Partnerships with Y4Y</p> <p>Mr. David McConnell, Senior Education Specialist, Foundations, Inc. Mr. Andrew Francis, Education Specialist, Foundations, Inc.</p>
<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p>STEM Served Family-Style with NASA!</p> <p>Ms. Sara Mitchell, Astrophysics Education Lead, CRESST/University of Maryland & NASA Goddard Space Flight Center Ms. Sarah Eyermann, Astrophysics Education Specialist, CRESST/University of Maryland & NASA Goddard Space Flight Center</p>
<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p>To Infinity and Beyond: Maximizing Community Partnerships</p> <p>Ms. Jasmine Castleberry, Project Director, Harris County Department of Education Ms. Audrey Jefferson, Family Engagement Specialist, Harris County Department of Education Ms. Monique Smith, Family Engagement Specialist, Harris County Department of Education</p>

<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p><i>Pro Tips for Engaging Youth in Virtual Programs</i></p> <p>Dr. Jen Curry, CEO and Founder, Change Impact M. Alicia Wittenberg, Director of Capacity-Building Projects, Change Impact</p>
<i>Tell Your Story</i>	<p><i>Afterschool Works! Effectively Telling Your Story</i></p> <p>Ms. Alexis Steines, Vice President of Field Outreach, Afterschool Alliance Ms. Marisa Paipongna, Project Associate, Afterschool Alliance Mr. Chandler Hall, Communications Associate, Afterschool Alliance Ms. Bella DiMarco, Project Associate, Afterschool Alliance</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>Building Resilience in School-Age Children</i></p> <p>Dr. Katari Coleman, Project Director, Nation Center on Afterschool and Summer Enrichment</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>What does it Take to Become an Equity-Driven Program?</i></p> <p>Ms. Jimena Quiroga Hopkins, Founder and Principal, Thrive Paradigm</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>STEAM Power for All</i></p> <p>Ms. Dawn Tyler, Supervisor of Staff Development, East Orange School District Ms. Erika Cooke, Teacher Trainer, East Orange School District Mr. Byron Hamby, Teacher Trainer, East Orange School District Mr. Jacqueline Nisenson, Teacher Trainer, East Orange School District Ms. Kori Washington, Teacher Trainer, East Orange School District</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>WINclusion: Utilizing Data to Show How Everyone Wins with Inclusion</i></p> <p>Mrs. Tyneisha Gibbs, Director of Expanded Learning Opportunities, NJSACC: The Statewide Network for NJ's Afterschool Communities Mr. Philip Facendola, Project Director, Meadowlands Area YMCA Dr. Jonathon Ponds, Superintendent/Principal (CEO), Moonachie School District</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>Your Story Matters! It Starts with You.</i></p> <p>Ms. Jocelyn Guansing, Director of Education, Every Monday Matters Mr. Matthew Emerzian, CEO/Founder, Every Monday Matters</p>
3:50 p.m. – 4:00 p.m.	Break

4:00 p.m. – 5:00 p.m.	Plenary Session <i>Fostering Professional Resilience and Social Emotional Wellness</i> Dr. Mona Johnson , Executive Director Wellness & Support, South Kitsap School District
5:00 p.m.	Adjourn for day

DAY 2 – WEDNESDAY JULY 15, 2020

<p>12:00 p.m. – 1:00 p.m.</p>	<p>Partner Plenary</p> <p><i>Where We Were, Where We Are, Where We Are Going: Moving Forward in Unknown Times</i></p> <p>Ms. Jodi Grant, Executive Director, Afterschool Alliance Ms. Gwynn Hughes, Senior Program Officer, Charles Stewart Mott Foundation Ms. Rhonda Lauer, President and CEO, Foundations, Inc. Ms. Gina Warner, President & CEO, National Afterschool Association</p>
<p>1:00 p.m. – 1:10 p.m.</p>	<p>Break</p>
<p>1:10 p.m. – 2:25 p.m.</p>	<p>Concurrent Breakout Sessions</p>
<p><i>Effective Program Leadership</i></p>	<p><i>Aligning Local and Statewide Evaluations with the ESSA: A Look at Missouri's Comprehensive System - Part 1</i></p> <p>Ms. Terri Foulkes, Executive Director, Missouri Afterschool Network Mr. Wayne Mayfield, Associate Director of Research, University of Missouri - Institute of Public Policy</p>
<p><i>Effective Program Leadership</i></p>	<p><i>CCDF and 21st CCLC: Impact Opportunities</i></p> <p>Mr. Tony Streit, Principal Investigator, National Center on Afterschool & Summer Enrichment Ms. Siobhan Bredin, Director of Training & Technical Assistance, Education Development Center, Inc. Mr. Lorraine Thoreson, Manager, Michigan Department of Education</p>
<p><i>Effective Program Leadership</i></p>	<p><i>Empowering Staff to Love Their Jobs</i></p> <p>Ms. Jennifer Brady, CEO, Development Without Limits</p>
<p><i>Effective Program Leadership</i></p>	<p><i>Staff Super Heroes: How to Locate and Retain Your Next All-Star</i></p> <p>Mr. David McConnell, Senior Education Specialist, Foundations, Inc.</p>
<p><i>Effective Program Leadership</i></p>	<p><i>The Importance of Including Afterschool in School Reopening Plans</i></p> <p>Ms. Jodi Grant, Executive Director, Afterschool Alliance Mr. Jeff Davis, Executive Director, California AfterSchool Network (CAN) Mr. Willie Buford, Site Manager, YouthQuest Mr. Rico X, Vice President, School Age Services, YMCA of Middle Tennessee</p>

<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p>Hubs of Support: Integrating Community Schools with 21st CCLC</p> <p>Mrs. Ellie Mitchell, Director, Maryland Out of School Time Network Ms. Rachel Donegan, Assistant Director, Promise Heights Ms. Alexandria Warrick Adams, Executive Director, Elev8 Baltimore</p>
<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p>Looking for Reading Growth? Engage Families to Drive Learning – Part 1</p> <p>Ms. Stephani Toronto, Program Director, Springboard Collaborative</p>
<i>Tell Your Story</i>	<p>21st Century Community Learning Centers: A VISION FOR THE FUTURE</p> <p>Ms. Kathleen Keck, Program Director and Coordinator Grants & Program Development, The School District of Lee County Ms. Courtney Black, Educator, Allen Park Elementary Mr. Matthew Johnson, Executive Director, IMAG History & Science Center Mr. Sara Turner, Director of Awesome, IMAG History & Science Center</p>
<i>Tell Your Story</i>	<p>The Cardio-Fit Project: Boosting the Quality of Physical Fitness Activities</p> <p>Ms. Kim Umberger, Program Director, Partnering for Youth</p>
<i>THIS IS US – Inclusion of All</i>	<p>Equity in Math – Balancing the Playing Field</p> <p>Ms. Mary Curry, Math Enthusiast, MANGO Math Group</p>
<i>THIS IS US – Inclusion of All</i>	<p>Providing Trauma Informed Behavioral Health Supportive Services to Young Adults in Work Readiness Programs</p> <p>Ms. Ebony Davis, Lead Consultant, Butler & Davis Consulting</p>
<i>THIS IS US – Inclusion of All</i>	<p>Teaching with H.E.A.R.T: How to Educate At-Risk Students Regardless of Trauma</p> <p>Ms. Stacey Owens Howard, CEO/Founder, Zeca School of Arts and Technology</p>
<i>THIS IS US – Inclusion of All</i>	<p>Unpacking Privilege & Unlocking Power</p> <p>Dr. S. Rasheem, Education Director, Creative Alliance</p>
<i>THIS IS US – Inclusion of All</i>	<p>Using a Trauma-Informed Approach to Address Current Events</p> <p>Mrs. Rachel Greene-Wilber, Director of Learning Design, Boys & Girls Clubs of America Ms. Shannon Lake, Director of Evaluation, Boys & Girls Clubs of America</p>
2:25 p.m. – 2:35 p.m.	Break

2:35 p.m. – 3:50 p.m.	Concurrent Breakout Sessions
<i>Effective Program Leadership</i>	<p>21st CCLC Monitoring: Providing Evidence-Based Documentation of High-Quality Programming to Maintain Compliance – Processes, Best Practices and Resources</p> <p>Dr. Christy Thompson, Executive Director, Maryland State Department of Education Mr. Reginald Burke, Director of Youth Development, Maryland State Department of Education Ms. Emily Katongole, Chief of Extended Learning, Maryland State Department of Education</p>
<i>Effective Program Leadership</i>	<p>Aligning Local and Statewide Evaluations with the ESSA: A Look at Missouri's Comprehensive System - Part 2</p> <p>Ms. Terri Foulkes, Executive Director, Missouri AfterSchool Network Mr. Wayne Mayfield, Associate Director of Research, University of Missouri</p>
<i>Effective Program Leadership</i>	<p>Can You Hear Us Now: Engaging Students/Youth as Leaders and Decision-Makers in OST Programs</p> <p>Mr. Andrew Francis, Education Specialist, Foundations, Inc.</p>
<i>Effective Program Leadership</i>	<p>If You Build It....They Really Will Come! Steps to Building High Quality Out-of-School Time Programs and Systems</p> <p>Dr. Georgia Hall, Director and Senior Research Scientist, National Institute on Out-of-School Time, Wellesley College</p>
<i>Effective Program Leadership</i>	<p>Learning in Disguise</p> <p>Dr. Gale Gorke, Executive Director, Kids Kan Inc.</p>
<i>Effective Program Leadership</i>	<p>Meet Mizzen by Mott: Powering those Who Empower Kids</p> <p>Moderator: Ms. Kari Pardoe, Associate Program Officer, Charles Stewart Mott Foundation Mr. Jason Ricci, Product Strategist, Tminus11 Mr. Scott Mann, Director of Education and Training, VentureLab Mr. Carlos Santini, Executive Vice President of Programs, After-School All-Stars</p>
<i>Effective Program Leadership</i>	<p>Safety Planning: Expect the Unexpected and Always be Protected</p> <p>Ms. Sherri Lauver, Senior Program Associate, You for Youth</p>
<i>Effective Program Leadership</i>	<p>What You Need is Here: Self-Awareness and Leading</p> <p>Ms. Jennifer Brady, CEO, Development Without Limits</p>

<i>Tell Your Story</i>	21APR: The Impact of Your Data Stories Ms. Debora Ortloff, 21 APR Lead Researcher, Juniper Education Consulting
<i>Engaging Families and Partners in 21st CCLC Programs</i>	Building Community Partnerships That Work Mr. Shawn C. Petty, Training and Development Director, National Comprehensive Center Ms. Karen Butterfield, State-Level Technical Assistance Specialist, Regional Comprehensive Center 13 Ms. Kristin Nafziger, Center Director, Regional Comprehensive Center 14 Mr. Tyson Ledgerwood, 21 st CCLC State Coordinator, New Mexico Public Education Department
<i>Engaging Families and Partners in 21st CCLC Programs</i>	Every Kid Outdoors and Other Fun Activities in National Parks Ms. Linda Rosenblum, Education Program Manager, National Park Service
<i>Engaging Families and Partners in 21st CCLC Programs</i>	Innovative Enrichment Activities in an Insular Territory-Doing the Best You Can with What You Have Dr. Lisa Forde, Project Director/School Principal, Heliopolis/Addelita Cancryn Intermediate and Junior HS Ms. Jerae A. Forde, Director of School and Community Affairs, Government of the U.S. Virgin Islands Mrs. Aldyth A. Osborne-Prentice, Counselor, The Addelita Cancryn Intermediate and Junior High School
<i>Engaging Families and Partners in 21st CCLC Programs</i>	Looking for Reading Growth? Engage families to drive learning – Part 2 Ms. Stephani Toronto, Program Director, Springboard Collaborative
<i>THIS IS US — Inclusion of All</i>	I AM Mr. Mychal Wilkins, Mentor, Boys 2 Men
<i>THIS IS US — Inclusion of All</i>	Learn to Code and Change the World Ms. Kibret Yebetit, Manager, Community Partnerships & Outreach, Girls Who Code
3:50 p.m. – 4:00 p.m.	Break

4:00 p.m. – 5:00 p.m.	Plenary Session <i>Creating A Culture of Student Success During Times of Crisis!</i> Mr. Darrell "Coach D" Andrews, Education and Workforce Development Consultant/Motivator/Author, Darrell Andrews Enterprises, Inc
5:00 p.m.	Adjourn for day

DAY 3 – THURSDAY JULY 16, 2020

<p>12:00 p.m. – 1:00 p.m.</p>	<p>Plenary Session</p> <p><i>STEM Initiatives: Real, Relevant, and Timely</i> Addressing the Current State of the Country and How It Impacts STEM Career Pathways <i>Moderator: Chelsea Heffernan, Project Specialist, You for Youth</i></p> <p><i>Institute of Museum and Library Services (IMLS)</i> Ms. Paula Gangopadhyay, Deputy Director, Office of Museum Services</p> <p><i>National Aeronautics and Space Administration (NASA)</i> Mr. Robert LaSalvia, Division Chief, Office of Education Ms. Maria Arredondo, Education Program Specialist</p> <p><i>National Oceanic and Atmospheric Administration (NOAA)</i> Ms. Bronwen Rice, National Coordinator, Bay Watershed Education and Training (B-WET) Ms. T’Noya Thompson, Environmental Education Specialist, North American Association for Environmental Education (NAAEE)</p> <p><i>National Park Service (NPS)</i> Ms. Linda Rosenblum, Education Program Manager, Service-wide Teacher Ranger, Teacher Coordinator, NPS Mr. Robert Sendrey, Program Director, Environmental Education, NEEF</p>
<p>1:00 p.m. – 1:10 p.m.</p>	<p>Break</p>
<p>1:10 p.m. – 2:25 p.m.</p>	<p>Concurrent Breakout Sessions</p>
<p><i>Effective Program Leadership</i></p>	<p><i>Appreciating Staff: Building Your Professional Dream Team</i></p> <p>Ms. Johanna Friedel, Project Director, Greenville Independent School District</p>
<p><i>Effective Program Leadership</i></p>	<p><i>A Team Approach to Innovating and Adapting in 21st CCLC Programs</i></p> <p>Ms. Nichelle Shaskus, Ohio Afterschool Network Ms. Susan Stanton, Afterschool for Children and Teens Now (ACT NOW) Coalition Ms. Jen Rinehart, Afterschool Alliance</p>
<p><i>Effective Program Leadership</i></p>	<p><i>The SEL-Driven Organization: Set Your(SEL)ves Up For Success!</i></p> <p>Ms. Jasmine Castleberry, Project Director, Harris County Department of Education Ms. Audrey Jefferson, Family Engagement Specialist, Harris County Department of Education Ms. Monique Smith, Family Engagement Specialist, Harris County Department of Education</p>

<i>Effective Program Leadership</i>	<p><i>Facilitation Skills: How to Facilitate Engaging Discussions and Activities with Adult Learners</i></p> <p>Ms. Jennifer Brady, CEO, Development Without Limits</p>
<i>Effective Program Leadership</i>	<p><i>Supporting the Out-of-School Time (OST) community in planning and recovery from the COVID-19 crisis: Highlights from research and resources funded by the US Department of Health and Human Services</i></p> <p>Dr. Pamala Trivedi, Social Science Research Analyst, U.S Department of Health and Human Services, Office of the Assistant Secretary for Planning & Evaluation (HHS/ASPE) Dr. Alayna Schreier, Policy Fellow, U.S. Department of Health and Human Services</p>
<i>Effective Program Leadership</i>	<p><i>Using a Meaningful Watershed Educational Experience to Develop a Learner-centered After School Program</i></p> <p>Ms. Krysta Hougen, Environmental Communication Specialist, NOAA Environmental Science Training Center Ms. Bronwen Rice, National Coordinator, Bay Watershed Education and Training (B-WET), NOAA Ms. Abby Peklo, Director of Student & Community Programs, COEEA & CT LEAF Schools</p>
<i>Effective Program Leadership</i>	<p><i>What Are Your Plans? Programmatic Design and Leadership</i></p> <p>Ms. Shandell Richards, Elementary Program Director, Horton's Kids</p>
<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p><i>Family Engagement with Immigrant and Underserved Communities</i></p> <p>Ms. Tatiana Sandoval, Community Schools Program Manager, LAYC/MMYC</p>
<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p><i>Ready, Set, Go (RSG): Jumpstart and Sustain Engagement</i></p> <p>Ms. Flo Hill-Winstead, Executive Educational Consultant, Educational Advancement, LLC. Mrs. Pam Forbes, Educational Liaison, Circle G Educational Services Mrs. Paula H. Green, Executive Director, Circle G Educational Services</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>All the World's a Stage, and All Are Welcome</i></p> <p>Mr. Justin Dodge, 21st CCLC Site Coordinator, Millville Public Schools Ms. Alicia Discepola, Digital Literacy and Learning Specialist, Millville Public Schools</p>
<i>THIS IS US — Inclusion of All</i>	<p><i>Building Brave Space: Having Conversations About Race</i></p> <p>Ms. Rhonda Lauer, President & CEO, Foundations, Inc. Ms. Erica Snowden, Director of Equity and Multicultural Education, Friends</p>

	Central School, PA
<i>THIS IS US — Inclusion of All</i>	<p>Equity Assistance Centers: In Pursuit of Equity in Education</p> <p>Ms. Susan Shaffer, President, Mid-Atlantic Equity Consortium (MAEC) Dr. Paula Johnson, Education Associate, IDRA Ms. Seena Makeeba Skelton, Director of Operations, Midwest and Plains Equity Assistance Center Dr. Jan Perry Evenstad, Executive Director, Mountain West Educational Equity Assistance Center</p>
<i>THIS IS US — Inclusion of All</i>	<p>I See You, I Hear You, I'm with You: How to Create Inclusive Spaces for All Youth</p> <p>Ms. Chavonte Harris, Center Director, Higher Achievement Ms. Nyasha Rusununguko, Center Director, Higher Achievement</p>
<i>THIS IS US — Inclusion of All</i>	<p>See and Be Seen: Best Practices in Observation of Children and Youth for Afterschool Settings Focused on Socio-emotional Learning (SEL) Skills</p> <p>Mr. Charles Smith, Managing Consultant, Q'Turm</p>
<i>THIS IS US — Inclusion of All</i>	<p>What If It Were Me? – Part 1</p> <p>Dr. Gale Gorke, Executive Director, Kids Kan, Inc.</p>
2:25 p.m. – 2:35 p.m.	Break
2:35 p.m. – 3:50 p.m.	Concurrent Breakout Sessions
<i>Effective Program Leadership</i>	<p>3 Steps to Program Success</p> <p>Mrs. Emma Chavez, ADE Education Program Specialist, Arizona Department of Education Ms. Liz Baldry, TUSD Research Project Manager, Tucson Unified School District Mrs. Marcea Hunter, TUSD Research Project Coordinator, Tucson Unified School District Ms. Trish Zilliox, ADE Education Program Specialist, Arizona Department of Education</p>
<i>Effective Program Leadership</i>	<p>Collaboratively Developing Responsive, Relevant, High-Quality Programming</p> <p>Ms. Lesa Sexton, Director of Education, Boys & Girls Clubs of America Ms. Susan Ciavolina, Director, Youth Development Programs, Education and STEM, Boys & Girls Clubs of America</p>

<i>Engaging Families and Partners in 21st CCLC Programs</i>	<p>CSI Creative Science Investigations</p> <p>Mrs. Debby Venable, CSI Creative Science Investigation, Mud Pie Science</p>
<i>Tell Your Story</i>	<p>Oh You Pesky Numbers! A Process for Analyzing Data</p> <p>Ms. Yana List, Education Specialist, Foundations, Inc.</p>
<i>Tell Your Story</i>	<p>The Case for Addressing Inequities through Afterschool Experiences</p> <p>Dr. Daniel Read, Analyst, Office of Children's Affairs/ Denver Afterschool Alliance Mr. John Lewis, Data and Quality Manager, Denver Afterschool Alliance Ms. Melanie Kartzman, Program Manager, Denver Afterschool Alliance</p>
<i>Tell Your Story</i>	<p>The Power of Data to Tell Your Story</p> <p>Mr. Shawn C. Petty, Training and Development Director, National Comprehensive Center Mr. Eric Grebing, Project Director, SERVE Center at UNC Greensboro</p>
<i>THIS IS US — Inclusion of All</i>	<p>Creating a Culture of Social Emotional Health for Students and Staff</p> <p>Mrs. Michelle Owens, National Advisor, Alliance for a Healthier Generation</p>
<i>THIS IS US — Inclusion of All</i>	<p>How to Use Scholastic Esports to Develop STEAM and Future Ready Skills in an Environment of Inclusion, Diversity and Equity</p> <p>Mr. Gerald Solomon, Executive Director Founder, Samueli Foundation North America Scholastic Esports Federation Ms. Laylah Bulman, Program Officer President, Samueli Foundation Florida Scholastic Esports League</p>
<i>THIS IS US — Inclusion of All</i>	<p>Recognizing and Responding to Mental Health Challenges in Out-of-School Programs</p> <p>Dr. Ryan Heath, Assistant Professor, Syracuse University Dr. Nayla M. Khoury, Assistant Professor and Child Psychiatrist, SUNY Upstate Medical University</p>
<i>THIS IS US — Inclusion of All</i>	<p>Trauma Buzz: Moving from Buzzwords to Concrete Action</p> <p>Ms. Marina Fradera, Trauma and Curriculum Specialist, Sunrise of Philadelphia, Inc</p>

<i>THIS IS US — Inclusion of All</i>	<p>What If It Were Me? – Part 2</p> <p>Dr. Gail Gorke, Executive Director, Kids Kan, Inc.</p>
3:50 p.m. – 4:00 p.m.	Break
4:00 p.m. – 5:00 p.m.	<p>Closing Plenary Session</p> <p><i>Managing Self-Care and Burnout During Unconventional Times</i></p> <p>Dr. Shawn Ricks, Licensed Professional Counselor (NC), Licensed Clinical Addictions Specialist (NC)</p>
5:00 p.m.	Conference Adjourns



**Nita M. Lowey 21st Century Community Learning Centers
(21st CCLC) Grant Program
State Education Agency (SEA) Coordinators Meeting**

AGENDA

July 9, 2020 <i>(Designated SEA Coordinators and Staff Only)</i>	
1:00 p.m.	Welcome and Overview <i>Ms. Miriam Lund, Group Lead, Nita M. Lowey 21st CCLC Grant Program, Office of Formula Grants – Office of School Support and Accountability (SSA), U.S. Department of Education (ED)</i>
1:10 p.m.	Institute of Education Sciences (IES) Evaluation <i>Ms. Erica Johnson, Research Scientist, IES, ED</i>
1:40 p.m.	Scenario Planning for Returning to School: An Opportunity for Stronger Coordination of Supports <ul style="list-style-type: none">• What Is a Comprehensive Center?• Scenario Planning• Panel Discussion• Breakouts• Report out Presenters: <i>Mr. Shawn Petty, Training & Development Director, National Comprehensive Center Westat</i> <i>Dr. Allison Layland, Chief Education Strategist, National Comprehensive Center, Academic Development Institute</i> <i>Ms. Kristin Nafziger, Director, Regional Comprehensive Center 14, Westat</i>
4:00 p.m.	Adjourn



**Nita M. Lowey 21st Century Community Learning Centers
(21st CCLC) Grant Program
State Education Agency (SEA) Coordinators Meeting**

AGENDA

July 22, 2020 <i>(Designated SEA Coordinators and Staff Only)</i>	
1:00 p.m.	Welcome, Follow-Up, and Housekeeping <i>Ms. Miriam Lund, Group Lead, Nita M. Lowey 21st CCLC) Grant Program, Office of Formula Grants – Office of School Support and Accountability (SSA), U.S. Department of Education (ED)</i>
1:10 p.m.	Educating Youth on the Science and Social Science of COVID Using the Smithsonian’s “COVID-19! How Do I Protect Myself and Others?” <i>Dr. Carol O’Donnell, Director, Smithsonian Science Education Center, Smithsonian Institution</i>
2:10 p.m.	Out-of-School Time Career Pathways Program <i>Ms. Erin Shackel, Education Program Specialist, Evidence-Based Policy Team, Office of Elementary and Secondary Education, ED</i>
2:30 p.m.	Break
2:40 p.m.	SEA Decision-Making During Hardships <i>Mr. Jeff Buehler, 21st CCLC Monitoring Lead, Global Evaluation & Applied Research Solutions Inc. (GEARS)</i>
3:40 p.m.	Wrap-Up
4:00 p.m.	Adjourn



**Nita M. Lowey 21st Century Community Learning Centers
(21st CCLC) Grant Program
State Education Agency (SEA) Coordinators Meeting**

AGENDA

July 23, 2020 <i>(Designated SEA Coordinators and Staff Only)</i>	
1:00 p.m.	Welcome, Follow-Up, and Housekeeping <i>Ms. Miriam Lund, Group Lead, Nita M. Lowey 21st CCLC Grant Program, Office of Formula Grants – Office of School Support and Accountability (SSA), U.S. Department of Education (ED)</i>
1:10 p.m.	A Portrait of the 21CCLC Program: Students, Staff, and Activities <i>Dr. Deborah Lowe Vandell, Chancellor's Professor Emerita at the University of California, Irvine</i>
1:55 p.m.	Break
2:05 p.m.	Government Performance and Results Act (GPRA) <i>Ms. Miriam Lund, Group Lead, 21st CCLC Grant Program, SSA, ED</i>
2:25 p.m.	21APR Update <i>Dr. Debora Hinderliter Ortloff, 21APR Lead Researcher, Juniper Education Consulting</i>
2:55 p.m.	Break
3:05 p.m.	You for Youth Update <i>Dr. Sherri Lauver, Deputy Project Director, You for Youth 21st CCLC Professional Development Portal, Synergy Enterprises, Inc.</i>
3:25 p.m.	Wrap-Up
4:00 p.m.	Adjourn



**Nita M. Lowey 21st Century Community Learning Centers
(21st CCLC) Grant Program
State Education Agency (SEA) Coordinators Meeting**

AGENDA

July 29, 2020 <i>(Designated SEA Coordinators and Staff Only)</i>	
1:00 p.m.	Welcome, Follow-Up and Housekeeping <i>Ms. Miriam Lund, Group Lead, Nita M. Lowey 21st CCLC Grant Program, Office of Formula Grants – Office of School Support and Accountability (SSA), U.S. Department of Education (ED)</i>
1:05 p.m.	Food and Nutrition Service (FNS) Child Nutrition Programs: Outside of School Time <i>Dr. Alice Ann Gola, Social Science Research Analyst, U.S. Department of Agriculture Food and Nutrition Service</i>
1:50 p.m.	Break
2:00 p.m.	Fraud Detection & Prevention, Protecting Nita M. Lowey 21st Century Community Learning Center Program Funds <i>Ms. Sandra Ennis, Special Agent, Office of Inspector General, ED</i>
3:00 p.m.	Break
3:05 p.m.	Equity Assistance Center (EAC) Overview <i>Ms. Susan Shaffer, Executive Director, Region I: Center for Education Equity</i> <i>Ms. Paula Johnson, Director, Region II: EAC-South</i> <i>Ms. Seena Makeeba Skelton, Director, Region III: Midwest and Plains EAC</i> <i>Ms. Kathleen Ann King Thorius, Executive Director, Midwest and Plains EAC</i> <i>Ms. Jan Perry Evenstad, Director, Region IV: Western Educational EAC</i>
3:35 p.m.	Department Updates and Wrap-Up <i>Ms. Miriam Lund, Group Lead, Nita M. Lowey 21st CCLC Grant Program, SSA, ED</i>
4:00 p.m.	Adjourn

Sent: Thursday, November 5, 2020 5:58 PM
To: Therriault, Susan; ecushing@air.org; sbarzee@wested.org; Lindsay, Alice E; Lockwood, John H; bturnbull@policystudies.com; Jeanine Hildreth; Kimberly Hambrick; George Hancock; Priscilla Maynor; Sheryl Turner; kandace.jones@icf.com; T.J.Horwood@icf.com; Butler, Aaron; kgibbons@umn.edu; ALISIA M MOUTRY; jsimpson@mcrel.org; Susan Shebby; Dale Lewis; Marie Mancuso; kristinnafziger@westat.com; Sigman, Deborah; Peterson, Mary; bernies@serrc.org; bgeiger@waesd.org; jeneen.hartley@douglasesd.k12.or.us; Kimberly Barnes; Emerson Odango; Melly Wilson; Dean Nafziger; sshaffer@maec.org; paula.johnson@idra.org; smskelto@iupui.edu; King Thorius, Kathleen Ann; evenstad@msudenver.edu; Marquez, Michael; dchambers@insightpolicyresearch.com
Cc: Smith, Danielle; Vitelli, Edward; Newton, Esley; Zevin, Sarah; Deysson, Sandra; Keohane, Bryan; Meyer, Rebekka; James, Edward; Berlack, Shae; Ryder, Ruth; Cantrell, David; Wexler, Larry; Bradley, Renee; Pilgrim, Christine; Martin Eile, Julia; kristen.rhoads@ed.gov; Williams, Perry; Allen, Sarah; Weigert, Susan; Barrett-Zitkus, Jennifer; Crayton, Marion; Yu, Diana; Soldner, Matthew; Eisner, Elizabeth; Pollard, Erin; Boccanfuso, Christopher; Sanders, Felicia; Johnson, Amy; Sands, Janelle; Nolan, Elizabeth; Carr, Patrick; Johnson, Patricia; Poynter, Leslie; Forrester, Tiffany; Foy Moss, Rita; Yeh, Beth <Beth.Yeh@ed.gov>; Christopher.Tate@ed.gov; Hammer, Victoria (Victoria.Hammer@ed.gov); Hodgdon, Jane; Ramsey, Tara; Booth, Lindsay; Rooney, Patrick; Thurmond, Bryan; Siry, Melissa; Abdullahi, Fatimah; Choroser, Stephanie; Duran, Adyel; Hembrey, Tanesha; Rosenboom, Victoria; Roney, Collette; Skloot, Evan; Street, Mary Frances; Smith, Jamila; Okahara, Kim; Newman, Sarah; Morrissey, Shane; Schreier, Daniel; Behrend, Daniel; Sorokin-Altman, Jedidiah; Scott, Jameel; marianna@maec.org; Jung, Britt E.; Rentner, Diane; Huber, Amy; Stafford-Jackson, Jonathan; Callins, Corrinne; Rawlings, Morgan; Rapu, Esther; McKenzie, Lakesha; Webber, Brandon; Inayat, Sadia; Nguyen, Van; Tanner, Gloria; Fenton, Christopher; Cook, Lear; Fitzgordon, Kendra; Nelson, Terry

Directors,

Happy Wednesday! We have a lot of good content for you this week, so I will keep my introduction short. Please read on to make sure you don't miss out on anything!

This week's digest includes two new resource collections from the National Comprehensive Center focused on school systems' response to disruption resources and on expert insight from a literacy roundtable, a special edition essay collection in the Region I Equity Assistance Center's *Exploring Equity Issues* series featuring rural schools, and resources to help children who are deaf-blind to continue to learn and have fun while schools are closed.

Also included are registration links to the following upcoming webinars:

- [Culturally Responsive School Practices to Promote the Success of Hispanic English Learners](#)
- [Hidden Consequences: How the COVID Pandemic is Impacting Children Webinar Series](#)

U.S. Department of Education Updates

Implementation of IDEA Part B Provision of Services in the COVID-19 Environment

On September 28th, the Office of Special Education Programs (OSEP), within the U.S. Department of Education's (Department) Office of Special Education and Rehabilitative Services, issued a Question and Answer document in

response to inquiries concerning implementation of the Individuals with Disabilities Education Act (IDEA) Part B provision of services in the current COVID-19 environment. To read this document in its entirety click [here](#).

Interim Guidance for Case Investigation and Contact Tracing in K-12 Schools

On September 24th, the **Centers for Disease Control and Prevention (CDC)** published guidance for K-12 school administrators to assist in planning a comprehensive response in working with health departments to reduce the risk of COVID-19. The guidance discusses how administrators can play an important role in taking steps to slow the spread of disease to prevent outbreaks, and protect students, staff and teachers. Click [here to access](#).

PGSS Center Updates

Expert Insights from the Literacy Roundtable

The new [Literacy Collection](#) on the [National Comprehensive Center](#) website features videos with practical advice from three literacy experts about evidence-based practices for delivering literacy instruction in remote, hybrid and combination learning environments.

- The video [Evidence Based Literacy Instruction: Teaching Reading Online](#) and accompanying [handout](#) presented by Dr. Holly Lane offers examples for teaching literacy online and introduces professional development resources for online learning.
- The video [Evidence Based Literacy Instruction: New Literacies; New Learning Opportunities](#) and accompanying [handout](#) by Dr. Donald Leu describes the opportunities for new literacies, including online inquiries and collaborative communication, and provides examples of tools for classroom use.
- The video [Evidence-Based Literacy Instruction: Families as Partners](#) and accompanying [handout](#) by Marcia Kosanovich discusses the importance of communication in home school partnerships and offers links to videos for parents on supporting reading skills.

Centers can find additional research in this National Center [white paper](#).

Response to Disruption Resources

The [National Comprehensive Center](#) has unveiled its new [Response to Disruption Resource Collection](#) that includes numerous resources to help school administrators mitigate the impact of the disruptions currently facing districts and schools.

- ***NEW*** The video [Scenario Planning](#) and accompanying [slides](#) provides an overview of scenario planning and outlines an eight-step process to create a set of scenarios to use in responding to an immediate crisis as well as for long term planning.
- This toolkit, [Tools for Success in Disruptions: Immediate Recovery and an Opportunity for Change](#) for an state education agency (SEA), local education agency (LEA), or a school provides resources to support dealing with disruptions and addresses the needs of staff, students, and families, including the reopening of schools.
- This brief, [Better Together: A Coordinated Response for Principals and District Leaders](#) provides a structured approach to manage social-emotional well-being from the district to school level.
- This brief, [Strategic Budgeting: Using Evidence to Mitigate the "COVID Slide" and Move Toward Improvement](#) for state education agencies (SEAs) and local education agencies (LEAs) assists in making the best decisions possible under difficult circumstances and offers a proposed process and series of guiding questions designed to help SEA and LEA leadership teams better leverage existing evidence to make strategic budgeting decisions.
- The [After-Action Review \(AAR\) Guide](#) for state, district, and school leaders to support with the improvement of education service delivery through a process that creates an environment for a team to analyze a situation and review what worked, what didn't work, and what can be done to improve moving forward. This guide includes the basic questioning protocol for an AAR.
- This [Returning to School: A Toolkit for Principals](#) provides school leaders resources to prepare for to returning to school, whether the return is to in-person instruction, at home learning, or both. This toolkit includes suggested actions, recommended resources, and quick tip sheets that support school leaders with addressing change, communication, collaboration, and care in the time of COVID-19.

Count Us In: Advancing Equity in Rural Schools and Communities

The impact of COVID-19 on rural communities includes the deepened digital divide, closed hospitals or unreachable health care services, and greater food insecurity for children not receiving meals at schools. The [Mid-Atlantic Equity Consortium \(MAEC\)](#) Region I Equity Assistance Center published series of essays, articles, and research to tackle the question: how do we, as a society, value and support rural students and families? This special edition in the *Exploring Equity Issues* series, titled [Count Us In: Advancing Equity in Rural Schools and Communities](#), focuses on strategies for and perspectives on advancing equity for rural schools and communities.

Using Culturally Responsive Practices to Support Native American Students

The [Mid-Atlantic Equity Consortium \(MAEC\)](#) Region I EAC recently hosted a webinar entitled [Using Culturally Responsive Practices to Support Native American Students](#). Presenters discussed strategies for implementing culturally responsive policies and practices to affirm and support Native American students. The webinar also shared teaching and climate-building strategies. A [recording of the webinar](#) is now posted Center's website. Presenters included:

- Bernadette Anderson - *Chief Community and Culture Specialist, Academic Development Institute*
- Mandy Smoker Broadus - *Practice Expert, Indian Education, Education Northwest*
- Loverty Erickson - *Superintendent, Wolf Point School District, Wolf Point, MT*

Updates from Our Partners

Mapping a Path Forward: Cross-Sector Approaches to Strengthen Community & Individual Resilience

This [video](#) from the [Center to Improve Social and Emotional Learning and School Safety \(SEL Center\)](#) shares how Pia Escudero, the Executive Director of the Student Health and Human Services Division in the Los Angeles Unified School District is approaching the school year with a focus on resilience and collective care.

Integrating Social and Emotional Learning throughout the School System: A Compendium of Resources for District Leaders

This [compendium](#) from the [SEL Center](#) provides resources for district and school leaders to consider as they seek to implement evidence-based supports to ensure social and emotional learning (SEL) is fully integrated into the educational experience of their students, families, staff, and community.

Activities at Home During the Pandemic

The webpage, [Ideas for Activities at Home During COVID-19 Pandemic](#) by [National Center on Deaf-Blindness \(NCDB\)](#) provides resources to help children who are deaf-blind to continue to learn and have fun while schools are closed.

Culturally Responsive School Practices to Promote the Success of Hispanic English Learners

On Thursday, October 8 from 4:00pm to 5:00pm ET the [Office of English Language Acquisition \(OELA\)](#) and [Regional Education Laboratories \(REL\) Pacific](#) will host a webinar that examine the factors that impact the social and emotional well-being of Hispanic ELs, identify research-based strategies to establish culturally responsive school environments, and discuss how to promote the academic achievement of diverse learners. To register for this webinar click [here](#).

Attract, Prepare, Retain: OSEP National Summit on Improving Effective Personnel for Children with Disabilities

On Tuesday, October 27 – Thursday, October 29th the [Office of Special Education Programs \(OSEP\)](#) is hosting a virtual summit focusing on strategies to attract, prepare, and retain effective personnel—general and special education teachers, early childhood personnel, and related services providers—who have the knowledge and skills needed to provide effective instruction, interventions, supports, and services to children with disabilities. This topic disproportionately affects children with disabilities and their families due to the many unfilled positions and high attrition rates among special education teachers, early childhood personnel, and related services providers. The 2020 OSEP Summit is an opportunity to bring together various stakeholders to explore potential strategies and innovative approaches to address this critical need. The virtual event will be held over three days and participants may register for each event individually or attend all three. The schedule for the summit will be as follows:

- Panel on **Attracting** Effective Personnel, Tuesday, October 27 (3:00-4:30pm ET). To register for this webinar click [here](#).

- Panel on **Preparing** Effective Personnel, Wednesday, October 28 (3:00-4:30pm ET). To register for this webinar click [here](#).
- Panel on **Retaining** Effective Personnel, Thursday, October 29 (3:00-4:30pm ET). To register for this webinar click [here](#).

Hidden Consequences: How the COVID Pandemic is Impacting Children Webinar Series

The [ASPR Technical Resources, Assistance Center, and Information Exchange \(TRACIE\)](#) and ASPR's Pediatric Centers of Excellence are collaborating on a webinar series focused on how the COVID-19 pandemic may affect children. On Friday, October 16, 2020 from 1:00pm to 2:15pm ET the second webinar in this series will focus on the emotional and social effects of COVID-19 on children. Panelists will discuss food and financial insecurity, racial disparities, the impact of social determinants on children's health, return to school and daycare, and alternate childcare.

To register for this webinar click [here](#).

Congratulations, you made it to the end! If you have updates for next week to share, please submit them to Sandy Deysson (Sandra.Deysson@ed.gov) by COB each Friday.

I will be out of the office through next Wednesday to attend my brother's wedding, so you will be hearing from Ed Vitelli as Acting Director in my stead. A reminder of the importance of finding moments to celebrate and to take comfort in those we love!

Thank you, and be well.

Danielle



Danielle Smith

Director, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-5546

Email: Danielle.Smith2@ed.gov





Deysson, Sandra

From: Deysson, Sandra
Sent: Wednesday, December 16, 2020 8:36 AM
To: Smith, Danielle; Vitelli, Edward
Cc: Newton, Esley; James, Edward
Subject: Resources for NAESPA
Signed By: sandra.deysson@ed.gov
Importance: High

Good morning Danielle and Ed.

I initially shared the resources that I selected for the NAESPA Conference with Victoria Hammer and said that I would like to get your feedback before finalizing selection. We will be meeting at 1:00pm today to be sure that we have a variety of resources aligned to the topic. Below, the highlighted resources are Victoria's initial selection. IES is sharing one resource so I think it is appropriate to share one resource from the National Center and the EACs.

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Student Engagement in Online Classes: Tips for Teachers Based on Trauma-Informed Approaches and Social and Emotional Learning (SEL) Strategies This [fact sheet](#) by the **National Comprehensive Center** provides concrete strategies that teachers can incorporate into their online teaching to increase engagement with students in middle and high school. The authors present a framework based on trauma-informed (TI) approaches and social and emotional learning (SEL) strategies to ensure students feel safe, connected, engaged, and ready to learn.

Reaching and Teaching English Learners, Newcomer Students, and English Learners with Disabilities During the Pandemic This [webinar](#) from the **Mid-Atlantic Equity Consortium (MAEC)** shares how educators are pivoting to make sure that English Learners, including newly arrived immigrants and students with disabilities, receive a high-quality education and other social-emotional supports under current conditions. This webinar features conversations with expert practitioners and researchers and presents strategies that can be applied in your school or district.

Reopening Instructional Programs for Our Most Vulnerable Students: A Reopening Guidebook for the 2020-2021 School Year. This [guidebook](#) by the **Region 3 Comprehensive Center** for educators addresses the pressing issues that students face, and particularly the most vulnerable learners, face as schools reopen their programs. The guidebook includes four chapters: (1) Virtual Learning, (2) Pre-Kindergarten to Grade 3 Parent Supports, (3) English Learners and Spanish Learners, and (4) Students with Disabilities.

Equitable Practices for Teaching Online This [webinar](#) by **IDRA EAC-South** featuring Dr. Paula Johnson, IDRA, and Dr. Stephanie Garcia, IDRA helps teachers rethink their lesson plans for an

online platform, including resources like teacher-created YouTube channels and explainer videos, tools for sharing resources with your peers, and ways of working with your district to ensure students have access.

Thank you,
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Smith, Danielle

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Sent: Wednesday, December 16, 2020 9:52 AM
To: Deysson, Sandra; Vitelli, Edward
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Subject: RE: Resources for NAESPA
Signed By: Danielle.Smith2@ed.gov

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Categories: TA

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Thank you,
Sandy

Sandra Deysson, Ed.D.
Education Program Specialist
Program and Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave S.W.
Washington, DC 20202
Sandra.Deysson@ed.gov

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Smith, Danielle

From: Smith, Danielle
Sent: Friday, January 29, 2021 12:42 PM
To: Deysson, Sandra
Subject: 3 ppts - RINAP presentation
Attachments: FATF_PGSS_20201208.pptx; OESETA_WhatYouShouldKnow_20201119.pptx; OESE TA Centers_Insular Areas Presentation 20200311.pptx



Danielle Smith

Director, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education

400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-5546

Email: Danielle.Smith2@ed.gov



FEDERAL AGENCY TASK FORCE ON
MISSING AND EXPLOITED CHILDREN
AND YOUTH

DECEMBER 8, 2020
10:00 AM- 11:30 AM

EQUITY ASSISTANCE CENTERS

WHAT ARE THE EQUITY ASSISTANCE CENTERS (EACS)?

- Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
- Centers provide, upon request, technical assistance (TA) in:
 - the areas of race, sex, national origin, and religion;
 - the preparation, adoption, and implementation of plans for the desegregation of public schools.
- Requests must come from governmental agencies legally responsible for operating a public school or schools.
 - Examples include school boards, SEAs, LEAs.
- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.



EQUITY ASSISTANCE CENTERS

WHAT SERVICES DO EQUITY ASSISTANCE CENTERS PROVIDE?

Access to Effective Educators	Student Isolation and Discipline	Accessibility for All Students
Culturally Responsive Practices	Harassment, Bullying & Prejudice Reduction	Legal Requirements for Nondiscrimination
Family and Community Engagement	School Climate & Culture	English Learners
Students with Disabilities	Students Experiencing Homelessness	Immigrant and Migrant Students

Examples of services:

- Disseminating research and promising practices
- Providing information on legal requirements for nondiscrimination
- Developing practical tools and implementation guides
- Training and advising on responsive instruction and assessment
- One-on-one support to identify and address equity issues
- Ensuring that schools employ a diverse workforce
- Reducing school violence and drop-out rates among vulnerable populations



EQUITY ASSISTANCE CENTERS

REQUEST SUPPORT

- **Region I: Center for Education Equity:** <https://maec.org/>
- **Region II: IDRA EAC-South:** <https://www.idra.org/>
- **Region III: Midwest & Plains EAC:** <https://greatlakesequity.org/>
- **Region IV: Western Educational EAC:** <https://www.msudenver.edu/weeac/>

- Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
- Centers provide, upon request, technical assistance (TA) in:
 - the areas of race, sex, national origin, and religion;
 - the preparation, adoption, and implementation of plans for the desegregation of public schools.
- Requests must come from governmental agencies legally

responsible for operating a public school or schools.

▪Examples include school boards, SEAs, LEAs.

- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.

COMPREHENSIVE CENTERS

WHAT ARE THE COMPREHENSIVE CENTERS?

- Comprehensive Centers provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.
- Centers provide support in the areas of:
 - Carrying out approved ESEA Consolidated State Plans
 - Implementing and scaling up evidence-based programs, practices, and interventions that directly benefit students in Title I, CSI and TSI schools
 - Addressing the unique educational obstacles faced by rural populations
 - Addressing corrective actions or results from audit findings and monitoring, at the request of the client
 - Identifying trends and best practices and make their work available to as many REAs, LEAs, and schools in need of support as possible



COMPREHENSIVE CENTERS

A NETWORK: 19 REGIONAL CENTERS AND 1 NATIONAL CENTER



6



The CCNetwork serves all 50 states, OSSE (DC), BIE, US Territories, and outlying areas.

COMPREHENSIVE CENTERS

EXPLORE COMPREHENSIVE CENTER RESOURCES

The screenshot shows the CCNetwork website interface. At the top, there is a navigation bar with the CCNetwork logo and several menu items: Home, About Us, Contact Us, and a dropdown menu for Resources. Below the navigation bar, the main content area is titled 'COLLECTION'. It features a large featured resource card for 'CONTINUITY OF LEARNING RESOURCES FOR YOUNG INFERRED PRACTICES (CY)' with a thumbnail image of two people. Below this, there are three smaller resource cards, each with a title, a brief description, and a 'View Resource' button.

- Meet the Centers**
Learn about the organizations and staff leading each Center.
- Projects by State**
Learn about requested projects in each state.
- Resources**
Explore resources from the Comprehensive Center Network
- Collections**
Explore curated resource collections.

Comprehensive Center Network website:
<https://www.compcenternetwork.org/>



NEW OESE RESOURCES PAGE

FIND TECHNICAL ASSISTANCE RESOURCES FROM OESE TA CENTERS



<https://oese.ed.gov>



NEW OESE RESOURCES PAGE

EXPLORE SIX TOPICAL RESOURCE COLLECTIONS
HIGHLIGHTING RESOURCES FOR FAMILIES, EDUCATORS,
SCHOOL, DISTRICT AND STATE LEADERS



NEW OESE RESOURCES PAGE

RESOURCE COLLECTION: SAFE SCHOOL ENVIRONMENTS

Safe School Environments

Key resources for safe schools in place. The U.S. Department of Education (DOE) provides a variety of resources designed to enhance school safety, address violence in schools, and improve the school environment. This resource page is a collection of resources for schools, state and local education agencies, and the public. Resources include:

A national training, the Department has issued a number of training opportunities for school leaders, state officials, and local education agency staff. Training opportunities include:

- Technical Assistance Centers for Technical and Emergency Management, Safe Schools, Learning Environments, and School Security
- Technical Assistance Centers for School Security and Emergency Management
- Technical Assistance Centers for School Security and Emergency Management
- Technical Assistance Centers for School Security and Emergency Management

State education agencies (SEAs) and local education agencies (LEAs) can use these resources to improve their school safety and security. The resources are designed to help schools and local education agencies (LEAs) improve their school safety and security. The resources are designed to help schools and local education agencies (LEAs) improve their school safety and security.

Technical Assistance Centers

Center for Technical Assistance and Emergency Management and School Safety, Technical Assistance Center (TAC)

1000 P Street, NW

Washington, DC 20004

Phone: 202-401-3000

Explore more at
<https://oese.ed.gov/resources>



Each page is further organized by subtopics and audience

Other Safety and Cybersecurity

- **Safe Schools Checklist for Incident Response, Assessment, and Recovery** (2015) - A checklist for schools to use to assess their safety and security. It includes a list of questions and a scoring system to help schools identify areas for improvement.
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CONTACT INFORMATION

Danielle Smith, Director

U.S. Department of Education, Program and Grantee Support Services
Danielle.Smith2@ed.gov | (202) 453-5546

For more information

<https://oese.ed.gov/offices/office-of-formula-grants/program-and-grantee-support-services/>

OESE Resources

<https://oese.ed.gov/resources/>





**Office of Elementary and Secondary Education
(OESE) Technical Assistance Centers
U.S. Department of Education**

**Consolidated Grant & the Republic of Palau Grant FY20 Annual Technical Assistance Meeting
March 11, 2020**

Presenters



Danielle Smith, Group Leader
Program and Grantee Support Services
Office of Elementary and Secondary Education



Belka Meyer, Program Officer
Program and Grantee Support Services
Office of Elementary and Secondary Education



Bryan Keohane, Program Officer
Program and Grantee Support Services
Office of Elementary and Secondary Education



Harmed Negron-Perez, Program Specialist
Program and Grantee Support Services
Office of Elementary and Secondary Education



Agenda

OESE Technical Assistance Overview

Program and Grantee Support Services TA Centers

▸ Comprehensive Centers Program

▸ Equity Assistance Centers Program

▸ State Support Network

▸ National Student Attendance, Engagement and Success Center

Office of Safe and Supportive Schools (OSSS) TA Centers

Session Objectives

- Understand how OESE provides technical assistance to State and local grantees
- Determine what specific technical assistance centers do and how to access their resources



U.S. Department of Education as a Resource



Danielle

Resources from Across the Department



Danielle

Objective: Understand how U.S. Department of Education (ED) technical assistance activities support implementation of State and local education programs.

Program and Grantee Support Services

The Office of Program and Grantee Support Services (PGSS) oversees the design and delivery of results-driven, differentiated, and research-informed technical assistance (TA) opportunities to all States and the U.S. territories. PGSS also supports Office of Elementary and Secondary Education (OESE) program offices by advising on best practices related to planning, implementing, and evaluating technical assistance.

Danielle

Program and Grantee Support Services Portfolio

OESE provides TA through a variety of TA investments, which include grants, contracts, and inter-agency agreements (IAAs). PGSS manages a number of these investments, including:


- Comprehensive Centers (CCs)
- Equity Assistance Centers (EACs)
- National Student Attendance, Engagement and Success Center
- State Support Network



Danielle

Program Overview

COMPREHENSIVE CENTERS



Comprehensive Centers Program

The Comprehensive Centers (CC) program supports the establishment of not less than 20 Comprehensive Centers to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.

Comprehensive Center Network



Refer to CC Handout

The regional configuration outlines the service areas for each Regional Centers.




Each Regional Center has 2-5 States or Insular Areas and territories. Please note the Bureau of Indian Education is included in this configuration.

Coordination of Supports



National and Regional Capacity Building

Capacity-Building: Assistance to build human, organizational, policy, or resource capacity that strengthens an individual's or organization's ability to engage in continuous improvement and achieve expected outcomes.

Type of Capacity-building:	Definition	Regional Centers	National Center
 Universal	Assistance and information provided to independent users through their own initiative. Addressing emerging national education trends.		✓
 Targeted	Assistance based on needs common to multiple clients and recipients and not extensively individualized. Addressing HLPs, emerging trends, and common needs and implementation challenges faced by states (and R/Cs).		✓
 Intensive	Assistance often provided on-site and requiring a stable, ongoing relationship between the Regional Center and its clients and recipients, as well as periodic reflection, continuous feedback, and use of evidence-based improvement strategies.	✓	

*Human, Organizational, Policy, Resource



Key Areas of Support

1. Carrying out approved **ESEA Consolidated State Plans**
2. Implementing and scaling up evidence-based programs, practices, and interventions that directly benefit students in Title I, CSI and TSI schools
3. Addressing the **unique educational obstacles faced by rural populations**
4. Addressing **corrective actions or results from audit findings and monitoring**, at the request of the client
5. **Identifying trends and best practices** and make their work available to as many REAs, LEAs, and schools in need of support as possible



[Danielle]

Requirements for each Center, as defined in the NIA.

Learn more about Comprehensive Centers



Contact your Comprehensive Center!

Find contact information and available resources.

Comprehensive Center Network website:
<https://www.compcenternetwork.org/>



Program Overview

EQUITY ASSISTANCE CENTERS

WHAT ARE THE EQUITY ASSISTANCE CENTERS (EACS)?

- Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
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 - the areas of race, sex, national origin, and religion;
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- Requests must come from governmental agencies legally responsible for operating a public school or schools.
 - Examples include school boards, SEAs, LEAs.
- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.



EQUITY ASSISTANCE CENTER REGIONS



How many have interacted with their EAC?

Locate your region. Jot down your EAC's name and website.

EAC Services

Access to Effective Educators	Student Isolation and Discipline	Accessibility for All Students
Culturally Responsive Practices	Harassment, Bullying & Physical Restraint	Legal Requirements for Nondiscrimination
Family and Community Engagement	School Climate & Culture	English Learners
Students with Disabilities	Students Experiencing Homelessness	Immigrant and Migrant Students

Examples of TA services:

- › Disseminating research and promising practices
- › Providing information on legal requirements for nondiscrimination
- › Developing practical tools and implementation guides
- › Training and advising on responsive instruction and assessment
- › One-on-one support to identify and address equity issues
- › Ensuring that schools employ a diverse workforce
- › Reducing school violence and drop-out rates among vulnerable populations





Explore Equity Resources



- ❑ **Enroll in Virtual College.** Self-paced, free online learning format designed for educators to participate in workshops that increase awareness in equity related topics. <https://www.msudemver.edu/weeac/virtualcollege/>
- ❑ **Do an Equity Audit.** Suite of tools to assess equity in your school, including: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence. <https://maec.org/resource/equity-audit-materials/>
- ❑ **Explore Strategies for Family Engagement.** Tools for educators to develop and implement strategies for engaging with families and community members. <https://www.idraeacsouth.org/family-engagement-web-based-technical-assistance-package/>
- ❑ **Join a Learning Network.** The Great Lakes Equity Center brings together role-alike stakeholders across district and state boundaries, supports peer-to-peer mentoring, and offers opportunities to share information quickly across individuals focused on similar problems of practice. <https://greatlakesequity.org/professional-learning-events>



REQUEST SUPPORT FROM YOUR EQUITY ASSISTANCE CENTER

Region I: Center for Education Equity | ces-maacc.org

- Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia.

Region II: EAC – South | drasacsouth.org

- Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

Region III: Midwest & Plains EAC | greatlakesequity.org/map-eac

- Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

Region IV: Western Educational EAC | msudenver.edu/weeas

- Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.



Overview

STATE SUPPORT NETWORK

State Support Network

The State Support Network provides support to States and districts to identify challenges and create evidence-based solutions based on and promising practices.

The goals of the Network are:

- To facilitate the building of sustainable learning communities and partnerships
- To identify and share effective practices
- To support scale up of effective systemic approaches and practices
- To provide support to SEA and LEA efforts to achieve significant improvements in student outcomes

State Support Network: What does it do?

The Network facilitates:

- Communities of Practice--CoPs bring together State and district leaders on a common topic to share knowledge, information, and solutions
- Peer 2 Peer events--P2Ps foster the sharing of experiences and solutions by State and district leaders
- Individualized Technical Assistance support--ITAs provide individual support designed to meet the specific needs of individual SEAs and LEAs in order to help foster conditions for improvement and effect organizational change
- Creation of other tools and resources useful for State and district leaders



State Support Network: What topics are covered?

Some recent and current topics examples of Network activities include:

- **CoPs:** Principal Talent Management, Foster Care, Networked Improvement Implementation, Resource Allocation, Rural School Leaders
- **P2Ps:** Root Cause Analysis, English Learners, Foster Care
- **ITAs:** States include Colorado, Illinois, Washington, D.C.
- **Other tools and resources:** Needs Assessment Guidebook, Financial Transparency and Reporting Readiness Assessment Tool, Strategies for Equitable Family Engagement



Featured Resources

- Rural Problems of Practice Toolkit
- Cultivating and Supporting Effective Rural School Leaders CoP
- Plans That Work: Tools for Supporting School Improvement Planning
- Building Strategic Partnerships: State and District Collaboration Mapping Process
- Identifying and Implementing Evidence-based Practices Communities of Practice
- Implementing and Scaling Needs Assessments Tools

Explore more!

<https://statesupportnetwork.ed.gov/>



Overview

**NATIONAL STUDENT ATTENDANCE,
ENGAGEMENT, AND SUCCESS CENTER**

NSAES Center: What is it?

The National Student Attendance, Engagement, and Success (NSAES) Center will provide technical assistance that:

- Builds State and local capacity to identify at-risk students
- Support interventions designed to reduce chronic absenteeism
- Increases State and district capacity to use evidence-based practices to chronic absenteeism



NSAES Center: What does it do?

The Center will conduct a comprehensive needs assessment in order to:

- Identify stakeholders and critical needs
- Inform future TA efforts

Future activities may include:

- Establishing communities of practice to foster knowledge-sharing and joint problem-solving around common issues
- Providing subject matter expertise available to support States, districts, and schools
- Identifying and disseminating evidence-based practices and research
- Sharing information on common challenges and effective solutions through conferences and virtual events



NSAES Center: For more information

To stay involved and learn more, please contact the Center
at:

nsaescenter@insightpolicyresearch.com



Office of Safe and Supportive Schools

TECHNICAL ASSISTANCE CENTERS

OSSS: Providing Students a Well-Rounded Education

Educational Needs Addressed:	Technical Assistance Resources:
<p data-bbox="506 478 580 501">GOALS</p> <ul data-bbox="357 505 728 662" style="list-style-type: none">• Serve the needs of the Title IV-A State Coordinators• Collaborate with federal partners & other organizations• Help facilitate ED's goals for program success <p data-bbox="471 666 617 689">Major Activities</p> <ul data-bbox="357 693 728 819" style="list-style-type: none">• Identifying and developing resources, training, and other materials• Developing a network of subject matter experts• Continuing a community of practice	<p data-bbox="747 478 966 501">Title 4 Part A TA Center</p>



Hamed

OSSS: Providing Students a Well-Rounded Education

Educational Needs Addressed:	Technical Assistance Resources:
<p data-bbox="525 456 580 478">Goals</p> <p data-bbox="298 486 788 613">To increase the safety, security, emergency management and preparedness capacity for all State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, and Institutions of Higher Education (IHEs)</p> <p data-bbox="480 642 624 664">Major Activities</p> <ul data-bbox="298 672 802 880" style="list-style-type: none"><li data-bbox="298 672 802 740">• Develop and provide tools and resources to SEAs, LEAs, schools, and IHEs on developing high-quality EOPs and comprehensive school safety programs<li data-bbox="298 748 802 799">• Address and respond to emerging issues, needs, and emergency events<li data-bbox="298 807 802 880">• Support the success of the Grants to States for School Emergency Management (GSEM) Program, including past and present grantees	<p data-bbox="820 456 973 478">REMSTA Center</p>



Hamed

OSSS: Providing Students a Well-Rounded Education

Educational Needs Addressed:	Technical Assistance Resources:
<p data-bbox="511 476 586 495">Purpose</p> <ul data-bbox="308 505 790 731" style="list-style-type: none"><li data-bbox="308 505 790 613">• The center's purpose is to provide technical assistance to support states and districts in the implementation of social and emotional learning evidence-based programs and practices.<li data-bbox="308 633 790 731">• The center will enhance the capacity of (1) state educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools.	<p data-bbox="805 476 1035 495">CISELSS TA Center (SEL)</p>



Hamed

OSSS: Providing Students a Well-Rounded Education

Educational Needs Addressed:	Technical Assistance Resources:
<p>Resources are available through the PBIS Center</p> <ul style="list-style-type: none">• The PBIS Center provides a full range of TA resources to any school, district, or state that is interested in developing leadership team implementation capacity and establishing a MTSS framework to support implementation of evidence-based practices.• All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.	<p>PBIS TA Center</p>




Hamed

Title IV Part A: Providing Students a Well-Rounded Education

OSSS TA Centers (links)

- Title IV Part A (T4PA): <https://www.t4pcenter.ed.gov> (Go Live Date mid-March 2020)
- Readiness and Emergency Management for Schools (REMS): <https://rems.ed.gov/>
- Center to Improve Social and Emotional Learning and School Safety (CISELSS): <https://seicenter.wested.org>
- Positive Behavioral Interventions and Supports (PBIS Center): <https://www.pbis.org/>



A top-down view of a dark, textured wooden desk. In the top-left corner, there are several pens in green and silver. In the top-right corner, there are two sticky notes, one purple and one green. In the bottom-left corner, there are several blue paper clips. In the bottom-right corner, there is a cluster of colored pencils in blue, yellow, green, and light blue. The word "Questions?" is centered on the desk in a white, sans-serif font.

Questions?

Resources from Today's Presentation



Contact Information

Danielle Smith, Group Leader

Program and Grantee Support Services
Daniella.Smith2@ed.gov | (202) 453-5546

Bryan Keohane, Program Officer

Program and Grantee Support Services
Bryan.Keohane@ed.gov | (202) 260-9738

Ed Vitelli, Group Leader

Program and Grantee Support Services
Edward.Vitelli@ed.gov | (202) 453-6203

Hamed Negron-Perez, Program Specialist

Safe and Supportive Schools
Hamed.Negron-Perez@ed.gov | (202) 453-6725

Bekka Meyer, Program Officer

Program and Grantee Support Services
Rebekka.Meyer@ed.gov | (202) 453-5641

U.S. Department of Education

U.S. Department of Education Technical Assistance Centers: What You Should Know

Thursday, November 19, 2020



Session Objectives

At the conclusion of this presentation, you will be able to:

- Understand how U.S. Department of Education (ED) technical assistance activities support implementation of State and local education programs.
- Determine what specific ED-Funded technical assistance Centers do and how to access their resources.



Agenda

- ◆ Welcome and Introductions
- ◆ Overview of Department of Education Technical Assistance
- ◆ What You Need to Know: ED Technical Assistance Centers
 - ◆ Office of Special Education Programs
 - ◆ Institute for Education Sciences
 - ◆ Office of Elementary and Secondary Education
- ◆ How to Access Resources



Hello!



Danielle Smith

Director, Program and Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education



U.S. Department of Education as a Resource



Who we serve: States, school districts, schools, regional education agencies, tribal educational authorities, parents and communities.

What we do: Support peer collaboration, provide training and implementation support, and develop practical tools and resources and research on evidence-based practices.

Resources from Across the Department



School Climate & Safety Centers
Comprehensive Centers
Equity Centers
Special Populations



Office of
Special
Education
Programs

Technical Assistance &
Dissemination Centers
Parent Program Centers
Technology, Personnel, &
Data Centers

Office of
Elementary
and
Secondary
Education

Institute of
Education
Sciences

Regional Educational Laboratories
What Works Clearinghouse
ERIC



Objective: Understand how U.S. Department of Education (ED) technical assistance activities support implementation of State and local education programs.

Regional & Programmatic

Our Centers provide support **regionally** or **nationally**.

National Delivery

Topical Centers

- Attendance, Engagement and Success Center
- Social and Emotional Learning and School Safety
- Readiness and Emergency Management for Schools
- Positive Behavioral Interventions and Supports
- Safe Supportive Learning Environments

Program-Specific Centers

- OSEP TA&D Centers
- National Center for Homeless Education
- Neglected or Delinquent Education Technical Assistance Center
- The Title IV, Part A Center
- You 4 Youth (21st CCLC)

Regional Delivery

- Regional Educational Laboratories
- Comprehensive Centers
- Equity Assistance Centers



K-12 Education Topics Addressed

Social Emotional Learning	PBIS	School Climate & Safety	Education Technology
Equity	School Improvement	Evidence-Based Practices	ESEA Plans
Emergency Management	Standards & Assessments	Data & Reporting	Special Subpopulations



*Note: Please see the Quick Reference for additional information.

Objective: Understand how U.S. Department of Education (ED) technical assistance activities support implementation of State and local education programs.

Office of Special
Education
Programs

Technical Assistance &
Dissemination Centers





The Office of Special Education Programs (OSEP) is dedicated to enacting the vision of the Individuals with Disabilities Education Act (IDEA) by improving results for infants, toddlers, children, and youth with disabilities ages birth through 21. To support this mission, OSEP distributes discretionary grants to support personnel development, technical assistance and dissemination, technology, media and materials, and parent-training and information centers.

Institute of
Education
Sciences

Regional Educational
Laboratories

What Works Clearinghouse

ERIC



REL Regions



* The Pacific Region includes Hawaii (pictured on the map) and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Chuuk, Pohnpei, and Yap; Guam, the Republic of the Marshall Islands, and the Republic of Palau (not pictured on the map).



Not graphically inclined enough to overlay CC regions over this but you can tell. You should have received contact info for your counterparts in the RELs but I have a slide with this info if needed. Some regions are 1:1, most REL regions have 2 or 3 regional CCs.

"... the role of the REL is to work in such a way that the state and local education agencies in its region have notably more capacity to use research evidence to inform education decision making..." (Current REL PWS.)

<https://ies.ed.gov/ncee/edl/abs/>



The screenshot shows the IES > REL website interface. At the top, it says "IES > REL" and "Regional Educational Laboratory Program". Below this is a navigation bar with "Home" and "About" links. The main heading is "COVID-19: Evidence-Based Resources".

Under the heading, there is a paragraph: "The U.S. Department of Education's Institute of Education Sciences funds a network of 15 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works with educators and policymakers to support a more evidence-based education system. In response to COVID-19, the RELs have endeavored to produce the series of evidence-based resources and guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic."

Below this is a section titled "RESOURCES BY TOPIC" with a list of categories, each with a right-pointing arrow:

- Accountability
- Early childhood
- English learner students
- Equitable learning opportunities
- Parents and families
- Postsecondary education and transitions
- Remote learning strategies
- Returning to school
- Social and emotional learning and mental health

On the right side of the screenshot, there are two featured resource cards:

The first card is titled "Remote Learning Strategies: Evidence-Based Resources". It features a graphic with a sun and a person. The text below the graphic says: "One of the RELs' top priorities is to help other educators in the COVID-19 pandemic. Each evidence-based resource and guidance document from the RELs' Evidence-Based Resources Center provides research-based, evidence-based and practical strategies. [View the full list of resources.](#)"

The second card is titled "Evidence-Based Resources: Remote Learning". It features a graphic with a person. The text below the graphic says: "The U.S. Department of Education and one of the Regional Educational Laboratory (REL) centers of support and guidance resources to support educators across the country in their response to COVID-19. Here are a few publications to consider:"

Below the text are four bullet points with links:

- 1. Evidence-Based Resources in Instructional Practice: [Remote Learning, Supporting Learning Outcomes](#) (2020) (2/18/2020)
- 2. Comprehensive Toolkit: Remote Learning: [Supporting Learning Outcomes](#) (2020) (2/18/2020)
- 3. One-Week Remote Learning: [Supporting Learning Outcomes](#) (2020) (2/18/2020)
- 4. U.S. Department of Education: [COVID-19: Instructional and Resource for Schools and Districts](#)

**Office of
Elementary and
Secondary
Education**

Comprehensive Centers

Equity Assistance Centers

Emergency Management,
School Safety, and Student
Support

Program Support



Comprehensive Centers

Program Purpose

The Comprehensive Centers (CC) program supports the establishment of Comprehensive Centers to provide [capacity-building services](#) to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.



CCNETWORK
Comprehensive Center Network

19 Regional Centers

1 National Center



 Alaska	 Hawaii	 American Samoa	 Northern Mariana Islands	 Department of Defense	 U.S. Virgin Islands
 Puerto Rico	 Federated States of Micronesia	 Guam	 Marshall Islands	 Palau	 Northern Mariana Islands

Comprehensive Centers

Areas of Support

1. Carrying out approved ESEA Consolidated State Plans
2. Implementing and scaling up evidence-based programs, practices, and interventions that directly benefit students in Title I, CSI and TSI schools
3. Addressing the unique educational obstacles faced by rural populations
4. Addressing corrective actions or results from audit findings and monitoring, at the request of the client
5. Identifying trends and best practices and make their work available to as many REAs, LEAs, and schools in need of support as possible



Coordination of Supports



compcenternetwork.org



Meet the Centers

Learn about the organizations and staff leading each Center.

Projects by State

Learn about requested projects in each state.

Resources

Explore resources from the Comprehensive Center Network

Collections

Explore curated resource collections.

Equity Assistance Centers

Centers provide, upon request, technical assistance (TA) and training in the areas of race, sex, national origin, and religion, for the preparation, adoption, and implementation of plans for the desegregation of public schools.

[Region I: Center for Education Equity](#)

[Region II: IDRA EAC-South](#)

[Region III: Midwest & Plains EAC](#)

[Region IV: Western Educational EAC](#)



- Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
- Centers provide, upon request, technical assistance (TA) in:
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governmental agencies legally responsible for operating a public school or schools.

▪Examples include school boards, SEAs, LEAs.

- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.

Emergency Management, School Safety, and Student Support

National Center on Safe Supportive Learning Environments

 Safe Supportive Learning
Engagement | Safety | Environment

<https://safesupportivelearning.ed.gov>

 **PBIS** Positive Behavioral
Interventions & Supports

<https://www.pbis.org>

 CENTER TO IMPROVE
Social and Emotional
Learning and School Safety
WestEd

<https://selcenter.wested.org>

 **REMS**
READINESS AND EMERGENCY
MANAGEMENT FOR SCHOOLS

<https://rems.ed.gov>



Title IV Part A: Providing Students a Well-Rounded Education

Additional OESE Centers



Each of the OESE Centers have created COVID-19 resources on their websites for their specific audiences.



OFFICE OF
Elementary & Secondary Education

Search



- About
- Programs
- Grants and Applicants
- Families
- Educators
- Guidance
- Resources

2022 • RESOURCES FOR EDUCATORS



Resources for Education Providers and Families

The Office of Elementary and Secondary Education (OESE) offers technical assistance across grant programs to support providers and address K-12 educational needs. OESE provides technical assistance support and resources through a variety of technical assistance centers working directly with State educational agencies, local educational agencies, schools, communities, and parents. On this page, you will find information about specific resources, organized by topical areas and intended audience. Resources include webinars, guidance documents, practice briefs and tools created by OESE, our technical assistance centers and other partners across the Department and

Quick Links to TA Centers COVID-19 Resources

- Comprehensive Center Network (CCN)-19 Resource Page
- Early-Response Center (ERC)-Region 1 Study and Learning During COVID-19
- ERC-Region 2 Learning Loss (L2L)-A COVID-19 Response for Education
- ERC-Region 4 COVID-19 Response Resources & Support
- ERC-Region 10 COVID-19 Resource
- Planning and Emergency Management for Schools
- STATE TECHNICAL ASSISTANCE CENTERS (STAC) COVID-19 Resource

NEW OESE RESOURCE PAGE

<https://oese.ed.gov>





OESE Technical Assistance Centers

The Office of Elementary and Secondary Education (OESE) supports numerous technical assistance providers, including technical assistance networks, the [Comprehensible Content](#) and other national centers to provide content expertise, evidence-based tools and resources, and direct support to effectively address state and local priority needs and assist with implementation of federal programs across key program areas.

On this page, you will find descriptions of each Center, the services it provides, and where to find more information. Click the Center names to visit Center websites and learn more about the resources and supports available.

Comprehensible Content

The Comprehensible Content Network includes 18 Regional Comprehensible Content (RCC) and one National Center that provide quality learning services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction. To learn more about support available in your region and to explore resources with the Comprehensible Content Network, visit [oeese.ed.gov/resources/comprehensible-content-network](#).

OESE Technical Assistance Centers

State Support Network

Learn more about OESE
TA Centers



oeese.ed.gov/resources/oeese-technical-assistance-centers/



CONTINUITY OF LEARNING



LEARNING AT HOME



SAFE SCHOOL ENVIRONMENTS



SOCIAL EMOTIONAL AND BEHAVIORAL SUPPORT



SUPPORTING SPECIAL POPULATIONS



RETURNING TO SCHOOL

Explore six topical resource collections highlighting resources for families, educators, school, district and state leaders.



[Return to previous slide](#) [Return to next slide](#)

Returning To School

Close schools and school communities across all sectors when planning for the next school opening is a high-stakes challenge. The focus is on getting a secure school during a global pandemic, ensuring safety for the day. Additionally, schools may experience multiple "re-open" cycles at the beginning of the school year and periodically throughout an extended education and during changes due to changing circumstances. Every school continues to try to make the best "right" decision for all students based on the information at hand.

The Department of Education and its federal agencies (DOE) continue to provide current research and resources to effectively address local and state needs and assist with implementation of local operational support models or existing frameworks based on the individual needs of students and school communities.

While we'll update this page you will find resources developed by DOE, its agencies and other federal agencies to assist in return to school, meeting state requirements and state to state highlighted resources. Explore each section to learn more about the available resources from these links:

Returning To School

[Resources for Families and Teachers](#)
[Resources for Educators and Schools](#)
[Resources for Parents](#)
[Resources for States](#)

Each page is further organized by audience

Resources for Districts

This resource collection contains resources for school districts for the implementation of returning to school after COVID-19.

- The Department of Education's (DOE) Inventory of Practice** is a tool used by the **Resilience and Emergency Management for Schools (REMS) National Resource Center**. This page offers a clear guide for school safety, resilience of higher education offices and their resources, general information to get quickly updated on any unfolding incident at a secondary, state, and local level via updates on updates on the page.
- Resilience and Emergency Management for Schools (REMS) National Resource Center**. This page from the **REMS National Resource Center** can assist in support and implementation when they return with school emergency management planning. The page is designed to provide decision support with information, resources, and resources needed to support the return to school during, recovery from COVID-19. This page is updated on a regular basis in order to include the most up-to-date information.
- Returning to School Resource Guidelines**. This page focuses on Return Resilience from the **Open Network for Learning** to the **Resilient Organizational Design**. It emphasizes what is shared for the school community to build resilience and return to school. To support the implementation and that these districts will continue to plan for the return to school after the school closure and return to school in various ways, including operations to support school districts and state planning for returning to school.
- 5 Elements for District and School Leaders to Consider in Making a Return Plan for the 2020-21 School Year**. This blog, written by **Resilient Organizational Design**, highlights school safety and general safety, return and plan for school reopening operations for the Region 9 Comprehensive Center guidance on school reopening. Information on the page and resources for school leaders to consider.

Explore more at
<https://oese.ed.gov/resources>



Resources from Today's Presentation



Contact Information

Danielle Smith

Director, Program and Grantee Support Services
Office of Elementary and Secondary Education

Danielle.Smith2@ed.gov



oese.ed.gov

From:
To: Kesner, Paul; Foy Moss, Rita; Keohane, Bryan
Cc: Sandra Deysson
Subject: Session on OESE TA for Insular Areas meeting
Attachments: OESE TA Centers_Insular Areas Presentation 20210309-draft.pptx

Hi OSSS Team,

I mentioned to Paul last week that RINAP has asked our office to make a presentation for their upcoming Insular Areas project directors meeting in March to provide an overview of OESE TA Centers. The objective of the presentation was to make insular areas grantees available of relevant resources from our TA Centers and how to access them. Sandy has helped me update a presentation that we had prepared to give last year (pre-COVID) with new information, drawing from some of the other joint presentations we've made. We included information about the OSSS Centers because we think their resources may be especially relevant for the insular areas team now.

We are happy to provide high-level information about your Centers' work but thought that it might be more effective coming from someone on your team. Would someone from your office be willing or available to present this information with us? We have a recording session scheduled this Thursday, 2/11 from 3-4pm ET, but we could also ask to reschedule if needed.

I apologize for the last-minute nature of the ask, and we'd be more than happy to present on your behalf if that's easiest. Please let us know your preference when you can!

Thank you!
Danielle



Danielle Smith
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Phone: (202) 453-5546
Email: Danielle.Smith2@ed.gov







Office of Elementary and Secondary Education
(OESE) Technical Assistance Centers
U.S. Department of Education

Consolidated Grant & the Republic of Palau Grant FY21 Annual Technical Assistance Meeting
March 9 and 10, 2021

Questions for Danielle:

1. How long is the presentation supposed to be? (10 minutes?)
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4. Should I highlight 1-2 resources per center? Or, would that make it too lengthy?
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Presenters



Danielle Smith, Director

Program and Grantee Support Services
Office of Elementary and Secondary Education
Education



Sandy Deysson, Ed.D., Program Officer

Program and Grantee Support Services
Office of Elementary and Secondary Education



Session Objectives

- Understand how OESE provides technical assistance to State and local grantees
- Identify specific technical assistance centers and determine key areas of support
- Determine how to access the U.S. Department of Education and their technical assistance centers resources



U.S. Department of Education as a Resource



Danielle

Who we serve: States, school districts, schools, regional education agencies, tribal educational authorities, parents and communities.

What we do: Support peer collaboration, provide training and implementation support, and develop practical tools and resources and research on evidence-based practices.

Resources from Across the Department



Danielle

Objective: Understand how U.S. Department of Education (ED) technical assistance activities support implementation of State and local education programs.

Program and Grantee Support Services



PGSS provides technical assistance through:

- Comprehensive Centers (CCs)
- Equity Assistance Centers (EACs)
- Student Attendance and Engagement (SEA) Center

PGSS oversees the design and delivery of results-driven, and research-informed technical assistance opportunities to all States and U.S. territories.



Danielle

OESE provides TA through a variety of TA investments, which include grants, contracts, and inter-agency agreements (IAAs). PGSS manages a number of these investments, including:

Comprehensive Centers (CCs)

Equity Assistance Centers (EACs)

Student Attendance and Engagement (SEA) Center

Comprehensive Centers

The Comprehensive Centers (CC) program supports the establishment of not less than 20 Comprehensive Centers to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.

Comprehensive Center Network



The CCNetwork serves all 50 states, OSSE (DC), BIE, US Territories, and outlying areas.



Each Regional Center has 2-5 States or Insular Areas and territories. Please note the Bureau of Indian Education is included in this configuration.

Comprehensive Centers Key Areas of Support

1. Carrying out approved ESEA Consolidated State Plans
2. Implementing and scaling up evidence-based programs, practices, and interventions that directly benefit students in Title I, CSI and TSI schools
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4. Addressing corrective actions or results from audit findings and monitoring, at the request of the client
5. Identifying trends and best practices and make their work available to as many REAs, LEAs, and schools in need of support as possible



Danielle

Requirements for each Center, as defined in the NIA.

Comprehensive Center Network Resources



Comprehensive Center Network website:
<https://www.compcenternetwork.org/>



Meet the Center

Learn about the organizations and staff leading each Center.

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Learn about requested projects in each state.

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governmental agencies legally responsible for operating a public school or schools.

▪Examples include school boards, SEAs, LEAs.

- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.

Equity Assistance Centers



Region I: Center for Education Equity:
<https://maec.org/>

Region II: IDRA EAC-South:
<https://www.idra.org/>

Region III: Midwest & Plains EAC:
<https://greatlakesequity.org/>

Region IV: Western Educational EAC:
<https://www.msudenver.edu/weeac/>



Equity Assistance Centers Key Areas of Support

Access to Effective Educators	Student Isolation and Discipline	Accessibility for All Students
Culturally Responsive Practices	Harassment, Bullying & Prejudice Reduction	Legal Requirements for Nondiscrimination
Family and Community Engagement	School Climate & Culture	English Learners
Students with Disabilities	Students Experiencing Homelessness	Immigrant and Migratory Students

- Disseminating research and promising practices
- Providing information on legal requirements for nondiscrimination
- Developing practical tools and implementation guides
- Training and advising on responsive instruction and assessment
- One-on-one support to identify and address equity issues
- Ensuring that schools employ a diverse workforce
- Reducing school violence and drop-out rates among vulnerable populations



Student Attendance and Engagement Center

The Student Attendance and Engagement (SEA) Center provides technical assistance that:

- builds State and local capacity to identify at-risk students
- support interventions designed to reduce chronic absenteeism
- increases State and district capacity to use evidence-based practices to chronic absenteeism

Builds State and local capacity to identify at-risk students

Support interventions designed to reduce chronic absenteeism

Increases State and district capacity to use evidence-based practices to chronic absenteeism

Student Attendance and Engagement Center Resources and Supports

1. Disseminating evidence-based practices and research
2. Conducting comprehensive needs assessment to identify stakeholders and critical needs and inform future TA efforts
3. Establishing communities of practice to foster knowledge-sharing and joint problem solving around common issues.



Note: The Student Attendance and Engagement Center webpage is currently under construction.

Add latest resources and P2P?

Office of Safe and Supportive Schools



OSSS provides technical assistance through:

- Title IV Part A (T4P)
- Readiness and Emergency Management for School (REMS)
- Center to Improve Social and Emotional Learning and School Safety (SEL)
- Positive Behavioral Interventions and Support (PBIS Center)

OSSS administers, coordinates, and recommends policy as well as administers grant programs and technical assistance centers addressing the overall safe and health school community



OSSS administers, coordinates, and recommends policy as well as administers grant programs and technical assistance centers addressing the overall safe and health school community.

Title IV Part A (T4P)

The Title IV Part A (T4P):

- Serve the needs of the Title IV-A State Coordinators
- Collaborate with federal partners and other organizations
- Help facilitate ED's goals for program success

Update

- Serve the needs of the Title IV-A State Coordinators
- Collaborate with federal partners & other organizations
- Help facilitate ED's goals for program success

Title IV Part A (T4P) Key Areas of Resources and Support



Title IV Part A (T4P) website:
<https://t4pacenter.ed.gov/>



1. Identifying and developing resources, training, and other materials
2. Developing a network of subject matter experts
3. Continuing a community of practice

- Identifying and developing resources, training, and other materials
- Developing a network of subject matter experts
- Continuing a community of practice

Readiness and Emergency Management for School (REMS)

The Readiness and Emergency Management for Schools (REMS) increase the safety, security, emergency management and preparedness capacity for all State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, and Institutions of Higher Education (IHEs)

The U.S. Department of Education's Office of Safe and Supportive Schools has administered the REMS TA Center to serve two critical functions aimed at helping education agencies, with their community partners, manage safety, security, and emergency management programs. REMS TA build the preparedness capacity (including prevention, protection, mitigation, response, and recovery efforts) of schools, school districts, IHEs, and their community partners at the local, state, and Federal levels.

Readiness and Emergency Management for School (REMS) Resources and Support



Readiness and Emergency Management for School
Technical Assistance Center (REMS)
<https://rems.ed.gov>



1. Develop and provide tools and resources to SEAs, LEAs, schools, and IHEs on developing high-quality EOPs and comprehensive school safety programs
2. Address and respond to emerging issues, needs, and emergency events
3. Support the success of the Grants to States for School Emergency Management (GSEM) Program, including past and present grantees

REMs TA Center serves as the primary source of information dissemination for schools, school districts, and IHEs for emergencies via the REMS TA Center Website



Center to Improve Social and Emotional Learning and School Safety (SEL)

The Center to Improve Social and Emotional Learning and School Safety (SEL) enhances the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and schools in creating a safe, healthy, and equitable school climate.

The center will enhance the capacity of (1) state educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools in creating a safe, healthy, and equitable school climate that integrates the cultivation of students' social and emotional development with academic teaching and learning

Center to Improve Social and Emotional Learning and School Safety Resources and Support



1. Provide technical assistance to support states and districts in the implementation of social and emotional learning evidence-based programs and practices.

Center to Improve Social and Emotional Learning and School Safety website:
<https://selcenter.wested.org/>





Center on Positive Behavioral Interventions and Support (PBIS)

The Center on Positive Behavioral Interventions and Support (PBIS) emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

Center on Positive Behavioral Interventions and Support Resources and Support



1. Provide a full range of TA resources to any school, district, or state that is interested in developing leadership team implementation capacity and establishing a MTSS framework to support implementation of evidence-based practices.

All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

Additional OESE Centers

National Center on Safe Supportive Learning Environments



Safe Supportive Learning
Engagement | Safety | Environment



The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth



OESE Technical Assistance Centers
<https://oese.ed.gov/resources/oese-technical-assistance-centers/>



Could we provide them the TA Center handout, or is there a link to the document?
Additional OESE TA Centers

Office of Elementary & Secondary Education (OESE) Resource Page



Find Technical Assistance
Resources from OESE TA
Centers

Office of Elementary &
Secondary Education website:
<https://oese.ed.gov>



Find Technical Assistance Resources from OESE TA Centers
<https://oese.ed.gov>

Office of Elementary & Secondary Education (OESE) Resource Pages



Explore six topical resource collections highlighting resources for families, educators, school, district and state leaders.



Office of Elementary & Secondary Education (OESE) Resource Pages

Resource Collection: Supporting Special Populations

Supporting Special Populations

Developmental delays and disabilities have not received the attention they deserve. Special education and services for students represent the primary way we can help to ensure that all students succeed in our schools.

The U.S. Department of Education collaborates with state agencies to ensure that states, districts, and other organizations in our field develop and deliver services, including those aimed at students with disabilities, to ensure that all students succeed in our schools. Additionally, OESE provides technical assistance through its centers and regional offices. OESE also provides technical assistance to states, districts, and other organizations in our field.

Technical Assistance

The Office of Technical Assistance (OTA) provides technical assistance to states, districts, and other organizations in our field. OTA provides technical assistance to states, districts, and other organizations in our field.

The Office of Special Education (OSE) provides technical assistance to states, districts, and other organizations in our field. OSE provides technical assistance to states, districts, and other organizations in our field.

The Office of English Language Acquisition (OELA) provides technical assistance to states, districts, and other organizations in our field. OELA provides technical assistance to states, districts, and other organizations in our field.

The Office of Technical Assistance & Research (OTAR) provides technical assistance to states, districts, and other organizations in our field. OTAR provides technical assistance to states, districts, and other organizations in our field.

Supporting Special Populations

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders



Each page is further organized by subtopics and audience

Resources for Educators and Schools

This resource collection provides resources and information to educators and school leaders to ensure that all students succeed in our schools. The resources are organized by subtopic and audience.

- **Engaging Families and Students from Diverse Populations in the Context of Student Learning.** This resource is part of the **OESE** **State-Level** **Resources** and provides information on how to engage families and students from diverse populations in the learning process. The resource includes information on how to engage families and students from diverse populations in the learning process, as well as information on how to engage families and students from diverse populations in the learning process.
- **Equitable Practice for Student Learning.** This resource is part of the **OESE** **State-Level** **Resources** and provides information on how to practice equitably for all students. The resource includes information on how to practice equitably for all students, as well as information on how to practice equitably for all students.
- **Quality of Learning Resources for Diverse Populations.** This resource is part of the **OESE** **State-Level** **Resources** and provides information on how to ensure that all students have access to high-quality learning resources. The resource includes information on how to ensure that all students have access to high-quality learning resources, as well as information on how to ensure that all students have access to high-quality learning resources.
- **Supporting Student Learning from Diverse Populations in the Classroom.** This resource is part of the **OESE** **State-Level** **Resources** and provides information on how to support student learning from diverse populations in the classroom. The resource includes information on how to support student learning from diverse populations in the classroom, as well as information on how to support student learning from diverse populations in the classroom.

Explore more at:

<https://oese.ed.gov/resources>



Find Technical Assistance Resources from OESE TA Centers

<https://oese.ed.gov>

Resources to Remember



Find Technical Assistance Resources from OESE TA Centers
<https://oese.ed.gov>

Contact Information

Danielle Smith, Director

Program and Grantee Support Services
Danielle.Smith@ed.gov | (202) 453-5546

Sandy Deysson, Ed.D. Program Officer

Program and Grantee Support Services
Sandra.Deysson@ed.gov | (202) 453-6141

Hamed Negron-Perez, Program Specialist

Safe and Supportive Schools
Hamed.Negron-Perez@ed.gov | (202) 453-6725

Do we want to invite someone from OSSS to share their TA Centers?

Smith, Danielle

From: Smith, Danielle
Sent: Tuesday, February 9, 2021 8:21 AM
To: Kesner, Paul; Foy Moss, Rita; Keohane, Bryan
Cc: Deysson, Sandra
Subject: Session on OESE TA for Insular Areas meeting
Attachments: OESE TA Centers_Insular Areas Presentation 20210309-draft.pptx

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Danielle Smith
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Danielle Smith, Director

Program and Grantee Support Services
Office of Elementary and Secondary Education
Education



Sandy Deysson, Ed.D., Program Officer

Program and Grantee Support Services
Office of Elementary and Secondary Education



Session Objectives

- Understand how OESE provides technical assistance to State and local grantees
- Identify specific technical assistance centers and determine key areas of support
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U.S. Department of Education as a Resource

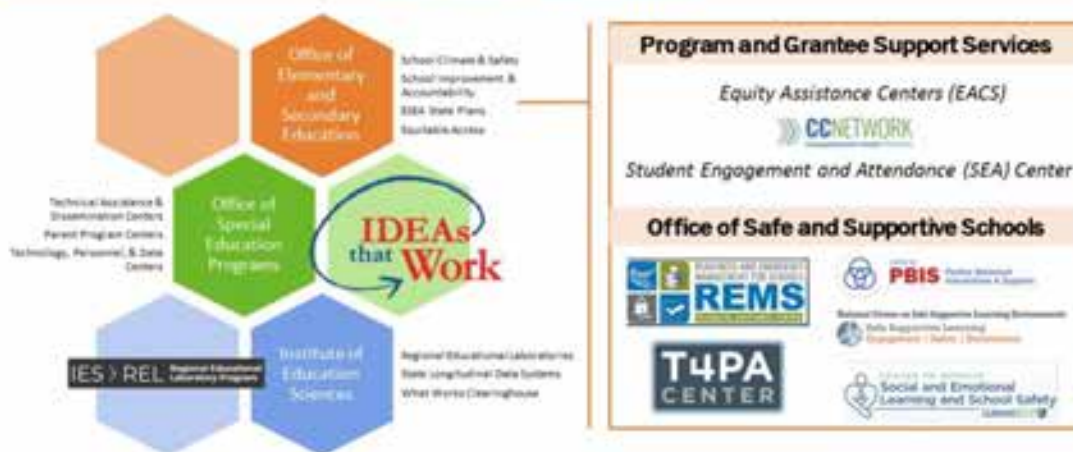


Danielle

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Resources from Across the Department



Danielle

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Danielle
Requirements for each Center, as defined in the NIA.

Comprehensive Center Network Resources



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 - the areas of race, sex, national origin, and religion;
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- Requests must come from governmental agencies legally responsible for operating a public school or schools.
 - Examples include school boards, SEAs, LEAs.
- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.

- Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272.
- Centers provide, upon request, technical assistance (TA) in:
 - the areas of race, sex, national origin, and religion;
 - the preparation, adoption, and implementation of plans for the desegregation of public schools.
- Requests must come from

governmental agencies legally responsible for operating a public school or schools.

▪Examples include school boards, SEAs, LEAs.

- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.

Equity Assistance Centers



Region I: Center for Education Equity:
<https://maec.org/>

Region II: IDRA EAC-South:
<https://www.idra.org/>

Region III: Midwest & Plains EAC:
<https://greatlakesequity.org/>

Region IV: Western Educational EAC:
<https://www.msudenver.edu/weeac/>



Equity Assistance Centers Key Areas of Support

Access to Effective Educators	Student Isolation and Discipline	Accessibility for All Students
Culturally Responsive Practices	Harassment, Bullying & Prejudice Reduction	Legal Requirements for Nondiscrimination
Family and Community Engagement	School Climate & Culture	English Learners
Students with Disabilities	Students Experiencing Homelessness	Immigrant and Migratory Students

- Disseminating research and promising practices
- Providing information on legal requirements for nondiscrimination
- Developing practical tools and implementation guides
- Training and advising on responsive instruction and assessment
- One-on-one support to identify and address equity issues
- Ensuring that schools employ a diverse workforce
- Reducing school violence and drop-out rates among vulnerable populations



Student Attendance and Engagement Center

The Student Attendance and Engagement (SEA) Center provides technical assistance that:

- builds State and local capacity to identify at-risk students
- support interventions designed to reduce chronic absenteeism
- increases State and district capacity to use evidence-based practices to chronic absenteeism

Builds State and local capacity to identify at-risk students

Support interventions designed to reduce chronic absenteeism

Increases State and district capacity to use evidence-based practices to chronic absenteeism

Student Attendance and Engagement Center Resources and Supports

1. Disseminating evidence-based practices and research
2. Conducting comprehensive needs assessment to identify stakeholders and critical needs and inform future TA efforts
3. Establishing communities of practice to foster knowledge-sharing and joint problem solving around common issues.



Note: The Student Attendance and Engagement Center webpage is currently under construction.

Add latest resources and P2P?

Office of Safe and Supportive Schools



OSSS provides technical assistance through:

- Title IV Part A (T4P)
- Readiness and Emergency Management for School (REMS)
- Center to Improve Social and Emotional Learning and School Safety (SEL)
- Positive Behavioral Interventions and Support (PBIS Center)

OSSS administers, coordinates, and recommends policy as well as administers grant programs and technical assistance centers addressing the overall safe and health school community



OSSS administers, coordinates, and recommends policy as well as administers grant programs and technical assistance centers addressing the overall safe and health school community.

Title IV Part A (T4P)

The Title IV Part A (T4P):

- Serve the needs of the Title IV-A State Coordinators
- Collaborate with federal partners and other organizations
- Help facilitate ED's goals for program success

Update

- Serve the needs of the Title IV-A State Coordinators
- Collaborate with federal partners & other organizations
- Help facilitate ED's goals for program success

Title IV Part A (T4P) Key Areas of Resources and Support



Title IV Part A (T4P) website:
<https://t4pacenter.ed.gov/>



1. Identifying and developing resources, training, and other materials
2. Developing a network of subject matter experts
3. Continuing a community of practice

- Identifying and developing resources, training, and other materials
- Developing a network of subject matter experts
- Continuing a community of practice

Readiness and Emergency Management for School (REMS)

The Readiness and Emergency Management for Schools (REMS) increase the safety, security, emergency management and preparedness capacity for all State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, and Institutions of Higher Education (IHEs)

The U.S. Department of Education's Office of Safe and Supportive Schools has administered the REMS TA Center to serve two critical functions aimed at helping education agencies, with their community partners, manage safety, security, and emergency management programs. REMS TA build the preparedness capacity (including prevention, protection, mitigation, response, and recovery efforts) of schools, school districts, IHEs, and their community partners at the local, state, and Federal levels.

Readiness and Emergency Management for School (REMS) Resources and Support



Readiness and Emergency Management for School
Technical Assistance Center (REMS)
<https://rems.ed.gov>



1. Develop and provide tools and resources to SEAs, LEAs, schools, and IHEs on developing high-quality EOPs and comprehensive school safety programs
2. Address and respond to emerging issues, needs, and emergency events
3. Support the success of the Grants to States for School Emergency Management (GSEM) Program, including past and present grantees

REMs TA Center serves as the primary source of information dissemination for schools, school districts, and IHEs for emergencies via the REMS TA Center Website



Center to Improve Social and Emotional Learning and School Safety (SEL)

The Center to Improve Social and Emotional Learning and School Safety (SEL) enhances the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and schools in creating a safe, healthy, and equitable school climate.

The center will enhance the capacity of (1) state educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools in creating a safe, healthy, and equitable school climate that integrates the cultivation of students' social and emotional development with academic teaching and learning

Center to Improve Social and Emotional Learning and School Safety Resources and Support



Center to Improve Social and Emotional Learning and School Safety website:
<https://selcenter.wested.org/>



1. Provide technical assistance to support states and districts in the implementation of social and emotional learning evidence-based programs and practices.



Center on Positive Behavioral Interventions and Support (PBIS)

The Center on Positive Behavioral Interventions and Support (PBIS) emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

Center on Positive Behavioral Interventions and Support Resources and Support



1. Provide a full range of TA resources to any school, district, or state that is interested in developing leadership team implementation capacity and establishing a MTSS framework to support implementation of evidence-based practices.

All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

Additional OESE Centers

National Center on Safe Supportive Learning Environments



Safe Supportive Learning
Engagement | Safety | Environment



The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth



OESE Technical Assistance Centers
<https://oese.ed.gov/resources/oese-technical-assistance-centers/>



Could we provide them the TA Center handout, or is there a link to the document?
Additional OESE TA Centers

Office of Elementary & Secondary Education (OESE) Resource Page



Find Technical Assistance
Resources from OESE TA
Centers

Office of Elementary &
Secondary Education website:
<https://oese.ed.gov>



Find Technical Assistance Resources from OESE TA Centers
<https://oese.ed.gov>

Office of Elementary & Secondary Education (OESE) Resource Pages



Explore six topical resource collections highlighting resources for families, educators, school, district and state leaders.



Office of Elementary & Secondary Education (OESE) Resource Pages

Resource Collection: Supporting Special Populations

Supporting Special Populations

Developmental delays and disabilities have not received the attention they deserve. Special education and services for students represent an opportunity for society and for an individual's self-fulfillment. These students must be provided support and services that they can use to lead a productive and meaningful life.

The U.S. Department of Education collaborates with state agencies to improve federal, state, and local implementation of special education programs, including those aimed at students with disabilities. Special programs are provided to the eligible, traditionally underserved students who are eligible for special education services. These programs are designed to provide students with the opportunity to learn, work, and live independently in their communities and to contribute to society.

Technical Assistance

The Office of Technical Assistance (OTA) provides technical assistance to state and local education agencies to help them improve their special education programs and services. OTA provides technical assistance to state and local education agencies to help them improve their special education programs and services.

The Office of Special Education (OSE) provides technical assistance to state and local education agencies to help them improve their special education programs and services. OSE provides technical assistance to state and local education agencies to help them improve their special education programs and services.

The Special Education and Technical Assistance Program (SEATAP) provides technical assistance to state and local education agencies to help them improve their special education programs and services. SEATAP provides technical assistance to state and local education agencies to help them improve their special education programs and services.

The Office of Technical Assistance & Research (OTAR) provides technical assistance to state and local education agencies to help them improve their special education programs and services. OTAR provides technical assistance to state and local education agencies to help them improve their special education programs and services.

Supporting Special Populations

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders



Each page is further organized by subtopics and audience

Resources for Educators and Schools

This resource collection provides resources and information to educators and school leaders to provide high-quality learning opportunities for students with disabilities and to ensure their involvement in the full range of learning activities.

- **Engaging Science and Math for Students with Disabilities in the Context of Student Learning.** This resource document by the U.S. Department of Education provides information and resources to support student learning during the COVID-19 pandemic. The publication addresses how students learn through the needs and ways engagement, including a portfolio of activities, providing student engagement and learning in the new normal.
- **Equitable Practice for Student Learning.** This resource document from Equity Assistance Centers (EAC) provides information to support all students with disabilities to learn, work, and live independently in their communities.
- **Guidance for Learning Resources in Special Education.** This resource document provides the National Longitudinal Study of the Special Education System (NLSSES) findings on special education, and it provides information to support all students with disabilities to learn, work, and live independently in their communities.
- **Science Learning Resources for Students with Disabilities in the Workplace.** This resource document provides information to support students with disabilities to learn, work, and live independently in their communities.

Explore more at:

<https://oese.ed.gov/resources>



Find Technical Assistance Resources from OESE TA Centers

<https://oese.ed.gov>

Resources to Remember



Find Technical Assistance Resources from OESE TA Centers
<https://oese.ed.gov>

Contact Information

Danielle Smith, Director

Program and Grantee Support Services
Danielle.Smith2@ed.gov | (202) 453-5546

Sandy Deysson, Ed.D. Program Officer

Program and Grantee Support Services
Sandra.Deysson@ed.gov | (202) 453-6141

Hamed Negron-Perez, Program Specialist

Safe and Supportive Schools
Hamed.Negron-Perez@ed.gov | (202) 453-6725

Do we want to invite someone from OSSS to share their TA Centers?

Smith, Danielle

From: Smith, Danielle
Sent: Tuesday, February 9, 2021 10:42 AM
To: Kesner, Paul; Foy Moss, Rita; Williams, Bryan
Cc: Deysson, Sandra
Subject: RE: Session on OESE TA for Insular Areas meeting
Attachments: OESE TA Centers_Insular Areas Presentation 20210309-draft.pptx

+ Bryan Williams this time!

From: Smith, Danielle
Sent: Tuesday, February 9, 2021 8:21 AM
To: Kesner, Paul <Paul.Kesner@ed.gov>; Foy Moss, Rita <Rita.Foy.Moss@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>
Cc: Deysson, Sandra <sandra.deysson@ed.gov>
Subject: Session on OESE TA for Insular Areas meeting

Hi OSSS Team,

I mentioned to Paul last week that RINAP has asked our office to make a presentation for their upcoming Insular Areas project directors meeting in March to provide an overview of OESE TA Centers. The objective of the presentation was to make insular areas grantees available of relevant resources from our TA Centers and how to access them. Sandy has helped me update a presentation that we had prepared to give last year (pre-COVID) with new information, drawing from some of the other joint presentations we've made. We included information about the OSSS Centers because we think their resources may be especially relevant for the insular areas team now.

We are happy to provide high-level information about your Centers' work but thought that it might be more effective coming from someone on your team. Would someone from your office be willing or available to present this information with us? We have a recording session scheduled this Thursday, 2/11 from 3-4pm ET, but we could also ask to reschedule if needed.

I apologize for the last-minute nature of the ask, and we'd be more than happy to present on your behalf if that's easiest. Please let us know your preference when you can!

Thank you!
Danielle



Danielle Smith
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Phone: (202) 453-5546
Email: Danielle.Smith2@ed.gov





Office of Elementary and Secondary Education
(OESE) Technical Assistance Centers
U.S. Department of Education

Consolidated Grant & the Republic of Palau Grant FY21 Annual Technical Assistance Meeting
March 9 and 10, 2021

Questions for Danielle:

1. How long is the presentation supposed to be? (10 minutes?)
2. How many TA Centers should we feature? (3 PGSS and 3 OSSS?)
3. Should we invite an OSSS PO, Team Lead, or Director to share information on their centers? Or, should we at least give them the option?
4. Should I highlight 1-2 resources per center? Or, would that make it too lengthy?
5. Should I highlight the OSGPS Newsletter and show how they can subscribe after the OESE Resources page?

Presenters



Danielle Smith, Director

Program and Grantee Support Services
Office of Elementary and Secondary Education
Education



Sandy Deysson, Ed.D., Program Officer

Program and Grantee Support Services
Office of Elementary and Secondary Education



Session Objectives

- Understand how OESE provides technical assistance to State and local grantees
- Identify specific technical assistance centers and determine key areas of support
- Determine how to access the U.S. Department of Education and their technical assistance centers resources



U.S. Department of Education as a Resource

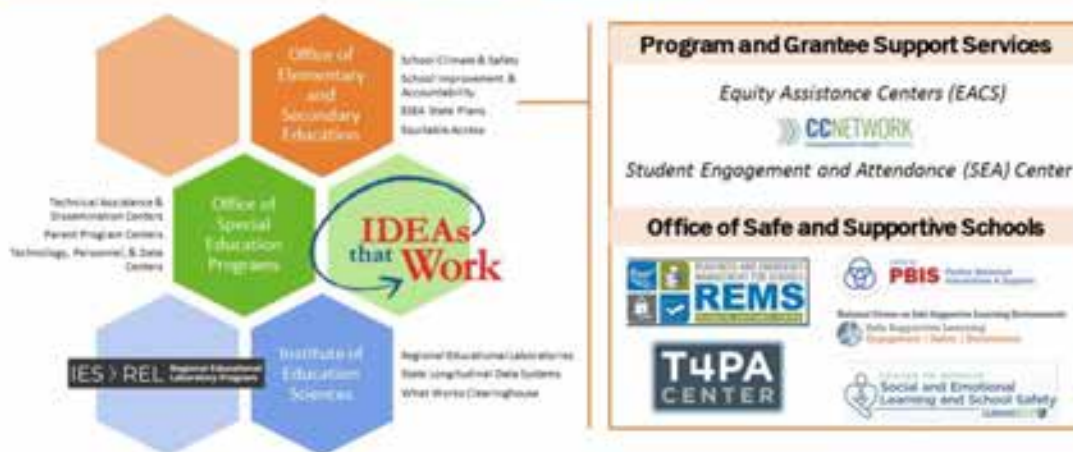


Danielle

Who we serve: States, school districts, schools, regional education agencies, tribal educational authorities, parents and communities.

What we do: Support peer collaboration, provide training and implementation support, and develop practical tools and resources and research on evidence-based practices.

Resources from Across the Department



Danielle

Objective: Understand how U.S. Department of Education (ED) technical assistance activities support implementation of State and local education programs.

Program and Grantee Support Services



PGSS provides technical assistance through:

- Comprehensive Centers (CCs)
- Equity Assistance Centers (EACs)
- Student Attendance and Engagement (SEA) Center

PGSS oversees the design and delivery of results-driven, and research-informed technical assistance opportunities to all States and U.S. territories.



Danielle

OESE provides TA through a variety of TA investments, which include grants, contracts, and inter-agency agreements (IAAs). PGSS manages a number of these investments, including:

Comprehensive Centers (CCs)

Equity Assistance Centers (EACs)

Student Attendance and Engagement (SEA) Center

Comprehensive Centers

The Comprehensive Centers (CC) program supports the establishment of not less than 20 Comprehensive Centers to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.

Comprehensive Center Network



The CCNetwork serves all 50 states, OSSE (DC), BIE, US Territories, and outlying areas.



Each Regional Center has 2-5 States or Insular Areas and territories. Please note the Bureau of Indian Education is included in this configuration.

Comprehensive Centers Key Areas of Support

1. Carrying out approved ESEA Consolidated State Plans
2. Implementing and scaling up evidence-based programs, practices, and interventions that directly benefit students in Title I, CSI and TSI schools
3. Addressing the unique educational obstacles faced by rural populations
4. Addressing corrective actions or results from audit findings and monitoring, at the request of the client
5. Identifying trends and best practices and make their work available to as many REAs, LEAs, and schools in need of support as possible



Danielle
Requirements for each Center, as defined in the NIA.

Comprehensive Center Network Resources



Comprehensive Center Network website:
<https://www.compcenternetwork.org/>



Meet the Center

Learn about the organizations and staff leading each Center.

Projects by State

Learn about requested projects in each state.

Resources

Explore resources from the Comprehensive Center Network

Collections

Explore curated resource collections

Meet the Centers

Learn about the organizations and staff leading each Center.

Projects by State

Learn about requested projects in each state.

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Explore resources from the Comprehensive Center Network

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Equity Assistance Centers

- Centers provide, upon request, technical assistance (TA) in:
 - the areas of race, sex, national origin, and religion;
 - the preparation, adoption, and implementation of plans for the desegregation of public schools.
- Requests must come from governmental agencies legally responsible for operating a public school or schools.
 - Examples include school boards, SEAs, LEAs.
- Beneficiaries include public school personnel and students, parents, community organizations, and other community members.

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governmental agencies legally responsible for operating a public school or schools.

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Equity Assistance Centers



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Region III: Midwest & Plains EAC:
<https://greatlakesequity.org/>

Region IV: Western Educational EAC:
<https://www.msudenver.edu/weeac/>



Equity Assistance Centers Key Areas of Support

Access to Effective Educators	Student Isolation and Discipline	Accessibility for All Students
Culturally Responsive Practices	Harassment, Bullying & Prejudice Reduction	Legal Requirements for Nondiscrimination
Family and Community Engagement	School Climate & Culture	English Learners
Students with Disabilities	Students Experiencing Homelessness	Immigrant and Migratory Students

- Disseminating research and promising practices
- Providing information on legal requirements for nondiscrimination
- Developing practical tools and implementation guides
- Training and advising on responsive instruction and assessment
- One-on-one support to identify and address equity issues
- Ensuring that schools employ a diverse workforce
- Reducing school violence and drop-out rates among vulnerable populations



Student Attendance and Engagement Center

The Student Attendance and Engagement (SEA) Center provides technical assistance that:

- builds State and local capacity to identify at-risk students
- support interventions designed to reduce chronic absenteeism
- increases State and district capacity to use evidence-based practices to chronic absenteeism

Builds State and local capacity to identify at-risk students

Support interventions designed to reduce chronic absenteeism

Increases State and district capacity to use evidence-based practices to chronic absenteeism

Student Attendance and Engagement Center Resources and Supports

1. Disseminating evidence-based practices and research
2. Conducting comprehensive needs assessment to identify stakeholders and critical needs and inform future TA efforts
3. Establishing communities of practice to foster knowledge-sharing and joint problem solving around common issues.



Note: The Student Attendance and Engagement Center webpage is currently under construction.

Add latest resources and P2P?

Office of Safe and Supportive Schools



OSSS provides technical assistance through:

- Title IV Part A (T4P)
- Readiness and Emergency Management for School (REMS)
- Center to Improve Social and Emotional Learning and School Safety (SEL)
- Positive Behavioral Interventions and Support (PBIS Center)

OSSS administers, coordinates, and recommends policy as well as administers grant programs and technical assistance centers addressing the overall safe and health school community



OSSS administers, coordinates, and recommends policy as well as administers grant programs and technical assistance centers addressing the overall safe and health school community.

Title IV Part A (T4P)

The Title IV Part A (T4P):

- Serve the needs of the Title IV-A State Coordinators
- Collaborate with federal partners and other organizations
- Help facilitate ED's goals for program success

Update

- Serve the needs of the Title IV-A State Coordinators
- Collaborate with federal partners & other organizations
- Help facilitate ED's goals for program success

Title IV Part A (T4P) Key Areas of Resources and Support



Title IV Part A (T4P) website:
<https://t4pacenter.ed.gov/>



1. Identifying and developing resources, training, and other materials
2. Developing a network of subject matter experts
3. Continuing a community of practice

- Identifying and developing resources, training, and other materials
- Developing a network of subject matter experts
- Continuing a community of practice

Readiness and Emergency Management for School (REMS)

The Readiness and Emergency Management for Schools (REMS) increase the safety, security, emergency management and preparedness capacity for all State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, and Institutions of Higher Education (IHEs)

The U.S. Department of Education's Office of Safe and Supportive Schools has administered the REMS TA Center to serve two critical functions aimed at helping education agencies, with their community partners, manage safety, security, and emergency management programs. REMS TA build the preparedness capacity (including prevention, protection, mitigation, response, and recovery efforts) of schools, school districts, IHEs, and their community partners at the local, state, and Federal levels.

Readiness and Emergency Management for School (REMS) Resources and Support



Readiness and Emergency Management for School
Technical Assistance Center (REMS)
<https://rems.ed.gov>



1. Develop and provide tools and resources to SEAs, LEAs, schools, and IHEs on developing high-quality EOPs and comprehensive school safety programs
2. Address and respond to emerging issues, needs, and emergency events
3. Support the success of the Grants to States for School Emergency Management (GSEM) Program, including past and present grantees

REMs TA Center serves as the primary source of information dissemination for schools, school districts, and IHEs for emergencies via the REMS TA Center Website



Center to Improve Social and Emotional Learning and School Safety (SEL)

The Center to Improve Social and Emotional Learning and School Safety (SEL) enhances the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and schools in creating a safe, healthy, and equitable school climate.

The center will enhance the capacity of (1) state educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools in creating a safe, healthy, and equitable school climate that integrates the cultivation of students' social and emotional development with academic teaching and learning

Center to Improve Social and Emotional Learning and School Safety Resources and Support



Center to Improve Social and Emotional Learning and School Safety website:
<https://selcenter.wested.org/>



1. Provide technical assistance to support states and districts in the implementation of social and emotional learning evidence-based programs and practices.

Center on Positive Behavioral Interventions and Support (PBIS)

The Center on Positive Behavioral Interventions and Support (PBIS) emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

Center on Positive Behavioral Interventions and Support Resources and Support



1. Provide a full range of TA resources to any school, district, or state that is interested in developing leadership team implementation capacity and establishing a MTSS framework to support implementation of evidence-based practices.

All TA provided by the PBIS Center emphasizes development of local capacity so that schools, districts, and states have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact.

Additional OESE Centers

National Center on Safe Supportive Learning Environments



Safe Supportive Learning
Engagement | Safety | Environment



The National Technical
Assistance Center for the
Education of
Neglected or Delinquent
Children and Youth



OESE Technical Assistance Centers
<https://oese.ed.gov/resources/oese-technical-assistance-centers/>



Could we provide them the TA Center handout, or is there a link to the document?
Additional OESE TA Centers

Office of Elementary & Secondary Education (OESE) Resource Page



Find Technical Assistance
Resources from OESE TA
Centers

Office of Elementary &
Secondary Education website:
<https://oese.ed.gov>



Find Technical Assistance Resources from OESE TA Centers
<https://oese.ed.gov>

Office of Elementary & Secondary Education (OESE) Resource Pages



Explore six topical resource collections highlighting resources for families, educators, school, district and state leaders.



Office of Elementary & Secondary Education (OESE) Resource Pages

Resource Collection: Supporting Special Populations

Supporting Special Populations

Developmental delays and disabilities have not received the attention they deserve. Special education and services for students represent the primary way we can help to ensure that all students succeed in our schools.

The U.S. Department of Education collaborates with state agencies to ensure that states, districts, and other organizations in our field develop and deliver services, including those aimed at students with disabilities, to ensure that all students succeed in our schools. Additionally, OESE provides technical assistance through its centers and regional offices. OESE also provides technical assistance to states, districts, and other organizations in our field.

Technical Assistance

The Office of Technical Assistance (OTA) provides technical assistance to states, districts, and other organizations in our field. OTA provides technical assistance to states, districts, and other organizations in our field.

The Office of Special Education (OSE) provides technical assistance to states, districts, and other organizations in our field. OSE provides technical assistance to states, districts, and other organizations in our field.

The Office of English Language Acquisition (OELA) provides technical assistance to states, districts, and other organizations in our field. OELA provides technical assistance to states, districts, and other organizations in our field.

The Office of Technical Assistance & Research (OTAR) provides technical assistance to states, districts, and other organizations in our field.

Supporting Special Populations

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders

Resources for Educators and Leaders



Each page is further organized by subtopics and audience

Resources for Educators and Schools

This resource collection provides resources and information to educators and school leaders to ensure that all students succeed in our schools. The resources are organized by subtopic and audience.

- **Engaging Families and Students from Diverse Populations in the Context of Student Learning.** This resource is based on the work of the National Center for Education and the Learning Sciences. It provides information on how to engage families and students from diverse populations in the learning process. The resources are organized by subtopic and audience.
- **Equitable Practice for Student Learning.** This resource is based on the work of the National Center for Education and the Learning Sciences. It provides information on how to practice equity in the learning process. The resources are organized by subtopic and audience.
- **Quality of Learning Resources in Diverse Settings.** This resource is based on the work of the National Center for Education and the Learning Sciences. It provides information on how to ensure that all students have access to high-quality learning resources. The resources are organized by subtopic and audience.
- **Supporting Student Learning from Diverse Populations in the Context of Student Learning.** This resource is based on the work of the National Center for Education and the Learning Sciences. It provides information on how to support student learning from diverse populations in the learning process. The resources are organized by subtopic and audience.

Explore more at

<https://oese.ed.gov/resources>



Find Technical Assistance Resources from OESE TA Centers

<https://oese.ed.gov>

Resources to Remember



Find Technical Assistance Resources from OESE TA Centers
<https://oese.ed.gov>

Contact Information

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Hamed Negron-Perez, Program Specialist

Safe and Supportive Schools
Hamed.Negron-Perez@ed.gov | (202) 453-6725

Do we want to invite someone from OSSS to share their TA Centers?

Ryder, Ruth

From: Ryder, Ruth
Sent: Thursday, February 18, 2021 9:37 PM
To: Rosenblum, Ian
Cc: Rhodes, Christian; Smith, Danielle
Subject: RE: [for Friday COB] technical assistance centers
Attachments: TA Coordinated Response to COVID-19_Policy Committee_20200917.pdf

Danielle Smith convenes a cross cutting TA team (TACT) that includes OSEP and IES, in addition to OESE. Let me see what she can easily do.

I think a lot of what we did is catalogued here: <https://oese.ed.gov/resources/> I've also attached a PPT presentation we used to present to the Policy Committee about the coordinated TA work related to COVID. Are either of these on track?

We also had a conversation last week with our social emotional and safety centers about what they see as future needs. And I think Danielle was on a call with Comp Centers today and may have heard some thoughts re needs for the future.

Danielle, please see the ask below – I'm sure you have other good ideas.

From: Rosenblum, Ian <Ian.Rosenblum@ed.gov>
Sent: Thursday, February 18, 2021 8:31 PM
To: Ryder, Ruth <Ruth.Ryder@ed.gov>
Cc: Rhodes, Christian <Christian.Rhodes@ed.gov>
Subject: RE: [for Friday COB] technical assistance centers

Do you have access to them beyond OESE? If yes, that would be very helpful.

From: Ryder, Ruth <Ruth.Ryder@ed.gov>
Sent: Thursday, February 18, 2021 8:30 PM
To: Rosenblum, Ian <Ian.Rosenblum@ed.gov>
Cc: Rhodes, Christian <Christian.Rhodes@ed.gov>
Subject: RE: [for Friday COB] technical assistance centers

Just OESE – not all ED?

From: Rosenblum, Ian <Ian.Rosenblum@ed.gov>
Sent: Thursday, February 18, 2021 8:09 PM
To: Ryder, Ruth <Ruth.Ryder@ed.gov>
Cc: Rhodes, Christian <Christian.Rhodes@ed.gov>
Subject: [for Friday COB] technical assistance centers

Hi Ruth – in our check-in with the WH COVID team, they were asking about how the ED TACs are supporting schools/states/districts on pandemic response issues (broadly defined). Could you please share a brief list of the TACs that we have in OESE, and what if anything they're doing in this area? Plus anything you think they could be doing if

we asked them to?

Thanks,
Ian



Technical Assistance Coordination in response to COVID-19

U.S. Department of Education

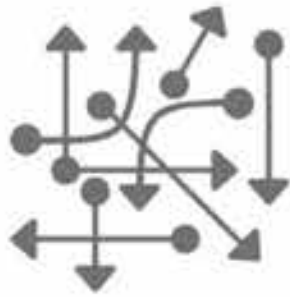
Policy Committee
September 17, 2020

Agenda

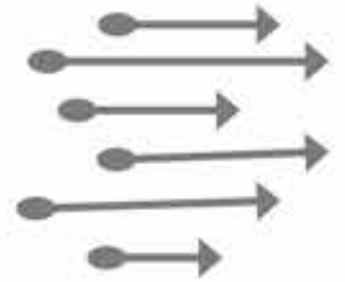
- Overview of Overall Cross-POC efforts
- OSEP TA Centers
- RELs, CC coordination
- OESE Resources
- Future Plans
- Q&A



Challenges



can present opportunities



Collective Impact

Different Groups + Common Goals

*

Coordination + Collaboration



Deepen Impact and Outcomes

Improved grantee capacity

Expanded "reach"

Improved outcomes for all students

Goals



Meet grantee needs



Limit duplication of efforts



Identify and fill gaps



Increase return on investment



Get people what they need, when they need it

Resources from Across the Department



Technical Assistance & Dissemination Centers
Parent Program Centers
Technology, Personnel, & Data Centers



School Climate & Safety Centers
School Improvement & Accountability
Equity Centers
Special Populations



Regional Educational Laboratories
What Works Clearinghouse
ERIC

Department Coordination



- Formed ED Technical Assistance Coordination Team (OESE, OSEP, IES)



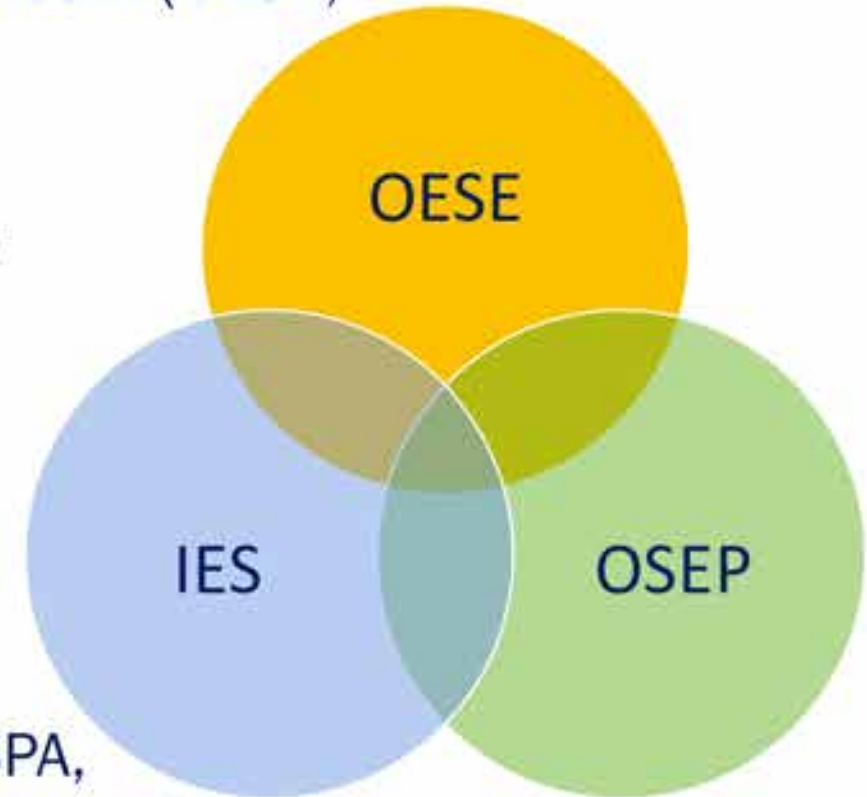
- Collecting and Disseminating Resources
 - Collected Continuity of Learning Resources
 - Created COVID-19 resource pages
 - Cross-posting and sharing resources
 - Hosting webinars with grantees



- Updating ed.gov and POC websites



- Coordinating with Partner Organizations (NAESPA, CCSSO, NASDSE)



TA Resources

**OFFICE OF SPECIAL EDUCATION
PROGRAMS**



OSEP COVID Technical Assistance

LAURIE VANDERPLOEG

DIRECTOR, OFFICE OF SPECIAL EDUCATION PROGRAMS

LARRY WEXLER

DIRECTOR, RESEARCH TO PRACTICE

OSEP COVID-19 Resources

OSEP Continuity of Learning During COVID-19 Homepage

This webpage offers information, tools, and resources to help educators, families, and related service providers meet the educational, behavioral, and emotional needs of children and youth with disabilities through remote and virtual learning.

Continuity of Learning During COVID-19 Resource Database

K-12 Resources

National Center on Systemic Improvement (NCSI): COVID-19 Resources for Supporting Students with Disabilities

<https://ncsi.wested.org/>

Early Childhood Resources

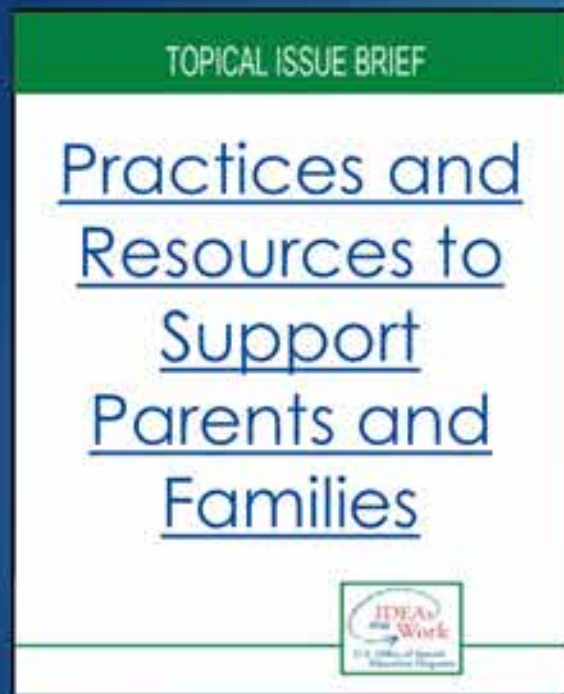
Early Childhood Technical Assistance Center (ECTA): COVID-19 Early Childhood Resources and Information Webpage

<https://ectacenter.org/topics/disaster/coronavirus.asp>

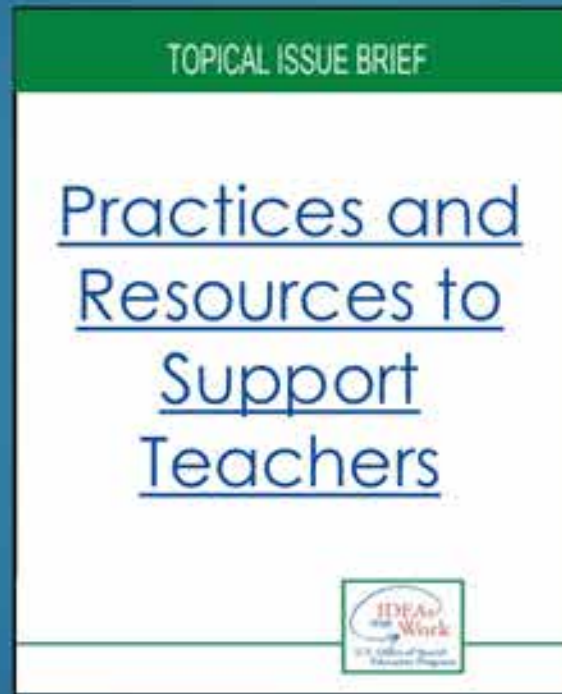
Webinar Series: Continuity of Learning During COVID-19

- ▶ Highlighting Resources for Teachers and Parents to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities
 - ▶ Highlights products from OSEP-funded investments to support teachers, providers, and parents to provide services and supports to children with disabilities through distance instruction.
- ▶ Highlighting Strategies and Practices in Providing Related Services to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities
 - ▶ Focuses on the provision of related services to address the ongoing needs children with disabilities through remote and distance methods.
- ▶ Highlighting Resources and Practices to Support Back to School and Continuity of Learning During COVID-19 for Children with Disabilities
 - ▶ Highlights exemplar resources and practices for teachers, leaders, and other providers to support students with disabilities from Preschool—Grade 12 in in-person, remote, and hybrid instructional formats.

Brief Series: Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities



https://osepideasthatwork.org/sites/default/files/SWD_Learning-Families-508.pdf



https://osepideasthatwork.org/sites/default/files/SWD_Learning-Teachers-508.pdf



https://osepideasthatwork.org/sites/default/files/SWD_Learning-Providers-508.pdf

OSEP COVID-19 RESOURCES

IRIS CENTER

PARENT RESOURCE FOR DISTANCE
EDUCATION



IRIS_covid19_chall.m
ppt

OSEP COVID-19 RESOURCES

PBIS/LEAD TO
LITERACY/SPDG/NCIL/MI INTEGRATED
SYSTEM OF SUPPORT

GUIDE: RETURNING TO SCHOOL
DURING AND AFTER A CRISIS

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=JUXPGNJ2CFY](https://www.youtube.com/watch?v=JUXPGNJ2CFY)

Returning to School During and After Crisis

<https://www.pbis.org/current/returning-to-school-during-and->

State & District



Guides & Briefs

- [State Guide](#)
- [District Guide](#)
- [Attendance in Remote Learning](#)

Example Webinars & Videos

- [Meeting Social & Emotional Needs for All](#)

Action Plan Templates

- [District & State Action Plan](#)

School & Classroom



Guides & Briefs

- [School Guide](#)
- [Creating Teaching Matrix for Distance Learning](#)
- [Adapting CICO for Distance Learning](#)

Example Webinars & Videos

- [Effective Environments](#)
- [High Leverage Instructional Practices](#)

Action Plan Templates

- [Staff PD Day Agenda Template](#)
- [Creating Effective Classroom Environment](#)

Family & Student



Guides & Briefs

- [Supporting Families with PBIS at Home](#)
- [Supporting Students with Disabilities at School and Home](#)

Example Webinars & Videos

- [Coming soon](#)

Action Plan Templates

- [Supporting PBIS at Home Template](#)

OSEP COVID-19 RESOURCES

TIES AND NCEO

HELPING YOUR CHILD WITH
COMMUNICATION AT HOME

[HTTPS://VIMEO.COM/451891910/3BE2BFE213](https://vimeo.com/451891910/3BE2BFE213)

OSEP COVID-19 RESOURCES



NCPMI

WEARING MASKS

[HTTPS://CHALLENGINGBEHAVIOR.CBCS.USF.EDU/DOCS/WEARING-MASKS STORY.PDF](https://challengingbehavior.cbcs.usf.edu/docs/wearing-masks_story.pdf)

OSEP COVID-19 RESOURCES



NDC

INTRODUCING DEAF SUCCESS IN
FALL 2020

[HTTPS://WWW.NATIONALDEAFCENTER.ORG/FALL2020GUIDES](https://www.nationaldeafcenter.org/fall2020guides)

TA Resources

REGIONAL EDUCATIONAL LABORATORIES

REL and CC Collaboration in Record Time ...

Quick chat: Shifting classroom practices to a virtual setting

Regional Educational Laboratory Midwest
Region 9 Comprehensive Center



- **First webinar on March 26th**
- **1665 attendees**
- **1400 additional registrants**

- 1. IES brings focus on evidence-based practice to collaboration.**
- 2. IES benefits from partners' unique perspectives. New COVID landing page has been informed by learning from partners.**

IES REL Regional Educational
Laboratory Program
MENU
Search
Go


COVID-19: Evidence-Based Resources

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works with educators and policymakers to support a more evidence-based education system. In response to COVID-19, the RELs have collaborated to produce this series of evidence-based resources and guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic.

RESOURCES BY TOPIC

- Accountability ⊕
- Early childhood ⊕
- English learner students ⊕
- Equitable learning opportunities ⊕
- Parents and families ⊕
- Postsecondary education and transitions ⊕
- Remote learning strategies ⊕
- Returning to school ⊕
- Social and emotional learning and mental health ⊕

SPOTLIGHT: RE-OPENING SCHOOLS SAFELY



Watch this REL Mid-Atlantic webinar to learn about emerging evidence on the COVID-19 pandemic, best practices in blended and remote learning, and findings from an agent-based modeling simulation that estimated the level of COVID-19 transmission in schools under various scenarios and mitigation strategies. [More information is available here.](#)

RESOURCES FROM OUR PARTNERS

The U.S. Department of Education and many of the programs that make up the federal network of support are curating resources to support educators across the country as they respond to COVID-19. Here are a few collections to bookmark:

- Innovative Resources for Instructional Success Center: [Parents Supporting Learning During the COVID-19 Pandemic](#)
- Comprehensive Center Network: [Resources for Continuity of Learning](#)
- What Works Clearinghouse: [Studies of Distance Learning](#)
- U.S. Department of Education: [COVID-19 Information and Resources for Schools and School Personnel](#)

135 New Resources For Partner Use Since March 2020

Topic Area	Resources
Accountability	1
Early Childhood	15
English Learners	6
Equitable Learning Opportunities	17
Parents and Families	27
Postsecondary Education and Transitions	7
Remote Learning Strategies	27
Returning to School	12
SEL and Mental Health	12
Students with Disabilities	7
Teacher Workforce and Preparation	4

Remote learning strategies

[Best Practices for Creating Take-Home Packets to Support Distance Learning](#) [371 KB 

August 17, 2020 | Infographic | REL Pacific
Audience: teachers, school leaders, district leaders


[Supporting Positive At-Home Behaviors Among Elementary Students](#)

July 13, 2020 | Blog | REL Pacific
Audience: families, caregivers

[Promising practices and approaches to support remote learning](#) [532 KB 

July 13, 2020 | Infographic | REL Mid-Atlantic
Audience: teachers, school leaders

[Use data to refine your remote learning strategies with the Evidence to Insights Coach](#)


[1,488 KB 

July 13, 2020 | Infographic | REL Mid-Atlantic
Audience: school leaders, district leaders, school boards, state leaders

[Preventing Summer Learning Loss](#) [90 KB 

June 30, 2020 | Infographic | REL Southeast
Audience: district leaders

[When Teachers and Students Are Separated: Strategies from Research on Social](#)


[Presence for Teaching at a Distance](#) [1,091 KB 

June 30, 2020 | Infographic | REL Southeast
Audience: teachers, school leaders

[COVID-19 on the Heels of Hurricane Florence](#)

June 25, 2020 | Blog | REL Southeast
Audience: district leaders

[What are states doing to support students' work-based learning opportunities?](#) [197 KB



June 24, 2020 | FAQ | REL Northeast & Islands
Audience: school leaders, district leaders, state leaders

Example:



Supporting Your Child's Reading at Home

Kindergarten First Grade Second Grade Third Grade

Introduction

Recommendation 1: Developing Language

Recommendation 2: Linking Sounds to Letters

Recommendation 3: Blending Letters, Recognizing and Writing Words

Recommendation 4: Reading for Understanding

These videos and activities provide families with information about how to support children as they practice foundational reading skills at home.



Learning to read begins at home through everyday parent-child interactions, long before children attend school. Your continued support of literacy development throughout elementary school positively affects your child's reading ability.

These **Family Activities** include easy-to-follow plans to help you support your child's foundational reading skills at home. Materials needed for each Family Activity, such as letter cards, are included. They begin with simpler activities and progress to more difficult ones. You may want to start with the first activity and move to the next when you notice that your child has a firm understanding of the content from that activity. We encourage you to select appropriate activities for your child, and feel free to set aside an activity that seems too difficult. The goal is to engage your child in activities that promote learning in a positive environment, not to induce frustration. The activities should be completed with the child, frequently, with patience, and positive feedback. Using the activities at home will be a fun way to spend family time together!

Supporting Oral Language and Vocabulary Development

Oral language is the way we communicate with others through speaking and listening. **Vocabulary knowledge** is a crucial part of oral language and includes understanding the meaning of words, how to use them, and how to pronounce them. Speaking and listening to your child every day about books and his or her experiences will help your child expand his or her vocabulary. Children with strong oral language skills and larger vocabularies typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day. Talk about people you know, places you go, and experiences you have together. Writing with your child also helps with oral language development.



Ask questions that require more than a yes or no answer. For example, instead of asking, "Did you have a good day?" ask, "What was your favorite part of school today?" Continue to ask questions about your child's response. If the answer was "Recess," ask, "Who did you play with?" "What did you do?" "How do you play that game?"

When you speak with your child, model speaking in complete sentences and provide details. For example, if your child points to a butterfly and says, "Butterfly!" say, "Yes, that is a monarch butterfly! Aren't her colorful wings beautiful?"

▼ Videos and Family Activities

Cooking Conversations



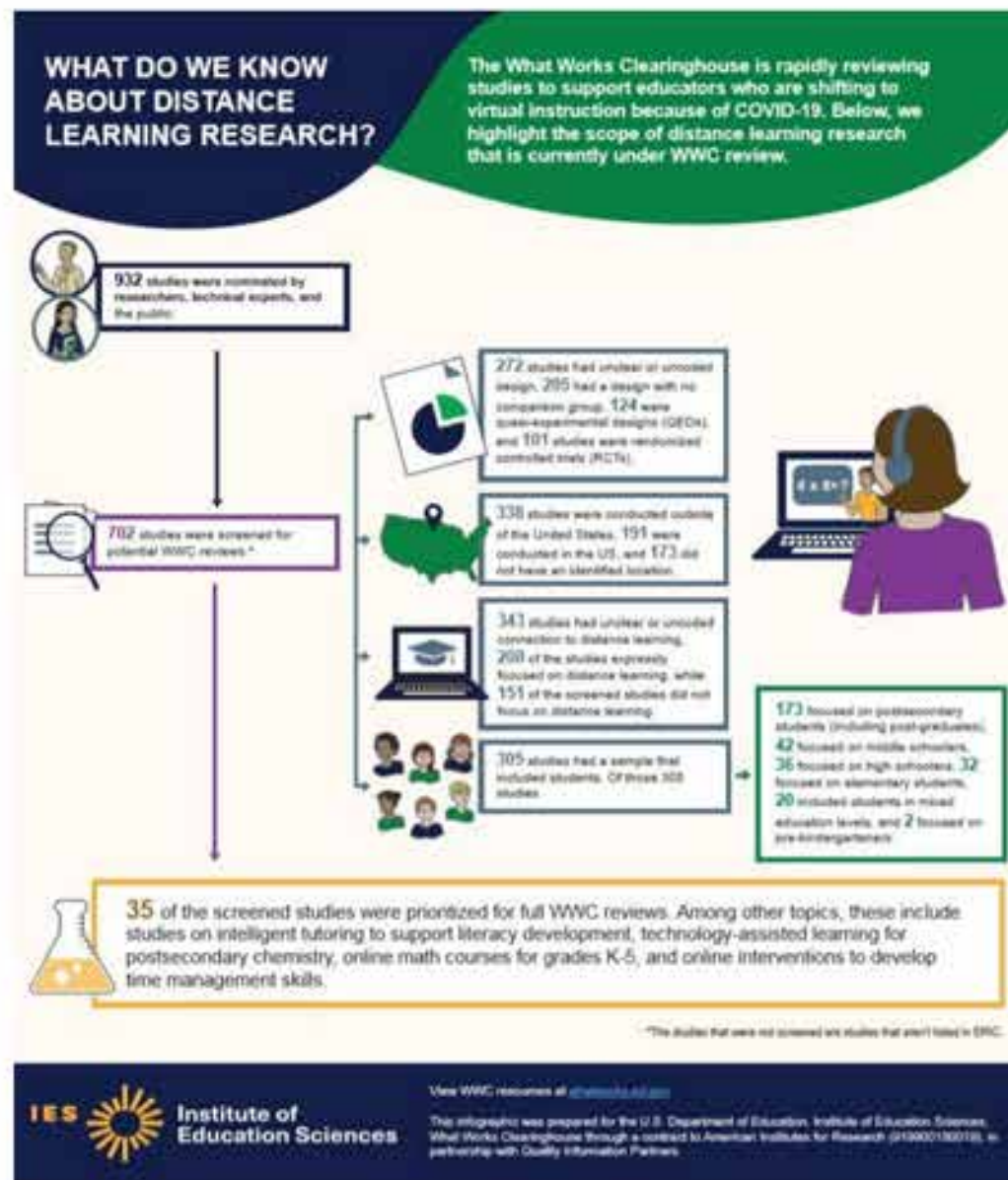
Key Points About the Video

- Children have fun baking cupcakes and talking about what they are doing
- Caretaker fully involves the children in reading the recipe, gathering ingredients, and making the cupcakes while talking about what they are doing
- Caretaker asks several questions and encourages both children to engage in the conversation.

- **30 clips for families available via YouTube.**
- **Thanks to OSERS, resources also highlighted by work of IRIS Center.**

Despite All the Good Work, Still Much To Learn ...

- Not enough is known about the “what works” in distance learning, particularly fully remote education.
- Of 702 studies we screened, only a handful were judged to be truly promising in yielding high-quality evidence for educators.



Collaboration Between RELs and CCs Continues!

NEWS / EVENTS / All news

Sep 9, 2020

ACCELERATING COLLABORATION DURING COVID-19

 Emerson O'Meara
Director

CCNETWORK **REL**

DETAILS

Type: Blog
Associated Center: Region 15
Region: 15

—This blog was authored by Emerson Lopez (Mango) (Region 15 Director), Christina Tyndman (REL - Pacific Director), Mady Wilson (Region 19 Director), and Kelle Kim (REL - Pacific Deputy Director)

Despite the challenges that the COVID-19 pandemic created for some Comprehensive Center (CC) projects, there arose opportunities for accelerating cross-organizational collaboration. This blog highlights four areas of collaboration across the Region 15 CC, Region 19 CC, and REL - Pacific (REL - PA) for the creation of a Community of Practice (CoP) focusing on Continuity of Learning in response to needs related to COVID-19 in the Pacific region.

Joint Needs Sensing During the initial March shutdowns, the CCs and REL - PA conducted joint needs sensing with our Advisory (CC) and Governing (REL - PA) Boards, which include State Education Agency (SEA) leadership and stakeholders. An online needs sensing survey identified needs ranging from strategic planning to distance learning. We unpacked these needs through an April joint meeting with the Board members, during which we discussed the survey findings and the benefits of a CoP, narrowed topical areas, planned for logistics, and emphasized CC and REL supports. The meeting outcomes guided us to plan a virtual CoP of four webinars: (1) Designing & Implementing Distance Learning in the Pacific Context, (2) Student and Community Well-Being, (3) Planning Considerations for Reopening Schools, and (4) Aligning Students' Lived Language Experiences with Education.

ANNOUCE WEBINAR

Strategies for Educators to Support the Social and Emotional Needs of Students Impacted by the COVID-19 Pandemic and the Demand for Racial Justice: Plans for Reopening Schools

RECORDED ON JULY 29, 2020

Educators and students alike are facing unprecedented uncertainty around the upcoming school year. Regardless of how learning is organized—remote, in-person, or hybrid—it is crucial for schools to focus on restoring environments and relationships that support student wellness, connection, and ultimately, achievement.

Join REL West, the Region 15 Comprehensive Center, and the National Center to Improve Social & Emotional Learning and School Safety for a free webinar and panel discussion on how school district and site leaders can support the social and emotional needs of students as they return to school.

Panelists will share evidence-based information about social and emotional competencies that educators can use to rebuild conditions of success for students. Using a trauma-informed lens, strategies will address:

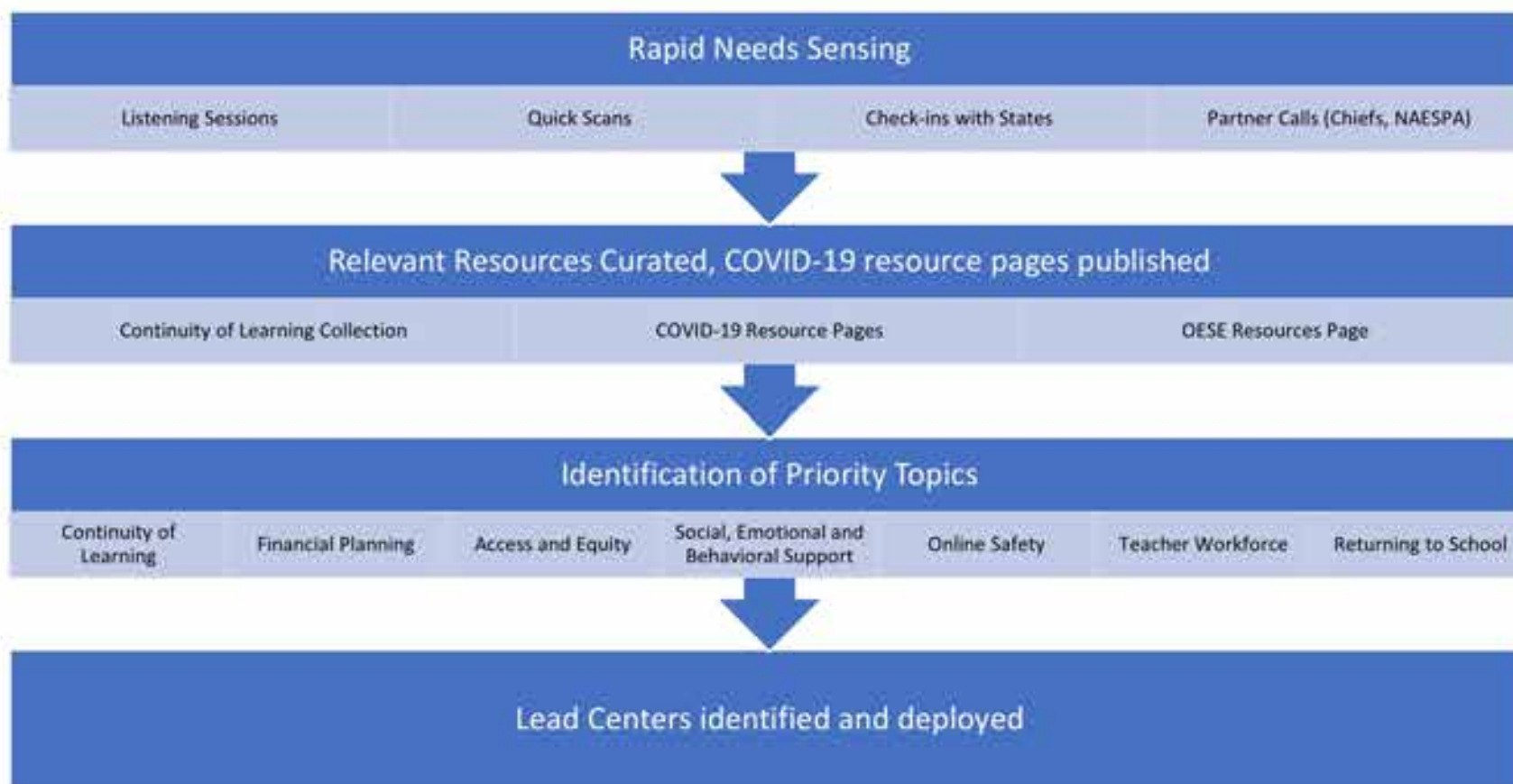
- Creating safe and supportive school environments
- Promoting family and community communication and collaboration
- Fostering collective care



TA Resources

**OFFICE OF ELEMENTARY & SECONDARY
EDUCATION**

Early Response



Centers assessed immediate needs and began curating resources in March and April.

Once identified, appropriate Centers organized to address the needs.



Emergency Management, School Safety, and Student Support



<https://rems.ed.gov/coronavirus.aspx>



<https://selcenter.wested.org/resource/covid-19-resources/>



<https://www.pbis.org/>

National Center on Safe Supportive Learning Environments



<https://safesupportivelearning.ed.gov/responding-covid-19-pandemic>



Equity Assistance Centers Covid-19 Resources

- Region I: Center for Education Equity
 - [Equity and Learning During Covid-19](#)
- Region II: IDRA EAC-South
 - [Learning Goes On – A COVID-19 Resource fo](#)
- Region III: Midwest & Plains EAC
 - [COVID-19 Pandemic Resources & Support](#)
- Region IV: Western Educational EAC
 - [EAC Region IV COVID-19 Resources](#)



COVID-19 EDUCATION RESOURCES

This page was created as a repository for education resources related to COVID-19. Additional resources and further curation are coming soon. Please check back for emerging information.

RESOURCES FOR CONTINUITY OF LEARNING

Nationwide, educators and families are rapidly transitioning from traditional classroom learning settings to learning from home through online resources. The National Center has assembled a Rapid Response Team to curate an extensive list of Resources for Continuity of Learning.

RESOURCES AVAILABLE THROUGH OTHER TA CENTERS

A number of resources specifically related to students with disabilities are available in the National Center for Systemic Improvement (NCSI) COVID-19 Resource Hub. For Birth-Five COVID-19 response information please visit the Early Childhood TA Center (ECTA) site and for COVID-19 parent center links visit the Center for Parent Information and Resources (CPIR) site.

COVID-19 COLLECTIONS

The National Center has assembled a series of COVID-19 Collections that include resources for offline use, online use, educators, and families.



<https://compcenternetwork.org>

**Comprehensive
Center Resources**

Coordination, Communication and Dissemination

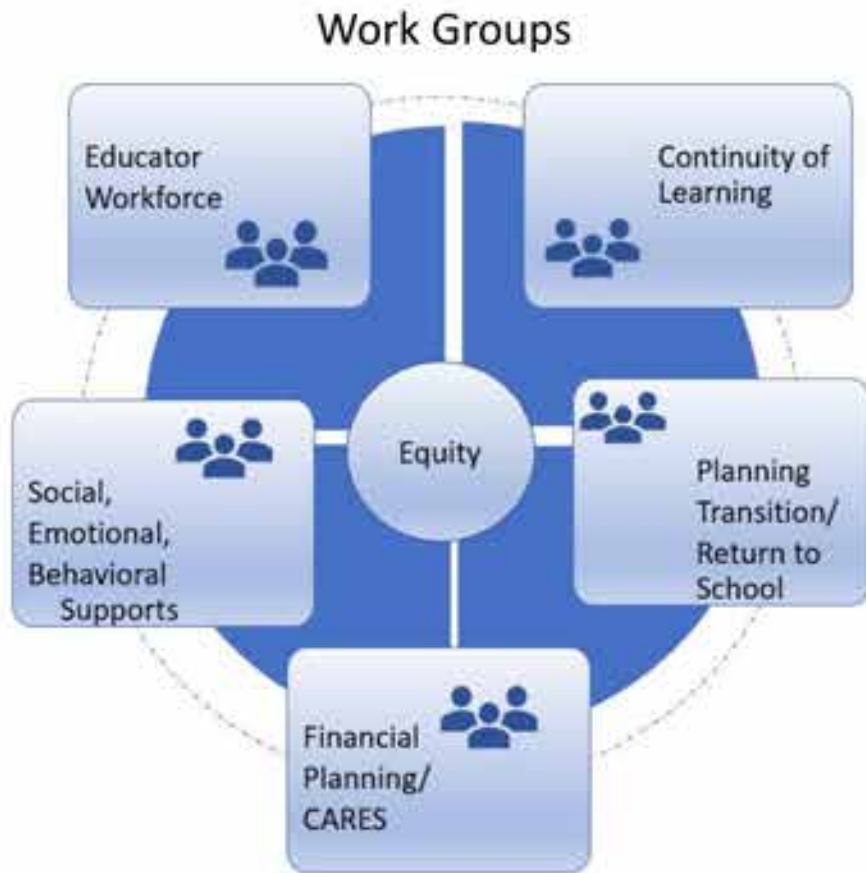
- More frequent information sharing and cross-promotion
 - SGPS Newsletter
 - PGSS Weekly Digest
 - Comprehensive Center Dashboard
 - REL weekly updates
- Coordination calls
 - Quarterly OSSS calls
 - Weekly Comprehensive Center Coordination Calls
 - Ongoing Monthly Calls among Centers



<https://oese.ed.gov/offices/office-of-formula-grants/office-state-grant-program-support-newsletters/>



Collaboration



Centers identified a set of cross-cutting priorities and developed work groups to develop tools, products, and supports.

Centers also co-hosted webinars, co-wrote blogs, and co-developed resources.



COLLECTION



RETURN TO SCHOOL

These resources are designed to help Regional Centers, state and local education agencies, educators, and parents to truly collectively navigate the unpredictable path back to school. In addition to the resources in this collection, the National Center has gathered selected resources from national organizations and educational institutions, as well as a set of case plans related to returning to school, which will be updated as new plans become available and current plans are revised.

Returning to School: A Toolkit for Principals

Resource Type: Tools/Toolkit

2020

One way or another, we are returning to school. We may be in classrooms, at home, or both, but it will be our school, and it will be different from when we left. One thing will be the same, however, our principal will be looking out for everyone—students, families, teachers, staff. This toolkit is

National Comprehensive Center

[OPEN RESOURCE](#)

Reopening Instructional Programs for Our Most Vulnerable Students: A Reopening Guidebook for the 2020-2021 School Year

Resource Type: Practice guide

2020 PDF (pdf)

Earthquakes in Puerto Rico and COVID-19 lockdowns in both Puerto Rico and the U.S. Virgin Islands (USVI) have forced educators to rethink how they can support the most vulnerable students, including the youngest students in pre-

Region 3

[OPEN RESOURCE](#)

Reopening Instructional Programs for Our Most Vulnerable Students [Spanish Version]: A Reopening Guidebook for the 2020-2021 School Year

Resource Type: Practice guide

2020

Guía de reapertura para nuestros estudiantes más vulnerables: guía escolar 2020-2021 Earthquakes in Puerto Rico and COVID-19 lockdowns in both Puerto Rico and the U.S. Virgin Islands (USVI) have

Region 3

[OPEN RESOURCE](#)

How Districts and Schools Are Using Scenario Planning for the 2020-2021 Return to School

Resource Type: Webinar

2020

During this hour-long session, experts from Belknap Education Partners' Strategic and Academic Advising groups introduced frameworks and related tools they have been using to support scenario planning for the return to school.

National Comprehensive Center

[OPEN RESOURCE](#)

Schools' First and Forever Responders: Preparing and Supporting Teachers

Resource Type: Practice guide

2020 PDF (pdf)

Schools' First and Forever Responders: Preparing and Supporting Teachers in the Time of COVID-19 elevates a rationale and considerations for evidence-based strategies and innovative approaches to support teachers and teacher candidates during and following the COVID-19

National Comprehensive Center

[OPEN RESOURCE](#)

Tackling the Fall 2020 Return to School - NAESPA

Resource Type: Webinar

2020

This virtual conference from the National Association of State Program Administrators (NAESPA) featured presenters from the Comprehensive Center Network who described resources to support states, districts, and schools in planning for the Fall 2020 return to school. The

National Comprehensive Center

[OPEN RESOURCE](#)

The Comprehensive Centers have developed a suite of resources to support the return to school, including compiling planning frameworks and resources, state plans, and new toolkits.

More Targeted Support

- Listening Sessions
- Parent Roundtables
- Webinars on transition to e-learning
- Financial workshops
- Resources for fostering social and emotional learning in an online environment
- Communities of practice





OFFICE OF Elementary & Secondary Education



[About](#)
[Programs](#)
[Grantees and Applicants](#)
[Families](#)
[Educators](#)
[Guidance](#)
[Resources](#)

OESE = RESOURCES FOR EDUCATION ...



Resources for Education Providers and Families

The Office of Elementary and Secondary Education (OESE) offers technical assistance across grant programs to support grantees and address K-12 educational needs. OESE provides technical assistance support and resources through a variety of technical assistance Centers working directly with State educational agencies, local educational agencies, schools, communities, and parents. On this page, you will find information about specific resources, organized by topical areas and intended audience. Resources include websites, webinars, guidance documents, practice briefs and tools created by OESE, our technical assistance Centers and other partners across the Department and

Quick Links to TA Centers COVID-19 Resources

Comprehensive Center Network COVID-19 Resource Page

Equity Assistance Center (EAC) Region I Equity and Learning During COVID-19

EAC Region II Learning Goes On – A COVID-19 Resource for Education

EAC Region III COVID-19 Pandemic Resources & Support

EAC Region IV COVID-19 Resources

Readiness and Emergency Management for Schools

Center to Improve Social Emotional Learning and School Safety COVID-19 Resources

Pulling it all
together in one
place.

NEW OESE RESOURCES PAGE

<https://oese.ed.gov/resources>



Explore Covid-19 Resources from TA Centers



Quick Links to TA Centers COVID-19 Resources

[Comprehensive Center Network COVID-19 Resource Page](#)

[Equity Assistance Center \(EAC\) Region I Equity and Learning During COVID-19](#)

[EAC Region II Learning Goes On – A COVID-19 Resource for Education](#)

[EAC Region III COVID-19 Pandemic Resources & Support](#)

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[Center to Improve Social Emotional Learning and School Safety COVID-19 Resources](#)

Resources for Education Providers and Families

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Click here learn more about [OESE's Technical Assistance Centers](#) and to request support.

Access the Department's [COVID-19 \("Coronavirus"\) Information and Resources for Schools and School Personnel](#).

This page is intended to be a dynamic resource and will be updated regularly with new information. We would appreciate your suggestions on additional resource topics and improvements that would make this page more useful to you.

Please [Contact Us](#) with questions or comments.



Learn more about OESE TA Centers

NEW OESE RESOURCES PAGE





CONTINUITY OF LEARNING



LEARNING AT-HOME



SAFE SCHOOL ENVIRONMENTS



SOCIAL EMOTIONAL AND BEHAVIORAL SUPPORT



SUPPORTING SPECIAL POPULATIONS



RETURNING TO SCHOOL

Explore six new topical resource collections highlighting resources for families, educators, school, district and state leaders.



Returning To School

States, districts, and schools continuously review all scenarios when planning the return to school following a significant disruption. The factors impacting a return to school during a global pandemic sometimes change by the day. Additionally, schools may experience multiple "returns", both at the beginning of the school year and periodically throughout as educational instruction and delivery changes due to changing circumstances. Every school continues to try to make the best "right" decisions for all students based on the information at hand.

The Department of Education and its technical assistance (TA) centers work to provide content expertise and resources to effectively address State and local needs and assist with implementation of federal programs that support students' in returning to school based on the individual needs of students and school communities.

Within each section of this page, you will find resources developed by OESE TA Centers and other federal partners to support returning to school, including brief descriptions and links to each highlighted resource. Explore each section to learn more about the available resources from these

Explore more at
<https://oese.ed.gov/resources>

Returning To School

Resources for Parents and Families
 Resources for Educators and Schools
 Resources for Districts
 Resources for States



Each page is further organized by audience

Resources for Districts

This resource collection provides resources for district leaders for the preparation in returning to school after COVID-19.

- **The Coronavirus (COVID-19) Community of Practice** is presented by **The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center**. This page offers a virtual space for schools, school districts, institutions of higher education (IHEs), and their community partners the opportunity to gain guidance, resources tools, and training as well as to collaborate, share, and learn from the experiences of others in the field.
- **Readiness and Emergency Management for Schools Coronavirus Disease 2019 Resources**. This webpage from the **REMS Technical Assistance Center** was created to support new and experienced school safety leaders with school emergency management planning. The webpage is designed to provide education agencies with information, products, and services needed to respond to, continue to operate during, and recover from COVID-19. This page is updated on a regular basis in order to provide the most up-to-date information.
- **Returning to School Resource Collection**. This blog *Returning to School: Reflections About Our New Resource Collection* by the **National Comprehensive Center** acknowledges and is attuned to the several scenarios in which students will return to school in the fall. To support the complicated work that states, districts, and schools have in planning the return to school, the National Center has created a collection of resources from national organizations to support school districts and states planning for returning to school.
- **9 Questions for District and School Leaders to Consider in Getting Ready for the 2020-21 School Year**. This blog released by **Region 9 Comprehensive Center** supports school principals and district leaders reflect and plan for multiple reopening scenarios this fall. Region 9 Comprehensive Center and their advisory board members determined top priorities and questions for school leaders to consider:



Additional Resources from OESE Centers



The National Technical
Assistance Center for the
Education of
Neglected or Delinquent
Children and Youth



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER



Cross-POC TA Coordination

WHAT IS NEXT?

Future Directions



Focused dissemination to specific grantees



Planning with Centers to meet needs, fill gaps



Identifying collaborative opportunities



Working strategically with ED partners to broaden reach



Measuring results of collaborative efforts



A top-down view of a dark, textured wooden desk. In the top-left corner, there are several pens in shades of green and blue. In the top-right corner, there are two sticky notes, one purple and one green. In the bottom-left corner, there are several paper clips, some blue and some green. In the bottom-right corner, there is a cluster of colored pencils in blue, yellow, green, and purple. The word "Questions?" is written in the center of the desk in a large, white, sans-serif font.

Questions?

Ryder, Ruth

From: Ryder, Ruth
Sent: Friday, February 19, 2021 9:52 AM
To: Cantrell, David; Wexler, Rob; Soldner, Matthew
Cc: Smith, Danielle
Subject: FW: [for Friday COB] technical assistance centers
Attachments: TA Coordinated Response to COVID-19_Policy Committee_20200917.pdf

Good morning.

Hope you can help with an assignment that has come to us. I think we have a good story to tell here and your support to Danielle would be most appreciated.

Ian is asking for the following:

Hi Ruth – in our check-in with the WH COVID team, they were asking about how the ED TACs are supporting schools/states/districts on pandemic response issues (broadly defined). Could you please share a brief list of the TACs that we have in OESE, and what if anything they're doing in this area? Plus anything you think they could be doing if we asked them to?

I sent him the information in the email directly below in hopes that it would suffice but he asked if we could provide a bulleted list.

Ian's request: This is great! Do you think there's an easy way to translate this into a bulleted list of centers and what they're doing (ED-wide)? I don't want to create work though if it's not feasible. Thanks!

Danielle has some ideas how to move this forward to a product by mid-afternoon so I will leave it to you guys.

Thanks for your support!

Ruth

From: Ryder, Ruth
Sent: Thursday, February 18, 2021 9:37 PM
To: Rosenblum, Ian <Ian.Rosenblum@ed.gov>
Cc: Rhodes, Christian <Christian.Rhodes@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: [for Friday COB] technical assistance centers

Danielle Smith convenes a cross cutting TA team (TACT) that includes OSEP and IES, in addition to OESE. Let me see what she can easily do.

I think a lot of what we did is catalogued here: <https://oese.ed.gov/resources/> I've also attached a PPT presentation we used to present to the Policy Committee about the coordinated TA work related to COVID. Are either of these on track?

We also had a conversation last week with our social emotional and safety centers about what they see as future needs. And I think Danielle was on a call with Comp Centers today and may have heard some thoughts re needs for the future.

Danielle, please see the ask below – I'm sure you have other good ideas.

From: Rosenblum, Ian <ian.Rosenblum@ed.gov>
Sent: Thursday, February 18, 2021 8:31 PM
To: Ryder, Ruth <Ruth.Ryder@ed.gov>
Cc: Rhodes, Christian <Christian.Rhodes@ed.gov>
Subject: RE: [for Friday COB] technical assistance centers

Do you have access to them beyond OESE? If yes, that would be very helpful.

From: Ryder, Ruth <Ruth.Ryder@ed.gov>
Sent: Thursday, February 18, 2021 8:30 PM
To: Rosenblum, Ian <ian.Rosenblum@ed.gov>
Cc: Rhodes, Christian <Christian.Rhodes@ed.gov>
Subject: RE: [for Friday COB] technical assistance centers

Just OESE – not all ED?

From: Rosenblum, Ian <ian.Rosenblum@ed.gov>
Sent: Thursday, February 18, 2021 8:09 PM
To: Ryder, Ruth <Ruth.Ryder@ed.gov>
Cc: Rhodes, Christian <Christian.Rhodes@ed.gov>
Subject: [for Friday COB] technical assistance centers

Hi Ruth – in our check-in with the WH COVID team, they were asking about how the ED TACs are supporting schools/states/districts on pandemic response issues (broadly defined). Could you please share a brief list of the TACs that we have in OESE, and what if anything they're doing in this area? Plus anything you think they could be doing if we asked them to?

Thanks,
Ian



Technical Assistance Coordination in response to COVID-19

U.S. Department of Education

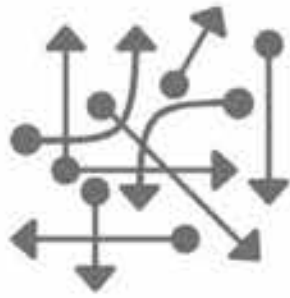
Policy Committee
September 17, 2020

Agenda

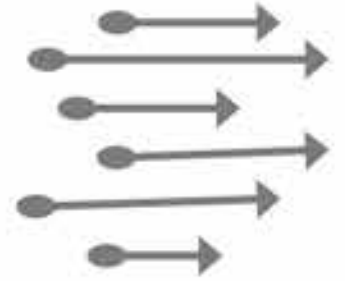
- Overview of Overall Cross-POC efforts
- OSEP TA Centers
- RELs, CC coordination
- OESE Resources
- Future Plans
- Q&A



Challenges



can present opportunities



Collective Impact

Different Groups + Common Goals

*

Coordination + Collaboration



Deepen Impact and Outcomes

Improved grantee capacity

Expanded "reach"

Improved outcomes for all students

Goals



Meet grantee needs



Limit duplication of efforts



Identify and fill gaps



Increase return on investment



Get people what they need, when they need it

Resources from Across the Department



Technical Assistance & Dissemination Centers
Parent Program Centers
Technology, Personnel, & Data Centers



School Climate & Safety Centers
School Improvement & Accountability
Equity Centers
Special Populations



Regional Educational Laboratories
What Works Clearinghouse
ERIC

Department Coordination



- Formed ED Technical Assistance Coordination Team (OESE, OSEP, IES)



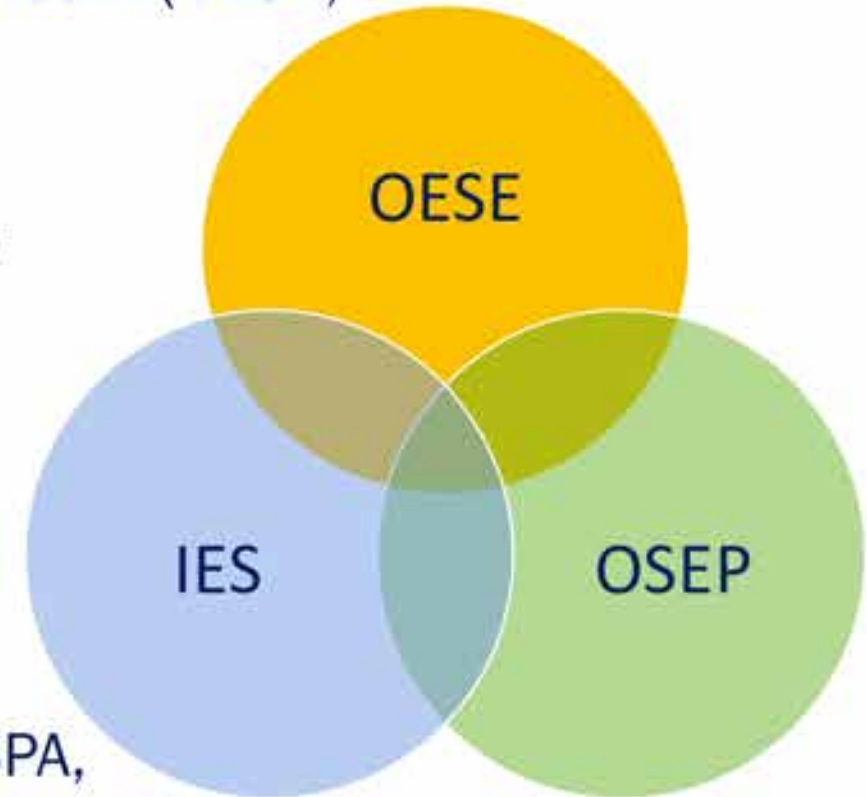
- Collecting and Disseminating Resources
 - Collected Continuity of Learning Resources
 - Created COVID-19 resource pages
 - Cross-posting and sharing resources
 - Hosting webinars with grantees



- Updating ed.gov and POC websites



- Coordinating with Partner Organizations (NAESPA, CCSSO, NASDSE)



TA Resources

**OFFICE OF SPECIAL EDUCATION
PROGRAMS**



OSEP COVID Technical Assistance

LAURIE VANDERPLOEG

DIRECTOR, OFFICE OF SPECIAL EDUCATION PROGRAMS

LARRY WEXLER

DIRECTOR, RESEARCH TO PRACTICE

OSEP COVID-19 Resources

OSEP Continuity of Learning During COVID-19 Homepage

This webpage offers information, tools, and resources to help educators, families, and related service providers meet the educational, behavioral, and emotional needs of children and youth with disabilities through remote and virtual learning.

Continuity of Learning During COVID-19 Resource Database

K-12 Resources

National Center on Systemic Improvement (NCSI): COVID-19 Resources for Supporting Students with Disabilities

<https://ncsi.wested.org/>

Early Childhood Resources

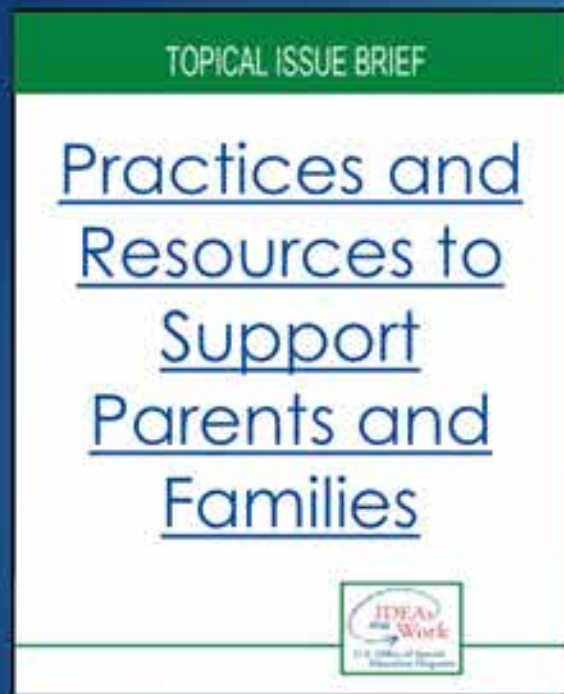
Early Childhood Technical Assistance Center (ECTA): COVID-19 Early Childhood Resources and Information Webpage

<https://ectacenter.org/topics/disaster/coronavirus.asp>

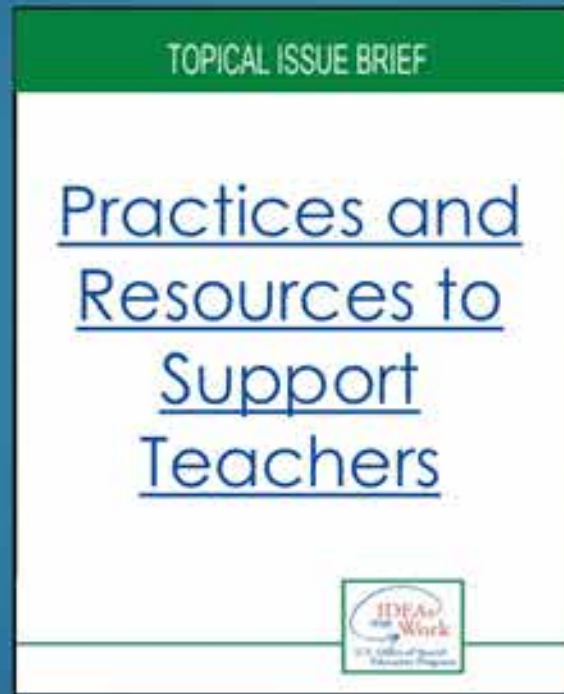
Webinar Series: Continuity of Learning During COVID-19

- ▶ Highlighting Resources for Teachers and Parents to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities
 - ▶ Highlights products from OSEP-funded investments to support teachers, providers, and parents to provide services and supports to children with disabilities through distance instruction.
- ▶ Highlighting Strategies and Practices in Providing Related Services to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities
 - ▶ Focuses on the provision of related services to address the ongoing needs children with disabilities through remote and distance methods.
- ▶ Highlighting Resources and Practices to Support Back to School and Continuity of Learning During COVID-19 for Children with Disabilities
 - ▶ Highlights exemplar resources and practices for teachers, leaders, and other providers to support students with disabilities from Preschool—Grade 12 in in-person, remote, and hybrid instructional formats.

Brief Series: Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities



https://osepideasthatwork.org/sites/default/files/SWD_Learning-Families-508.pdf



https://osepideasthatwork.org/sites/default/files/SWD_Learning-Teachers-508.pdf



https://osepideasthatwork.org/sites/default/files/SWD_Learning-Providers-508.pdf

OSEP COVID-19 RESOURCES

IRIS CENTER

PARENT RESOURCE FOR DISTANCE
EDUCATION



IRIS_covid19_chall.m
ppt

OSEP COVID-19 RESOURCES

PBIS/LEAD TO
LITERACY/SPDG/NCIL/MI INTEGRATED
SYSTEM OF SUPPORT

GUIDE: RETURNING TO SCHOOL
DURING AND AFTER A CRISIS

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=JUXPGNJ2CFY](https://www.youtube.com/watch?v=JUXPGNJ2CFY)

Returning to School During and After Crisis

<https://www.pbis.org/current/returning-to-school-during-and->

State & District



Guides & Briefs

- [State Guide](#)
- [District Guide](#)
- [Attendance in Remote Learning](#)

Example Webinars & Videos

- [Meeting Social & Emotional Needs for All](#)

Action Plan Templates

- [District & State Action Plan](#)

School & Classroom



Guides & Briefs

- [School Guide](#)
- [Creating Teaching Matrix for Distance Learning](#)
- [Adapting CICO for Distance Learning](#)

Example Webinars & Videos

- [Effective Environments](#)
- [High Leverage Instructional Practices](#)

Action Plan Templates

- [Staff PD Day Agenda Template](#)
- [Creating Effective Classroom Environment](#)

Family & Student



Guides & Briefs

- [Supporting Families with PBIS at Home](#)
- [Supporting Students with Disabilities at School and Home](#)

Example Webinars & Videos

- [Coming soon](#)

Action Plan Templates

- [Supporting PBIS at Home Template](#)

OSEP COVID-19 RESOURCES

TIES AND NCEO

HELPING YOUR CHILD WITH
COMMUNICATION AT HOME

[HTTPS://VIMEO.COM/451891910/3BE2BFE213](https://vimeo.com/451891910/3BE2BFE213)

OSEP COVID-19 RESOURCES



NCPMI

WEARING MASKS

[HTTPS://CHALLENGINGBEHAVIOR.CBCS.USF.EDU/DOCS/WEARING-MASKS STORY.PDF](https://challengingbehavior.cbcs.usf.edu/docs/wearing-masks_story.pdf)

OSEP COVID-19 RESOURCES



NDC

INTRODUCING DEAF SUCCESS IN
FALL 2020

[HTTPS://WWW.NATIONALDEAFCENTER.ORG/FALL2020GUIDES](https://www.nationaldeafcenter.org/fall2020guides)

TA Resources

REGIONAL EDUCATIONAL LABORATORIES

REL and CC Collaboration in Record Time ...

Quick chat: Shifting classroom practices to a virtual setting

Regional Educational Laboratory Midwest
Region 9 Comprehensive Center



- **First webinar on March 26th**
- **1665 attendees**
- **1400 additional registrants**

- 1. IES brings focus on evidence-based practice to collaboration.**
- 2. IES benefits from partners' unique perspectives. New COVID landing page has been informed by learning from partners.**

IES REL Regional Educational Laboratory Program
SEARCH
GO


COVID-19: Evidence-Based Resources

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works with educators and policymakers to support a more evidence-based education system. In response to COVID-19, the RELs have collaborated to produce this series of evidence-based resources and guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic.

RESOURCES BY TOPIC

- Accountability ⊕
- Early childhood ⊕
- English learner students ⊕
- Equitable learning opportunities ⊕
- Parents and families ⊕
- Postsecondary education and transitions ⊕
- Remote learning strategies ⊕
- Returning to school ⊕
- Social and emotional learning and mental health ⊕

SPOTLIGHT: RE-OPENING SCHOOLS SAFELY



Watch this REL Mid-Atlantic webinar to learn about emerging evidence on the COVID-19 pandemic, best practices in blended and remote learning, and findings from an agent-based modeling simulation that estimated the level of COVID-19 transmission in schools under various scenarios and mitigation strategies. [More information is available here.](#)

RESOURCES FROM OUR PARTNERS

The U.S. Department of Education and many of the programs that make up the federal network of support are curating resources to support educators across the country as they respond to COVID-19. Here are a few collections to bookmark:

- Innovative Resources for Instructional Success Center: [Parents Supporting Learning During the COVID-19 Pandemic](#)
- Comprehensive Center Network: [Resources for Continuity of Learning](#)
- What Works Clearinghouse: [Studies of Distance Learning](#)
- U.S. Department of Education: [COVID-19 Information and Resources for Schools and School Personnel](#)

135 New Resources For Partner Use Since March 2020

Topic Area	Resources
Accountability	1
Early Childhood	15
English Learners	6
Equitable Learning Opportunities	17
Parents and Families	27
Postsecondary Education and Transitions	7
Remote Learning Strategies	27
Returning to School	12
SEL and Mental Health	12
Students with Disabilities	7
Teacher Workforce and Preparation	4

Remote learning strategies

[Best Practices for Creating Take-Home Packets to Support Distance Learning](#) [371 KB 

August 17, 2020 | Infographic | REL Pacific

Audience: teachers, school leaders, district leaders

[Supporting Positive At-Home Behaviors Among Elementary Students](#)

July 13, 2020 | Blog | REL Pacific

Audience: families, caregivers

[Promising practices and approaches to support remote learning](#) [532 KB 

July 13, 2020 | Infographic | REL Mid-Atlantic

Audience: teachers, school leaders

[Use data to refine your remote learning strategies with the Evidence to Insights Coach](#)

[1,488 KB 

July 13, 2020 | Infographic | REL Mid-Atlantic

Audience: school leaders, district leaders, school boards, state leaders

[Preventing Summer Learning Loss](#) [90 KB 

June 30, 2020 | Infographic | REL Southeast

Audience: district leaders

[When Teachers and Students Are Separated: Strategies from Research on Social](#)

[Presence for Teaching at a Distance](#) [1,091 KB 

June 30, 2020 | Infographic | REL Southeast

Audience: teachers, school leaders

[COVID-19 on the Heels of Hurricane Florence](#)

June 25, 2020 | Blog | REL Southeast

Audience: district leaders

[What are states doing to support students' work-based learning opportunities?](#) [197 KB



June 24, 2020 | FAQ | REL Northeast & Islands

Audience: school leaders, district leaders, state leaders

Example:



Supporting Your Child's Reading at Home

Kindergarten First Grade Second Grade Third Grade

Introduction

Recommendation 1: Developing Language

Recommendation 2: Linking Sounds to Letters

Recommendation 3: Blending Letters, Recognizing and Writing Words

Recommendation 4: Reading for Understanding

These videos and activities provide families with information about how to support children as they practice foundational reading skills at home.



Learning to read begins at home through everyday parent-child interactions, long before children attend school. Your continued support of literacy development throughout elementary school positively affects your child's reading ability.

These **Family Activities** include easy-to-follow plans to help you support your child's foundational reading skills at home. Materials needed for each Family Activity, such as letter cards, are included. They begin with simpler activities and progress to more difficult ones. You may want to start with the first activity and move to the next when you notice that your child has a firm understanding of the content from that activity. We encourage you to select appropriate activities for your child, and feel free to set aside an activity that seems too difficult. The goal is to engage your child in activities that promote learning in a positive environment, not to induce frustration. The activities should be completed with the child, frequently, with patience, and positive feedback. Using the activities at home will be a fun way to spend family time together!

Supporting Oral Language and Vocabulary Development

Oral language is the way we communicate with others through speaking and listening. **Vocabulary knowledge** is a crucial part of oral language and includes understanding the meaning of words, how to use them, and how to pronounce them. Speaking and listening to your child every day about books and his or her experiences will help your child expand his or her vocabulary. Children with strong oral language skills and larger vocabularies typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day. Talk about people you know, places you go, and experiences you have together. Writing with your child also helps with oral language development.



Ask questions that require more than a yes or no answer. For example, instead of asking, "Did you have a good day?" ask, "What was your favorite part of school today?" Continue to ask questions about your child's response. If the answer was "Recess," ask, "Who did you play with?" "What did you do?" "How do you play that game?"

When you speak with your child, model speaking in complete sentences and provide details. For example, if your child points to a butterfly and says, "Butterfly!" say, "Yes, that is a monarch butterfly! Aren't her colorful wings beautiful?"

▼ Videos and Family Activities

Cooking Conversations



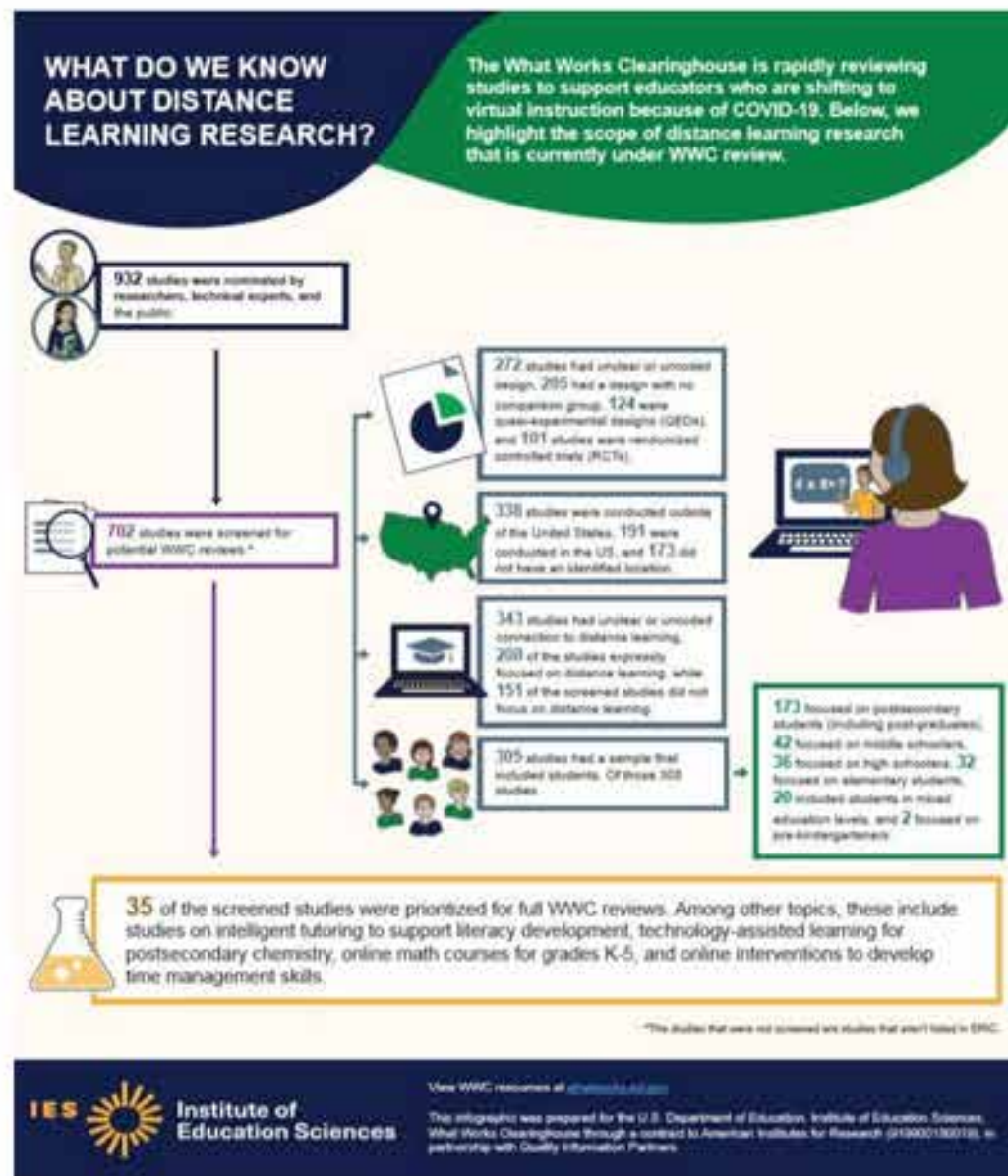
Key Points About the Video

- Children have fun baking cupcakes and talking about what they are doing
- Caretaker fully involves the children in reading the recipe, gathering ingredients, and making the cupcakes while talking about what they are doing
- Caretaker asks several questions and encourages both children to engage in the conversation.

- **30 clips for families available via YouTube.**
- **Thanks to OSERS, resources also highlighted by work of IRIS Center.**

Despite All the Good Work, Still Much To Learn ...

- Not enough is known about the “what works” in distance learning, particularly fully remote education.
- Of 702 studies we screened, only a handful were judged to be truly promising in yielding high-quality evidence for educators.



Collaboration Between RELs and CCs Continues!

NEWS / EVENTS / All news

Sep 9, 2020

ACCELERATING COLLABORATION DURING COVID-19

 Emerson O'Meara
Director

CCNETWORK **REL**

DETAILS

Type: Blog
Associated Center: Region 15
Region: 15

—This blog was authored by Emerson Lopez (Mango) (Region 15 Director), Christina Tydeman (REL - Pacific Director), Mady Wilson (Region 19 Director), and Kelle Kim (REL - Pacific Deputy Director)

Despite the challenges that the COVID-19 pandemic created for some Comprehensive Center (CC) projects, there arose opportunities for accelerating cross-organizational collaboration. This blog highlights four areas of collaboration across the Region 15 CC, Region 19 CC, and REL - Pacific (REL - PA) for the creation of a Community of Practice (CoP) focusing on Continuity of Learning in response to needs related to COVID-19 in the Pacific region.

Joint Needs Sensing During the initial March shutdowns, the CCs and REL - PA conducted joint needs sensing with our Advisory (CC) and Governing (REL - PA) Boards, which include State Education Agency (SEA) leadership and stakeholders. An online needs sensing survey identified needs ranging from strategic planning to distance learning. We unpacked these needs through an April joint meeting with the Board members, during which we discussed the survey findings and the benefits of a CoP, narrowed topical areas, planned for logistics, and emphasized CC and REL supports. The meeting outcomes guided us to plan a virtual CoP of four webinars: (1) Designing & Implementing Distance Learning in the Pacific Context, (2) Student and Community Well-Being, (3) Planning Considerations for Reopening Schools, and (4) Aligning Students' Lived Language Experiences with Education.

ANNOUÏE WISMAN

Strategies for Educators to Support the Social and Emotional Needs of Students Impacted by the COVID-19 Pandemic and the Demand for Racial Justice: Plans for Reopening Schools

RECORDED ON JULY 29, 2020

Educators and students alike are facing unprecedented uncertainty around the upcoming school year. Regardless of how learning is organized—remote, in-person, or hybrid—it is crucial for schools to focus on restoring environments and relationships that support student wellness, connection, and ultimately, achievement.

Join REL West, the Region 15 Comprehensive Center, and the National Center to Improve Social & Emotional Learning and School Safety for a free webinar and panel discussion on how school district and site leaders can support the social and emotional needs of students as they return to school.

Panelists will share evidence-based information about social and emotional competencies that educators can use to rebuild conditions of success for students. Using a trauma-informed lens, strategies will address:

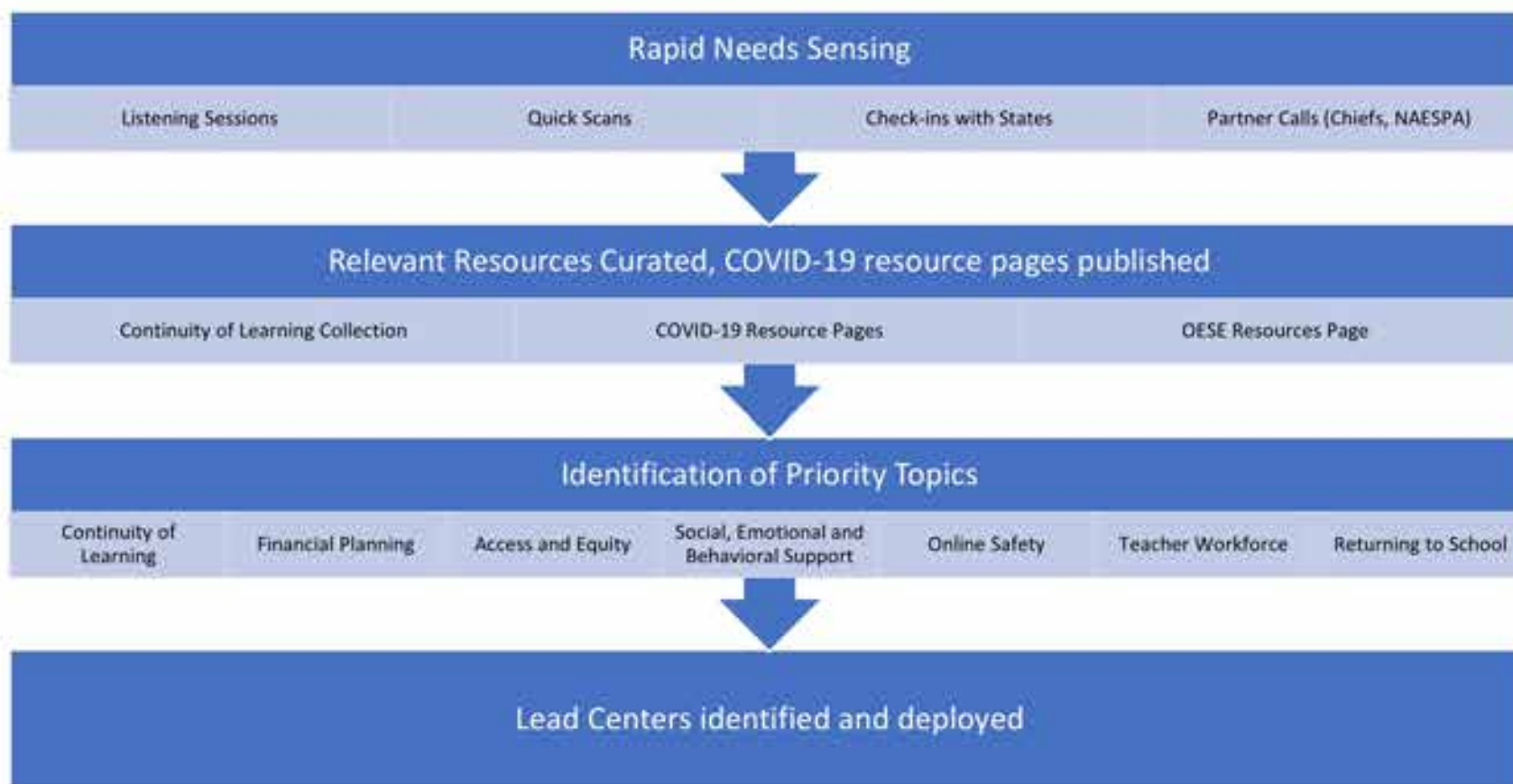
- Creating safe and supportive school environments
- Promoting family and community communication and collaboration
- Fostering collective care



TA Resources

**OFFICE OF ELEMENTARY & SECONDARY
EDUCATION**

Early Response



Centers assessed immediate needs and began curating resources in March and April.

Once identified, appropriate Centers organized to address the needs.



Emergency Management, School Safety, and Student Support



<https://rems.ed.gov/coronavirus.aspx>



<https://selcenter.wested.org/resource/covid-19-resources/>



<https://www.pbis.org/>

National Center on Safe Supportive Learning Environments



<https://safesupportivelearning.ed.gov/responding-covid-19-pandemic>



Equity Assistance Centers Covid-19 Resources

- Region I: Center for Education Equity
 - [Equity and Learning During Covid-19](#)
- Region II: IDRA EAC-South
 - [Learning Goes On – A COVID-19 Resource fo](#)
- Region III: Midwest & Plains EAC
 - [COVID-19 Pandemic Resources & Support](#)
- Region IV: Western Educational EAC
 - [EAC Region IV COVID-19 Resources](#)



COVID-19 EDUCATION RESOURCES

This page was created as a repository for education resources related to COVID-19. Additional resources and further curation are coming soon. Please check back for emerging information.

RESOURCES FOR CONTINUITY OF LEARNING

Nationwide, educators and families are rapidly transitioning from traditional classroom learning settings to learning from home through online resources. The National Center has assembled a Rapid Response Team to curate an extensive list of Resources for Continuity of Learning.

RESOURCES AVAILABLE THROUGH OTHER TA CENTERS

A number of resources specifically related to students with disabilities are available in the National Center for Systemic Improvement (NCSI) COVID-19 Resource Hub. For Birth-Five COVID-19 response information please visit the Early Childhood TA Center (ECTA) site and for COVID-19 parent center links visit the Center for Parent Information and Resources (CPIR) site.

COVID-19 COLLECTIONS

The National Center has assembled a series of COVID-19 Collections that include resources for offline use, online use, educators, and families.



<https://compcenternetwork.org>

Comprehensive Center Resources

Coordination, Communication and Dissemination

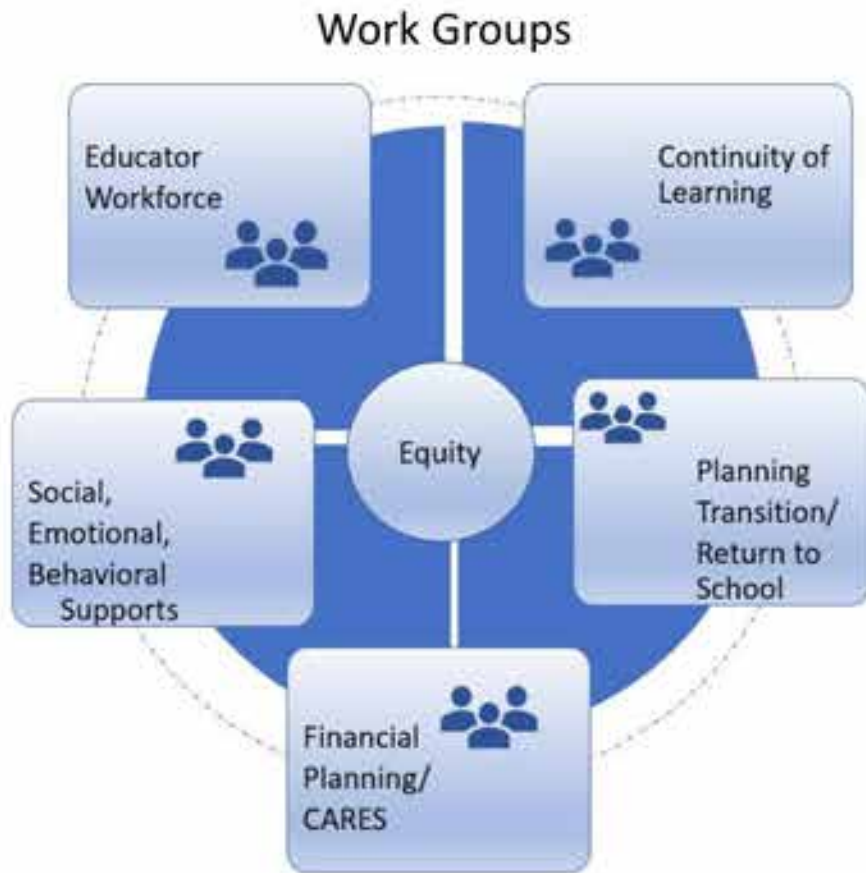
- More frequent information sharing and cross-promotion
 - SGPS Newsletter
 - PGSS Weekly Digest
 - Comprehensive Center Dashboard
 - REL weekly updates
- Coordination calls
 - Quarterly OSSS calls
 - Weekly Comprehensive Center Coordination Calls
 - Ongoing Monthly Calls among Centers



<https://oese.ed.gov/offices/office-of-formula-grants/office-state-grant-program-support-newsletters/>



Collaboration



Centers identified a set of cross-cutting priorities and developed work groups to develop tools, products, and supports.

Centers also co-hosted webinars, co-wrote blogs, and co-developed resources.



COLLECTION



RETURN TO SCHOOL

These resources are designed to help Regional Centers, state and local education agencies, educators, and parents to truly collectively navigate the unpredictable path back to school. In addition to the resources in this collection, the National Center has gathered selected resources from national organizations and educational institutions, as well as a set of case plans related to returning to school, which will be updated as new plans become available and current plans are revised.

Returning to School: A Toolkit for Principals

Resource Type: Tools/Toolkit

2020

One way or another, we are returning to school. We may be in classrooms, at home, or both, but it will be our school, and it will be different from when we left. One thing will be the same, however, our principal will be looking out for everyone—students, families, teachers, staff. This toolkit is

National Comprehensive Center

OPEN RESOURCE

Reopening Instructional Programs for Our Most Vulnerable Students: A Reopening Guidebook for the 2020-2021 School Year

Resource Type: Practice guide

2020 PDF (pdf)

Earthquakes in Puerto Rico and COVID-19 lockdowns in both Puerto Rico and the U.S. Virgin Islands (USVI) have forced educators to rethink how they can support the most vulnerable students, including the youngest students in pre-

Region 3

OPEN RESOURCE

Reopening Instructional Programs for Our Most Vulnerable Students [Spanish Version]: A Reopening Guidebook for the 2020-2021 School Year

Resource Type: Practice guide

2020

Guía de reapertura para nuestros estudiantes más vulnerables: guía escolar 2020-2021 Earthquakes in Puerto Rico and COVID-19 lockdowns in both Puerto Rico and the U.S. Virgin Islands (USVI) have

Region 3

OPEN RESOURCE

How Districts and Schools Are Using Scenario Planning for the 2020-2021 Return to School

Resource Type: Webinar

2020

During this hour-long session, experts from Belknap Education Partners' Strategic and Academic Advising groups introduced frameworks and related tools they have been using to support scenario planning for the return to school.

National Comprehensive Center

OPEN RESOURCE

Schools' First and Forever Responders: Preparing and Supporting Teachers

Resource Type: Practice guide

2020 PDF (pdf)

Schools' First and Forever Responders: Preparing and Supporting Teachers in the Time of COVID-19 elevates a rationale and considerations for evidence-based strategies and innovative approaches to support teachers and teacher candidates during and following the COVID-19

National Comprehensive Center

OPEN RESOURCE

Tackling the Fall 2020 Return to School - NAESPA

Resource Type: Webinar

2020

This virtual conference from the National Association of State Program Administrators (NAESPA) featured presenters from the Comprehensive Center Network who described resources to support states, districts, and schools in planning for the Fall 2020 return to school. The

National Comprehensive Center

OPEN RESOURCE

The Comprehensive Centers have developed a suite of resources to support the return to school, including compiling planning frameworks and resources, state plans, and new toolkits.

More Targeted Support

- Listening Sessions
- Parent Roundtables
- Webinars on transition to e-learning
- Financial workshops
- Resources for fostering social and emotional learning in an online environment
- Communities of practice





OFFICE OF Elementary & Secondary Education



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[Families](#)
[Educators](#)
[Guidance](#)
[Resources](#)

OESE = RESOURCES FOR EDUCATION ...



Resources for Education Providers and Families

The Office of Elementary and Secondary Education (OESE) offers technical assistance across grant programs to support grantees and address K-12 educational needs. OESE provides technical assistance support and resources through a variety of technical assistance Centers working directly with State educational agencies, local educational agencies, schools, communities, and parents. On this page, you will find information about specific resources, organized by topical areas and intended audience. Resources include websites, webinars, guidance documents, practice briefs and tools created by OESE, our technical assistance Centers and other partners across the Department and

Quick Links to TA Centers COVID-19 Resources

Comprehensive Center Network COVID-19 Resource Page

Equity Assistance Center (EAC) Region I Equity and Learning During COVID-19

EAC Region II Learning Goes On – A COVID-19 Resource for Education

EAC Region III COVID-19 Pandemic Resources & Support

EAC Region IV COVID-19 Resources

Readiness and Emergency Management for Schools

Center to Improve Social Emotional Learning and School Safety COVID-19 Resources

Pulling it all
together in one
place.

NEW OESE RESOURCES PAGE

<https://oese.ed.gov/resources>



Explore Covid-19 Resources from TA Centers



Quick Links to TA Centers COVID-19 Resources

[Comprehensive Center Network COVID-19 Resource Page](#)

[Equity Assistance Center \(EAC\) Region I Equity and Learning During COVID-19](#)

[EAC Region II Learning Goes On – A COVID-19 Resource for Education](#)

[EAC Region III COVID-19 Pandemic Resources & Support](#)

[EAC Region IV COVID-19 Resources](#)

[Readiness and Emergency Management for Schools](#)

[Center to Improve Social Emotional Learning and School Safety COVID-19 Resources](#)

Resources for Education Providers and Families

The Office of Elementary and Secondary Education (OESE) offers technical assistance across grant programs to support grantees and address K-12 educational needs. OESE provides technical assistance support and resources through a variety of technical assistance Centers working directly with State educational agencies, local educational agencies, schools, communities, and parents. On this page, you will find information about specific resources, organized by topical areas and intended audience. Resources include websites, webinars, guidance documents, practice briefs and tools created by OESE, our technical assistance Centers and other partners across the Department and government to support K-12 education programs. Click on each topic below to explore available resources and supports.

Click here learn more about [OESE's Technical Assistance Centers](#) and to request support.

Access the Department's [COVID-19 \("Coronavirus"\) Information and Resources for Schools and School Personnel](#).

This page is intended to be a dynamic resource and will be updated regularly with new information. We would appreciate your suggestions on additional resource topics and improvements that would make this page more useful to you.

Please [Contact Us](#) with questions or comments.



Learn more about OESE TA Centers

NEW OESE RESOURCES PAGE





CONTINUITY OF LEARNING



LEARNING AT-HOME



SAFE SCHOOL ENVIRONMENTS



SOCIAL EMOTIONAL AND BEHAVIORAL SUPPORT



SUPPORTING SPECIAL POPULATIONS



RETURNING TO SCHOOL

Explore six new topical resource collections highlighting resources for families, educators, school, district and state leaders.



Returning To School

States, districts, and schools continuously review all scenarios when planning the return to school following a significant disruption. The factors impacting a return to school during a global pandemic sometimes change by the day. Additionally, schools may experience multiple "returns", both at the beginning of the school year and periodically throughout as educational instruction and delivery changes due to changing circumstances. Every school continues to try to make the best "right" decisions for all students based on the information at hand.

The Department of Education and its technical assistance (TA) centers work to provide content expertise and resources to effectively address State and local needs and assist with implementation of federal programs that support students' in returning to school based on the individual needs of students and school communities.

Within each section of this page, you will find resources developed by OESE TA Centers and other federal partners to support returning to school, including brief descriptions and links to each highlighted resource. Explore each section to learn more about the available resources from these

Explore more at
<https://oese.ed.gov/resources>

Returning To School

Resources for Parents and Families
 Resources for Educators and Schools
 Resources for Districts
 Resources for States



Each page is further organized by audience

Resources for Districts

This resource collection provides resources for district leaders for the preparation in returning to school after COVID-19.

- **The Coronavirus (COVID-19) Community of Practice** is presented by **The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center**. This page offers a virtual space for schools, school districts, institutions of higher education (IHEs), and their community partners the opportunity to gain guidance, resources tools, and training as well as to collaborate, share, and learn from the experiences of others in the field.
- **Readiness and Emergency Management for Schools Coronavirus Disease 2019 Resources**. This webpage from the **REMS Technical Assistance Center** was created to support new and experienced school safety leaders with school emergency management planning. The webpage is designed to provide education agencies with information, products, and services needed to respond to, continue to operate during, and recover from COVID-19. This page is updated on a regular basis in order to provide the most up-to-date information.
- **Returning to School Resource Collection**. This blog *Returning to School: Reflections About Our New Resource Collection* by the **National Comprehensive Center** acknowledges and is attuned to the several scenarios in which students will return to school in the fall. To support the complicated work that states, districts, and schools have in planning the return to school, the National Center has created a collection of resources from national organizations to support school districts and states planning for returning to school.
- **9 Questions for District and School Leaders to Consider in Getting Ready for the 2020-21 School Year**. This blog released by **Region 9 Comprehensive Center** supports school principals and district leaders reflect and plan for multiple reopening scenarios this fall. Region 9 Comprehensive Center and their advisory board members determined top priorities and questions for school leaders to consider:



Additional Resources from OESE Centers



The National Technical
Assistance Center for the
Education of
Neglected or Delinquent
Children and Youth



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER



Cross-POC TA Coordination

WHAT IS NEXT?

Future Directions



Focused dissemination to specific grantees



Planning with Centers to meet needs, fill gaps



Identifying collaborative opportunities



Working strategically with ED partners to broaden reach



Measuring results of collaborative efforts



A top-down view of a dark, textured wooden desk. In the top-left corner, there are several pens in green and silver. In the top-right corner, there are two sticky notes, one purple and one green. In the bottom-left corner, there are several paper clips in blue and green. In the bottom-right corner, there are several colored pencils in blue, yellow, green, and purple. The word "Questions?" is written in the center in a white, sans-serif font.

Questions?

Kay Gallagher

From: Kay Gallagher
Sent: Saturday, April 24, 2021 8:15 PM
To: Smith, Danielle
Cc: Dean Nafziger; Jill Lammert
Subject: RE: Saturday Update
Attachments: Summer Learning-Enrichment Collaborative 4.24.xlsx

Look at the display tab for the summary by category. You can also see the full data set on another tab. I added at some of the CBOs that had greater representation like Boys and Girls Clubs and United Way. The full data set does show interest by smaller CBOs across the country which is so great! Even Twin Cities PBS – which seems like an opportunity for some additional storytelling coverage. Tucking that one in my back pocket.

Sorry this isn't the prettiest but you can get the picture.

Let me know if you want any of this data turned into graphics for your presentation. We may be able to get someone to do some quick visualization of the data you think tells a good story.

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Saturday, April 24, 2021 4:44 PM
To: Kay Gallagher <KayGallagher@westat.com>
Cc: Dean Nafziger <DeanNafziger@westat.com>
Subject: RE: Saturday Update

CAUTION: External Email *

Kay,

It is not urgent. Please enjoy the time with you family. We can get the updated numbers when we meet tomorrow.

Danielle

From: Kay Gallagher <KayGallagher@westat.com>
Sent: Saturday, April 24, 2021 4:28 PM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: Dean Nafziger <deannafziger@westat.com>
Subject: Re: Saturday Update

Yes I will get those numbers to you either later this evening or tomorrow morning. I have family plans early this evening but could work on it later on.

Sent from my iPhone

On Apr 24, 2021, at 3:57 PM, Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

?

CAUTION: External Email *

Wow. Thanks, Kay. So if we considered a response from either the SEA or governor's office counts for that state, then we would count PR.

The only states that we have heard from neither gov/SEA are Ohio, Nebraska, Iowa, South Carolina, American Samoa, and Palau.

We may want to also be able to say something about the types of CBOs and other partners who have signed up.

Could we get #s you showed the other day for each of the categories of types of organization?

From: Kay Gallagher <KayGallagher@westat.com>
Sent: Saturday, April 24, 2021 2:58 PM
To: Smith, Danielle <Danielle.Smith2@ed.gov>; Dean Nafziger <deannafziger@westat.com>
Subject: Saturday Update

Total 835 registered
220 SEA level attendees
10 Governors represented
Still missing Ohio, Nebraska, Iowa, PR (SEA level but do have a rep from Governors office),
South Carolina, American Samoa and Palau

Any other data points you want?

And we were able to add an automatic reply from the Smart Sheet with a link to join the event.

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Saturday, April 24, 2021 1:40 PM
To: Kay Gallagher <KayGallagher@westat.com>; Dean Nafziger <DeanNafziger@westat.com>
Subject: RE: CCSSO / USED summer planning meetings

CAUTION: External Email *

Thanks, Kay. Could you provide an update on registration numbers when you get a chance today?

From: Kay Gallagher <KayGallagher@westat.com>
Sent: Saturday, April 24, 2021 11:27 AM
To: Dean Nafziger <deannafziger@westat.com>; Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: CCSSO / USED summer planning meetings

Done!

From: Dean Nafziger <DeanNafziger@westat.com>
Sent: Saturday, April 24, 2021 8:30 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: Kay Gallagher <KayGallagher@westat.com>
Subject: Re: CCSSO / USED summer planning meetings

Thanks. I think it should go up on the dashboard

Sent from my iPhone

On Apr 23, 2021, at 11:31 PM, Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

?

CAUTION: External Email *

Dean,

Sharing with you in case we want to put up on the CC Dashboard. Here is the link for a recording of Thursday's CCSO webinar on the Summer Guide release.

[\(b\)\(6\) \(b\)\(6\)](https://ccsso-org.zoom.us/rec/share/gN98EII8PcEVxQc_D68OUCt1dDj9b4jUzKQEJVDS-hbJ91j3H3zb_mkDrYOeVay.9c3v7_pX2xn3Wity (b)(6) (b)(6))

Danielle

From: Kathleen Airhart <kathleen.airhart@ccsso.org>

Sent: Friday, April 23, 2021 7:10 AM

To: Rhodes, Christian <Christian.Rhodes@ed.gov>

Cc: Anokhee Dave <anokhee.dave@consultant.ccsso.org>; Smith, Danielle <Danielle.Smith2@ed.gov>

Subject: CCSO / USED summer planning meetings

Good morning Christian

Can you please add Anokhee Dave (copied here) to our planning calls? She will serve as my backup for the meetings moving forward, especially in the event that I have a conflict.

I apologize for missing the call yesterday at 4pm. If there is anything you need me to do as a result in preparation for Monday, please let me know.

I wanted to share the recording of yesterday's CCSO/NGA event for release of the summer framework. Feel free to share with colleagues and the regional comprehensive centers if you see useful.

[\(b\)\(6\) \(b\)\(6\)](https://ccsso-org.zoom.us/rec/share/gN98EII8PcEVxQc_D68OUCt1dDj9b4jUzKQEJVDS-hbJ91j3H3zb_mkDrYOeVay.9c3v7_pX2xn3Wity (b)(6) (b)(6))

Thanks so much.

Kathleen

Kathleen Airhart

Program Director

Special Education Outcomes

Email: kathleen.airhart@ccsso.org

Office: 202-336-7035

Mobile: (b)(5)

One Massachusetts Ave. NW, Suite 800

Washington, DC 20001

<https://www.ccsso.org>

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* Please use caution when responding and/or clicking on links as this email originated from outside of Westat.

1 Participant (12)	2-5 Participants	6-10 Participants (11)
BIE	Arkansas	California
Connecticut	New Mexico	Florida
Delaware	Tennessee	Nevada
Federated States of Micronesia	Alabama	North Dakota
Guam	Arizona	Oregon
Kansas	Hawaii	Alaska
Northern Mariana Islands	Massachusetts	Idaho
Oklahoma	Montana	Maryland
Pennsylvania	New Hampshire	Virginia
Texas	North Carolina	Michigan
Virgin Islands	South Dakota	Minnesota
West Virginia	Utah	
	Vermont	
	Washington	
	Colorado	
	Georgia	
	Illinois	
	Louisiana	
	Maine	
	Mississippi	
	New Jersey	
	Wisconsin	
	Missouri	
	Rhode Island	
	Wyoming	

Participant Count by Regional Center	Column1
National Center staff	38
Region 13	
Region 16	
Region 1	1
Region 2	3
Region 3	4
Region 4	5
Region 5	8
Region 6	7
Region 7	8
Region 8	10
Region 10	2
Region 11	1
Region 12	6
Region 13	2
Region 14	3
Region 15	3
Region 16	3

Region 17	3
Region 18	7
Region 19	2

11-19 Participants (3)	No Participants
New York	American Samoa
Indiana	District of Columbia
Kentucky	Iowa
	Marshall Islands
	Nebraska
	Ohio
	Palau
	Puerto Rico
	South Carolina



Vertical orange line

Vertical green line

Count of Attendees by Organization Type	Column1
Governor's Office	18
LEA/REA/TEA	30
National Comprehensive Center	38
Non-government org	4
Nonprofit Organization/Community Based Organization/Association	232
Other	68
Other Technical Assistance/ Research Center	63
Philanthropic Organization	3
Regional Comprehensive Center	78
School	43
SEA	220
US Department of Education	39
Grand Total 4/24 5:00PM EDT	836

States with Representation from the Governor's Office (14)

Delaware
Illinois
Kansas
Maine
Missouri
Nevada
New Mexico
New York
Puerto Rico
Rhode Island
Tennessee
Vermont
Washington
Wyoming

Boys & Girls Clubs by State	Count
Boys & Girls Club of America	9
Boys & Girls Club of Greater Memphis	
Boys & Girls Club of Harlem	
Boys & Girls Club of Hawaii	
Boys & Girls Clubs in Colorado	
Boys & Girls Clubs in Tennessee	
Boys & Girls Clubs in Texas	
Boys & Girls Clubs of Metropolitan Baltimore	
Boys & Girls Clubs Ohio Alliance	

Arizona Alliance of Boys & Girls Clubs
California Alliance of Boys & Girls Clubs
Indiana Alliance of Boys & Girls Clubs
Kentucky Alliance of Boys & Girls Clubs
Missouri Alliance of Boys & Girls Clubs
NC Alliance of Boys & Girls Clubs
Oklahoma Alliance of Boys & Girls Clubs

Other CBO organizations	Count
United Way of Central Minnesota - Partner for Student Success	
United Way of Fairfield County	
United Way of Greater Toledo	
United Way of Greater Waterbury	
United Way of Salt Lake	
United Way of San Diego	
United Way of San Diego County	
United Way of the Piedmont	
After School Alliance	11
Breakthrough Collaborative	3
Foundations for a Better Oregon	3
National Summer Learning Association	4
Project Lead The Way	2
StriveTogether	4

States with Representation from an LEA/TEA/REA

Alaska
California
Connecticut
Georgia
Illinois
Iowa
Kentucky
Maine
Minnesota
Missouri
New Mexico
North Dakota
Pennsylvania
South Carolina
Texas

States with Representation from a School (24)

Alaska
Arizona
California
Connecticut
Hawaii
Idaho
Illinois
Kentucky
Maine
Minnesota
Missouri
Montana
Nevada
New Hampshire
New Jersey
New York
North Carolina
Oregon
South Carolina
South Dakota
Texas
Utah
Virginia
Washington

LEAs and Schools Represented by State**Alaska**

Clare Swan Early Learning Center

Lower Kuskokwim School District

Arizona

Arizona State University

Paloma Elementary School District

California

Big Valley Joint Unified School District

California State University, Bakersfield - HEP/CAMP Grant Programs

Loleta Union School District

Moreno Valley Unified School District

Riverside County Office of Education

Trona Joint

Wonderful College Prep Academy

Connecticut

Bridgeport Public Schools

Dept of Youth Services - Lighthouse

Horizons at Brunswick School Student Enrichment Program

Mansfield Public Schools

Norwalk Public Schools

Waterbury Public Schools

(blank)

Georgia

Georgia Association of Educators

Hawaii

University of Hawaii at Manoa

Idaho
Boise School District
Bruneau - Grand View
Wilder Elementary School
Illinois
Illinois Education Association
Patoka CUSD
Iowa
Des Moines Education Association
Kentucky
Cloverport Independent School District
Jefferson County Public Schools
Maine
Lewiston Maine Public Schools
St. George Municipal School Unit
Minnesota
Butterfield-Odin School District
Resource Training & Solutions
Missouri
De Soto #73
Hume Elementary
Pattonville R-III School District
University of Missouri - Columbia
Montana
Reed Point Schools
Nevada
Clark County School District
New Hampshire
Epsom School District, Leaders for Just Schools NEA-NH
NEA-New Hampshire
New Jersey
Dennis Township Schools
New Mexico
Fort Sumner Municipal Schools
New York
ALEXANDRIA CENTRAL SCHOOL
Honeoye Central School
United way
North Carolina
NEA
North Dakota
Red River Valley Education Cooperative
Oregon
Salem Keizer Schools
Treasure valley community college
Pennsylvania
Millersville University

Shaler Area School District
Tuscarora Intermediate Unit 11
South Carolina
Spartanburg Prep
Spartanburg School District 6
South Dakota
Ipswich Public School District 22-6
Texas
Rosebud-Lott ISD
University of Houston
UTRGV High School Equivalency Program
Utah
Pinnacle Canyon Academy
Virginia
Nova Labs makerschool
Washington
Yakima Valley College
Wisconsin
Mellen School District
National Education Association
(blank)
Discovery Plus Academy
Fort Sumner Schools
Guilford County Schools
ossining ufsd
Region One STEM Center
Republic

Push to Re	Date Entered	Name
	04/21/21	Brittany Goetz
	04/22/21	Cheryl Jefferson
	04/23/21	Colin Usher
	04/21/21	Edwin Curbelo
	04/20/21	Jennifer Hernandez
	04/22/21	Jesse Ruiz
	04/13/21	Joi Holliday-Sparrow
	04/23/21	Jon Sheehan
	04/13/21	Joseph Marro
	04/13/21	Kendal Smith
	04/21/21	Kristin Weller
	04/22/21	Lachelle Brant
	04/22/21	Mackenzie Eisen
	04/22/21	Madeleine Thompson
	04/13/21	Mariana Padilla
	04/20/21	Meg Hassan
	04/23/21	Theresa Hawley
	04/13/21	Vijay Ramasamy
	04/21/21	Amna Ahmad
	04/21/21	Autumn Chapman
	04/21/21	Adrian Manuel
	04/23/21	Carmen Coleman
	04/21/21	Christina P Robbins
	04/21/21	Donalda Chumney
	04/23/21	Debbie Yonke
	04/23/21	Joshua Brown
	04/23/21	Darryl Owings
	04/21/21	Darren
	04/22/21	Gustavo Perez
	04/22/21	Janet O'Hara
	04/21/21	Jairo Arellano
	04/23/21	Jenny Hernandez
	04/21/21	James Rosebrock
	04/23/21	Kelly Lyman
	04/23/21	Kelly Lyman
	04/21/21	Mike Felton
	04/23/21	Mary Jane Morris
	04/23/21	Melanie Thomas
	04/23/21	Matt Goodman
	04/22/21	Michelle Murchison
	04/21/21	Matt Moyer
	04/22/21	Michelle Wang
	04/22/21	Bryan OBlack
	04/21/21	Paula Silva
	04/21/21	Peney Wright

04/22/21 Selena Morgan
04/23/21 Staci Eddleman
04/21/21 Yamileth Shimojyo
04/14/21 Allison Crean Davis
04/14/21 Ally Rolfus
04/14/21 Amy Bitterman
04/21/21 Ashley Libetti
04/21/21 Bi Vuong
04/14/21 Carrie Parker
04/14/21 Carrie Murthy
04/14/21 Chris Dwyer
04/14/21 Carol Keirstead
04/14/21 Clarissa McKithen
04/13/21 Dean Nafziger
04/14/21 Ebony Lambert
04/14/21 Erin Lomax
04/14/21 Gay Lamey
04/14/21 Glynis Jones
04/14/21 Hadley Moore
04/14/21 Hannah Jarmolowski
04/14/21 Heather Zavadsky
04/14/21 Julie Corbett
04/14/21 Jeremy Fritts
04/13/21 Jill Lammert
04/14/21 Katrina Boone
04/13/21 Kay Gallagher
04/14/21 Kim Benton
04/14/21 Kelly Robson
04/14/21 Kerri Wills
04/14/21 Laura Anderson
04/14/21 Liam Ristow
04/21/21 Lisel Ulrich-Verderber
04/13/21 Lindsay Wise
04/21/21 Matt Repka
04/14/21 Monique Thornton
04/14/21 Marguerite Roza
04/21/21 Maureen Richel
04/14/21 Nancy Hartman
04/14/21 Nanmathi Manian
04/21/21 Priscilla Quintanilla
04/14/21 Sakari Morvey
04/13/21 Amanda Lowe
04/13/21 Alexandra Peña
04/13/21 Dan Domenech
04/13/21 Sarah Bodor
04/23/21 Angelica Castañon
04/23/21 Stan Kocos

04/20/21 Aaron Dworkin
04/20/21 Amanda Good
04/20/21 Ashley Kaiser
04/23/21 Audrey Kim
04/23/21 Alex Knapp
04/23/21 Alex Serna
04/19/21 Ally Talcott
04/22/21 Alyson Rotter
04/23/21 Amanda Manjarrez
04/23/21 Ambler Mauger Ochstein
04/20/21 Anthony Mukuna
04/22/21 Anastasia Vanderpool
04/22/21 Angela Hoppe-Cruz
04/21/21 Angelica Durrell
04/22/21 Ann Jarrett
04/23/21 Ann McCotter
04/21/21 Anna Piccirilli
04/21/21 Allison Poindexter
04/20/21 Adam Shank
04/23/21 Alexis Steines Rao
04/23/21 Amy Trombley
04/23/21 Phyllis Barks
04/19/21 Corrin Barros
04/20/21 Brodrick Clarke
04/23/21 Bella DiMarco
04/21/21 Becky Hoffman
04/22/21 Beth Unverzagt
04/21/21 Brett Haydin
04/23/21 Brian Hickey
04/22/21 Blaire U. Denson
04/20/21 Brian Manderfield
04/23/21 Brent McKim
04/21/21 Donald Wilson
04/21/21 Mercedes D Mckelvie
04/23/21 Lawrence Brinson
04/23/21 Britney Samuelson
04/21/21 Carmen m Torres
04/21/21 Carolyn Winn
04/20/21 Christine Brandon
04/21/21 Chrissy Chen
04/23/21 Christina Dandino
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04/22/21 Charlette Lindell
04/22/21 Chelsey Fortin
04/23/21 Chris Neitzey
04/21/21 Claire Cocciole
04/20/21 Carla Miller

04/22/21 Nikole Vaughn
04/22/21 Craig Hawkins
04/23/21 Charlotte Steinecke
04/23/21 Courtney Sullivan
04/20/21 Dani Pierce
04/20/21 Danielle Felder
04/21/21 David Radcliffe
04/22/21 Josh Davis
04/22/21 David Beard
04/20/21 Diondra Brown
04/20/21 Deb Chiodo
04/23/21 Delia Kimbrel
04/21/21 Donna Emmons
04/22/21 Devin Rittenhouse
04/22/21 Althea Marshall Brooks
04/23/21 Althea Marshall Brooks
04/22/21 Denique Weidema-Lewis
04/22/21 Dorothy Jones-Davis
04/21/21 Dr. Joi C. Spraggins
04/23/21 Dominique
04/21/21 Diana Romero Campbell
04/23/21 Erika Assadi
04/23/21 Efrain Barrera
04/23/21 Whitney Howell
04/23/21 Eddie Campbell
04/20/21 L. Earl Franks
04/23/21 Erin Hegarty
04/22/21 Elizabeth Male
04/20/21 Emily Nostro
04/22/21 Ellie Mitchell
04/23/21 Darlene Kamine
04/22/21 Erik Peterson
04/22/21 Erin Skene-Pratt
04/21/21 Elic Senter
04/22/21 Cheryl Kennedy
04/22/21 Elizabeth Zamudio
04/22/21 Terri Ferinde
04/22/21 Debi Gartland
04/20/21 Gwendolyn Brantley
04/24/21 Georgia Lane
04/22/21 Gina Gullo
04/23/21 Gail Francis Johnson
04/20/21 Lilinoi Grace
04/22/21 Paula Adams
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04/22/21 Holly Morehouse
04/20/21 Heather Brosz White

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04/23/21 Andrew Sklover
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04/23/21 Iris Maria Chavez
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04/21/21 James McConchie
04/21/21 Bridget Jancarz
04/23/21 Jason Onoda
04/23/21 Janelle Cousino
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04/23/21 Jenna Courtney
04/23/21 Jeremy Gough
04/23/21 Jodi Grant
04/21/21 Jason Martinez
04/22/21 Jasmine Laguna
04/22/21 Joe Dohm
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04/23/21 Dr. Jennifer Parker
04/23/21 Jen Rinehart
04/22/21 Julian McGilvery
04/22/21 Julie Brock
04/24/21 Juliet Schiller
04/20/21 Kristin Allen
04/23/21 Karen s DuBois-Garofalo
04/23/21 Kari Denissen Cunnien
04/22/21 Kathryn Warren
04/20/21 Kathleen Airhart
04/22/21 Katy Evans
04/23/21 Katherine Clabaugh
04/22/21 Karlus L. Cozart
04/23/21 Kelly Dolan
04/21/21 Kimberly Duncan
04/21/21 KIMBERLY A KRUPA
04/22/21 Dr Kimberly Keith
04/20/21 Katie Landes
04/20/21 Kathleen Pfannenstiel
04/22/21 Kate Polokonis
04/21/21 Kristina Scott
04/21/21 Ritika Kurup
04/23/21 LaDeana Dockery
04/20/21 Lael Bach
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04/23/21 Lakshmi Hasanadka

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04/21/21 Manu Mei-Singh
04/23/21 Maria Panora
04/22/21 MARK JACKSON
04/21/21 Mary Wilson Arrasmith
04/21/21 Maureen Grove
04/21/21 Michelle Jordan Bunn
04/20/21 Megan Zlatos Cacciola
04/20/21 Mai Lor
04/19/21 Marisa Crowder
04/23/21 Michelle Doucette Cunningha
04/20/21 Missy Dugan
04/21/21 Megan Ellis
04/23/21 Melissa McGrath
04/20/21 Mitzi Stoute Faniola
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04/23/21 Michele Ritchlin
04/22/21 Michelle Romo
04/22/21 Michelle Sullivan
04/22/21 Mary Jane Cobb
04/22/21 Monica Jones
04/23/21 Melissa Mayville
04/21/21 Monae C Verbeke
04/23/21 Mary Ruble
04/22/21 May Sagbakken
04/20/21 Matt Watrous
04/14/21 Noelle Ellerson Ng
04/23/21 Vanessa Logan
04/21/21 Nithya Joseph
04/23/21 Nikki Yamashiro
04/23/21 Ocynthia Williams
04/22/21 Pamela Fossett
04/20/21 Paula Johnson
04/23/21 Patti Franchino
04/21/21 Philip Ferrari
04/20/21 Paddy Kauhane
04/23/21 Pamela Stewart
04/21/21 Rafiqah Hawkins
04/23/21 Rose DeStefano

04/23/21 Rich Mittelstedt
04/21/21 Richard Juris
04/23/21 Richard Raya
04/20/21 Rebecca Richards
04/23/21 Roger C. Rosenthal
04/23/21 Bill McBride
04/23/21 Russell Booker
04/21/21 Sarah Kidder
04/20/21 Sarah Bedy
04/19/21 Seth Gerson
04/22/21 Shoshana Davidoff-Gore
04/23/21 Stephanie Jackson
04/20/21 Sage Learn
04/23/21 Sally McNair
04/22/21 Sadie Norwick
04/23/21 Jessica Castaneda
04/21/21 Simone Ragland
04/22/21 Susan Stanton
04/23/21 Steve Fowler
04/22/21 Tamika Walker Walker Kelly
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04/22/21 Tom Haggard
04/23/21 Thomas Aiken
04/22/21 Timothy Daly
04/22/21 Todd Jaeck
04/23/21 Tanishia Johnson
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04/22/21 Trevor Lee
04/23/21 Toni Williams
04/23/21 Tiberius
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04/20/21 Tiffany Tony
04/23/21 Tyronna Hooker
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04/22/21 Vic Dreier
04/20/21 Teresa Wilson
04/23/21 Wendy Pestrue
04/23/21 Whitney Swander
04/23/21 Whitney Grubbs
04/22/21 Zelda Waymer
04/21/21 Katie Mazzie
04/22/21 Allison Jackson
04/22/21 Alferma Giles
04/20/21 Amanda Culbertson
04/21/21 Amanda Flanary
04/22/21 anneliese martinez

04/22/21 Antwan Perry
04/22/21 Angela Rutherford
04/23/21 Augusstina Reyes
04/22/21 Atalaya Sergi
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04/20/21 Catherine Green
04/22/21 Christina Fetzko
04/21/21 Claudia Ladd
04/21/21 Cindy Wall
04/22/21 Dayana Garcia
04/22/21 Daaiyah Bilal-Threats
04/23/21 Dionne Johnson
04/22/21 Erica Jones
04/23/21 Felicia Simpson
04/23/21 Terri Foulkes
04/23/21 Frederick D Bridges
04/20/21 Heather Craiglow
04/21/21 Henri Shimojyo
04/20/21 Jackie Govan
04/23/21 Jan Gilpin
04/22/21 Jenni Benson
04/21/21 Jessica Parnell
04/22/21 joel leonard
04/20/21 Joe Simpson
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04/22/21 Julia Steinberger
04/22/21 Karen Heying
04/20/21 Karin Wolfe
04/24/21 Kathleen Heubach
04/20/21 Kizzy Blackwell
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04/23/21 Latoya Holiday
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04/22/21 Laveta Wills-Hale
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04/24/21 Maria Cortes
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04/22/21 Megan Lowery
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04/24/21 Seline Szkupinski Quiroga

04/20/21 Dr. Omair Shamim
04/22/21 Dr. Primrose Cameron
04/20/21 Rebecca Marek
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04/20/21 Sade Akinbayo
04/22/21 sara Haldeman
04/23/21 Dr. Searetha Smith-Collins
04/22/21 Shyrelle Eubanks
04/23/21 Sarah Moon
04/23/21 Teri Ushijima
04/21/21 Vanessa Nelson-Eastmond
04/21/21 Wiley J Dobbs
04/23/21 Stephani Womack
04/23/21 Alison Curtis
04/20/21 Anne Louise Thompson
04/21/21 Angela McGuire
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04/21/21 Audrey Rudick
04/21/21 Betsie Kalicos
04/23/21 Bronwyn Roberts
04/20/21 Carol Seay
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04/23/21 Calynn Evans
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04/20/21 Christerralyn Brown
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04/21/21 BRIANNE KIRCHOFF
04/21/21 Elizabeth Ashton
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04/21/21 Kimberly Kennedy
04/19/21 Krish Mohip
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04/22/21 sherry swint
04/21/21 Sherry Hoyle Thomas
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04/21/21 Anna Young
04/21/21 Zelphine Smith-Dixon

04/20/21 Aaliyah Samuel
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04/20/21 Bryan Keohane
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04/20/21 David Cantrell
04/20/21 David Guardino
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04/23/21 Ed Vitelli
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04/21/21 keely Weber
04/23/21 Kelly Leon
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04/23/21 Minerva Gonzalez
04/20/21 Miriam Lund
04/20/21 patti curtis
04/20/21 perry williams
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04/20/21 Rich Wilson
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04/20/21 Sandra Deysson
04/20/21 Sarah Allen
04/22/21 Sarah Zevin
04/20/21 Susan Weigert
04/20/21 Terry Jackson
04/20/21 Travis Bryant
04/23/21 Victoria Hammer

Email

brittany.goetz@dese.mo.gov
 cheryl.jefferson@tn.gov
 cusher@doe.nv.gov
 ecurbelo@fortaleza.pr.gov
 jennifer.hernandez@illinois.gov
 jesse.ruiz@illinois.gov
 jhollidaysparrow@gov.nv.gov
 jon.sheehan@delaware.gov
 joseph.marro@maine.gov
 kendal.smith@vermont.gov
 kristin.weller@ccf.ny.gov
 lachelle.brant@wyo.gov
 mackenzie.eisen@illinois.gov
 maddy.thompson@gov.wa.gov
 mariana.padilla@state.nm.us
 meg.hassan@governor.ri.gov
 theresa.hawley@illinois.gov
 vijay.ramasamy@ks.gov
 aahmad@mvusd.net
 achapman@loleta.org
 adrian.manuel@wonderfulcollegeprep.org
 carmen.coleman@jefferson.kyschools.us
 christina_robbs@ksd.org
 chumneyd@norwalkps.org
 debra.yonke@republicschools.org
 dmea.president@isea.org
 dowings@spart6.org
 dschwartz@waterbury.k12.ct.us
 gperez@esc1.net
 janet.ohara@rvecnd.org
 jarellano@tjUSD.net
 jenny.hernandez@millersville.edu
 jrosebrock@rlisd.org
 kelly.lyman@mansfieldct.org
 lymankm@mansfieldct.org
 m.felton@stgeorgemsu.org
 maryjane.morris@ieanea.org
 melanie.rodriguez@new-haven.k12.ct.us
 mgoodman@psdr3.org
 mimurchis@yahoo.com
 mmoyer@ftsumnerk12.com
 mwang@resourcecoop-mn.gov
 oblackb@sasd.k12.pa.us
 psilva@bigvalleyschool.org
 pwright@tiu11.org

Title**Altern:**

Coordinator
 BE Specialist
 Education Programs Professional
 Director H S SCO
 Education Fellow
 Deputy Governor for Education
 Director of Legislative & Internal Affairs
 Senior Policy Advisor
 Senior Policy Advisor/Legislat Georget
 Director of Policy Development and Le
 NYSB5 Project Manager
 Senior Policy Advisor
 Education Analyst
 Governor's Education Policy Advisor
 Director of the Children's Cabinet
 PDG Manager
 First Assistant Deputy Governor, Educ
 Policy and Budget Advisor
 Professional Development Specialist
 Superintendent
 Superintendent
 Chief Academic Officer
 Director of Elementary Education
 Chief Academic Officer
 Director of Professional Learning & Ins
 President
 Superintendent
 Chief Academic Officer
 STEM Director
 Director
 superintendent
 Millersville College Assistance Migrant
 Superintendent
 Superintendent of Schools

 Superintendent
 Director of Teaching & Learning

 Director of Research and Evaluation
 IPD Lead
 Superintendent
 Director of Education Services
 Assistant Superintendent
 Superintendent/Principal
 STEM/STEAM Curriculum and Instruc

smorgan@bridgeportedu.net
staci.eddleman@jefferson.kyschools.us
yshimojyo@rcoe.us
allisoncreandavis@westat.com
allyrolfhus@westat.com
amybitterman@westat.com
ashley.libetti@bellwethereducation.org
bvuong@projectevident.org
caroline.parker@sri.com
carriemurthy@westat.com
cdwyer@rmcres.com
ckeirstead@rmcres.com
clarissamckithen@westat.com
deannafziger@westat.com
ebony.lambert@bellwethereducation.org
erinlomag@westat.com
gaylamey@westat.com
glynisjones@westat.com
hadleymoore@westat.com
hannah.jarmolowski@georgetown.edu
heatherzavadsky@westat.com
jcorbett@corbetteducation.com
jeremy.fritts@sri.com
jillammert@westat.com
katrina.boone@bellwethereducation.org
kaygallagher@westat.com
kbenton@adi.org
kelly.robson@bellwethereducation.org
kerriwills@westat.com
laura.anderson@georgetown.edu
liamristow@westat.com
liesl@everwideningcircles.com
lindsaywise@westat.com
matt.repka@bellwethereducation.org
moniquethornton@westat.com
mr1170@georgetown.edu
mrichel@adi.org
nancyhartman@westat.com
nanmathimanian@westat.com
priscillaquintanilla@westat.com
sakarimorvey@westat.com
alowe@pta.org
apena@chiefsforchange.org
ddomenech@aasa.org
sarah@naaee.org
acastanon@nea.org
advancenposolutions@outlook.com

Executive Director of Elementary Educa
Director, Federal & State Programs
Admiistrator

Director

Deputy Director

Director, Government Affairs
Associate, Member Support
Executive Director, AASA
Director of Policy & Affiliate Relations
Sr. program specialist- student health :
Network Policy Lead

adworkin@summerlearning.org
agood@bgcmo.org
akaiser@bgca.org
akim@bluemeridian.org
aknapp@bgca.org
alex.sema@smes.org
ally@stepupadvocacy.com
alyson.rotter@kitsapstrong.org
amanda@betteroregon.org
(b)(6)@gmail.com
amukuna@wested.org
anastasiag@bgcm.org
angelah@inpeace.org
angie@intempo.org
ann.jarrett@mnea.org
ann@achievebrowncounty.org
apiccirilli@bgcmetroballimore.org
apointexter@deltahalthalliance.org
ashank@bgcoho.org
asteines@afterschoolalliance.org
atrombley@unitedwayhelps.org
barks@mosba.org
barrosc@prel.org
bclarke@summerlearning.org
bdimarco@afterschoolalliance.org
beckyhoffman@rmpbackbone.org
beth.unverzagt@oregonask.org
bhaydin@bgca.org
bhickey@flafterschool.com
blaire.denson@v-post.org
bmanderfield@bgca.org
brent.mckim@jcta.org
(b)(6)@gmail.com
(b)(6)@gmail.com
(b)(6)@gmail.com
(b)(6)@gmail.com
carmen@thechildrensagenda.org
carolyn.winn@uwsd.org
cbrandon@svt.org
cchen@bgca.org
cdandino@racf.org
chall@afterschoolalliance.org
charlette.lindell@uwforyth.org
chelsey.a.fortin@maine.gov
(b)(6)@gmail.com
claire@nationofmakers.us
cmiller@sdparent.org

CEO
Executive Director
Director, Government Relations
Sr. Associate
Manager, Government Relations and /
Executive Director
Legislative Counsel
Network Manager
Director of Public Policy and Governm-
Education Consultant
Senior Program Associate
Program Director
Interim Program Director
Executive Director
Teaching and Learning Director
Director of Collaborative Action
Director of Program Quality
Assoc. VP of School-Based Programs
Executive Director
Vice President of Field Outreach
Director of Education Partnerships
Associate Executive Director
Senior Specialist
Director of Training & Technical Assist
Project Associate
CEO
Director
Director, Government Relations
Director
Executive Director
National Vice President Government F
President
Executive Director
Summer Camp Manager
Teacher
Network Director
Parent Advocacy coordinator
Senior Impact Manager
Project Coordinator
Senior Director, Youth Development P
Director
Communications Associate
Partnership Director
Director of Policy and Government Affi
Director of STEM Initiatives
MD State Representative
Executive Director

(b)(5) @gmail.com

craig@cosa.k12.or.us

csteinecke@afterschoolalliance.org

csullivan@azafterschool.org

dani.pierce@ccsso.org

daniellef@bgccolo.org

david.radcliffe@ctc2c.org

davisj@strivetgether.org

dbear@schoolsoutwashington.org

dbrown@tpt.org

deb@askresource.org

delia@impacttulsa.com

demmons@ilheadstart.org

devinr@thehenryford.org

director@waterburybridgetosuccess.org

director@waterburybridgetosuccess.org

dlewis@norwalkacts.org

dorothy@nationofmakers.us

drjoi@legacypathways.com

drjones@harlembgc.org

dromerocampbell@scholarsunlimited.org

eassadi@francisparker.org

ebarrera@medasf.org

(b)(5) @gmail.com

eddie.campbell@kea.org

efranks@naesp.org

ehegarty@afterschoolalliance.org

(b)(6) @gmail.com

emilyn@benetech.org

emitchell@mostnetwork.org

enimak@aol.com

epeterson@afterschoolalliance.org

erin.skene-pratt@uw-mich.org

esenter@nea.org

executivedirector@tvcog.net

ezamudio@piqe.org

ferinde@collaborativecommunications.com

gartland@towson.edu

gbrantley@unitedwaycfc.org

(b)(6) @gmail.com

ggullo@psea.org

gjohnson@dacc.org

(b)(6) @gmail.com

(b)(6) @gmail.com

heather@factoregon.org

hollymorehouse@vermontafterschool.org

hwhite@wakebgc.org

Founder

Executive Director

Communications Manager

Executive Director

Senior Associate

Executive Director

statewide policy director

Vice President, Policy & Partnerships

Policy & Advocacy Director

Child Development & Education Mana

assistant director

Senior Director Research and Policy

Associate Head Start State Collaborati

Advancement Officer

Executive Director

Executive Director

Manager of Implementation and Collat

Executive Director

CEO

Executive Director

President

Executive Director Horizons at Parker

Education Manager

Director

KEA President

Executive Director

Executive Associate

Communication Manager

Collection Development/ TVI/ COMS

Director

Executive Director

SVP of Policy

Interim Network Lead

Manager

Executive Director

VP, Program Development

Partner

Liaison Committee Co-Chair

Director

Director

Assistant Director for Education Servic

Business Advisor

Project Director

Executive Director

Program Lead

Executive Director

Director

hwitt@uwpiedmont.org
info@beyondlimitsacademics.org
(b)(6)@gmail.com
iris@orc3s.org
jacqui@marinpromisepartnership.org
james.mcconchie@uwsd.org
jancarzb@strivetogether.org
jason@mechaspark.com
jcousino@afterschoolalliance.org
jcrawford@bgch.com
jedmison@ctacusa.com
jenna@txpost.org
jgough@breakthroughcollaborative.org
jgrant@afterschoolalliance.org
jmartinez@unitedwaygw.org
jmlaguna@anjc.net
(b)(6)@gmail.com
josh.stine@bgcaz.org
jparker@learnwithsam.org
jrinehart@afterschoolalliance.org
julian.mcgilvery@tacomaparks.com
julieb@c2cmn.com
juliet@marinpromisepartnership.org
kallen@bgca.org
karen.dubois-garofalo@unh.edu
kari@igniteafterschool.org
katewarren@art120.org
kathleen.airhart@ccsso.org
katy@hilltopartists.org
kclabaugh@bgca.org
(b)(6)@gmail.com
kelly.dolan@uvm.edu
kim@ontrackwc.org
kimberly@achieveescambia.org
kkeith@hilltopartists.org
klandes@georgiavoices.org
kpfannenstiel@air.org
kpolokonis@stemstl.org
kristina.scott@learntoearnadayton.org
kurupr@strivetogether.org
ladeana@yahoo.com
lbach@citci.org
lee.kadinger@sealaska.com
leslie@summerlearning.org
lflippin@greatlakesbay.org
lgibbons@shehancenter.org
lhasanadka@indianaafterschool.org

Vice President of Community Impact
Co-Founder
CEO
Director
Coordinator of Partnership Operations
Data and Evaluation Manager
Chief of Staff
Owner
Senior Adviser
Grants & Data Manager
Chief Officer, National Field Operation
Executive Director
Chief Development Officer
Executive Director
Vice President of Community Impact
Youth Advocate
Trustee
State Coordinator
Director, Child, Youth and Family Initia
Senior VP, Strategy & Programs
Supervisor Whole Child Initiative
Executive Director
Director of Countywide Antiracism
Government Relations Director
Lead Early Learning Coach
Executive Director
Executive Director
Program Director
Deputy Director
Director of Government Relations
Vice Chairman, Omaha STEM Ecosys
Program Coordinator
Executive Director
Executive Director
Executive Director
Director
Senior Researcher/TA Provider
Program Manager
CEO
Senior Director
Educational committee lead
Manager
Chief Operating Officer
Director of Program and Systems Qua
STEM Initiative Leader
Executive Director
Chief Executive Officer

lholdheide@air.org
ljackson@stemnola.com
lkent@bgca.org
lshelton@graduatetacoma.org
lsimmons@horizonsgreaterwashington.org
lsmith@horizonsnational.org
ltaylor@indianabgc.org
lynn.betts@frcd.org
m.camou@akronzoo.org
manums@hawaii.edu
mariap@childrensaidnyc.org
markj@reapusa.org
marrasmith@pltw.org
maureeng@girlsinc-md.org
mbunn@sdsu.edu
mcacciola@akhf.org
mclor@tpt.org
mcrowder@mcrel.org
mdc@ctafterschoolnetwork.org
mdugan@bgca.org
(b)(6)@gmail.com
melissa.mcgrath@ccsso.org
mfaniola@bgca.org
mhayakawa@tpt.org
michele@oanohio.org
michelle.romo@laiopua.org
michelle@wycf.org
mjcobb@isea.org
mjones@invent.org
mmayville@nea.org
monae.verbeke@freechoicelarning.org
mruble@kea.org
msagbakken@nmost.org
mwatrous@bgca.org
nellerson@aasa.org
(b)(6)@Gmail.com
nithya_joseph@newprofit.org
nyamashiro@afterschoolalliance.org
owilliams@hrepinc.org
pamela.fossett@alaedu.org
paula.johnson@idra.org
Pfranchino@makerdepotacademy.org
(b)(6)@gmail.com
pkauhane@bgch.com
pstewart0304@nyu.edu
(b)(6)@gmail.com
rdestefano@childrensaidnyc.org

Managing Technical Assistance Const
Chief Operating Officer
Director
Expanded Learning and Community E
Program Director
CEO
Executive Director
Parent support
Grant Writer
Kaikaina Program Director
Community School Director
Executive Director
Director of School Engagement
Executive Director
Director
Director of Programs
Outreach Specialist
Researcher
Executive Director
SVP, Government Relations
Executive Director
Chief of Staff
Executive Director
Project Director
Executive Director
Program Director
Director
Executive Director
COO
Sr. Policy Analyst
Director of Evaluation
Executive Director
Executive Director
Director of Government Relations
Associate Executive Director, Advocac
Founder & CEO
Director of Advocacy
Afterschool Alliance
Co-Director
Education Policy & Professional Practi
Director
President
Educational Consultant
President & CEO
President
Entrepreneur
Senior Director of Collective Impact

rich.mittelstedt@sdea.org
robbin@intempo.org
rraya@medasf.org
richards@mtempowermentcenter.org
rosenthal@mlap.org
rsolt@nga.org
rwbooker@learnwithsam.org
sarah@netbbc.com
sbody@bgca.org
sgerson@nga.org
shoshana@baltimorespromise.org
sjackson@air.org
slearn@bgca.org
smcnair@washingtonea.org
snorwick@nms.org
[b](6)@gmail.com
sragland@wnsystem.org
stantons@actnowillinois.org
steve_fowler@fowlerhoffman.info
tamika.walkerkelly@ncae.org
tazzarella@alaskachildrenstrust.org
thaggard@savechildren.org
thomas@zearn.org
tim.daly@ednavigator.org
tjaeck@thescea.org
tjohnson@unitedwaytucson.org
[b](6)@aol.com
tlee@malamaaina.org
toni.williams@conncan.org
tpuravet@bellevuewa.gov
trhughes@bgcta.org
ttony@yuut.org
tyronna.hooker@conehealth.com
vananh@seeding-success.org
Vanaver
vdreier@pltw.org
[b](6)@gmail.com
Wendy.Pestruel@unitedwaytoledo.org
whitney.swander@betteroregon.org
whitney@betteroregon.org
zeldawaymer@scafterschool.com
[b](6)@comcast.net
alferma.crawford@uth.tmc.edu
amanda.culbertson@state.co.us
amanda.flanary@ky.gov
ani@martinez.works

Teaching and Learning Coordinator
Grants Manager
Director of Mission Promise Neighbor
Executive Director
Executive Director
Executive Director
Executive Director
Director/Lobbyist
Director
Program Director
Program Coordinator, Baltimore Sumn
Managing Director
National Director of Government Relat
Federal State Education Policy Implerr
Senior Manager STEM Solutions and I
Director
Executive Director
Network Lead
Consultant
President
Director
Director
Marketing Associate
CEO
Executive Director
Family and Community Empowerment
Senior Fellow
Program Manager
Advocacy Manager
Recreation Program Coordinator
Executive Director
Director of Operations
Executive Director
NSI Network lead
CEO
Director
Founder/Executive Director
CEO
Data and Research Director
Executive Director
President & CEO
Network Director
President
Director
Family Engagement Manager
Kentucky Head Start Collaboration Dir
director/producer

aperry@nea.org
araines@olemiss.edu
areyes7@uh.edu
asergi@cns.gov
ashley@samlabs.com
barbara.cooper@ece.alabama.gov
beth.caron@acf.hhs.gov
brittany.n.doss@wv.gov
catherine.green@dhs.ri.gov
christinafetzko@westat.com
(b)(6)@gmail.com
cynthia.wall@illinois.gov
dayana.garcia@acf.hhs.gov
dbilal@nea.org
dijohnson@wellmore.org
ejones@maetoday.org
fmsimpson@ua.edu
foulkest@missouri.edu
fred@7mindsets.com
heather.craiglow@state.co.us
hshimojyo@logosedsys.com
jackie.govan@arheadstart.org
jan.gilpin@acf.hhs.gov
jenni.benson@nsea.org
jessica@polyweb.net
(b)(6)@gmail.com
jsimpson@mcrel.org
jthompson@nea.org
julia.steinberger@hecc.oregon.gov
karen.heyng@acf.hhs.gov
karinwolfe@westat.com
kheubach@uwf.edu
kizzy.blackwell@ccsso.org
kmooney@serve.org
kristin.kane2@acf.hhs.gov
latoya.holiday@dpi.wi.gov
(b)(6)@hotmail.com
lwillshale@astate.edu
(b)(6)@gmail.com
maddie.fennell@nsea.org
mark.geary@dsu.edu
(b)(6)@gmail.com
mike.beranek@isea.org
mlowery@stancoe.org
morten@samlabs.com
mparrsanchez@neanm.org
mssa@asu.edu

Sr. Policy Analyst
Professor
professor emerita
Director, AmeriCorps Seniors
Education Implementation Specialist
Secretary
Social Science Analyst, State Systems
Head Start State Collaboration Director
Rhode Island Head Start Collaboration
Research Analyst
Literacy Consultant
Bureau Chief/Interim Head Start Collab
Disabilities Specialists
Senior Advisor to the Executive Direct
ECCP Consultant
President
Director, Alabama Afterschool Commu
Executive Director
Sales Manager
Head Start Collaboration Office Direct
Senior Education Science Consultant
Director
Program Specialist
President
CEO
Makers Maker
director
Senior Policy Analyst
Systems Alignment Manager
Senior Project Analsyt
Training Coordinator
associate professor
Program Associate
Program Specialist
Communication and OutReach
Special Assistant to the State Superint
Business Development
Network Director
Teacher / Member of Leaders for Just
Executive Director
Associate Professor
Intern
President
Director
VP Product & Customer Success
President
Program Director

omair.shamim@dhw.idaho.gov
primrose.cameron@floridaea.org
rebecca.marek@acf.hhs.gov
regina@deasn.org
richard.tulikangas@vermont.gov
rrodriguez@cftexas.org
s.wellens@thetactilegroup.com
sakinbayo@insightpolicyresearch.com
sara.haldeman@fssa.in.gov
searetha@7minsets.com
sheubanks@nea.org
smoon@learn.k12.ct.us
teri.ushijima@k12.hi.us
vanessa.nelson-eastmond@acf.hhs.gov
(b)(6)@gmail.com
womack@daltonchamber.org
acurtis@remstacenter.org
althomp@wested.org
amcguir@wested.org
ampeterson@air.org
audrey.rudick@aemcorp.com
betsie.kalicos@acf.hhs.gov
broberts@seiservices.com
carol.seay@aemcorp.com
ccaldwe@wested.org
cevans@seiservices.com
chandlerdixon@westat.com
chbrown@air.org
chris.thacker@uky.edu
colleenm.riley@outlook.com
crussell@policystudies.com
daniellecrain@westat.com
djesse@msudenver.edu
dmeinde@wested.org
dmello@wested.org
dphilli2@wested.org
dsacco@air.org
evensens@prel.org
evenstad@msudenver.edu
(b)(6)@gmail.com
jarnold@wested.org
jenniferschaaf@westat.com
jscala@air.org
kimberlyhambrick@westat.com
knagle@wested.org
kristenpugh@westat.com
kristin.knorr@k12.nd.us

Idaho Head Start Collaboration Direct
Director of Professional Development
Child Care Program Specialist
Director
Director, Linking Learning to Careers
Senior Director
Project Manager
Research Assistant
Youth Vocational Counselor
Chief Academic Officer
Senior Policy Analyst
Director of Special Services
Interim Assistant Superintendent
Supervisor/Manager
Education Consultant / Retired Superir
Director of Education
Director of Information & Product Man
Part B Technical Assistance Coordinat
Project Director
Senior Researcher
State Liaison
Program Specialist
Director
TA Specialist
Education Program Associate
Sr. Technical Assistance Liaison
Training & Development Specialist
Technical Assistance Consultant
State Liaison and TA Specialist
TA Provider
Senior Managing Director
CCNetwork Liaison Lead and State Li
Principal Analyst
Project Coordinator
Senior Research Associate
Project Director
TA Consultant
Evaluation Specialist
Executive Director WEEAC
President
Project Director
IDC TA Provider
Principal Researcher
Director
Senior Program Associate
Education Specialist
North Dakota Afterschool Network Lea

lartzi@air.org
laurajohnson@westat.com
lauricelli@westat.com
lewistj@missouri.edu
lfox2@wested.org
mara.hitner@matterhackers.com
(b)(6)@gmail.com
megan.vinh@unc.edu
mhmgreer@aol.com
michelecheney@escmail.org
mrovins@wested.org
nohara@wested.org
(b)(6)@gmail.com
pnewbegin@unitedwaytucson.org
reneeecckles-hardy@westat.com
rfitzpa@wested.org
sarahwalters@westat.com
sderuvo@wested.org
sdoutre@wested.org
shawnpetty@westat.com
shayes@wested.org
sprater@air.org
steven.smith@usu.edu
swilliamson@air.org
tanyacollins@westat.com
terry.long@sped-data.com
tommunk@westat.com
tony.ruggiero@aemcorp.com
tstreit@edc.org
twillia2@wested.org
verastrouprentier@westat.com
wball@air.org
kpardoe@mott.org
melinda.wyantjansen@bgcmilwaukee.org
psegal@encore.org
acolton@rmcres.com
alayland@adi.org
(b)(6)@gmail.com
(b)(6)@gmail.com
amyjom@serrc.org
annwebber@westat.com
anushkashirali@westat.com
(b)(6)@hotmail.com
aracelis.gray@icf.com
bernies@serrc.org
bjohnson@serve.org
bthrift@serve.org

Senior Researcher
TA Provider
Education Specialist
Professor and Co-Director
Director, Early Intervention, Resilience
Strategic Partnerships, 3D Printing
Consultant
Co-Director
Leadership Consultant
Assistant Director
Deputy Director
TA provider
Dr.
Impact Director
State liaison
Director, National Center for Systemic
TA Specialist/State Liaison
TA Provider
TA Provider
Senior Project Director
Technical Assistance Provider
Senior Technical Assistance Consultant
Associate Director
Director
IDEA Data Center Technical Assistant
Technical Assistance Specialist
Principal Research Associate
Technical Assistance Specialist
Principal Investigator
Sr. Program Associate
TA Specialist
Senior TA Consultant, AIR
Program Officer
VP of Programs
Senior Fellow
Co-coordinator
Chief Education Strategist
Chief Education Strategist
WMCC Region 10 Director
Education Specialist
Region 5 CC project co-lead
Capacity Building Manager - Region 14
State Manager
State Coordinator
Center Director Region 16 CC
Specialist for State Projects
Communications & Dissemination Lead

cbeatso@wested.org
cgarrett@serve.org
cho@prel.org
cnicastro@aemcorp.com
dbrown@serve.org
dlewis@mcrel.org
dmoeckel@kasb.org
(b)(6)@gmail.com
dsigman@wested.org
dzabala@wested.org
ebarnes@rmcres.com
emorgan@edanalytics.org
(b)(6)@gmail.com
ghancock@serve.org
hgoertzen@rmcres.com
hmattso@wested.org
jacob.williams@educationnorthwest.org
jarvis@rmcres.com
jeffreys@serrc.org
jennifer.esswein@educationnorthwest.org
jhildreth@policystudies.com
jlockwood@ets.org
john@jlwcommunications.net
jriccards@rmcres.com
jschwarz@rmcres.com
kallen@mcrel.org
kandace.jones@icf.com
kbutter@wested.org
kerry.hoffman@icf.com
kimberly.barnes@educationnorthwest.org
klewis@serve.org
kristinnafziger@westat.com
lashley@learningcurveec.com
laurataylor@westat.com
lauren.jetty@aemcorp.com
lauren.matlach@aemcorp.com
lawrencej@prel.org
lori.vandeborne@aemcorp.com
lrutledge@ctacusa.com
mattsonb@rmcres.com
mgraziano@ets.org
mmancus@wested.org
monica.young@aemcorp.com
mpeters@wested.org
odangoe@prel.org
pcox@rmcres.com
razzam@rmcres.com

Deputy Director of Operations
Early Childhood Program Specialist
Specialist
Virginia Co-Lead
NC State Liaison
Director
Kansas Co-Lead
State Liaison
Senior Managing Director
Senior Technical Assistant Consultant
Principal Investigator/Officer-In-Charge
Deputy Director, Region 10
Education Specialist
Co-Director
R7CC Deputy Director
Deputy Director, Region 15 Comprehe
Senior Researcher
Senior Research Associate
Alaska State Director
Researcher
Director
Director
Region 5 Comprehensive Center subj
State Coordinator
Research Associate
Deputy Director
Co-Director
State Level TA Specialist
Indiana Co-Coordinator
Director
Project Director
Center Director
Virginia Co-Lead
Region 5 Comprehensive Center Dept
Senior Research and Evaluation Asso
Subject Matter Expert
Education Specialist
Subject Matter Specialist
Director of Personalized Learning
Senior Research Associate/Region 8 C
Education Specialist
Director
State Co-Lead / Subject Matter Expert
Co-Director, Region 15 Comprehensive
Director, Region 18 Comprehensive C
Technical Assistance Provider
Senior Research Associate

rebecca.valenchis@aemcorp.com
sancheze@prel.org
sandersk@rmcres.com
saykos@rmcres.com
sbarzee@wested.org
shaunaharps@westat.com
sirvine@aemcorp.com
snowk@rmcres.com
sreynolds@ctacusa.com
stherriault@air.org
sturner@rmcres.com
t.j.horwood@icf.com
tamaranimkoff@westat.com
tporter@mcrel.org
villagomezl@prel.org
wilsonm@prel.org
yourupip@prel.org
yourupip@prel.org
ywoods@policystudies.com
abowen@citci.org
angela.harris28@yahoo.com
bbryant@humer8.k12.mo.us
bkirchoff@acsghosts.org
bridget.ashton@honeoye.org
carolyn.starr@asu.edu
clendening_cortney@salkeiz.k12.or.us
dow.dorean@desoto.k12.mo.us
dpabolinger@cableone.net
drademacher@patokaschool.com
erik.toren@utrgv.edu
fabiana.cesa@nova-labs.org
(b)(6)@gmail.com
haguirre@tvcc.cc
hardyr@pantheremail.com
harrissn@missouri.edu
hguzman@yvcc.edu
hjarrett@reedpoint.k12.mt.us
hplanas@bridgeportedu.net
jcarlisle@wilderschools.org
jeppsonm@pantheremail.com
(b)(6)@gmail.com
jschwartz@dtsschools.org
keith.haynes@cloverport.kyschools.us
lavazquez4@uh.edu
(b)(6)@gmail.com
leona.alexander@boiseschools.org
(b)(6)@gmail.com

State Co-Lead and Subject Matter Exp
Senior Program Specialist
Ohio Co-Coordinator
TA Specialist
Senior Director of State Education Ser
R5CC State Co-Lead
Michigan Co-Coordinator
Office Director, TA Specialist
State Co-Lead for Missouri
Director
Director
Co-Director
Principal Research Associate
Managing Consultant
Deputy Director
Director, Region 19 Comprehensive C
Senior Program Specialist
Senior Program Specialist
Staff
ANEP Project Manager
Teacher
Title I
Business Administrator
Superintendent
Director
Teacher
Assistant Superintendent C&I
Special Education Services Teacher
Superintendent
Director
Assistant Director
Family and Community Support Coord
Director - High School Equivalency Pr
Chief Administrative Officer
Assistant Dir. Of Charter Schools
Director
Superintendent/Principal
Executive Director of Elementary Educ
Principal
Elementary Principal
Special Education Case Manager
Curriculum Supervisor
Superintendent
Program Coordinator
Ms.
GATE Facilitator
Diversity Consultant

matt.pollock@k12.sd.us
mbarnum@brunswickschool.org
(b)(6)@gmail.com
(b)(6)@gmail.com
natasha.rivers@bridgeportct.gov
ocorrea@csu.edu
parkhye@hawaii.edu
(b)(6)@gmail.com
rcantrell@sd365.us
relmhorstfriemoth@mellendiggers.org
rsanchez@ossiningufsd.org
sdimitroff@ftsumnerk12.com
(b)(6)@gmail.com
stthomas@isd836.org
tsmith@palomaesd.org
abranzspall@mt.gov
acthibault@doe.nv.gov
adietrich@doe.in.gov
aknop@sde.idaho.gov
alan.haarstad@state.sd.us
alexa.pearson@ode.state.or.us
alfred.ada@cnmipss.org
allie.gardner@alaska.gov
allisonward.smith@mass.gov
amanda.duvall@alaska.gov
amartin@alsde.edu
ana.riley@ride.ri.gov
andre.prahl@state.mn.us
angelica.allen-mcmillan@doe.nj.gov
angelica.infantegreen@ride.ri.gov
anne.bordonaro@vermont.gov
aurelia.ortiz@doe.virginia.gov
beth.blumenstein@state.or.us
bethany.swonson@fldoe.org
billy.bennett@ky.gov
bobbie.burnham@state.mn.us
brad.clark@sde.ok.gov
Brian.Murphy@DOE.in.gov
(b)(6)@gmail.com
brigitte.stacy@education.ky.gov
bugniv@michigan.gov
carrie.mcdaniel@education.ky.gov
cdooley@doe.k12.ga.us
cecilia.roe@maryland.gov
cflores@doe.in.gov
cheryl.lang@maine.gov
chris.soto@ct.gov

Elementary/Colony Principal
Executive Director
Mrs.
Director
Lighthouse Site Monitor
Director
Associate Professor
Teacher
Superintendent
Superintendent
Superintendent
Elementary Principal
Special education teacher
Superintendent
Federal Programs Specialist
MT Director Title i Part C Migrant Educ
Superintendent acthibau
Director of Title Grants and Support
ELA/Literacy Coordinator
21 Century Community Learning Cent
Director of Standards and Instructional
Commissioner of Education
Program Administrator
Grant Coordinator
Education Specialist II
Assistant State Superintendent edavis@
Deputy Commissioner for Instructional
Agency Finance Director
Acting Commissioner Helene.I
Commissioner of Education lauren.M
Division Director, Federal & Education

Senior Strategist for Well Rounded Le
Interim Chief of Staff Jessica.
Executive Director
Asst Commissioner, Office of Teaching
general counsel Marley.E
Executive Director, IDE
Chief Strategy Officer
Kentucky 21st CCLC SEA Administrat
Special Assistant to the Deputy Superi
Professional Learning Coordinator
Deputy Superintendent
Director of ELA, Professional Learning
Chief Academic Officer
ESEA Federal Programs Director

christina.coughlin@nysed.gov
christina.weeter@education.ky.gov
christine.alois@doe.k12.de.us
christine.mccormick@tea.texas.gov
christy.hendricks@mt.gov
christy.thompson@maryland.gov
cmedina@pa.gov
colt.gill@ode.state.or.us
cox_m@cde.state.co.us
cpeterson1@doe.in.gov
csimmons@doe.k12.ga.us
cwiley@isbe.net
cwright@mdek12.org
daniel.french@vermont.gov
danielle.netzer@wyo.gov
david.frank@nysed.gov
david.millanti@education.ky.gov
dawn.fitzhugh@azed.gov
deborah.clark@state.nm.us
deborah.knoll@tn.gov
deborah.riddle@alaska.gov
debra.ward@maryland.gov
dechelle.johnson@nysed.gov
dfishbeck@nd.gov
donald.fairheart@doe.virginia.gov
duane.kline@education.ky.gov
edavis@alsde.edu
elisa.alvarez@nysed.gov
elizabeth.hack@education.ky.gov
em.cooper@la.gov
ematias@isbe.net
emma.chavez@azed.gov
eric.billiet@state.mn.us
eric.hall@fldoe.org
etowler@doe.in.gov
frank.edelblut@doe.nh.gov
glenna.gallo@k12.wa.us
gretta.hylton@education.ky.gov
gteevens@nd.gov
haniford_r@cde.state.co.us
hcalomese@cde.ca.gov
heidi.schultz@k12.wa.us
henri.murphy@tn.gov
hodgesr3@michigan.gov
holly.coy@doe.virginia.gov
holly.edenfield@fldoe.org
hooverj@doe.nv.gov

Assistant Commissioner for School Gr
Division Director
Deputy Secretary of Education
State Coordinator 21st CCLC
Federal Grants Coordinator
Executive Director
Division Chief
Director of the Oregon Department of I
Director, Office of Culturally and Lingu
21st CCLC Grant Specialist
CARES Act Program Manager
Director-Wellness

Secretary of Education Heather.
CARES/CRRSA Grant Manager
Executive Director of Educational Inno
Division of School and Program Impro
AZ Dept of Ed 21st CCLC Title IV-B S
Director of Special Education
Director of K12 Programs and STEM i
Division Operations Manager, IEE
Coordinator of Math

Chief of Staff
Deputy Superintendent and Chief of St
Program Consultant
Assistant State Superintendent of Stuc
Associate Commissioner of Bilingual E
Office of the Commissioner of Educati
Executive Director of Academ Louisiana

AZ Department of Education 21st CCL
Expanded Learning Specialist
Senior Chancellor Jessica.

New Hampshire Education Cr Angela.
Asst. Superintendent
associate commissioner
Director of Special Education
Associate Commissioner
State Director of Special Education
21st CCLC Program Supervisor
Head Start State Collaboration Directo
Manager, Curriculum and Instruction L
Assistant Superintendent of Policy, Eq
Executive Staff Director
Education Programs Professional (EPI

ira.schwartz@nysed.gov
jan.sellers@education.ky.gov
jane.cronin@state.sd.us
jared.ochs@fldoe.org
Jason.Callahan1@doe.in.gov
jason.glass@education.ky.gov
jason.harmon@nysed.gov
jbrady@cde.ca.gov
jeff.plaman@state.mn.us
jeff.plaman@state.mn.us
jennie.defriez@schools.utah.gov
jennifer.dang@k12.hi.us
jennifer.smith@dpi.nc.gov
jessica.paris@alaska.gov
jhelfer@isbe.net
jim.tackett@education.ky.gov
jjensen@doe.in.gov
jkeller@doe.in.gov
jkolosky@nd.gov
jmiller@cde.ca.gov
jnelson@mdek12.org
[redacted]@hotmail.com
jordan.varilek@state.sd.us
kamille.sheikh@schools.utah.gov
karyl.a.resnick@mass.gov
kathleen.a.vestal@doe.nh.gov
kathleen.decataldo@nysed.gov
kathleen.ehling@doe.nj.gov
kcote@doe.nv.gov
kelli.dickey@dese.mo.gov
kelly.foster@education.ky.gov
keltyn@michigan.gov
kelvin.roldan@ride.ri.gov
ken.greenbaum@ode.state.or.us
Kevin.Hoeft@fldoe.org
kim.buxenbaum@doe.nj.gov
kim.wilkins@nysed.gov
kimberly.berry@fldoe.org
kimberly.kennedy@ks.gov
kmohip@isbe.net
kmokofisi@doe.nv.gov
krystafer.redden@ride.ri.gov
ksey@sde.idaho.gov
lana.green@maryland.gov
leah.walker@doe.virginia.gov
leslie.doyle@la.gov
linda.reviea@doe.virginia.gov

Education Specialist
MTSS Coordinator
21CCLC State Coordinator
Assistant Deputy Chancellor of Public

Commissioner of Education
Assistant Commissioner, Office of Acc
Education Administrator
Online and Digital Learning Specialist

Effective Instruction Coordinator-Speci
Analyst
Program Administrator
Alaska 21st CCLC Program Manager
Deputy Officer – Instructional Educatio
Coordinated School Health Project Dir

Director - Office of School Approval &
Education Programs Assistant
Executive Director of Federal Program
Education Advisor
Title Programs Administrator

21st CCLC Coordinator
21st CCLC State Coordinator
Assistant Commissioner Office of Stuc
Acting Assistant Commissioner
Education Programs Professional

Associate Commissioner
Director
Deputy Commissioner of Education
Director of Digital Learning and Educa
Education Policy Development Directo
Director, Office of Special Education
Deputy Commissioner, P-12 Instructio
Assistant Bureau Chief & Director of 2
Head Start Collaboration Director

Education Programs Professional
Transformation Specialist
Director, Federal Programs
Coordinator of ELA
Director, Office of Equity & Community
Early Childhood Chief of Staff
Special Projects Coordinator

lisa.nagamine@k12.hi.us
lisa.sireno@dese.mo.gov
liz.ross@ode.state.or.us
lizzie.cosse@la.gov
lkfredericks@nd.gov
lmatzke@nd.gov
lori.masseur@azed.gov
loriann.curtin@nysed.gov
lowerr@michigan.gov
lschemel@doe.in.gov
marcia.sprankle@maryland.gov
margee.robertson@wyo.gov
margie.vandeven@dese.mo.gov
margo.delaune@bie.edu
marissa.akui@k12.hi.us
mary.herman@maine.gov
marybeth.casey@nysed.gov
matfranquez@gdoe.net
matt.sewell@ade.arkansas.gov
matthew.courtney@education.ky.gov>,
mcardoza@doe.k12.ga.us
mcintyrer1@michigan.gov
meredith.brewer@education.ky.gov
michael.bolling@doe.virginia.gov
micki.ray@education.ky.gov
misty.higgins@education.ky.gov
msauter@doe.nv.gov
mwhitney@sde.idaho.gov
natasha.stein@education.ky.gov
nholsapple@doe.in.gov
noemi.trevino@state.mn.us
nsmithers@doe.in.gov
page.nichols@maine.gov
pam.thomas@dese.mo.gov
patrick.halladay@vermont.gov
pender.makin@maine.gov
penny.rodriquez@wyo.gov
pmpcherson@sde.idaho.gov
proebstles@michigan.gov
quentina.timoll@la.gov
rachael.bergstrom@dpi.wi.gov
rachel.engler.bennett@state.ma.us
racquel.berry@vide.vi
raeberhardt@nd.gov
raquel.gwynn@state.or.us
rhutchins@doe.nv.gov
rleclaire@doe.in.gov

Educational Officer Sub
Standards and Assessment Administra
Director of Federal Systems
EPC 5A

Director, Office of Indian/Multicultural E
Assistant State Superintendent
AZ Head Start Collaboration Office Dir

Director of Preschool and Out -of-Sch

Assistant State Superintendent
State Director of Special Education
Commissioner of Education
Acting Associate Deputy Director
Community Engagement Director
Special Projects, Office of the Commis
Asst. Commissioner
Interim Public Information Officer
Director of Special Programs

Director of External Affairs & K-12 Pub
Supervisor
Director of Education Policy

KDE Division Director
Professional Learning Coordinator
Education Program Supervisor

State Special Education Director
Migrant Education Program Specialist
Communications Specialist
Chief Innovation Officer
Early Learning Chief
Director of Education Quality
Commissioner of Education
State Superintendent of Public Instruct

Literacy Manager
LDOE Chief of Staff Amy.Lar
Assistant Director, Title 1 and School S
Associate Commissioner, Stuleldamy,
Commissioner of Education
21st Century Community Learning Cer
21st CCLC Education Specialist
Education Program Professional

rlemonis@mdek12.org
robyn.widley@state.mn.us
rundquist_c@cde.state.co.us
sally.reynolds@state.mn.us
samantha.hollins@doe.virginia.gov
shanthia.washington@alsde.edu
sharon.fishel@alaska.gov
shawanda.beale@doe.nj.gov
sheila.oehrlein@state.mn.us
shelley.hamel@wyo.gov
sherry.swint@k12.wv.us
sherry.thomas@dpi.nc.gov
shrewsburya@michigan.gov
snevillemorgan@cde.ca.gov
spiper@mfpe.org
srickenbach@cde.ca.gov
stephen.appleby@doe.nh.gov
steven.hicks@maryland.gov
steven.katz@nysed.gov
supanika.ackerman@alaska.gov
superintendent@wyo.gov
swedin@cde.ca.gov
sybarra@sde.idaho.gov
tamara.mouw@dpi.wi.gov
tamara.vanwyhe@alaska.gov
tamilah.richardson@doe.virginia.gov
tania.may@k12.wa.us
tanya.morin@dpi.wi.gov
tara.powe@dpi.nc.gov
tara.rodriquez@education.ky.gov
tdriver@sde.idaho.gov
tenette.smith@mdek12.org
teresa.lesage@dpi.wi.gov
thomas.williams@education.ky.gov
thomasa27@michigan.gov
thoresonl@michigan.gov
tmcourtrey@sde.idaho.gov
tonia.carriger@fssa.in.gov
tracy.hinds@dese.mo.gov
tracy.vandeventer@schools.utah.gov
tres.hanna@maryland.gov
tyson.ledgerwood@state.nm.us
valerie.emrich@maryland.gov
wendy.wilson@ade.arkansas.gov
wilsjoel@isu.edu
young_a@cde.state.co.us
zsmith@doe.k12.ga.us

Executive Director of Special Education
Director of Special Education
Twice-Exceptional Coordinator
Extended and Alternative Learning Sp

Assistant State Superintendent
Education Specialist
Assistant Director
Supervisor
Chief Academic Officer
Coordinator
State Director, Exceptional Children

Deputy Superintendent
Director of Research & Bargaining
Program Consultant
Director
Assistant State Superintendent
Assistant Commissioner for State Ass
Education Specialist II/ Head Start Col
Wyoming Superintendent of F penny.rc
Administrator

Director of Teaching & Learning
Division Director
Associate Director of Early Childhood I
Director of Special Education
Education Consultant, 21st CCLC Pro
Program Administrator

Executive Director, Elementary Educat
Education Consultant
Executive Strategic Policy Analyst
Education Consultant
Manager, Preschool and OST Learning
Deputy Superintendent of Operations
Indiana Head Start State Collaboration
Deputy Commissioner
Director
Sydnee.
Head Start Collaboration Office Directo
21st CCLC SEA Coordinator
Director of Math, Instructional Technol
21st CCLC Director
Idaho Deputy Superintendent of Opera
Community Partnership Specialist
State Director

aaliyah.samuel@ed.gov
alice.kinney@ed.gov
amy.bae@ed.gov
anastasia.cummins@ed.gov
brian.detman@ode.state.or.us
bryan.keohane@ed.gov
charm.smith@ed.gov
cynthia.obrien@ed.gov
danielle.smith2@ed.gov
david.cantrell@ed.gov
david.guardino@ed.gov
debra.taylor@doe.k12.de.us
edward.vitelli@ed.gov
elisa.alvarez@ed.gov
erin.shackel@ed.gov
esley.newton@ed.gov
felicia.goss@ed.gov
jessica.mckinney@ed.gov
julia.martin.eile@ed.gov
keely.weber@ed.gov
kelly.s.leon@ed.gov
lucille.sleger@ed.gov
matthew.soldner@ed.gov
melissa.w.moritz@ed.gov
minervag@csusm.edu
miriam.lund@ed.gov
patti.curtis@ed.gov
perry.williams@ed.gov
priscilla.irvine@ed.gov
rebekka.meyer@ed.gov
richard.wilson@ed.gov
rita.foy.moss@ed.gov
sandra.deysson@ed.gov
sarah.allen@ed.gov
sarah.zevin@ed.gov
susan.weigert@ed.gov
terry.jackson@ed.gov
travis.bryant@ed.gov
victoria.hammer@ed.gov

Deputy Assistant Secretary, State, Local
Program Officer, Education Program Specialist
Education Program Specialist
Program Officer
Director
Program Officer
program officer
Program Officer

OSEP Deputy Director
ADD
Head Start Collaboration Office Director
Group Leader
Associate Commissioner
Education Program Specialist
Education Program Specialist
Program Officer
Grants Policy Officer
Education Specialist
Education Program Specialist
Press office
Education Program specialist
Commissioner, National Center for Education
Afterschool and Summer Learning Fellowship
Director Title V-PASO
Group Leader for the Nita M. Lowey 21st
STEM Fellow
project officer
Education Program Specialist
Program Officer
Evidence Based Policy Team
Group Lead, School Climate and Safety
Program Officer
Education Program Specialist
Education Program Specialist
Education Program Specialist
Education Program Specialist
Education Program Specialist
Analyst

Organization Type	Organization Name	State	RC Serving
Governor's Office		Missouri	
Governor's Office		Tennessee	
Governor's Office		Nevada	
Governor's Office		Puerto Rico	
Governor's Office		Illinois	
Governor's Office		Illinois	
Governor's Office	Office of Governor Steve Sisco	Nevada	15
Governor's Office		Delaware	
Governor's Office		Maine	1
Governor's Office		Vermont	1
Governor's Office		New York	
Governor's Office	Office of Governor Mark Gord	Wyoming	
Governor's Office		Illinois	
Governor's Office		Washington	
Governor's Office		New Mexico	13
Governor's Office		Rhode Island	
Governor's Office		Illinois	
Governor's Office		Kansas	12
LEA/REA/TEA	Moreno Valley Unified School	California	
LEA/REA/TEA	Loleta Union School District	California	
LEA/REA/TEA	Wonderful College Prep Acad	California	
LEA/REA/TEA	Jefferson County Public Scho	Kentucky	
LEA/REA/TEA	Lower Kuskokwim School Dis	Alaska	
LEA/REA/TEA	Norwalk Public Schools	Connecticut	2
LEA/REA/TEA	Republic		
LEA/REA/TEA	Des Moines Education Associ	Iowa	
LEA/REA/TEA	Spartanburg School District 6	South Carolina	
LEA/REA/TEA	Waterbury Public Schools	Connecticut	2
LEA/REA/TEA	Region One STEM Center		
LEA/REA/TEA	Red River Valley Education C	North Dakota	
LEA/REA/TEA	Trona Joint	California	
LEA/REA/TEA	Millersville University	Pennsylvania	
LEA/REA/TEA	Rosebud-Lott ISD	Texas	
LEA/REA/TEA	Mansfield Public Schools	Connecticut	
LEA/REA/TEA		Connecticut	2
LEA/REA/TEA	St. George Municipal School	Maine	
LEA/REA/TEA	Illinois Education Association	Illinois	
LEA/REA/TEA		Connecticut	2
LEA/REA/TEA	Pattonville R-III School Distric	Missouri	
LEA/REA/TEA	Georgia Association of Educa	Georgia	
LEA/REA/TEA	Fort Sumner Municipal Schoo	New Mexico	
LEA/REA/TEA	Resource Training & Solution:	Minnesota	8
LEA/REA/TEA	Shaler Area School District	Pennsylvania	
LEA/REA/TEA	Big Valley Joint Unified Schoc	California	
LEA/REA/TEA	Tuscarora Intermediate Unit 1	Pennsylvania	

LEA/REA/TEA	Bridgeport Public Schools Connecticut	2
LEA/REA/TEA	Jefferson County Public Scho Kentucky	
LEA/REA/TEA	Riverside County Office of Ed California	
NC	National Comprehensive Center	
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NC	National Comprehensive Center	
Non-government org	National PTA	
Non-government org	Chiefs for Change	
Non-government org	AASA	
Non-government org	The North American Association for Environmental Education (NA	
Nonprofit Organization/Community	BNEA	
Nonprofit Organization/Community	BWisconsin Afterschool Network	

Nonprofit Organization/Community B National Summer Learning Association
Nonprofit Organization/Community B Missouri Alliance of Boys & Girls Clubs
Nonprofit Organization/Community B Boys & Girls Clubs of America
Nonprofit Organization/Community B Blue Meridian Partners
Nonprofit Organization/Community B Boys & Girls Clubs of America
Nonprofit Organization/Community B Breakthrough San Juan Capistrano of the Breakthrough Collabora
Nonprofit Organization/Community B National Summer Learning Association
Nonprofit Organization/Community B Kitsap Strong/Graduate Strong
Nonprofit Organization/Community B Foundations for a Better Oregon
Nonprofit Organization/Community B Breakthrough Collaborative
Nonprofit Organization/Community B CIFR
Nonprofit Organization/Community B Boys & Girls Club of Greater Memphis
Nonprofit Organization/Community B Institute for Native Pacific Education and Culture (INPEACE)
Nonprofit Organization/Community B INTEMPO
Nonprofit Organization/Community B Missouri National Education Association
Nonprofit Organization/Community B Achieve Brown County
Nonprofit Organization/Community B Boys & Girls Clubs of Metropolitan Baltimore
Nonprofit Organization/Community B Delta Health Alliance
Nonprofit Organization/Community B Boys & Girls Clubs Ohio Alliance
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B United Way of Central Minnesota - Partner for Student Success
Nonprofit Organization/Community B Missouri School Boards' Association
Nonprofit Organization/Community B PREL
Nonprofit Organization/Community B National Summer Learning Association
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B Rocky Mountain Partnership (RMP)
Nonprofit Organization/Community B OregonASK
Nonprofit Organization/Community B Boys & Girls Club of America
Nonprofit Organization/Community B Florida Afterschool Network
Nonprofit Organization/Community B Virginia Partnership for Out-of-School Time (VPOST)
Nonprofit Organization/Community B Boys & Girls Clubs of America
Nonprofit Organization/Community B Jefferson County Teachers Association
Nonprofit Organization/Community B Bridgeport Youth Lacrosse
Nonprofit Organization/Community B Bridgeport Youth Lacrosse
Nonprofit Organization/Community B Charlotte Mecklenburg Association of Educators
Nonprofit Organization/Community B Iowa Afterschool Alliance
Nonprofit Organization/Community B The Children's Agenda
Nonprofit Organization/Community B United Way of San Diego County
Nonprofit Organization/Community B Seldovia Village Tribe
Nonprofit Organization/Community B Boys & Girls Clubs of America
Nonprofit Organization/Community B Greater Rochester After-School & Summer Alliance
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B The Forsyth Promise
Nonprofit Organization/Community B Maine DOE
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B Nation of Makers
Nonprofit Organization/Community B South Dakota Parent Connection

Nonprofit Organization/Community B Coder Dojo Collaborative
Nonprofit Organization/Community B Coalition of Oregon School Administrators (COSA)
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B Arizona Center for Afterschool Excellence
Nonprofit Organization/Community B CCSSO
Nonprofit Organization/Community B Boys & Girls Clubs in Colorado
Nonprofit Organization/Community B CT Cradle-to-Career Partnership
Nonprofit Organization/Community B StriveTogether
Nonprofit Organization/Community B School's Out Washington
Nonprofit Organization/Community B Twin Cities PBS
Nonprofit Organization/Community B ASK Resource Center
Nonprofit Organization/Community B ImpactTulsa
Nonprofit Organization/Community B Illinois Head Start Association
Nonprofit Organization/Community B The Henry Ford - Invention Convention Worldwide
Nonprofit Organization/Community B Waterbury Bridge to Success Community Partnership
Nonprofit Organization/Community B Waterbury Bridge to Success Community Partnership
Nonprofit Organization/Community B Norwalk ACTS
Nonprofit Organization/Community B Nation of Makers
Nonprofit Organization/Community B Legacy Bridges STEM Academy, Inc.
Nonprofit Organization/Community B Boys & Girls Club of Harlem
Nonprofit Organization/Community B Scholars Unlimited
Nonprofit Organization/Community B Horizons at Francis Parker School
Nonprofit Organization/Community B Mission Economic Development Agency
Nonprofit Organization/Community B AIM
Nonprofit Organization/Community B Kentucky Education Association
Nonprofit Organization/Community B National Association of Elementary School Principals (NAESP)
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B StriveTogether
Nonprofit Organization/Community B Bookshare- A Benetech Initiative
Nonprofit Organization/Community B Maryland Out of School Time Network
Nonprofit Organization/Community B Community Learning Center Inst
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B Michigan Afterschool Partnership
Nonprofit Organization/Community B National Education Association
Nonprofit Organization/Community B Tech Valley Center if Gravity
Nonprofit Organization/Community B PIQE Parent Institute for Quality Education
Nonprofit Organization/Community B 50 State Afterschool Network
Nonprofit Organization/Community B Council for Learning Disabilities
Nonprofit Organization/Community B United Way of Fairfield County
Nonprofit Organization/Community B Georgia Lane
Nonprofit Organization/Community B Pennsylvania State Education Association
Nonprofit Organization/Community B DACC
Nonprofit Organization/Community B Friends of the Future
Nonprofit Organization/Community B Hawaii Afterschool Alliance
Nonprofit Organization/Community B FACT Oregon
Nonprofit Organization/Community B Vermont Afterschool
Nonprofit Organization/Community B NC Alliance of Boys & Girls Clubs

Nonprofit Organization/Community BUnited Way of the Piedmont
Nonprofit Organization/Community BBeyond Limits Academic Program (Stamford Peace Youth Found.
Nonprofit Organization/Community BHacklab, Inc.
Nonprofit Organization/Community BOregon Coalition of Community Charter Schools
Nonprofit Organization/Community BMarin Promise Partnership
Nonprofit Organization/Community BUnited Way of San Diego
Nonprofit Organization/Community BStriveTogether
Nonprofit Organization/Community BMechaSpark
Nonprofit Organization/Community BAfterschool Alliance
Nonprofit Organization/Community BBoys and Girls Club of Hawaii
nonprofit Organization/Community BCommunity Training and Assistance Center
Nonprofit Organization/Community BTXPOST
Nonprofit Organization/Community BBreakthrough Collaborative
Nonprofit Organization/Community BAfterschool Alliance
Nonprofit Organization/Community BUnited Way of Greater Waterbury
Nonprofit Organization/Community BAlaska Native Justice Center
Nonprofit Organization/Community BAll hands active
Nonprofit Organization/Community BArizona Alliance of Boys & Girls Clubs
Nonprofit Organization/Community BSpartanburg Academic Movement
Nonprofit Organization/Community BAfterschool Alliance
Nonprofit Organization/Community BMetro Parks District of Tacoma
Nonprofit Organization/Community BCradle 2 Career
Nonprofit Organization/Community BMarin Promise Partnership
Nonprofit Organization/Community BBoys & Girls Clubs of America
Nonprofit Organization/Community BUniversity of NH (Preschool Dev. Grant)
Nonprofit Organization/Community BIgnite Afterschool (on Minnesota Department of Education team)
Nonprofit Organization/Community BArt 120
Nonprofit Organization/Community BCouncil of Chief State School Officers
Nonprofit Organization/Community BHilltop Artists
Nonprofit Organization/Community BBoys & Girls Clubs of America
Nonprofit Organization/Community BOmaha STEM Ecosystem
Nonprofit Organization/Community BUniversity of Vermont Extension - Migrant Education Program
Nonprofit Organization/Community BOnTrack Washington County, Inc.
Nonprofit Organization/Community BAchieve Escambia
Nonprofit Organization/Community BHilltop Artists
Nonprofit Organization/Community BGeorgia Statewide Afterschool Network
Nonprofit Organization/Community BAmerican Institutes for Research
Nonprofit Organization/Community BSTEMSTL
Nonprofit Organization/Community BLearn to Earn Dayton
Nonprofit Organization/Community BStriveTogether
Nonprofit Organization/Community BMakeICT
Nonprofit Organization/Community BCITC
Nonprofit Organization/Community BSealaska Heritage Institute
Nonprofit Organization/Community BNational Summer Learning Association
Nonprofit Organization/Community BGreat Lakes Bay Regional Alliance
Nonprofit Organization/Community BCardinal Shehan Center
Nonprofit Organization/Community BIndiana Afterschool Network

Nonprofit Organization/Community B American Institutes for Research
Nonprofit Organization/Community B STEM NOLA
Nonprofit Organization/Community B BGCA
Nonprofit Organization/Community B Foundation for Tacoma Students
Nonprofit Organization/Community B Horizons Greater Washington
Nonprofit Organization/Community B Horizons National
Nonprofit Organization/Community B Indiana Alliance of Boys & Girls Clubs
Nonprofit Organization/Community B Famy Resource Center on Disabilities
Nonprofit Organization/Community B Akron Zoo
Nonprofit Organization/Community B Purple Ma'i'a Foundation
Nonprofit Organization/Community B Children's Aid
Nonprofit Organization/Community B REAP INC.
Nonprofit Organization/Community B Project Lead The Way
Nonprofit Organization/Community B Girls Incorporated of Washington County MD
Nonprofit Organization/Community B SDSU Femineer Program
Nonprofit Organization/Community B Alaska Humanities Forum
Nonprofit Organization/Community B Twin Cities PBS
Nonprofit Organization/Community B REL Pacific at McREL International
Nonprofit Organization/Community B Connecticut After School Network
Nonprofit Organization/Community B Boys & Girls Clubs of America
Nonprofit Organization/Community B Oklahoma Alliance of Boys & Girls Clubs
Nonprofit Organization/Community B CCSSO
Nonprofit Organization/Community B Boys & Girls Clubs in Texas
Nonprofit Organization/Community B Twin Cities PBS
Nonprofit Organization/Community B Ohio Afterschool Network
Nonprofit Organization/Community B La'i'Ōpua 2020
Nonprofit Organization/Community B Wyoming Afterschool Alliance
Nonprofit Organization/Community B Iowa State Education Association
Nonprofit Organization/Community B National Inventors Hall Of Fame
Nonprofit Organization/Community B National Education Association
Nonprofit Organization/Community B Institute for Learning Innovation
Nonprofit Organization/Community B Kentucky Education Association
Nonprofit Organization/Community B New Mexico Out-of-School Time Network
Nonprofit Organization/Community B Boys & Girls Clubs of America
Nonprofit Organization/Community B AASA
Nonprofit Organization/Community B N.E.S.S.A in Your Neighborhood
Nonprofit Organization/Community B America Forward/New Profit
Nonprofit Organization/Community B Afterschool Alliance
Nonprofit Organization/Community B Harlem Renaissance Education Pipeline, Inc.
Nonprofit Organization/Community B Alabama Education Association
Nonprofit Organization/Community B Intercultural Development Research Association
Nonprofit Organization/Community B Maker Depot Academy
Nonprofit Organization/Community B Learn to Earn Dayton
Nonprofit Organization/Community B Boys & Girls Club of Hawaii
Nonprofit Organization/Community B Community Education Council
Nonprofit Organization/Community B MJ Consulting
Nonprofit Organization/Community B Children's Aid

Nonprofit Organization/Community B South Dakota Education Association
 Nonprofit Organization/Community B INTEMPO
 Nonprofit Organization/Community B Mission Economic Development Agency
 Nonprofit Organization/Community B Montana Empowerment Center
 Nonprofit Organization/Community B National Association of State Directors of Migrant Education
 Nonprofit Organization/Community B National Governors Association
 Nonprofit Organization/Community B Spartanburg Academic Movement
 Nonprofit Organization/Community B Kentucky Alliance of Boys & Girls Clubs
 Nonprofit Organization/Community B California Alliance of Boys & (California
 Nonprofit Organization/Community B National Governors Association
 Nonprofit Organization/Community B Baltimore's Promise
 Nonprofit Organization/Community B American Institutes for Research
 Nonprofit Organization/Community B Boys & Girls Clubs of America
 Nonprofit Organization/Community B Washington Education Association
 Nonprofit Organization/Community B National Math and Science Initiative
 Nonprofit Organization/Community B Spark Innovations
 Nonprofit Organization/Community B WNY STEM Hub
 Nonprofit Organization/Community B ACT Now
 Nonprofit Organization/Community B FowlerHoffman
 Nonprofit Organization/Community B North Carolina Association of Educators
 Nonprofit Organization/Community B Alaska Afterschool Network
 Nonprofit Organization/Community B Kentucky Out of School Alliance
 Nonprofit Organization/Community B Zearn
 Nonprofit Organization/Community B EdNavigator
 Nonprofit Organization/Community B The South Carolina Education Association
 Nonprofit Organization/Community B Cradle to Career Partnership @ United Way Tucson and Southern
 Nonprofit Organization/Community B Riley Institute
 Nonprofit Organization/Community B Consortium for Hawaii Ecological Engineering Education
 Nonprofit Organization/Community B ConnCAN
 Nonprofit Organization/Community B City of Bellevue
 Nonprofit Organization/Community B Boys & Girls Clubs in Tennessee
 Nonprofit Organization/Community B Yuut Elitnaurviat
 Nonprofit Organization/Community B Alamance Achieves
 Nonprofit Organization/Community B Seeding Success
 Nonprofit Organization/Community B Breakthrough Collaborative
 Nonprofit Organization/Community B Project Lead The Way
 Nonprofit Organization/Community B The Village Initiative Project, Inc.-V.I.P. College Prep Program
 Nonprofit Organization/Community B United Way of Greater Toledo
 Nonprofit Organization/Community B Foundations for a Better Oregon
 Nonprofit Organization/Community B Foundations for a Better Oregon
 Nonprofit Organization/Community B South Carolina Afterschool Alliance
 Nonprofit Organization/Community B United Way of Salt Lake
 Other Allison Jackson Associates
 Other Texas Head Start State Collaboration Office
 Other Office of Early Childhood
 Other Head Start Collaboration Office/Gov. Office of Early Childhood
 Other a martinez consulting

Other	NEA
Other	University of Mississippi
Other	University of Houston College Assistance Migrant Program (CAMI
Other	AmeriCorps
Other	SAM Labs
Other	Alabama Dept. of Early Childhood Education
Other	Office of Head Start, HHS
Other	DHHR
Other	Rhode Island Head Start Collaboration Office, Department of Hun
Other	Westat
Other	Colorado Department of Education
Other	IL Department of Human Services
Other	Office of Head Start
Other	National Education Association
Other	Wellmore Behavioral Health
Other	Mississippi Association of Educators
Other	Alabama Afterschool Community Network, University of Alabama
Other	Missouri AfterSchool Network
Other	7 Mindsets
Other	Colorado Department of Human Services
Other	Logos Education Systems
Other	Head start State collaboration Office
Other	OHS
Other	NSEA
Other	Edovate Learning Co
Other	Makesboro USA
Other	Region 11 Comprehensive Center
Other	National Education Association
Other	Oregon Higher Education Coordinating Commission
Other	Office of Head Start, Administration for Children and Families
Other	Westat
Other	University of West Florida
Other	CCSSO
Other	SERVE Center
Other	ACF, HHS
Other	State of WI, Department of Public Instruction
Other	7 Mindsets
Other	The Arkansas Out of School Network
Other	Leaders for Just Schools
Other	Nebraska State Education Association
Other	Dakota State University
Other	YVC CAMP
Other	Iowa State Education Association
Other	Stanislaus Cradle to Career Partnership
Other	SAM Labs
Other	National Education Association of New Mexico
Other	Arizona State University Migratory Student Summer Academy

Other Idaho Department of Health & Welfare

Other Florida Education Association

Other Health and Human Services, Administration for Children and Fam

Other Delaware Afterschool Network

Other VocRehab Vermont

Other Educate Texas/RGV FOCUS

Other The Tactile Group

Other Insight Policy Research

Other FSSA Indiana Department of Vocational Rehabilitation

Other 7Mindsts

Other NEA

Other LEARN- Regional Education Service Center CT

Other Hawaii Department of Education

Other US.Administration for Children and Families.The Office of Head S

Other Idaho State Team

Other Greater Dalton Chamber of Commerce

Other Technical Assistance/ Research REMS TA Center

Other Technical Assistance/ Research Center for IDEA Fiscal Reporting (CIFR)

Other Technical Assistance/ Research WestEd

Other Technical Assistance/ Research American Institutes for Research

Other Technical Assistance/ Research IDEA Data Center

Other Technical Assistance/ Research HHS/ACF/OCC/TA

Other Technical Assistance/ Research REMS TA Center/T4PA Center

Other Technical Assistance/ Research CIFR

Other Technical Assistance/ Research WestEd

Other Technical Assistance/ Research Title IV, Part A Technical Assistance (T4PA) Center

Other Technical Assistance/ Research Westat / TEA

Other Technical Assistance/ Research American Institutes for Research

Other Technical Assistance/ Research IDEA Data Center (IDC)

Other Technical Assistance/ Research NCSI, NASDSE

Other Technical Assistance/ Research Policy Studies Associates/Region 4 Comprehensive Center

Other Technical Assistance/ Research National Comprehensive Center and CIFR

Other Technical Assistance/ Research WEEAC

Other Technical Assistance/ Research National Center for Systemic Improvement (WestEd)

Other Technical Assistance/ Research IDEA Data Center

Other Technical Assistance/ Research Center for IDEA Fiscal Reporting at WestEd

Other Technical Assistance/ Research AIR

Other Technical Assistance/ Research PREL

Other Technical Assistance/ Research Metropolitan State College of Denver WEEAC

Other Technical Assistance/ Research Ingenuity, LLC.

Other Technical Assistance/ Research WestEd/NCSI

Other Technical Assistance/ Research Westat

Other Technical Assistance/ Research American Institutes for Research

Other Technical Assistance/ Research Region 5 CC--Westat

Other Technical Assistance/ Research WestEd

Other Technical Assistance/ Research Westat - Improving Lives Through Research

Other Technical Assistance/ Research North Dakota Afterschool Network

School	Ipswich Public School District	South Dakota	
School	Horizons at Brunswick School	Connecticut	2
School	NEA-New Hampshire	New Hampshire	
School	Spartanburg Prep	South Carolina	
School	Dept of Youth Services - Light	Connecticut	2
School	California State University, Ba	California	
School	University of Hawaii at Manoa	Hawaii	
School	Guilford County Schools		
School	Bruneau - Grand View	Idaho	
School	Mellen School District	Wisconsin	
School	ossining ufsd		
School	Fort Sumner Schools		
School	Clark County School District	Nevada	
School	Butterfield-Odin School Distric	Minnesota	8
School	Paloma Elementary School Di	Arizona	
SEA		Montana	17
SEA	Nevada Department of Educa	Nevada	15
SEA	Indiana Department of Educat	Indiana	8
SEA		Idaho	17
SEA		South Dakota	11
SEA		Oregon	16
SEA	COMMONWEALTH OF THE	Northern Mariana	18
SEA	Alaska Department of Educati	Alaska	16
SEA		Massachusetts	1
SEA	Alaska Department of Educati	Alaska	16
SEA	Alabama DOE	Alabama	7
SEA	Rhode Island Department of E	Rhode Island	2
SEA		Minnesota	8
SEA	New Jersey Department of Ec	New Jersey	4
SEA	Rhode Island Department of E	Rhode Island	2
SEA		Vermont	1
SEA	Virginia Department of Educa	Virginia	5
SEA		Oregon	16
SEA	Florida Department of Educat	Florida	7
SEA	Kentucky Environmental Educ	Kentucky	5
SEA		Minnesota	8
SEA	Oklahoma State Department	Oklahoma	13
SEA	Indiana Department of Educat	Indiana	8
SEA	Rhode Island Department of E	Rhode Island	2
SEA		Kentucky	5
SEA	Michigan Department of Educ	Michigan	8
SEA		Kentucky	5
SEA		Georgia	6
SEA	Maryland State Department o	Maryland	4
SEA	Indiana Department of Educat	Indiana	8
SEA		Maine	1
SEA		Connecticut	2

SEA	NYS Education Department	New York	2
SEA	Kentucky Department of Educ	Kentucky	5
SEA	Delaware Department of Educ	Delaware	4
SEA		Texas	14
SEA	Montana Office of Public Instr	Montana	17
SEA		Maryland	4
SEA		Pennsylvania	4
SEA	Oregon Department of Educa	Oregon	16
SEA		Colorado	12
SEA	Indiana Department of Educal	Indiana	8
SEA		Georgia	6
SEA		Illinois	9
SEA		Mississippi	7
SEA	Vermont Agency of Education	Vermont	1
SEA		Wyoming	11
SEA	NYS Education Department	New York	2
SEA	Kentucky Department of Educ	Kentucky	5
SEA		Arizona	15
SEA		New Mexico	10
SEA		Tennessee	5
SEA		Alaska	16
SEA	Maryland State Department of	Maryland	4
SEA	New York State Education De	New York	2
SEA		North Dakota	11
SEA	Virginia Department of Educa	Virginia	5
SEA		Kentucky	5
SEA		Alabama	7
SEA	NYS Education Department	New York	2
SEA	Kentucky Department of Educ	Kentucky	5
SEA	Louisiana Department of Edu	Louisiana	14
SEA	Illinois State Board of Educati	Illinois	9
SEA		Arizona	15
SEA		Minnesota	8
SEA	Florida Department of Educat	Florida	7
SEA	Indiana Department of Educal	Indiana	8
SEA	New Hampshire Department	New Hampshire	1
SEA		Washington	16
SEA		Kentucky	5
SEA		North Dakota	11
SEA	Colorado Department of Educ	Colorado	12
SEA		California	15
SEA		Washington	16
SEA		Tennessee	5
SEA		Michigan	8
SEA	Virginia Department of Educa	Virginia	5
SEA		Florida	7
SEA		Nevada	15

SEA	NYS Education Department	New York	2
SEA		Kentucky	5
SEA		South Dakota	11
SEA		Florida	7
SEA	Indiana Department of Educat	Indiana	8
SEA	Kentucky Department of Educ	Kentucky	5
SEA	NYS Education Department	New York	2
SEA	California Department of Educ	California	15
SEA		Minnesota	
SEA		Minnesota	8
SEA	Utah State Board of Educatior	Utah	15
SEA		Hawaii	19
SEA		North Carolina	6
SEA		Alaska	16
SEA	Illinois State Board of Educati	Illinois	9
SEA		Kentucky	5
SEA	Indiana Department of Educat	Indiana	8
SEA	Indiana Department of Educat	Indiana	8
SEA		North Dakota	11
SEA	California Department of Educ	California	15
SEA		Mississippi	7
SEA	Yap State FSM	Federated States of Micr	18
SEA		South Dakota	11
SEA	Utah State Board of Educatior	Utah	15
SEA		Massachusetts	1
SEA		New Hampshire	1
SEA	NYS Education Department	New York	2
SEA		New Jersey	4
SEA		Nevada	15
SEA		Missouri	12
SEA	Kentucky Department of Educ	Kentucky	5
SEA		Michigan	8
SEA	Rhode Island Department of E	Rhode Island	2
SEA		Oregon	16
SEA	Florida Department of Educat	Florida	7
SEA		New Jersey	4
SEA	New York State Education De	New York	2
SEA		Florida	7
SEA	Kansas Department for Childr	Kansas	12
SEA	Illinois State Board of Educati	Illinois	9
SEA		Nevada	15
SEA	Rhode Island Department of E	Rhode Island	2
SEA		Idaho	17
SEA	Maryland State Department of	Maryland	4
SEA	Virginia Department of Educa	Virginia	5
SEA	Louisiana Department of Educ	Louisiana	4
SEA	Virginia Department of Educa	Virginia	5

SEA	Hawaii	19
SEA	Missouri	12
SEA	Oregon	16
SEA	Louisiana Department of Edu	Louisiana 14
SEA	North Dakota	11
SEA	North Dakota Department of F	North Dakota 11
SEA	Arizona	15
SEA	New York State Education De	New York 2
SEA	Michigan Department of Educ	Michigan 8
SEA	Indiana Department of Educa	Indiana 8
SEA	Maryland State Department of	Maryland 4
SEA	Wyoming	11
SEA	Missouri	12
SEA	Bureau of Indian Education	BIE 13
SEA	Hawaii	19
SEA	Maine Department of Educati	Maine 1
SEA	New York	2
SEA	Guam Department of Educati	Guam 18
SEA	Arkansas	14
SEA	Kentucky Department of Educ	Kentucky 5
SEA	Office of External Affairs & Pc	Georgia 6
SEA	Michigan	8
SEA	Kentucky Department of Educ	Kentucky 5
SEA	Virginia Department of Educa	Virginia 5
SEA	Kentucky	5
SEA	Kentucky	5
SEA	Nevada	15
SEA	Idaho State Department of Ed	Idaho 17
SEA	Kentucky Department of Educ	Kentucky 5
SEA	Indiana Department of Educa	Indiana 8
SEA	Minnesota	8
SEA	Indiana Department of Educa	Indiana 8
SEA	Maine	1
SEA	Missouri	12
SEA	Vermont	1
SEA	Maine Department of Educati	Maine 1
SEA	Wyoming	11
SEA	Idaho State Department of Ed	Idaho 17
SEA	Michigan	8
SEA	Louisiana Department of Edu	Louisiana 14
SEA	Wisconsin Department of Put	Wisconsin 10
SEA	Office of Student and Family	Massachusetts 1
SEA	U.S. Virgin Islands Departmer	Virgin Islands 3
SEA	North Dakota	11
SEA	Oregon	16
SEA	Nevada	15
SEA	Indiana Department of Educa	Indiana 8

SEA		Mississippi	7
SEA		Minnesota	8
SEA	Colorado Department of Educ	Colorado	12
SEA		Minnesota	8
SEA	Virginia Department of Educa	Virginia	5
SEA		Alabama	16
SEA		Alaska	16
SEA		New Jersey	4
SEA		Minnesota	8
SEA	Wyoming Department of Educ	Wyoming	11
SEA		West Virginia	5
SEA		North Carolina	6
SEA	Michigan Department of Educ	Michigan	8
SEA		California	15
SEA		Montana	17
SEA		California	15
SEA		New Hampshire	1
SEA		Maryland	4
SEA	New York	New York	2
SEA		Alaska	16
SEA	Wyoming Department of Educ	Wyoming	11
SEA		California	15
SEA	Idaho State Department of Ed	Idaho	17
SEA		Wisconsin	10
SEA		Alaska	16
SEA	Virginia Department of Educa	Virginia	5
SEA		Washington	16
SEA		Wisconsin	10
SEA		North Carolina	6
SEA	Kentucky Department of Educ	Kentucky	5
SEA	Idaho State Department of Ed	Idaho	17
SEA		Mississippi	7
SEA		Wisconsin	10
SEA		Kentucky	5
SEA		Michigan	8
SEA		Michigan	8
SEA	Idaho State Department of Ed	Idaho	17
SEA	Office of Early Childhood and	Indiana	8
SEA		Missouri	12
SEA	Utah State Board of Educatior	Utah	15
SEA		Maryland	4
SEA		New Mexico	10
SEA	Maryland State Department of	Maryland	4
SEA		Arkansas	14
SEA		Idaho	17
SEA		Colorado	12
SEA		Georgia	6

US Department of Education	Office of Communications and Outreach
US Department of Education	Rural Education Achievement Program, Office of Elementary and
US Department of Education	United States Department of Education
US Department of Education	US Department of Education
US Department of Education	Oregon Youth Development Division
US Department of Education	OESE
US Department of Education	/
US Department of Education	OESE
US Department of Education	Office of Elementary and Secondary Education
US Department of Education	Office of Special Education and Rehabilitative Services
US Department of Education	OSEP
US Department of Education	DE Dept of Education- Office of Early Learning- HS Collaboration
US Department of Education	Office of Elementary and Secondary Education, Program and Gra
US Department of Education	Office of Bilingual Education and World Languages (OBEWL)
US Department of Education	OESE
US Department of Education	US Dept of Education
US Department of Education	Department of Education
US Department of Education	Office of Planning, Evaluation and Policy Development
US Department of Education	OSEP
US Department of Education	OESE/21st CCLC
US Department of Education	ED
US Department of Education	Office of Special Education Programs
US Department of Education	Institute of Education Sciences
US Department of Education	IES
US Department of Education	CSUSM
US Department of Education	Office of School Support and Accountability
US Department of Education	OESE, 21st CCLC
US Department of Education	OSEP
US Department of Education	Office of Special Education Programs
US Department of Education	Program and Grantee Support Services
US Department of Education	US Department of Education
US Department of Education	U.S. Department of Education
US Department of Education	Program and Grantee Support Services
US Department of Education	ED / OSERS
US Department of Education	PGSS
US Department of Education	Office of Special Education Programs
US Department of Education	OSERS/OSEP
US Department of Education	OSERS /OSEP/MSIP
US Department of Education	US Dept of ED

RC Attending	Responded	NC Advisor Ideas on Collaborative Success	Information
			Yes
			Yes
			Yes
		promotes collaboration	Yes
			Yes
		Concrete plans/roadmap for summer learning	Yes
	TRUE		Yes
	TRUE		No
	TRUE		Yes
	TRUE		Yes
		I am eager to learn more about collaboration:	Yes
		To bring home policy ideas to share with the	Yes
	TRUE		Yes
		Children who did not receive in-person pre-k	Yes
	TRUE		Yes
		Strategies and resources to close the learning	Yes
			Yes
			Yes
		Leaving with new ideas and a new network of	Yes
			No
		I would love support with planning for a word	Yes
			Yes
		Everyone working together at the table setting	Yes
			No
			No
		Hybrid Instructional PracticesSTEM Teacher	Yes
		Helping students to participate successfully in	Yes
		collaboration	No
		We will create a net of educators working to	Yes
		Help our district address the COVID-19 slide.	Yes
			Yes
	TRUE		
		Better understanding of how to design effective	Yes
		We are excited to learn useful information that	Yes
	TRUE		
		Having a understanding of how to frame the i	Yes
		Success for this collaborative is mutual respect	Yes
			Yes
			Yes
		I am looking for summer learning and enrichment	Yes
		Sustainable, rigorous and engaging summer	Yes

Success for this collaborative for me would be Yes

Yes

Opportunities for my school districts as well are Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

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National Center staff

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National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

National Center staff

Yes

TRUE

TRUE

TRUE

TRUE

TRUE

(AEE)

A comprehensive discussion around the supj Yes

A truly collective impact framework that value Yes

		Yes
		Yes
		Yes
		Yes
ative	Out-of-school time nonprofits reaching their f	Yes
	Providing youth, especially from historically u	Yes
		Yes
	Gaining ideas/thoughts from others to generæ	Yes
	Greater partnerships and collaborative oppor	Yes
	Deeper collaboration to support meaningful a	Yes
		Yes
	Learning more information about attracting a	Yes
	The ability to share as well as take away a cc	Yes
		Yes
		Yes
	Not sure yet. Need to know more.	Yes
	We will definitely be focusing on academic-b	Yes
	To learn about effective, fun, and engaging	Yes
	Actionable steps among partners to actually	Yes
		Yes
	Integrated educational and social wellness s	Yes
	Clear and practical evidence-based guidance	Yes
Region 18		Yes
	Streamlined access to information and resou	Yes
		Yes
	Understanding how other communities are u	Yes
	Developing better systems and structures for	Yes
	Sharing of resources, knowledge and ideas!	Yes
	Supporting Florida School Districts by buildin	Yes
	Sharing best practices to increase school an	Yes
		Yes
	Expanding my knowledge of summer learnin	Yes
	Serving more children and impacting more fa	Yes
	Building a network to support missions of BY	Yes
		Yes
	Concrete examples of ways that schools and	Yes
	For information and support	No
	I am not sure yet, I am attending this webinar	No
	This will be my first session with ANEP. Loo	Yes
	highlighting the role organizations like Boys &	Yes
	school and community based partnerships fo	Yes
		No
	Informative and engaging conversations that	Yes
		No
		Yes
	Provide me with information that I can send b	Yes
		Yes

Students who register for the Coder Dojo CoI Yes
Yes
Yes

Connect with others in the state in order to ta Yes
Yes

Learning of ideas and ways community-base Yes
Yes
Yes

School Districts, public agencies, and comm Yes
Yes
Yes
Yes

Learning ideas for improving families' re-enr Yes
Best Practices in the field and strategic oppo Yes
No
Yes

Where schools live beyond 4 walls with true c Yes
Engagement of maker education providers, s Yes
Yes

I am not sure. I would like to learn more abo Yes
Collective effort and partnership to support a Yes
No

Learn about best practices around how to util Yes
Early childhood offerings and ideas. Yes
A collaborative sharing of innovative and eng Yes
Students benefiting from the collaboration. Yes
Yes
Yes
Yes

Young people in Maryland are offered a diver Yes
Learning from my colleagues across the cour Yes
Coordinated support for state and local educ Yes
Yes
Yes
Yes
Yes

We explore how SEAs/LEAs can partner with Yes
Yes

Sharing of knowledge and willingness to take Yes
We will be able to use the learning and enrich Yes
Discussions that promote the use of evidenc Yes
Developing innovative programs and collabor Yes
No

Success for this Collaborative would involve I Yes
Yes

Stronger collaborations across schools, com Yes
Yes

ation, Inc.)

Yes
Engage in a mutually beneficial and enlighter Yes
Yes
Developing ideas and partnerships to bring s Yes
No
Yes
Yes
Yes
significantly more students served in low incc Yes
Yes
Yes
Yes
Yes
Yes
Yes
I currently work with youth who are enrolled ir Yes
No
Yes
Yes
Teams of key stakeholders from each state v Yes
Being able to provide sustainable After Scho Yes
Strong, shared ties between school districts ε Yes
I'll leave with an understanding of how expan Yes
Alignment of goals for all partners regarding υ Yes
Gathering information regarding enrichment ς Yes
Success will come from recognizing the lever Yes
Working together to ensure children's learnin No
Information for states to better prepare for su Yes
building connections to support our students. Yes
Yes
I am particularly interested in learning about ε Yes
No
Develop comprehensive after school enrichrr Yes
Workshop potential uses of American Rescu Yes
Being able to provide necessary, meaningful Yes
Yes
A greater understanding of how to support sc Yes
Yes
Yes
Yes
Yes
Children being educated and inspired by culti Yes
Yes
Yes
I hope to have actionable examples for sumn Yes
Yes
To build consensus around the major challen Yes

Aligning and leveraging resources and efforts: Yes
 Gaining insight to tactical and strategic collab: Yes
 More children served, more effectively and ef: Yes
 Yes
 Specific strategies to take home and apply th: Yes
 Yes
 Yes
 Yes
 For me, success would mean building under: Yes
 Various opportunities to collaborate. I am cur: Yes
 Intentional and transparent partnership: Yes
 Success for this collaborative looks like gove: Yes
 Yes
 Yes
 Being able to create and implement meaning: Yes
 Clear pathways to partnership: Yes
 Yes
 Yes
 Learning how states are thinking of using AR: Yes
 Yes
 Increased access to quality affordable out of: Yes
 Yes
 No
 Yes
 Guidance to LEAs about partnering with com: Yes
 Practical strategies that we can easily imple: Yes
 If the collaborative is successful, children anc: Yes
 Yes
 Yes
 Yes
 Finding ways to connect with and support cor: Yes
 I will have a better understanding of the optio: Yes
 Success will be clarity and guidance for scho: Yes
 Joint sharing of who's doing what; resources: Yes
 Yes
 TRUE
 We will dig deep to understand the importanc: Yes
 Engaging the America Forward Coalition, ma: No
 Yes
 If we're able to leave this collaborative with cr: Yes
 Yes
 Walking away with a few concrete ways that: Yes
 Help us bring our mobile space to underserv: Yes
 Yes
 A clear understanding of DOE plans for sumr: Yes
 Success for this Collaborative looks like a co: No
 As a new school creator, this Collaborative w: Yes
 Yes

This is purely information gathering at this po Yes
Yes

Lessons for schools to come back even stror Yes
To gain knowledge to help the families we se Yes
Ensuring high quality summer programs, res Yes
Yes
Yes
Yes

Boys & Girls Clubs, other out-of-school-time Yes
Yes
Yes
Yes
Yes

awareness of what is happening No
Learn, network, and share Yes
Yes

A community of organizations and individuals Yes
Common understanding about connecting sc Yes
That there is a major expansion of summer le Yes
Success will have educators and other stake Yes
Schools and community based out-of-school Yes
Yes
Yes
Yes

Strategic opportunities to partner across state Yes
Yes

Guide school and district leaders to leverage Yes
The sharing of summer learning and enrichm No
Yes
Yes

Learning best practices that can be shared w Yes
Yes

An opportunity to learn more about promising Yes
Yes

More coordinated approaches to supporting c Yes
Yes

Direct success, and assistance for youth, fan Yes
Leading partnership with representatives from Yes
An emphasis on culturally and community ba Yes
I hope the Collaborative could provide our Or Yes
Support to local afterschool and summer pro Yes
Yes
Yes

Building and supporting partnerships with sta No
Yes
Yes

All children and youth who want access to su Yes

n Arizona

		Yes
P)	A successful collaborative will help support p:	Yes
	Understanding what additional services can t	Yes
	Success would be to have schools/centers/di	Yes
	The creation of a network of like-minded edu	Yes
		No
		Yes
nan Services	collaborative practices to address the learnin	Yes
		Yes
		No
		Yes
		Yes
		Yes
		Yes
		Yes
	Inclusive and engaging conversations with pæ	Yes
	To work with our SEA to support their efforts	Yes
	All students have access to quality enriching	Yes
		Yes
	Hearing from others on the "how" they are ad	Yes
	Support LEA, Districts, and Communities wit	Yes
	Consistency and follow through	Yes
	Knowing what is needed to support OHS pro	Yes
	Working together to benefit ALL students in	Yes
TRUE		
	To receive more support to offer more mobil	Yes
	Understanding state planning for summer lea	No
		Yes
	- Strengthened alignment and true collaborat	Yes
	Seeing local schools partnering with Head St	Yes
		Yes
		No
		No
	Being good thought partners and sharing res	Yes
		Yes
	As the equity lead for our department, I'm int	Yes
	The understanding school district's need in S	No
	A shared vision of what all children need to g	Yes
	I will leave with creative ideas to better serve	Yes
	Learning how to facilitate summer learning ar	Yes
	Being able to support teachers in their educa	Yes
	Success for this collaborative will be learning	Yes
	A better understanding of how we can collect	Yes
		Yes
	Being able to identify how we can provide en	Yes
	To find out what type of summer programmin	Yes
	learn emerging needs of students and how si	Yes

	More collaboration	Yes
		Yes
illies, Office of Child Care		Yes
		Yes
		Yes
	Implement and expand strategic programs to	Yes
		No
		Yes
		Yes
	Provide an understanding of the recommend.	Yes
		No
	I hope to learn more about this work as we br	Yes
itart	I am not able to participate during the schedu	No
	Educators will be able to leverage Head Start	Yes
	School board members, superintendents and	Yes
	Further collaboration across communities to :	Yes
		Yes
	Awareness of current events to help identify I	Yes
		Yes
		Yes
	Learning more about the future of summer le	Yes
		No
		Yes
	Opportunity to provide relevant technical assi	Yes
		Yes
		Yes
	Some best practices for equity driven approa	Yes
	Time to work with others and learn from othe	Yes
		Yes
		TRUE
	Highlighting value of community partnerships	Yes
		Yes
		Yes
		Yes
	I'd like to learn what others know about the n	Yes
	Increased understanding of appropriate use c	Yes
	Walking away with actionable tasks.	Yes
Region 16	Achieve a greater understanding of the goals and perhaps h	Yes
	Collaborative projects with comprehensive ce	Yes
	Sharing ideas with colleagues on post-pande	Yes
		No
	Learn more about issues affecting all student	Yes
		Yes
		Yes
		Yes
		Yes
		Yes

		No
	Better understanding of how states can use e	Yes
		Yes
		Yes
	I am interested in learning more about how e	Yes
		Yes
	Better information	Yes
		Yes
		Yes
	Gaining a better understanding of what state	Yes
		Yes
	Better assist the state I serve as a state liaisc	Yes
	Robust conversation, open sharing, problem-	Yes
		Yes
	Identifying guidance for LEAs, a road map of	Yes
	Better understanding innovation to encourag	Yes
		Yes
	Learning practices that I can take back to my	Yes
		Yes
		No
	Information sharing and collaborative discuss	Yes
		Yes
	A plethora of programs across the country th	Yes
	to learn more about issues affecting all stude	Yes
		Yes
	Discussion and alignment of early learning ac	Yes
	Be better prepared to assist States.	Yes
		Yes
	Discovering evidence based initiatives appro	Yes
Region 8	The SEAs are learning with and from one an	Yes
National Center staff	Region 13Region 16Region 18Region 19	Yes
National Center staff	Region 13Region 16Region 18Region 19	Yes
Region 10	Additional supports shared with our SEAs.	No
Region 16	Success will include building the partnership	Yes
Region 5	1) increase collaboration among states, 2) im	Yes
Region 14		Yes
Region 3	All of the participating states coming away wi	Yes
Region 8	Active SEA engagement as indicated by their	Yes
Region 16	That our states gain insights and expertise or	Yes
Region 6	Gaining new ideas and strategies to assist th	Yes
Region 6	Time for meaningful discussions to identify/pi	Yes

Region 2		Yes
Region 6	Success will include an opportunity to partner	Yes
Region 18		Yes
Region 5	a system of supports for students and teachers	Yes
Region 6		Yes
Region 12		Yes
Region 12	Knowledge and application.	Yes
Region 6		Yes
Region 15		Yes
Region 2		Yes
Region 7		Yes
Region 10	Learning what states are doing across the country	Yes
Region 3	All participants have a clear understanding of	Yes
Region 6	Solid practices being shared with SEAs/LEAs	Yes
Region 7	Success will include supporting states and districts	Yes
Region 15		Yes
Region 17		Yes
Region 7	Students will receive high-quality instruction	Yes
Region 16	- Our state partners will feel supported and gain	Yes
Region 17		Yes
Region 4		Yes
Region 3	Learning recovery for students	Yes
Region 5	States and LEAs will receive the information	Yes
Region 4		Yes
Region 7	If the content and format is responsive to the	Yes
Region 12		Yes
Region 8		Yes
Region 13	Assist our SEAs in determining summer learning	Yes
Region 8	Replicable work across states	Yes
Region 17	Collaboration with other States and providing	Yes
Region 6		Yes
Region 14	Hearing from states and learning about their	Yes
Region 5	Networking and learning from colleagues.	Yes
Region 5		Yes
Region 7		Yes
Region 7		Yes
Region 18	Learning how I can serve the constituents with	Yes
Region 5	Educational leaders and specialist discussing	Yes
Region 12		Yes
Region 8	To have responses to questions states may have	Yes
Region 3		Yes
Region 13	State leaders leave with ideas, strategies and	Yes
Region 5	Cross-state learning for states to think through	Yes
Region 7	SEAs will walk away with concrete practical	Yes
Region 18	Identification and sharing of EBPs and promising	Yes
Region 7	A collaborative effort with region 7 states to	Yes
Region 4		Yes

Region 5		Yes
Region 18	Identifying various opportunities to support SI	Yes
Region 8		Yes
Region 8		Yes
Region 2		Yes
Region 5		Yes
Region 8		Yes
Region 4Region 8	Success for the collaborative includes a shar	Yes
Region 12	Gaining a greater awareness of how states a	Yes
Region 1		Yes
Region 7		Yes
Region 8		Yes
Region 14		Yes
Region 11Region 12		Yes
Region 18	Active engagement of all participants and sh	Yes
Region 19	SEA, LEA, and stakeholder representation, e	Yes
Region 18	Rich and diverse conversations around enrich	Yes
Region 18	Policy-makers and educators united around i	Yes
Region 4		Yes
	Evidence based summer learning, networkin	Yes
	Intentional planning of short and long-term gc	Yes
		Yes
		Yes
		No
	Networking, finding resources	Yes
	I am listening to see how this information can	Yes
	I envision a successful collaboration to produ	Yes
		Yes
	Discovering evidenced based (summer and €	Yes
	Learning best practices and putting them into	Yes
	Nova Labs makerschool is a microschool em	Yes
	An opportunity to reimagine how schools cou	Yes
	Create opportunities to partner across states.	Yes
	If I gain new ideas for our summer school prc	Yes
	I look forward to having solid recommendatio	Yes
	Learning best practices from other educators	Yes
	Gaining knowledge of best practices for sum	No
	Gathering of ideas for how summer enrichm€	Yes
	Having tools that I can implement in my scho	Yes
	Finding specifics to improve our summer sch	No
	-Identify evidence-based learning strategies €	Yes
		Yes
		Yes
		Yes
	I hope to work with like minded professionals	Yes
	I hope to gain practical information to integra	Yes
	That we all live by and sustain the mission ar	Yes

	New ideas, strategies, programs, and plans t	No
	Statistics that support the need for our summ	Yes
		Yes
	To be able to offer great programs for youth	No
	Ability to develop new ideas to identify and de	Yes
		No
	It will be gaining a deeper understanding of h	Yes
		Yes
	Learn strategies to plan a summer school prc	Yes
		No
	Ideas on how to close gaps with new enrichr	Yes
	I hoping we can collaborate on issues about i	Yes
	The students throughout America have lost n	Yes
	Hopefully gather ideas for our summer progr	Yes
	Gaining ideas and strategies to better inform	Yes
TRUE		Yes
	Alignment of current SEA work to summer ar	No
	We are looking at how to leverage the partne	Yes
	Success will look like learning from other stat	Yes
TRUE		Yes
	Planning & support for high quality and engaç	Yes
		Yes
TRUE		
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TRUE		Yes
TRUE		
		Yes
TRUE		
	Our goal at the SEA is to reframe summer le:	Yes
TRUE		
TRUE		
		Yes
TRUE		
		Yes
TRUE	Networking opportunities, best practices, evic	Yes
		Yes
TRUE	Gaining valuable insights and resources as tñ	Yes
	We will emerge with templates that outline pc	Yes
TRUE		
TRUE		
	The Summer Learning & Enrichment Collabo	Yes
TRUE		

	Effective programs are put in place, for 2021	No
TRUE		
TRUE		
		Yes
	Receive great resources we can implement in	Yes
		Yes
	A lot of networking, information/strategies shared	Yes
TRUE		
		Yes
	Success will mean that I have an idea of what	Yes
		Yes
TRUE		Yes
TRUE		
	Success will be sharing viable and sustainable	Yes
	Sharing effective practices and obtaining additional	Yes
TRUE		Yes
	I am eagerly looking forward to the opportunity	Yes
		Yes
	I would really like to learn what the other team	Yes
		Yes
TRUE		
TRUE		
		Yes
TRUE		
	To be able to gather innovative ideas for summer	Yes
	Collaborating with other SEAs to learn more about	Yes
	Building a united network of educators to support our English	Yes
TRUE		
TRUE		
TRUE		
	Share and get ideas on best practices for equity	Yes
	-Guidance for using American Rescue Plan funds	Yes
TRUE		
TRUE		
TRUE		
	Opportunity to interact with thought partners,	Yes
		Yes
		Yes
TRUE		
		Yes
		Yes
	Making sure that children and families have the	Yes
		Yes
TRUE		Yes
		No
	I will enhance my professional learning and work	Yes

		Yes
	Current research and tools to support school:	Yes
	Gaining additional guidance for using Americ	Yes
		Yes
TRUE		
TRUE		Yes
		Yes
TRUE	The ability to better support our LEAs and scl	Yes
		Yes
		Yes
	Learning the need, capacity, and challenges	Yes
TRUE		
	To enhance state collaboration internally and	Yes
TRUE		
	Determine concrete and applicable ways to ir	Yes
	Support for LEA/SEAs at the state level	Yes
	Engagement with other participants for best	Yes
		Yes
TRUE		
	To define what an engaging academically en	Yes
		Yes
		Yes
		Yes
	Engaging in opportunities to partner across o	No
TRUE		
TRUE		
		Yes
TRUE		
	Generating and learning how summer learnir	Yes
TRUE		
	Development of guidance for LEAs on how tc	Yes
TRUE		
	The development of an intentional effort of aç	Yes
	Improved school district collaborations with H	Yes
TRUE		
		Yes
TRUE		
	State plan resourcesLEA plan resources	Yes
TRUE		
TRUE		Yes
		Yes
TRUE		

		*Everyone's voice being heard and documented	No
			Yes
			Yes
			Yes
			Yes
TRUE			
		As the HSCO we look at linkages between the	Yes
TRUE			
TRUE		Getting access to the most relevant, research	Yes
TRUE			
TRUE			
			Yes
TRUE	TRUE		
TRUE		Learning new information	Yes
			Yes
TRUE			
			Yes
TRUE			
TRUE			
		Information gathering and walking away with	Yes
TRUE			
TRUE			
			Yes
		Gain a better understanding of possible rese	Yes
			Yes
TRUE			
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		The guidance provided by the USED and info	Yes
			Yes
TRUE			Yes
			Yes
			Yes
TRUE			Yes
			Yes
TRUE			
		Success will learning what evidence-based p	Yes
TRUE			
TRUE			
TRUE			
			Yes
		Successful collaboration would be a diverse t	Yes
		A successful collaborative means we have co	Yes
		understanding and resources for effective be	No
TRUE			

		ideas for supporting students with disabilities	Yes Yes Yes Yes
TRUE		Obtaining additional information on innovative	Yes Yes
		I am interested in learning more information c	Yes Yes
TRUE		Improved sharing of information, increased n	Yes Yes
TRUE		More info to fold into guidance, best practice	Yes Yes Yes Yes
		Coming away with more ideas to share out w	Yes
		Strategies, ideas, and dialogue regarding clo	Yes Yes
		A vision of education from birth to college an	Yes Yes Yes
TRUE	TRUE	Concrete strategies for learning acceleration	Yes
TRUE		Our team provides continuity of support for al	Yes Yes No
		Strategies and resources to share with LEAs	Yes No
		Being able to offer support and resources for	Yes
TRUE		Successful collaboration will include the shari	Yes Yes Yes
		I will learn best practices from peers in the C	Yes
		Aligned policies, quality initiatives, and resou	Yes Yes
TRUE		Listening to state wide goals, collaborating wi	Yes Yes
TRUE		We have created a statewide summer learnin	Yes Yes Yes
		Looking to see what other SEA's are supplen	Yes
TRUE		I hope to establish a professional network of	Yes Yes Yes
		Finishing with concrete ways to gauge studer	Yes

		No
Secondary Education	I hope to be able to learn from local and State	Yes
		No
		No
	Shared practices and policies youth success;	Yes
	Participants will learn promising practices for	No
		Yes
		Yes
		Yes
		Yes
	Actionable steps participants plan to take in t	Yes
Office	An inclusive discussion with resources to sha	Yes
ntee Support Services		Yes
		No
	Shared language and action steps	Yes
		Yes
		Yes
		Yes
		Yes
	To continue to support my grantees, by provi	Yes
		No
		No
		Yes
		Yes
	Updates on how schools, parents and staff r	Yes
		Yes
	building a community of practice to share evi	Yes
		Yes
		Yes
	Finding strategies to support educators at a c	Yes
	Better understanding of plans to address and	Yes
	Success will be when states/districts can tak	Yes
	Including consideration of the preparation an	Yes
		Yes
	To hear about accelerated learning best prac	Yes
		Yes
		Yes
		Yes

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challenge Description

ing for programs for families in partnership with Vermont Afterschool

Name	Email	Title	Alternate Organization	Organization
Angela Martin	amartin@alsde.edu	Assistant Secretary	SEA	Alabama Department of Education
Amanda Duvall	amanda.duvall@alaska.gov	Education Specialist II	SEA	Alaska Department of Education
Mariana Padilla	mariana.padilla@state.nj.gov	Director of the Children's Advocacy Center		Governors Office
Dr. Kimberly Young Wilkins	kim.wilkins@nysed.gov	Deputy Commissioner, Office of Early Childhood	SEA	New York State Education Department
LoriAnn Curtin	loriann.curtin@nysed.gov	Deputy Commissioner, Office of Early Childhood	SEA	New York State Education Department
Dechelle Johnson	dechelle.johnson@nysed.gov	Deputy Commissioner, Office of Early Childhood	SEA	New York State Education Department
Jason Harmon	jason.harmon@nysed.gov	Assistant Commissioner, Office of Early Childhood	SEA	NYS Education Department
Kathleen DeCataldo	kathleen.decataldo@nysed.gov	Assistant Commissioner, Office of Early Childhood	SEA	NYS Education Department
Elisa Alvarez	elisa.alvarez@nysed.gov	Associate Commissioner, Office of Early Childhood	SEA	NYS Education Department
Christina Coughlin	christina.coughlin@nysed.gov	Assistant Commissioner, Office of Early Childhood	SEA	NYS Education Department
David Frank	david.frank@nysed.gov	Executive Director of Early Childhood	SEA	NYS Education Department
Ira Schwartz	ira.schwartz@nysed.gov	Education Specialist	SEA	NYS Education Department
Charity Flores	cflores@doe.in.gov	Chief Academic Officer	SEA	Indiana Department of Education
Nicole Smithers	nsmithers@doe.in.gov	Communications Specialist	SEA	Indiana Department of Education
Eimear Towler	etowler@doe.in.gov	Communications Specialist	SEA	Indiana Department of Education
Robin L. Leclair	rleclair@doe.in.gov	Communications Specialist	SEA	Indiana Department of Education
Jennifer Jensen	jjensen@doe.in.gov	Communications Specialist	SEA	Indiana Department of Education
Lynn Schemel	lschemel@doe.in.gov	Communications Specialist	SEA	Indiana Department of Education
Mary Herman	mary.herman@maine.gov	Special Projects, Office of Early Childhood	SEA	Maine Department of Education
Pender Makin	pender.makin@maine.gov	Commissioner of Education	SEA	Maine Department of Education
Joseph Marro	joseph.marro@maine.gov	Senior Policy Advisor		Governors Office
Rachelle Engler Bennett	rachelle.engler.bennett@eldamy.com	Associate Consultant	SEA	Office of Statewide Assessment
Richard Lower	lowerr@michigan.gov	Director of Preschool and Early Childhood	SEA	Michigan Department of Education
Victor Bugni	bugniv@michigan.gov	Special Assistant to the Director	SEA	Michigan Department of Education
Alisande Shrewsbury	shrewsburya@michigan.gov	Special Assistant to the Director	SEA	Michigan Department of Education
Andre Prael	andre.prael@state.mn.us	Agency Finance Director	SEA	Minnesota Department of Education
Margie Vandeven	margie.vandeven@dese.mo.gov	Commissioner of Education	SEA	Missouri Department of Education
Kelli Dickey	kelli.dickey@dese.mo.gov	Deputy Commissioner	SEA	Missouri Department of Education
Tracy Vandeventer	tracy.vandeventer@schooleducation.gov	Director	Sydney Dickey	Utah State Office of Education
Kamille Sheikh	kamille.sheikh@schools.utah.gov	Deputy Director	SEA	Utah State Office of Education
Jennie DeFriez	jennie.defriez@schools.utah.gov	Effective Instruction Coordinator	SEA	Utah State Office of Education
Tim McMurtrey	tmcmurtrey@sde.idaho.gov	Deputy Superintendent	SEA	Idaho State Department of Education
Sherri Ybarra	sybarra@sde.idaho.gov	Deputy Superintendent	SEA	Idaho State Department of Education
Peter McPherson	pmcpherson@sde.idaho.gov	Deputy Superintendent	SEA	Idaho State Department of Education
Marilyn Whitney	mwhitney@sde.idaho.gov	Deputy Superintendent	SEA	Idaho State Department of Education
Todd Driver	tdriver@sde.idaho.gov	Deputy Superintendent	SEA	Idaho State Department of Education
Karen Seay	kseay@sde.idaho.gov	Director, Federal Programs	SEA	Idaho State Department of Education
Joi Holliday-Sparrow	jhollidaysparrow@gov.nv.gov	Director of Legislative and Public Affairs		Office of Governor
Jhone Ebert	acthibault@doe.nv.gov	Superintendent	SEA	Nevada Department of Education
Frank Edelblut	frank.edelblut@doe.nh.gov	New Hampshire Department of Education	SEA	New Hampshire Department of Education
Angelica Allen-McMillan	angelica.allen-mcmillan@doe.nj.gov	Acting Correlation Specialist	SEA	New Jersey Department of Education
Dan French	daniel.french@vermont.gov	Secretary	Heather Boivin	Vermont Agency of Education
Kendal Smith	kendal.smith@vermont.gov	Director of Policy Development		Governors Office
Donald Fairheart	donald.fairheart@doe.virginia.gov	Deputy Superintendent	SEA	Virginia Department of Education
Christine Alois	christine.alois@doe.k12.de.gov	Deputy Secretary of Education	SEA	Delaware Department of Education

Jason A. Helfer	jhelfer@isbe.net	Deputy Officer – Instru	SEA	Illinois Stat
Ernesto Matias	ematias@isbe.net		SEA	Illinois Stat
Krish Mohip	kmohip@isbe.net		SEA	Illinois Stat
Alexandra Peña	apena@chiefsforchange.	Associate, Member Su	Non-goverr	Chiefs for C
Dan Domenech	ddomenech@aasa.org	Executive Director, AA	Non-goverr	AASA
Sarah Bodor	sarah@naaee.org	Director of Policy & Affi	Non-goverr	The North /
Lindsay Wise	lindsaywise@westat.com		NC	National Cc
Kay Gallagher	kaygallagher@westat.com		NC	National Cc
Jill Lammert	jilllammert@westat.com	Deputy Director	NC	National Cc
Dean Nafziger	deannafziger@westat.co	Director	NC	National Cc
Amanda Lowe	alowe@pta.org	Director, Government /	Non-goverr	National PT
Noelle Ellerson Ng	nellerson@aasa.org	Associate Executive Di	Nonprofit	CAASA
Chris Dwyer	cdwyer@rmcres.com		NC	National Cc
Hadley Moore	hadleymoore@westat.com		NC	National Cc
Carol Keirstead	ckeirstead@rmcres.com		NC	National Cc
Glynis Jones	glynisjones@westat.com		NC	National Cc
Nanmathi Manian	nanmathimanian@westat.com		NC	National Cc
Julie Corbett	jcorbett@corbetteducation.com		NC	National Cc
Allison Crean Davis	allisoncreandavis@westat.com		NC	National Cc
Katrina Boone	katrina.boone@bellwethereducation.org		NC	National Cc
Gay Lamey	gaylamey@westat.com		NC	National Cc
Ally Rolfus	allyrolfus@westat.com		NC	National Cc
Amy Bitterman	amybitterman@westat.com		NC	National Cc
Carrie Murthy	carriemurthy@westat.com		NC	National Cc
Carrie Parker	caroline.parker@sri.com		NC	National Cc
Clarissa McKithen	clarissamckithen@westat.com		NC	National Cc
Erin Lomax	erinlomax@westat.com		NC	National Cc
Hannah Jarmolowski	hannah.jarmolowski@georgetown.edu		NC	National Cc
Heather Zavadsky	heatherzavadsky@westat.com		NC	National Cc
Jeremy Fritts	jeremy.fritts@sri.com		NC	National Cc
Kelly Robson	kelly.robson@bellwethereducation.org		NC	National Cc
Kim Benton	kbenton@adi.org		NC	National Cc
Laura Anderson	laura.anderson@georgetown.edu		NC	National Cc
Liam Ristow	liamristow@westat.com		NC	National Cc
Marguerite Roza	mr1170@georgetown.edu		NC	National Cc
Monique Thornton	moniquethornton@westat.com		NC	National Cc
Sakari Morvey	sakarimorvey@westat.com		NC	National Cc
Kerri Wills	kerriwills@westat.com		NC	National Cc
Ebony Lambert	ebony.lambert@bellwethereducation.org		NC	National Cc
Nancy Hartman	nancyhartman@westat.com		NC	National Cc
Kimberly Barnes	kimberly.barnes@educat	Director		Regional Comprehensi
Melly Wilson	wilsonm@prel.org	Director, Region 19 Co		Regional Comprehensi
Allison Layland	(b)(6)@gmail.com	Chief Education Strate		Regional Comprehensi
Sarah Barzee	sbarzee@wested.org	Senior Director of State		Regional Comprehensi
Kristin Nafziger	kristinnafziger@westat.co	Center Director		Regional Comprehensi
Heather Mattson	hmattso@wested.org	Deputy Director, Regio		Regional Comprehensi
Deborah Sigman	dsigman@wested.org	Senior Managing Direc		Regional Comprehensi

Hendrick Cho	cho@prel.org	Specialist	Regional Comprehensive
John Lockwood	jlockwood@ets.org	Director	Regional Comprehensive
Kandace Jones	kandace.jones@icf.com	Co-Director	Regional Comprehensive
T.J. Horwood	t.j.horwood@icf.com	Co-Director	Regional Comprehensive
Anushka Shirali	anushkashirali@westat.c	Capacity Building Man	Regional Comprehensive
Dale Lewis	dlewis@mcrel.org	Director	Regional Comprehensive
Melanie Graziano	mgraziano@ets.org	Education Specialist	Regional Comprehensive
Kerry Hoffman	kerry.hoffman@icf.com	Indiana Co-Coordinator	Regional Comprehensive
Aracelis Gray	aracelis.gray@icf.com	State Coordinator	Regional Comprehensive
Amy Colton	acolton@rmcres.com	Co-coordinator	Regional Comprehensive
April Munroe-Phillips	(b)(6)@hotmail.cc	State Manager	Regional Comprehensive
Beverly Mattson	mattsonb@rmcres.com	Senior Research Assoc	Regional Comprehensive
Robin Jarvis	jarvis@rmcres.com	Senior Research Assoc	Regional Comprehensive
Jennifer Esswein	jennifer.esswein@educat	Researcher	Regional Comprehensive
Eloise R. Sanchez	sancheze@prel.org	Senior Program Specia	Regional Comprehensive
Bernie Sorenson	bernies@serrc.org	Center Director Region	Regional Comprehensive
Faith D George-Boone	(b)(6)@gmail.com	Education Specialist	Regional Comprehensive
Karen Sanders	sandersk@rmcres.com	Ohio Co-Coordinator	Regional Comprehensive
Stephanie Irvine	sirvine@aemcorp.com	Michigan Co-Coordinat	Regional Comprehensive
Emerson Odango	odangoe@prel.org	Director, Region 18 Co	Regional Comprehensive
Everett Barnes	ebarnes@rmcres.com	Principal Investigator/C	Regional Comprehensive
Marisa Crowder	mcrowder@mcrel.org	Researcher	Nonprofit CREL Pacific
Jeffrey R Smith	jeffreys@serrc.org	Alaska State Director	Regional Comprehensive
Stephen Appleby	stephen.appleby@doe.nt	Director	SEA
Alecia Gardner	allie.gardner@alaska.gov	Program Administrator	SEA Alaska Dep
Vijay Ramasamy	vijay.ramasamy@ks.gov	Policy and Budget Advi	Governors Office
Billy Bennett	billy.bennett@ky.gov	Executive Director	SEA Kentucky E
Meredith Brewer	meredith.brewer@educal	Director of Education F	SEA Kentucky D
Jason Glass	jason.glass@education.k	Commissioner of Educ	SEA Kentucky D
Elizabeth Hack	elizabeth.hack@educatio	Office of the Commissi	SEA Kentucky D
Quentina Timoll	quentina.timoll@la.gov	LDOE Chief Amy.Lamb	SEA Louisiana C
Em LeBlanc Cooper	em.cooper@la.gov	Executive [Louisiana [SEA Louisiana C
Jillian Balow	superintendent@wyo.gov	Wyoming S penny.rodri	SEA Wyoming C
steven katz	steven.katz@nysed.gov	Assistant Commissione	SEA New York
Eric Hall	eric.hall@fldoe.org	Senior Cha Jessica.Du	SEA Florida Dep
Bethany Swonson	bethany.swonson@fldoe.	Interim Chi Jessica.Du	SEA Florida Dep
Kevin Hoeft	Kevin.Hoeft@fldoe.org>	Education Policy Devel	SEA Florida Dep
Matt Cardoza	mcardoza@doe.k12.ga.u	Director of External Aff	SEA Office of E
Michelle A.T. Franquez	matfranquez@gdoe.net	Interim Public Informat	SEA Guam Dep.
Sonja Evensen	evensens@prel.org	Evaluation Specialist	Other Tech PREL
Angelica Infante Green	angelica.infantegreen@ri	Commissio lauren.McC	SEA Rhode Islai
Kelvin Roldan	kelvin.rolدان@ride.ri.gov	Deputy Commissioner	SEA Rhode Islai
Krystafer Redden	krystafer.redden@ride.ri.	Transformation Specia	SEA Rhode Islai
Brian Darrow	(b)(6)@gmail.co	Chief Strategy Officer	SEA Rhode Islai
Ana Riley	ana.riley@ride.ri.gov	Deputy Commissioner	SEA Rhode Islai
Laurie Matzke	lmatzke@nd.gov	Assistant State Superir	SEA North Dakc
Alfred Ada	alfred.ada@cnmipss.org	Commissioner of Educ	SEA COMMON

Colt Gill	colt.gill@ode.state.or.us	Director of the Oregon SEA	Oregon De
Seth Gerson	sgerson@nga.org	Program Director	Nonprofit C National Gc
Allison Layland	alayland@adi.org	Chief Education Strateg	Regional Comprehen
Lynette Villagomez	villagomezl@prel.org	Deputy Director	Regional Comprehen
Paulina Yourupi-Sandy	yourupip@prel.org	Senior Program Specia	Regional Comprehen
Rita Foy Moss	rita.foy.moss@ed.gov	Group Lead, School Cl	US Departr U.S. Depart
Jessica Paris	jessica.paris@alaska.gov	Alaska 21st CCLC Pro	SEA
Ally Talcott	ally@stepupadvocacy.co	Legislative Counsel	Nonprofit C National Su
Jessica McKinney	jessica.mckinney@ed.go	Grants Policy Officer	US Departr Office of Pl
Juanita Lawrence	lawrencej@prel.org	Education Specialist	Regional Comprehen
Corrin Barros	barrosc@prel.org	Senior Specialist	Nonprofit C PREL
L. Earl Franks	efranks@naesp.org	Executive Director	Nonprofit C National As
Kimberly Hambrick	kimberlyhambrick@west	Director	Region 5 CC--Westat
Bryan Keohane	bryan.keohane@ed.gov	Program Officer	US Departr OESE
Dr Terry L Lashley	lashley@learningcurveec	Virginia Co-Lead	Regional Comprehen
Monica Young	monica.young@aemcorp	State Co-Lead / Subje	Regional Comprehen
Matthew Soldner	matthew.soldner@ed.gov	Commissioner, Nation	US Departr Institute of I
Jack Schwarz	jschwarz@rmcres.com	Research Associate	Regional Comprehen
Missy Dugan	mdugan@bgca.org	SVP, Government Rel	Boys & Girls Clubs of A
Sarah Sayko	saykos@rmcres.com	TA Specialist	Regional Comprehen
perry williams	perry.williams@ed.gov	project officer	US Departr OSEP
Brad Clark	brad.clark@sde.ok.gov	general co	Marley.Billi SEA Oklahoma
Carey Wright	cwright@mdek12.org		SEA
Sheryl Turner	sturner@rmcres.com	Director	Regional Comprehen
Heidi Goertzen	hgoertzen@rmcres.com	R7CC Deputy Director	Regional Comprehen
Susan Weigert	susan.weigert@ed.gov	Education Program Sp	US Departr Office of Sp
Brian Manderfield	bmanderfield@bgca.org	National Vice Presiden	Nonprofit C Boys & Girl
Matt Watrous	mwatrous@bgca.org	Director of Governmen	Nonprofit C Boys & Girl
Felicia Goss	felicia.goss@ed.gov	Program Officer	Department of Educat
Adam Shank	ashank@bgcohio.org	Executive Director	Nonprofit C Boys & Girl
Amanda Good	agood@bgcmo.org	Executive Director	Missouri Alliance of Bo
Melissa Moritz	melissa.w.moritz@ed.gov	Afterschool and Summ	US Departr IES
Deb Chiodo	deb@askresource.org	assistant director	Nonprofit C ASK Resou
Kathleen Airhart	kathleen.airhart@ccsso.c	Program Director	Nonprofit C Council of C
Trisha Cox	pcox@rmcres.com	Technical Assistance F	Regional Comprehen
Steve Smith	steven.smith@usu.edu	Associate Director	Other Tech CIFR
Sandra Deysson	sandra.deysson@ed.gov	Program Officer	US Departr Program ar
Sarah Allen	sarah.allen@ed.gov	Education Program Sp	US Departr ED / OSER
Dani Pierce	dani.pierce@ccsso.org	Senior Associate	Nonprofit C CCSO
Ashley Kaiser	akaiser@bgca.org	Director, Government f	Nonprofit C Boys & Girl
Terry Jackson	terry.jackson@ed.gov	Education Program Sp	US Departr OSERS/OS
Ryan Hughes	trhughes@bgcta.org	Executive Director	Nonprofit C Boys & Girl
Lori Vandeborne	lori.vandeborne@aemcor	Subject Matter Speciali	Regional Comprehen
Lana Taylor	ltaylor@indianabgc.org	Executive Director	Nonprofit C Indiana Allia
Tom Munk	tommunk@westat.com	Principal Research Ass	Other Tech CIFR, IDC
Micki Ray	micki.ray@education.ky.g	KDE Division Director	SEA
Jenny Scala	jscala@air.org	Principal Researcher	Other Tech American Ir

Leslie Carol Fox	lfox2@wested.org	Director, Early Interven	WestED
Kathleen Pfannenstiel	kpfannenstiel@air.org	Senior Researcher/TA	Nonprofit C American Ir
Maureen Greer	mhmgreer@aol.com	Leadership Consultant	Other Tech CIFR
Sade Akinbayo	sakinbayo@insightpolicyr	Research Assistant	Other Insight Poli
Nancy O'Hara	nohara@wested.org	TA provider	Other Tech WestEd, CI
William (Wayne) Ball	wball@air.org	Senior TA Consultant,	Other Tech AIR
Brodrick Clarke	bclarke@summerlearning	Director of Training & T	Nonprofit C National Su
Steven Prater	sprater@air.org	Senior Technical Assis	Other Tech American Ir
Christerralyn Brown	chbrown@air.org	Technical Assistance C	Other Tech American Ir
David Guardino	david.guardino@ed.gov	ADD	US Depart OSEP
Heather Brosz White	hwhite@wakebgc.org	Director	Nonprofit C NC Alliance
patti curtis	patti.curtis@ed.gov	STEM Fellow	US Departr OESE, 21st
Lynn Holdheide	lholdheide@air.org	Managing Technical As	Nonprofit C American Ir
Carla Miller	cmiller@sdparent.org	Executive Director	Nonprofit C South Dakc
Jan Perry Evenstad	evenstad@msudenver.ec	Executive Director WE	Other Tech Metropolita
Al Thomas	thomasa27@michigan.gc	Education Consultant	SEA
Shawn Petty	shawnpetty@westat.com	Senior Project Director	Westat
Jeff Edmison	jedmison@ctacusa.com	Chief Officer, National	Community Training an
Tameka Porter	tporter@mcrel.org	Managing Consultant	Regional Comprehen
Lee Rutledge	lrutledge@ctacusa.com	Director of Personalize	Regional Comprehen
Sarah Bedy	sbedy@bgca.org	Director	Nonprofit C California A
Danielle Crain	daniellecrain@westat.cor	CCNetwork Liaison Le	Other Tech National Cc
Scott Reynolds	sreynolds@ctacusa.com	State Co-Lead for Miss	Regional Comprehen
Mitzi Stoute Faniola	mfaniola@bgca.org	Executive Director	Nonprofit C Boys & Girl
Christine McCormick	christine.mccormick@tea	State Coordinator 21st	SEA
Lorraine Thoreson	thoresonl@michigan.gov	Manager, Preschool ar	SEA
Kelly Foster	kelly.foster@education.ky	Associate Commission	SEA Kentucky D
Matthew Courtney	matthew.courtney@education.ky.gov>		SEA Kentucky D
Tara Rodriguez	tara.rodriguez@education.ky.gov		SEA Kentucky D
David Cantrell	david.cantrell@ed.gov	OSEP Deputy Director	US Departr Office of Sp
Christina Weeter	christina.weeter@educati	Division Director	SEA Kentucky D
Natasha Stein	natasha.stein@education.ky.gov		SEA Kentucky D
Marcia Sprankle	marcia.sprankle@maryla	Assistant State Superir	SEA Maryland S
Cecelia Roe	cecilia.roe@maryland.go	Director of ELA, Profes	SEA Maryland S
Valerie Emrich	valerie.emrich@marylanc	Director of Math, Instru	SEA Maryland S
Lana Green	lane.green@maryland.gc	Coordinator of ELA	SEA Maryland S
Debra Ward	debra.ward@maryland.g	Coordinator of Math	SEA Maryland S
Rhonda Haniford	haniford_r@cde.state.co.	Associate Commission	SEA Colorado D
Anne Louise Thompson	althomp@wested.org	Part B Technical Assis	Other Tech Center for I
Anthony Mukuna	amukuna@wested.org	Senior Program Associ	Nonprofit C CIFR
Rebecca Richards	rrichards@mtempowerm	Executive Director	Nonprofit C Montana Er
Laura Taylor	laurataylor@westat.com	Region 5 Comprehen	Regional Comprehen
Ruth Anne Hodges	hodgesr3@michigan.gov	Manager, Curriculum a	SEA
Noel Kelly	keltyn@michigan.gov	Director	SEA
Meg Hassan	meg.hassan@governor.r	PDG Manager	Governor's Office
Emily Nostro	emilyn@benetech.org	Collection Developmen	Nonprofit C Bookshare-
Danielle Felder	daniellef@bgccolo.org	Executive Director	Nonprofit C Boys & Girl

Heather Craiglow	heather.craiglow@state.c	Head Start Collaboratic	Other	Colorado D
Amanda Culbertson	amanda.culbertson@stat	Family Engagement M:	Other	Office of Ea
Elizabeth Cosse	lizzie.cosse@la.gov	EPC 5A	SEA	Louisiana C
Katie Allen	kallen@mcrel.org	Deputy Director	Regional Comprehen	
Beth Caron	beth.caron@acf.hhs.gov	Social Science Analyst	Other	Office of He
Lynn Betts	lynn.betts@frcd.org	Parent support	Nonprofit CFamy Reso	
Charmaine Simmons	csimmons@doe.k12.ga.l	CARES Act Program Iv	SEA	
Brittany Doss	brittany.n.doss@wv.gov	Head Start State Collat	Other	DHHR
Sarah Jane Neville-Morgan	snevillemorgan@cde.ca.i	Deputy Superintendent	SEA	
Lori Masseur	lori.masseur@azed.gov	AZ Head Start Collabo	SEA	
Supanika Ackerman	supanika.ackerman@ala	Education Specialist II/	SEA	
Joe Simpson	jsimpson@mcrel.org	director	Other	Region 11 (
Rima Azzam	razzam@rmcres.com	Senior Research Assor	Regional Comprehen	
Catherine Green	catherine.green@dhs.ri.g	Rhode Island Head Stz	Other	Rhode Islar
Aaliyah Samuel	aaliyah.samuel@ed.gov	Deputy Assistant Secre	US Departr	Office of Cc
Amy Jo Meiners	amyjom@serrc.org	Education Specialist	Regional Comprehen	
Christen Peterson	cpeterson1@doe.in.gov	21st CCLC Grant Spec	SEA	Indiana Dej
Cara Wiley	cwiley@isbe.net	Director-Wellness	SEA	
Cole Dietrich	adietrich@doe.in.gov	Director of Title Grants	SEA	Indiana Dej
Kimberly Berry	kimberly.berry@fldoe.org	Assistant Bureau Chief	SEA	
Christy G Thompson	christy.thompson@maryl	Executive Director	SEA	
Katie Landes	klandes@georgiavoices.c	Director	Nonprofit C	Georgia Sta
Tara Powe	tara.powe@dpi.nc.gov	Program Administrator	SEA	
Cynthia O'Brien	cynthia.obrien@ed.gov	Program Officer	US Departr	OESE
Marybeth Casey	marybeth.casey@nysed.i	Asst. Commissioner	SEA	
Jennifer Riccards	jriccards@rmcres.com	State Coordinator	Regional Comprehen	
charm l smith	charm.smith@ed.gov	program officer	US Departr /	
Danielle Smith	danielle.smith2@ed.gov		US Departr	Office of El
Rich Wilson	richard.wilson@ed.gov	Evidence Based Policy	US Departr	US Departr
Lauri Celli	lauricelli@westat.com	Education Specialist	Other Tech	Westat
Carmen Medina	cmedina@pa.gov	Division Chief	SEA	
Dan Jesse	djesse@msudenver.edu	Principal Analyst	Other Tech	WEEAC
Yvonne Woods	ywoods@policystudies.c	Staff	Regional Comprehen	
Caitlin Beatson	cbeatso@wested.org	Deputy Director of Ope	Regional Comprehen	
Emma Chavez	emma.chavez@azed.gov	AZ Department of Edu	SEA	
Jackie Govan	jackie.govan@arheadsta	Director	Other	Head start :
Jordan Varilek	jordan.varilek@state.sd.t	Title Programs Adminis	SEA	
Sara Doutre	sdoutre@wested.org	TA Provider	Other Tech	WestEd
Tyson Ledgerwood	tyson.ledgerwood@state.	21st CCLC SEA Coord	SEA	
Megan Zlatos Cacciola	mcacciola@akhf.org	Director of Programs	Nonprofit C	Alaska Hun
Megan Vinh	megan.vinh@unc.edu	Co-Director	Other Tech	ECTA Cent
Miriam Lund	miriam.lund@ed.gov	Group Leader for the N	US Departr	Office of Sc
Tiffany Tony	ttony@yuut.org	Director of Operations	Nonprofit C	Yuut Elitna
Karyl Resnick	karyl.a.resnick@mass.gc	21st CCLC Coordinato	SEA	
Christina Russell	crussell@policystudies.c	Senior Managing Direc	Other Tech	Policy Studi
Kristin Kane	kristin.kane2@acf.hhs.gc	Communication and O	Other	ACF, HHS
Carrie McDaniel	carrie.mcdaniel@educati	Professional Learning (SEA	

Lael Bach	lbach@citci.org	Manager	Nonprofit	CCITC
Dawn	dawn.fitzhugh@azed.gov	AZ Dept of Ed	21st CC	SEA
Lilinoi Grace	(b)(6)@gmail.com	Project Director	Nonprofit	CFriends of t
Wendy Wilson	wendy.wilson@ade.arkar	21st CCLC Director	SEA	
Chandler M. Dixon	chandlerdixon@westat.co	Training & Developmer	Other Tech	Westat / TE
Heidi Schultz	heidi.schultz@k12.wa.us	21st CCLC Program S	SEA	
Jan Sellers	jan.sellers@education.ky	MTSS Coordinator	SEA	
Eric Billiet	eric.billiet@state.mn.us	Expanded Learning Sp	SEA	
Jennifer Dang	jennifer.dang@k12.hi.us	Analyst	SEA	
Kristen A Mokofisi	kmokofisi@doe.nv.gov	Education Programs P	SEA	
Tanya Morin	tanya.morin@dpi.wi.gov	Education Consultant,	SEA	
Rebecca Marek	rebecca.marek@acf.hhs.	Child Care Program S	Other	Health and
Kizzy Blackwell	kizzy.blackwell@ccsso.or	Program Associate	Other	CCSSO
Margo DeLaune	margo.delaune@bie.edu	Acting Associate Depu	SEA	Bureau of I
Teri LeSage	teresa.lesage@dpi.wi.gov	Education Consultant	SEA	
Travis Bryant	travis.bryant@ed.gov	Education Program Sp	US Depart	OSERS /O
Hye Jin Park	parkhye@hawaii.edu	Associate Professor	School	University c
Barbara Cooper	barbara.cooper@ece.ala	Secretary	Other	Alabama D
Dr. Omair Shamim	omair.shamim@dhw.ida	Idaho Head Start Colla	Other	Idaho Depa
Henri' Murphy	henri.murphy@tn.gov	Head Start State Colla	SEA	
Momo Hayakawa	mhayakawa@tpt.org	Project Director	Nonprofit	CTwin Cities
Mai Lor	mclor@tpt.org	Outreach Specialist	Nonprofit	CTwin Cities
Kristin Allen	kallen@bgca.org	Government Relations	Nonprofit	CBoys & Girl
Donna Sacco	dsacco@air.org	TA Consultant	Other Tech	AIR
Diondra Brown	dbrown@tpt.org	Child Development & E	Nonprofit	CTwin Cities
Leslie Doyle	leslie.doyle@la.gov	Early Childhood Chief	SEA	Louisiana C
Karin Wolfe	karinwolfe@westat.com	Training Coordinator	Other	Westat
Gwendolyn Brantley	gbrantley@unitedwaycfc.	Director	Nonprofit	CUnited Way
Jennifer Hernandez	jennifer.hernandez@illinc	Education Fellow	Governor's	Office
Terry Long	terry.long@sped-data.co	Technical Assistance S	Other Tech	IDEA Data
Jennifer Schaaf	jenniferschaaf@westat.co	IDC TA Provider	Other Tech	Westat
Sage Learn	slearn@bgca.org	National Director of Go	Nonprofit	CBoys & Girl
Rorie Fitzpatrick	rfitzpa@wested.org	Director, National Cent	Other Tech	National Ce
Jane Cronin	jane.cronin@state.sd.us	21CCLC State Coordin	SEA	
Chris Thacker	chris.thacker@uky.edu	State Liaison and TA S	Other Tech	IDEA Data
Tanya Collins	tanyacollins@westat.com	IDEA Data Center Tecl	Other Tech	Westat
Elisabeth Davis	edavis@alsde.edu	Assistant State Superir	SEA	
Pam Thomas	pam.thomas@dese.mo.g	Early Learning Chief	SEA	
Christine Brandon	cbrandon@svt.org	Project Coordinator	Nonprofit	CSeldovia Vi
Aaron Dworkin	adworkin@summerlearni	CEO	Nonprofit	CNational Su
Sarah Walters	sarahwalters@westat.co	TA Specialist/State Lia	Other Tech	IDEA Data
Tenette Smith	tenette.smith@mdek12.o	Executive Director, Ele	SEA	
Paddy Kauhane	pkauhane@bgch.com	President & CEO	Nonprofit	CBoys & Girl
Judy Nelson	jnelson@mdek12.org	Executive Director of F	SEA	
Raquel Gwynn	raquel.gwynn@state.or.u	21st CCLC Education S	SEA	
Vera Stroup-Rentier	verastrouprentier@westa	TA Specialist	Other Tech	IDC
Racquel Berry-Benjamin	racquel.berry@vide.vi	Commissioner of Educ	SEA	U.S. Virgin

Paula Johnson	paula.johnson@idra.org	Director	Nonprofit C Intercultura
Carol Seay	carol.seay@aemcorp.cor	TA Specialist	Other Tech CIFR
Jim Tackett	jim.tackett@education.ky	Coordinated School He	SEA
Teresa Wilson	(b)(6)@gmail	Founder/Executive Dir	Nonprofit C The Village
Lorraine	lgibbons@shehancenter.	Executive Director	Nonprofit C Cardinal St
CINDY M CALDWELL	ccaldwe@wested.org	Education Program As	Other Tech WestEd
Deborah Dominguez-Clark	deborah.clark@state.nm.	Director of Special Edu	SEA
Nancy Johnson	(b)(6)@gmail.com	Dr.	Other Tech IDEA Data
Sherry Hoyle Thomas	sherry.thomas@dpi.nc.g	State Director, Excepti	SEA
keely Weber	keely.weber@ed.gov	Education Program Sp	US Departr OESE/21st
Zelphine Smith-Dixon	zsmith@doe.k12.ga.us	State Director	SEA
Heather Calomese	hcalomese@cde.ca.gov	State Director of Spec	SEA
Allison Smith	allisonward.smith@mass	Grant Coordinator	SEA
Amanda Flanary	amanda.flanary@ky.gov	Kentucky Head Start C	Other Head Start
David Radcliffe	david.radcliffe@ctc2c.org	statewide policy direct	Nonprofit CCT Cradle-
Dr. Nancy Holsapple	nholsapple@doe.in.gov	State Special Educati	SEA Indiana Dep
Susan Hayes	shayes@wested.org	Technical Assistance F	Other Tech WestEd
Steven Hicks	steven.hicks@maryland.g	Assistant State Superir	SEA
Tony Ruggiero	tony.ruggiero@aemcorp.	Technical Assistance	Other Tech AEM @ IDC
Shelly Proebstle	proebstles@michigan.g	Literacy Manager	SEA
Renée Eckles-Hardy	reneeecckles-hardy@we	State liaison	Other Tech IDEA Data
Shannon Wellens	s.wellens@thetactilegrou	Project Manager	Other The Tactile
Tresa Hanna	tresa.hanna@maryland.g	Head Start Collaroratio	SEA
Audrey Rudick	audrey.rudick@aemcorp.	State Liaison	Other Tech IDEA Data
Jason Martinez	jmartinez@unitedwaygw.	Vice President of Com	Nonprofit C United Way
David Millanti	david.millanti@education	Division of School and	SEA Kentucky C
Tonia Carriger	tonia.carriger@fssa.in.go	Indiana Head Start Sta	SEA Office of Ea
Dave Phillips	dphilli2@wested.org	Project Director	Other Tech Center for I
Kim Buxenbaum	kim.buxenbaum@doe.nj.	Director, Office of Spec	SEA
Brittany Goetz	brittany.goetz@dese.mo.	Coordinator	Governor's Office
Kristin Weller	kristin.weller@ccf.ny.gov	NYSB5 Project Manag	Governor's Office
Kathleen Ehling	kathleen.ehling@doe.nj.g	Acting Assistant Comr	SEA
Misty Higgins	misty.higgins@education	Professional Learning	SEA
Vanessa Nelson-Eastmond	vanessa.nelson-eastmon	Supervisor/Manager	Other US.Adminis
Laura Johnson	laurajohnson@westat.coi	TA Provider	Other Tech CIFR & IDC
Gretta Hylton	gretta.hylton@education.	associate commissione	SEA
Nithya Joseph	nithya_joseph@newprofit	Director of Advocacy	Nonprofit C America Fo
Shanthia Washington	shanthia.washington@al	Assistant State Superir	SEA
Alan Haarstad	alan.haarstad@state.sd.t	21 Century Community	SEA
Christy Hendricks	christy.hendricks@mt.gov	Federal Grants Coordin	SEA Montana O
Rhonda Elmhorst-Friemoth	relmhorstfriemoth@melle	Superintendent	School Mellen Sch
Matt Repka	matt.repka@bellwethereducation.org		NC National Ce
Ashley Libetti	ashley.libetti@bellwethereducation.org		NC National Ce
Mathew William Pollock	matt.pollock@k12.sd.us	Elemetnary/Colony Pri	School Ipswich Pul
Alice Kinney	alice.kinney@ed.gov	Program Officer, Educ	US Departr Rural Educ
Matt Moyer	mmoyer@ftsumnerk12.c	Superintendent	LEA/REA/T Fort Sumne
Maureen Richel	mrichel@adi.org		NC National Cc

Bi Vuong	bvuong@projectevident.org	NC	National Cc
Lisel Ulrich-Verderber	liesl@everwideningcircles.com	NC	National Cc
Megan Ellis	(b)(6)@gmail.com	Executive Director	Nonprofit C Oklahoma
Robyn Widley	robyn.widley@state.mn.u	Director of Special Edu	SEA
Robin Lemonis	rlemonis@mdek12.org	Executive Director of S	SEA
George Hancock	ghancock@serve.org	Co-Director	Regional Comprehen
Jairo Arellano	jarellano@tjUSD.net	superintendent	LEA/REA/T Trona Joint
Rebecca McIntyre	mcintyrer1@michigan.go	Supervisor	SEA
Sarah Kidder	sarah@netbbc.com	Director/Lobbyist	Nonprofit C Kentucky A
Heather Jarrett	hjarrett@reedpoint.k12.r	Superintendent/Princip	School Reed Point
BRIANNE KIRCHOFF	bkirchoff@acsghosts.org	Business Administrator	School ALEXANDR
Priscilla Quintanilla	priscillaquintanilla@westat.com		NC National Cc
Staci Cummins	anastasia.cummins@ed.	Program Officer	US Departr US Departr
Ernest Morgan	emorgan@edanalytics.or	Deputy Director, Regio	Regional Comprehen
Wiley J Dobbs	(b)(6)@gmail.com	Education Consultant / Other	Idaho State
Bridget Johnson	bjohnson@serve.org	Specialist for State Pro	Regional Comprehen
Larry Kent	lkent@bgca.org	Director	Nonprofit C BGCA
Karla C. Lewis	klewis@serve.org	Project Director	Regional Comprehen
Anna Young	young_a@cde.state.co.u	Community Partnershi	SEA
Steve Dimitroff	sdimitroff@ftsumnerk12.	Elementary Principal	School Fort Sumne
KATHLEEN MOONEY	kmoooney@serve.org	Program Specialist	Other SERVE Ce
Ryan Cantrell	rcantrell@sd365.us	Superintendent	School Bruneau - C
Mary Wilson Arrasmith	marrasmith@pltw.org	Director of School Eng	Nonprofit C Project Lea
Carla Garrett	cgarrett@serve.org	Early Childhood Progr	Regional Comprehen
Keith Haynes	keith.haynes@cloverport	Superintendent	School Cloverport
Beth Thrift	bthrift@serve.org	Communications & Dis	Regional Comprehen
Teresa Smith	tsmith@palomaesd.org	Federal Programs Spe	School Paloma Ele
Stacey Wedin	swedin@cde.ca.gov	Administrator	SEA
Steve Thomas	sthomas@isd836.org	Superintendent	School Butterfield-
Rhonda Hutchins	rhutchins@doe.nv.gov	Education Program Prc	SEA
Claudia Ladd	(b)(6)@gmail.com	Literacy Consultant	Other Colorado D
Claire Cocciole	claire@nationofmakers.u	MD State Representati	Nonprofit C Nation of M
Kristina Cote'	kcote@doe.nv.gov	Education Programs Pi	SEA
Michelle Jordan Bunn	mbunn@sdsu.edu	Director	Nonprofit C SDSU Fem
Paula Silva	psilva@bigvalleyschool.o	Superintendent/Princip	LEA/REA/T Big Valley
Becky Bryant	bbryant@humer8.k12.mc	Title I	School Hume Elen
Thomas Williams	thomas.williams@educat	Executive Strategic Poi	SEA
Donna Brown	dbrown@serve.org	NC State Liaison	Regional Comprehen
Elizabeth Ashton	bridget.ashton@honeoye	Superintendent	School Honeoye C
Teri Williams Valentine	twillia2@wested.org	Sr. Program Associate	Other Tech WestEd
Michelle Camou	m.camou@akronzoo.org	Grant Writer	Nonprofit C Akron Zoo
Michele Rovins	mrovins@wested.org	Deputy Director	Other Tech National Ce
Edwin Curbelo	ecurbelo@fortaleza.pr.gc	Director H S SCO	Governor's Office
David Rademacher	drademacher@patokascl	Superintendent	School Patoka CU
Rafiqah Hawkins	(b)(6)@gmail.com	Entrepreneur	Nonprofit C MJ Consult
John White	john@jlwcommunications	Region 5 Comprehen	Regional Comprehen
James Rosebrock	jrosebrock@rlisd.org	Superintendent	LEA/REA/T Rosebud-L

Margee Robertson	margee.robertson@wyo.gov	State Director of Special Education	SEA
Elisa Alvarez	elisa.alvarez@ed.gov	Associate Commissioner	US Department of Education
Caitlin Dooley	cdooley@doe.k12.ga.us	Deputy Superintendent	SEA
Sherry Rickenbach	srickenbach@cde.ca.gov	Program Consultant	SEA
Robbin Juris	robbin@intempo.org	Grants Manager	Nonprofit C INTEMPO
Angelica Durrell	angie@intempo.org	Executive Director	Nonprofit C INTEMPO
Julie Miller	jmiller@cde.ca.gov	Education Programs Administrator	SEA California C
Glenna Gallo	glenna.gallo@k12.wa.us	Asst. Superintendent	SEA
Daniel Mello	dmello@wested.org	Senior Research Associate	Other Tech IDEA Data
Rachael Bergstrom	rachael.bergstrom@dpi.vt.gov	Assistant Director, Title I	SEA Wisconsin
Joshua Brady	jbrady@cde.ca.gov	Education Administrator	SEA California C
Tania May	tania.may@k12.wa.us	Director of Special Education	SEA
Brett Haydin	bhaydin@bgca.org	Director, Government Relations	Nonprofit C Boys & Girls
Jessica Parnell	jessica@polyweb.net	CEO	Other Edovate Learning
Dr. Joi C. Spraggins	drjoi@legacypathways.cc	CEO	Nonprofit C Legacy Bridges
Cynthia Rundquist	rundquist_c@cde.state.co.us	Twice-Exceptional Coordinator	SEA Colorado D
Yamileth Shimojyo	yshimojyo@rcoe.us	Administrator	LEA/REA/T Riverside C
Kristen Pugh	kristenpugh@westat.com	Education Specialist	Other Tech Westat - Im
Chrissy Chen	cchen@bgca.org	Senior Director, Youth Services	Nonprofit C Boys & Girls
Betsie Kalicos	betsie.kalicos@acf.hhs.gov	Program Specialist	Other Tech HHS/ACF/C
Melissa Jeppson	jeppsonm@pantheremail.com	Elementary Principal	School Pinnacle C
Mary Peterson	mpeters@wested.org	Co-Director, Region 15	Regional Comprehensive
Roberta Hardy	hardyr@pantheremail.com	Chief Administrative Officer	School Pinnacle C
Diana Romero Campbell	dromerocampbell@scholarship.com	President	Nonprofit C Scholars United
Autumn Chapman	achapman@loleta.org	Superintendent	LEA/REA/T Loleta Union
Mike Felton	m.felton@stgeorgemsu.edu	Superintendent	LEA/REA/T St. George
Anna Piccirilli	apiccirilli@bgcmetrobaltir.org	Director of Program Quality	Nonprofit C Boys & Girls
Angela McGuire	amcguir@wested.org	Project Director	Other Tech WestEd
Jeff Hoover	hooverj@doe.nv.gov	Education Programs Administrator	SEA
Amna Ahmad	aahmad@mvusd.net	Professional Development	LEA/REA/T Moreno Valley
Henri Shimojyo	hshimojyo@logosedsys.com	Senior Education Scientist	Other Logos Education
Monae C Verbeke	monae.verbeke@freechc.org	Director of Evaluation	Nonprofit C Institute for
Dona Meinders	dmeinde@wested.org	Project Coordinator	Other Tech National Center
Brigitte Stacy	brigitte.stacy@education.ky.gov	Kentucky 21st Century Learning	SEA
Elic Senter	esenter@nea.org	Manager	Nonprofit C National Education
Simone Ragland	sragland@wnsystem.org	Executive Director	Nonprofit C WNY STEM
Deborah Knoll	deborah.knoll@tn.gov	Director of K12 Programs	SEA
Dalia K Zabala	dzabala@wested.org	Senior Technical Assistant	Regional Comprehensive
Kate Nagle	knagle@wested.org	Senior Program Associate	Other Tech WestEd
Mary Watson	(b)(6)@gmail.com	Consultant	Other Tech NCSI
Marie Mancuso	mmancus@wested.org	Director	Regional Comprehensive
Manu Mei-Singh	manums@hawaii.edu	Kaikaina Program Director	Nonprofit C Purple Mountain
Peter Newbegin	pnewbegin@unitedwaytrust.org	Impact Director	Other Tech Cradle to Career
Kristina Scott	kristina.scott@learntoearn.org	CEO	Nonprofit C Learn to Earn
John Carlisle	jcarlisle@wilderschools.org	Principal	School Wilder Elementary
Ritika Kurup	kurupr@strivetoegether.org	Senior Director	Nonprofit C StriveToGet
Darren	dschwartz@waterbury.k12.ct.us	Chief Academic Officer	LEA/REA/T Waterbury

Donalda Chumney	chumneyd@norwalkps.org	Chief Academic Officer	LEA/REA/T	Norwalk Pk
KIMBERLY A KRUPA	kimberly@achieveescam.org	Executive Director	Nonprofit	C Achieve Es
Alisia Michelle Moutry	(b)(6)@gmail.com	WMCC Region 10 Dire	Regional	Comprehensi
Donna Emmons	demmons@ilheadstart.org	Associate Head Start S	Nonprofit	C Illinois Hear
Kimberly Duncan	kim@ontrackwc.org	Executive Director	Nonprofit	C OnTrack W
James McConchie	james.mcconchie@uwsd.org	Data and Evaluation M	Nonprofit	C United Way
Bridget Jancarz	jancarzb@strivetoegether.org	Chief of Staff	Nonprofit	C StriveToget
Karen Butterfield	kbutter@wested.org	State Level TA Special	Regional	Comprehensi
Maria Sauter	msauter@doe.nv.gov	Education Program Su	SEA	
Dr. Rodney Rodriguez	rrodriguez@cftexas.org	Senior Director	Other	Educate Te
Philip Ferrari	(b)(6)@gmail.com	Educational Consultant	Nonprofit	C Learn to Ea
Shauna Harps	shaunaharps@westat.co	R5CC State Co-Lead	Regional	Comprehensi
Donald Wilson	bridgeportyouthlacrosse@gmail.com	Executive Director	Nonprofit	C Bridgeport '
Jennifer Crawford	jcrawford@bgch.com	Grants & Data Manage	Nonprofit	C Boys and G
Cindy Wall	cynthia.wall@illinois.gov	Bureau Chief/Interim H	Other	IL Departm
Erin Shackel	erin.shackel@ed.gov	Education Program Sp	US Depart	OESE
Christina P Robbins	christina_robbins@lksd.org	Director of Elementary	LEA/REA/T	Lower Kus
Becky Hoffman	beckyhoffman@rmpback.org	CEO	Nonprofit	C Rocky Mou
Ashley Bowen	abowen@citci.org	ANEP Project Manager	School	Clare Swar
Jennifer Smith	jennifer.smith@dpi.nc.gov	Program Administrator	SEA	
Deborah Riddle	deborah.riddle@alaska.gov	Division Operations M	SEA	
Kimberly Kennedy	kimberly.kennedy@ks.gov	Head Start Collaborati	SEA	Kansas De
Sharon Fishel	sharon.fishel@alaska.gov	Education Specialist	SEA	
Katie Mazzie		Network Director	Nonprofit	C United Way
Peney Wright	pwright@tiu11.org	STEM/STEAM Curricul	LEA/REA/T	Tuscarora I
Tracy Hinds	tracy.hinds@dese.mo.gov	Deputy Commissioner	SEA	
Leandra Shelton	lshelton@graduatetacom.org	Expanded Learning an	Nonprofit	C Foundatio
Maureen Grove	maureeng@girlsinc-md.com	Executive Director	Nonprofit	C Girls Incorp
Mercedes D Mckelvie	bridgeportyouthlacrosse@gmail.com	Summer Camp Manag	Nonprofit	C Bridgeport '
Melinda	melinda.wyantjansen@bc.edu	VP of Programs	Philanthrop	Boys & Girl
Carmen m Torres	carmen@thechildrensagency.org	Parent Advocacy coord	Nonprofit	C The Childre
Carolyn Winn	carolyn.winn@uwsd.org	Senior Impact Manage	Nonprofit	C United Way
Allison Poindexter	apoindester@deltahhealth.org	Assoc. VP of School-B	Nonprofit	C Delta Healt
Morgan Cox	cox_m@cde.state.co.us	Director, Office of Cult	SEA	
Donna J Bolinger	dpabolinger@cableone.net	Special Education Ser	School	Discovery F
Adrian Manuel	adrian.manuel@wonderful.org	Superintendent	LEA/REA/T	Wonderful
Don Darell Doggett	(b)(6)@gmail.com	State Liaison	Regional	Comprehensi
Jillian Balow	penny.rodriguez@wyo.gov	State Superintendent o	SEA	
Morten Hagen	morten@samlabs.com	VP Product & Custome	Other	SAM Labs
Joe Dohm	(b)(6)@gmail.com	Trustee	Nonprofit	C All hands a
Angela Rutherford	araines@olemiss.edu	Professsor	Other	University c
Leah Walker	leah.walker@doe.virginia.gov	Director, Office of Equi	SEA	Virginia De
Holly Coy	holly.coy@doe.virginia.gov	Assistant Superintende	SEA	Virginia De
Shoshana Davidoff-Gore	shoshana@baltimoresprings.org	Program Coordinator, I	Nonprofit	C Baltimore's
Ashley Waring	ashley@samlabs.com	Education Implementat	Other	SAM Labs
Colleen Riley	colleenm.riley@outlook.com	TA Provider	Other	Tech NCSI, NAS
Lachelle Brant	lachelle.brant@wyo.gov	Senior Policy Advisor	Governor's	Office of G

Shelley Hamel	shelley.hamel@wyo.gov	Chief Academic Officer	SEA	Wyoming
Michael Bolling	michael.bolling@doe.virginia.gov		SEA	Virginia De
Samantha Hollins	samantha.hollins@doe.virginia.gov		SEA	Virginia De
Aurelia Ortiz	aurelia.ortiz@doe.virginia.gov		SEA	Virginia De
Dr. Linda Reviea	linda.reviea@doe.virginia.gov	Special Projects Coord	SEA	Virginia De
Michelle Wang	mwang@resourcecoop-n	Director of Education S	LEA/REA/T	Resource 1
Holly Edenfield	holly.edenfield@fldoe.org	Executive Staff Directo	SEA	
Denique Weidema-Lewis	dlewis@norwalkacts.org	Manager of Implement	Nonprofit C	Norwalk AC
Julie Brock	julieb@c2cmn.com	Executive Director	Nonprofit C	Cradle 2 C:
Karen Heying	karen.heyning@acf.hhs.g	Senior Project Analys	Other	Office of He
Althea Marshall Brooks	director@waterburybridg	Executive Director	Nonprofit C	Waterbury
Chris L Nicastro	cnicastro@aemcorp.com	Virginia Co-Lead	Regional Comprehen	
sherry swint	sherry.swint@k12.wv.us	Coordintor	SEA	
Shawanda Beale	shawanda.beale@doe.nj	Assistant Director	SEA	
Jesse Ruiz	jesse.ruiz@illinois.gov	Deputy Governor for E	Governor's Office	
Irene Revelas	(b)(6)@gmail.com	CEO	Nonprofit C	Hacklab, In
Julian McGilvery	julian.mcgilvery@tacoma	Supervisor Whole Chik	Nonprofit C	Metro Park:
Megan Lowery	mlowery@stancoe.org	Director	Other	Stanislaus t
Joe Kolosky	jkolosky@nd.gov	Director - Office of Sch	SEA	
Kristin Knorr	kristin.knorr@k12.nd.us	North Dakota Aftersch	Other Tech	North Dako
Ann Webber	annwebber@westat.com	Region 5 CC project cc	Regional Comprehen	
Becky Eberhardt	raeberhardt@nd.gov	21st Century Communi	SEA	
Gerry Teevens	gteevens@nd.gov	Director of Special Edu	SEA	
Erik Peterson	epeterson@afterschoola	SVP of Policy	Nonprofit C	Afterschool
Lee Kadinger	lee.kadinger@sealaska.c	Chief Operating Officer	Nonprofit C	Sealaska H
Janet O'Hara	janet.ohara@rrvecnd.org	Director	LEA/REA/T	Red River \
Anastasia Vanderpool	anastasiag@bgcm.org	Program Director	Nonprofit C	Boys & Girl
Josh Davis	davisj@strivetogether.org	Vice President, Policy	Nonprofit C	StriveToget
Daaiyah Bilal-Threats	dbilal@nea.org	Senior Advisor to the E	Other	National Ed
Rich Tulikangas	richard.tulikangas@verm	Director, Linking Learn	Other	VocRehab '
Herminio Planas	hplanas@bridgeportedu.	Executive Director of E	School	Bridgeport
Alferma Giles	alferma.crawford@uth.tr	Director	Other	Texas Hea
sara Haldeman	sara.haldeman@fssa.in.ç	Youth Vocational Coun	Other	FSSA India
Tamika Walker Walker Kelly	tamika.walkerkelly@ncae	President	Nonprofit C	North Carol
Gina Gullo	ggullo@psea.org	Assistant Director for E	Nonprofit C	Pennsylvan
Tony Streit	tstreit@edc.org	Principal Investigator	Other Tech	National Ce
Dayana Garcia	dayana.garcia@acf.hhs.ç	Disabilities Specialists	Other	Office of He
Jacob Williams	jacob.williams@educatio	Senior Researcher	Regional Comprehen	
Anne Bordonaro	anne.bordonaro@vermor	Division Director, Fede	SEA	
Selena Morgan	smorgan@bridgeportedu	Executive Diretor of Elk	LEA/REA/T	Bridgeport
Mary Parr-Sanchez	mparrsanchez@neanm.c	President	Other	National Ed
Jeanine Hildreth	jhildreth@policystudies.c	Director	Regional Comprehen	
Michelle Murchison	(b)(6)@yahoo.com	IPD Lead	LEA/REA/T	Georgia As
Pamela Fossett	pamela.fossett@alaedu.c	Education Policy & Pro	Nonprofit C	Alabama E
Ann Jarrett	ann.jarrett@mnea.org	Teaching and Learning	Nonprofit C	Missouri N:
Amy Grace Bae	amy.bae@ed.gov	Education Program Sp	US Depart	United Stat
Mackenzie Eisen	mackenzie.eisen@illinois	Education Analyst	Governor's Office	

Chelsey Fortin	chelsey.a.fortin@maine.gov	Director of Policy and	Nonprofit	Maine DOE
Esley Newton	esley.newton@ed.gov	Education Program Sp	US Depart	US Dept of
Erica Jones	ejones@maetoday.org	President	Other	Mississippi
Kyle Snow	snowk@rmcres.com	Office Director, TA Sp	Regional	Comprehensi
Antwan Perry	aperry@nea.org	Sr. Policy Analyst	Other	NEA
Karlus L. Cozart	(b)(6)@gmail.com	Vice Chairman, Omaha	Nonprofit	Omaha STI
Sarah Zevin	sarah.zevin@ed.gov	Education Program Sp	US Depart	PGSS
Monica Jones	mjones@invent.org	COO	Nonprofit	National Inv
Jessica Schwartzer	jschwartzer@dtschools.o	Curriculum Supervisor	School	Dennis Tov
Page Nichols	page.nichols@maine.gov	Chief Innovation Office	SEA	
Amanda McCammon	(b)(6)@gmail.com	President	Other	Tech Ingenuity, L
Angela Hoppe-Cruz	angelah@inpeace.org	Interim Program Direct	Nonprofit	Institute for
Lawrence Jackson	ljackson@stemnola.com	Chief Operating Officer	Nonprofit	STEM NOL
Alyson Rotter	alyson.rotter@kitsapstror	Network Manager	Nonprofit	Kitsap Stroi
Justin Thompson	jthompson@nea.org	Senior Policy Analyst	Other	National Ed
Gustavo Perez	gperez@esc1.net	STEM Director	LEA/REA/T	Region One
Sadie Norwick	snorwick@nms.org	Senior Manager STEM	Nonprofit	National M
Sheila Oehrlein	sheila.oehrlein@state.mr	Supervisor	SEA	
Mara Hitner	mara.hitner@matterhack	Strategic Partnerships,	Other	Tech MatterHack
Debi Gartland	gartland@towson.edu	Liaison Committee Co-	Nonprofit	Council for
Kate Polokonis	kpolokonis@stemstl.org	Program Manager	Nonprofit	STEMSTL
Vic Dreier	vdreier@pltw.org	Director	Nonprofit	CProject Lea
Tamara Nimkoff	tamaranimkoff@westat.c	Principal Research Ass	Regional	Comprehensi
Mike Beranek	mike.beranek@isea.org	President	Other	Iowa State
anneliese martinez	ani@martinez.works	director/producer	Other	a martinez
Regina Sidney-Brown	regina@deasn.org	Director	Other	Delaware A
Timothy Daly	tim.daly@ednavigator.org	CEO	Nonprofit	CEdNavigato
Trevor Lee	tlee@malamaaina.org	Program Manager	Nonprofit	C Consortium
Mary Jane Cobb	mjcobb@isea.org	Executive Director	Nonprofit	C Iowa State
SILVIA DERUVO	sderuvo@wested.org	TA Provider	Other	Tech IDEA Data
Todd Jaeck	tjaeck@thescea.org	Executive Director	Nonprofit	C The South
Erin Skene-Pratt	erin.skene-pratt@uwmic	Interim Network Lead	Nonprofit	C Michigan A
Jasmine Laguna	jmlaguna@anjc.net	Youth Advocate	Nonprofit	C Alaska Nati
Joel Wilson	wilsjoel@isu.edu	Idaho Deputy Superint	SEA	
Elizabeth Zamudio	ezamudio@piqe.org	VP, Program Developm	Nonprofit	CPIQE Parer
Dr Kimberly Keith	kkeith@hilltopartists.org	Executive Director	Nonprofit	CHilltop Artis
Allison Jackson	aja@comcast.net	President	Other	Allison Jack
Christina Fetzko	christinafetzk@westat.c	Research Analyst	Other	Westat
Devin Rittenhouse	devinr@thehenryford.org	Advancement Officer	Nonprofit	C The Henry
Cheryl Jefferson	cheryl.jefferson@tn.gov	BE Specialist	Governor's	Office
Shyrelle Eubanks	sheubanks@nea.org	Senior Policy Analyst	Other	NEA
TERRY LÓPEZ BURLINGAME	(b)(6)@gmail.com	Mrs.	School	NEA-New t
Atalaya Sergi	asergi@cns.gov	Director, AmeriCorps S	Other	AmeriCorps
Elizabeth Male	(b)(6)@gmail.com	Communication Manag	Nonprofit	C StriveToget
Angela Harris	(b)(6)@yahoo.c	Teacher	School	National Ec
Brian Detman	brian.detman@ode.state.	Director	US Depart	tr Oregon You
Heather Olivier	heather@factoregon.org	Program Lead	Nonprofit	C FACT Oreg

Sarah Piper	spiper@mfpe.org	Director of Research & SEA	
Misty Crompton	(b)(6)@gmail	Teacher / Member of L	Other Leaders for
MARK JACKSON	markj@reapusa.org	Executive Director	Nonprofit C REAP INC.
Bryan OBlack	oblackb@sasd.k12.pa.us	Assistant Superintende	LEA/REA/T Shaler Are
Cortney Clendening	clendening_cortney@sall	Teacher	School Salem Keiz
Julia Steinberger	julia.steinberger@hecc.o	Systems Alignment Ma	Other Oregon Hig
Craig Hawkins	craig@cosa.k12.or.us	Executive Director	Nonprofit C Coalition of
Terri Ferinde	ferinde@collaborativecor	Partner	Nonprofit C 50 State Af
Nikole Vaughn	coderdojocollaborativesa	Founder	Nonprofit C Coder Dojo
Lucinda Johnson	(b)(6)@gmail.com	Ms.	School NEA
Beth Unverzagt	beth.unverzagt@oregona	Director	Nonprofit C OregonAS+
David Beard	dbeard@schoolsoutwash	Policy & Advocacy Dire	Nonprofit C School's O
Holly Morehouse	hollymorehouse@vermor	Executive Director	Nonprofit C Vermont Af
Laveta Wills-Hale	lwills@astate.edu	Network Director	Other The Arkans
Tom Haggard	thaggard@savechildren.c	Director	Nonprofit C Kentucky O
Blaire U. Denson	blaire.denson@v-post.or	Executive Director	Nonprofit C Virginia Par
Jenni Benson	jenni.benson@nsea.org	President	Other NSEA
Maddie Fennell	maddie.fennell@nsea.or	Executive Director	Other Nebraska S
Liz Ross	liz.ross@ode.state.or.us	Director of Federal Sys	SEA
Terry K. Peterson	tkpalexva@aol.com	Senior Fellow	Nonprofit C Riley Institu
May Sagbakken	msagbakken@nmost.org	Executive Director	Nonprofit C New Mexici
Paula Adams	(b)(6)@gmail	Executive Director	Nonprofit C Hawaii Afte
Jan Santosuosso	(b)(6)@gmail	Special Education Cas	School Epsom Sch
Ken Greenbaum	ken.greenbaum@ode.sta	Director of Digital Learn	SEA
Michelle Sullivan	michelle@wycf.org	Director	Nonprofit C Wyoming A
Madeleine Thompson	maddy.thompson@gov.w	Governor's Education F	Governor's Office
Susan Stanton	stantons@actnowillinois.c	Network Lead	Nonprofit C ACT Now
Leona Alexander	leona.alexander@boises	GATE Facilitator	School Boise Scho
Michelle Romo	michelle.romo@laiopua.c	Program Director	Nonprofit C La'i'Opua 2
Katy Evans	katy@hilltopartists.org	Deputy Director	Nonprofit C Hilltop Artis
joel leonard	(b)(6)@gmail.com	Makers Maker	Other Makesboro
Dorothy Jones-Davis	dorothy@nationofmakers	Executive Director	Nonprofit C Nation of M
Charlette Lindell	charlette.lindell@uwforsy	Partnership Director	Nonprofit C The Forsytl
James Ford	(b)(6)@gmail.com	Family and Community	School Lewiston M
Stephanie Bell	(b)(6)@gmail.com	Special education teach	School Clark Coun
Ellie Mitchell	emitchell@mostnetwork.c	Director	Nonprofit C Maryland O
Cheryl Kennedy	executivedirector@tvkog	Executive Director	Nonprofit C Tech Valley
Tamara Van Wyhe	tamara.vanwyhe@alaska	Division Director	SEA
Kathryn Warren	katewarren@art120.org	Executive Director	Nonprofit C Art 120
Dr. Primrose Cameron	primrose.cameron@floric	Director of Professiona	Other Florida Edu
Zelda Waymer	zeldawaymer@scafterscl	President & CEO	Nonprofit C South Caro
Alexa Pearson	alexa.pearson@ode.stat	Director of Standards &	SEA
Ray Sanchez	rsanchez@ossiningufsd.c	Superintendent	School ossining ufs
Lisa Sireno	lisa.sireno@dese.mo.gov	Standards and Assess	SEA
Duane Kline	duane.kline@education.k	Program Consultant	SEA
Rose DeStefano	rdestefano@childrensaid	Senior Director of Colle	Nonprofit C Children's /
Brian Hickey	bhickey@flafterschool.co	Director	Nonprofit C Florida Afte

Michelle Doucette Cunningham	mdc@ctafterschoolnetwc	Executive Director	Nonprofit C	Connecticu
Shanika (Harris) Williams	harrissn@missouri.edu	Assistant Dir. Of Chart	School	University c
Thomas Aiken	thomas@zearn.org	Marketing Associate	Nonprofit C	Zearn
Lawrence Brinson	(b)(6)@gmail.	Teacher	Nonprofit C	Charlotte M
Victoria Hammer	victoria.hammer@ed.gov	Analyst	US Depart	US Dept of
Matt Goodman	mgoodman@psdr3.org	Director of Research a	LEA/REA/T	Pattonville
Jon Sheehan	jon.sheehan@delaware.g	Senior Policy Advisor	Governor's	Office
Doréan Dow	dow.dorean@desoto.k12	Assistant Superintende	School	De Soto #7
Jessica Castaneda	(b)(6)@gm	Director	Nonprofit C	Spark Innov
Steve Fowler	steve_fowler@fowlerhoffi	Consultant	Nonprofit C	FowlerHoffr
Jen Rinehart	jrinehart@afterschoolalliz	Senior VP, Strategy & I	Nonprofit C	Afterschool
Kathleen Vestal	kathleen.a.vestal@doe.ni	21st CCLC State Coord	SEA	
Sandra Williamson	swilliamson@air.org	Director	Other Tech	NCSSLE
Jan Gilpin	jan.gilpin@acf.hhs.gov	Program Specialist	Other	OHS
Alex Knapp	aknapp@bgca.org	Manager, Government	Nonprofit C	Boys & Girl
Audrey Kim	akim@bluemeridian.org	Sr. Associate	Nonprofit C	Blue Meridi
Lawrence Love	(b)(6)@hotmail.com	Business Development	Other	7 Mindsets
Kelly Dolan	kelly.dolan@uvm.edu	Program Coordinator	Nonprofit C	University c
Michele Ritchlin	michele@oanohio.org	Executive Director	Nonprofit C	Ohio Afters
Gail Francis Johnson	gjohnson@dacc.org	Business Advisor	Nonprofit C	DACC
Frederick D Bridges	fred@7mindsets.com	Sales Manager	Other	7 Mindsets
Alayna Knop	aknop@sde.idaho.gov	ELA/Literacy Coordinat	SEA	
Staci Eddleman	staci.eddleman@jefferso	Director, Federal & Sta	LEA/REA/T	Jefferson C
Lorna Smith	lsmith@horizonsnational.	CEO	Nonprofit C	Horizons N:
Carmen Coleman	carmen.coleman@jeffers	Chief Academic Officer	LEA/REA/T	Jefferson C
Lori Flippin	lflippin@greatlakesbay.or	STEM Initiative Leader	Nonprofit C	Great Lake
Beth Blumenstein	beth.blumenstein@state.	Senior Strategist for W	SEA	
Phyllis N Segal	psegal@encore.org	Senior Fellow	Philanthrop	Encore.org
Elissa Vanaver	Vanaver	CEO	Nonprofit C	Breakthrou
Kari Pardoe	kpardoe@mott.org	Program Officer	Philanthrop	Charles Ste
Jared Ochs	jared.ochs@fldoe.org	Assistant Deputy Chan	SEA	
Katherine Clabaugh	kclabaugh@bgca.org	Director of Governmen	Nonprofit C	Boys & Girl
Danielle Netzer	danielle.netzer@wyo.gov	CARES/CRRSA Grant	SEA	
Darlene Kamine	(b)(6)@aol.com	Executive Director	Nonprofit C	Community
Michele Cheney	michelecheney@escmail	Assistant Director	Other Tech	ESCORT-F
Noemi Trevino	noemi.trevino@state.mn.	Migrant Education Proç	SEA	
Colin Usher	cusher@doe.nv.gov	Education Programs Pi	Governor's	Office
Rebecca Valenchis	rebecca.valenchis@aemr	State Co-Lead and Sut	Regional Comprehensi	
Lauren Matlach	lauren.matlach@aemcorç	Subject Matter Expert	Regional Comprehensi	
Patrick Halladay	patrick.halladay@vermor	Director of Education C	SEA	
Josh Stine	josh.stine@bgcaz.org	State Coordinator	Nonprofit C	Arizona Alli
Lucy Fredericks	lkfredericks@nd.gov	Director, Office of India	SEA	
Lucille Sleger	lucille.sleger@ed.gov	Education Program sp	US Depart	Office of Sp
Karen s DuBois-Garofalo	karen.dubois-garofalo@u	Lead Early Learning C	Nonprofit C	University c
Natasha Rivers	natasha.rivers@bridgepo	Lighthouse Site Monito	School	Dept of You
Ed Vitelli	edward.vitelli@ed.gov	Group Leader	US Depart	Office of El
Delia Kimbrel	delia@impacttulsa.com	Senior Director Resear	Nonprofit C	ImpactTuls:

Tim Lewis	lewistj@missouri.edu	Professor and Co-Dire	Other Tech Center on F
Alex Serna	alex.serna@smes.org	Executive Director	Nonprofit C Breakthrou
Doug Moeckel	dmoeckel@kasb.org	Kansas Co-Lead	Regional Comprehen
Theresa Hawley	theresa.hawley@illinois.g	First Assistant Deputy	Governor's Office
Joshua Brown	dmea.president@isea.or	President	LEA/REA/T Des Moine
Jeremy Gough	ygough@breakthroughcol	Chief Development Off	Nonprofit C Breakthrou
Britney Samuelson	(b)(6)@gma	Network Director	Nonprofit C Iowa Afters
Lauren Simmons	lsimmons@horizonsgrea	Program Director	Nonprofit C Horizons G
Melissa Mayville	mmayville@nea.org	Sr. Policy Analyst	Nonprofit C National Ed
Bronwyn Roberts	broberts@seiservices.co	Director	Other Tech REMS TA (
Priscilla Irvine	priscilla.irvine@ed.gov	Education Program Sp	US Depart Office of Sp
Angelica Castañon	acastanon@nea.org	Sr. program specialist-	Nonprofit C NEA
Lauren E Jetty	lauren.jetty@aemcorp.co	Senior Research and E	Regional Comprehen
Russell Booker	rwbooker@learnwithsam	Executive Director	Nonprofit C Spartanbur
Darryl Owings	dowings@spart6.org	Superintendent	LEA/REA/T Spartanbur
Marianne Ho Barnum	mbarnum@brunswicksc	Executive Director	School Horizons at
Matt Sewell	matt.sewell@ade.arkans	Director of Special Pro	SEA
Jeff (he/him) Plaman	jeff.plaman@state.mn.us	Online and Digital Lear	SEA
Whitney Grubbs	whitney@betteroregon.or	Executive Director	Nonprofit C Foundation
Richard Raya	rraya@medasf.org	Director of Mission Pro	Nonprofit C Mission Ecr
Alison Curtis	acurtis@remstacenter.or	Director of Information	Other Tech REMS TA (
Erin Hegarty	ehegarty@afterschoolalli	Executive Associate	Nonprofit C Afterschool
Charlotte Steinecke	csteinecke@afterschoola	Communications Mana	Nonprofit C Afterschool
chandler hall	chall@afterschoolallianc	Communications Asso	Nonprofit C Afterschool
Iris Maria Chavez	iris@orc3s.org	Director	Nonprofit C Oregon Co
LaDeana Dockery	(b)(6)@yahoo.com	Educational committee	Nonprofit C MakeICT
Courtney Sullivan	csullivan@azafterschool.	Executive Director	Nonprofit C Arizona Ce
Jodi Grant	jgrant@afterschoolallianc	Executive Director	Nonprofit C Afterschool
Toni Williams	toni.williams@conncan.o	Advocacy Manager	Nonprofit C ConnCAN
Erika Assadi	eassadi@francisparker.o	Executive Director Hori	Nonprofit C Horizons at
Felicia Simpson	fmsimpson@ua.edu	Director, Alabama Afte	Other Alabama Al
Eddie Campbell	eddie.campbell@kea.org	KEA President	Nonprofit C Kentucky E
Sally Reynolds	sally.reynolds@state.mn.	Extended and Alternati	SEA
Angela Branz-Spall	abranzspall@mt.gov	MT Director Title i Part	SEA
Leslie Gabay-Swanston	leslie@summerlearning.c	Director of Program an	Nonprofit C National Su
Janelle Cousino	jcousino@afterschoolalli	Senior Adviser	Nonprofit C Afterschool
Bella DiMarco	bdimarco@afterschoolall	Project Associate	Nonprofit C Afterschool
Thomas Azzarella	tazzarella@alaskachildre	Director	Nonprofit C Alaska Afte
Chris Neitzey	(b)(6)@gmail.c	Director of STEM Initia	Nonprofit C Afterschool
Teri Ushijima	teri.ushijima@k12.hi.us	Interim Assistant Super	Other Hawaii Dep
Roger C. Rosenthal	rrosenthal@mlap.org	Executive Director	Nonprofit C National As
Brent McKim	brent.mckim@jcta.org	President	Nonprofit C Jefferson C
Erik Carlos Toren	erik.toren@utrgv.edu	Director	School UTRGV Hi
Sally McNair	smcnair@washingtonea.	Federal State Educatio	Nonprofit C Washingtor
Amanda Manjarrez	amanda@betteroregon.o	Director of Public Polic	Nonprofit C Foundation
Chris Soto	chris.soto@ct.gov		SEA
Kelly Lyman	lymankm@mansfieldct.org		LEA/REA/TEA

Melanie Thomas	melanie.rodriguez@new-haven.k12.ct.us	LEA/REA/TEA
Calynn Evans	cevans@seiservices.com	Sr. Technical Assistant Other Tech Title IV, Pa
Tamara Mouw	tamara.mouw@dpi.wi.gov	Director of Teaching & SEA
bobbie burnham	bobbie.burnham@state.n	Asst Commissioner, O SEA
Hector Aguirre	haguirre@tvcc.cc	Director - High School School Treasure v
Rebekka Meyer	rebekka.meyer@ed.gov	Program Officer US Depart Program ar
Amy Peterson	ampeterson@air.org	Senior Researcher Other Tech American Ir
Lauren Artzi	lartzi@air.org	Senior Researcher Other Tech National Ce
Stephanie Jackson	sjackson@air.org	Managing Director Nonprofit C American Ir
Latoya Holiday	latoya.holiday@dpi.wi.gov	Special Assistant to the Other State of WI
Bill McBride	rsolt@nga.org	Executive Director Nonprofit C National Gc
Kari Denissen Cunnien	kari@igniteafterschool.or	Executive Director Nonprofit C Ignite Afters
Marissa Akui	marissa.akui@k12.hi.us	Community Engageme SEA
Debbie Yonke	debra.yonke@republicsci	Director of Professiona LEA/REA/T Republic
Augusstina Reyes	areyes7@uh.edu	professor emerita Other University c
Nikki Yamashiro	nyamashiro@afterschool	Afterschool Alliance Nonprofit C Afterschool
Whitney Swander	whitney.swander@better	Data and Research Dir Nonprofit C Foundation
Sarah Moon	smoon@learn.k12.ct.us	Director of Special Ser Other LEARN- Re
Rich Mittelstedt	rich.mittelstedt@sdea.org	Teaching and Learning Nonprofit C South Dakc
Dr. Searetha Smith-Collins	searetha@7minsets.com	Chief Academic Officer Other 7Mindsts
Melissa McGrath	melissa.mcgrath@ccsso.	Chief of Staff Nonprofit C CCSO
Jenny Hernandez	jenny.hernandez@millers	Millersville College Ass LEA/REA/T Millersville
Kelly Lyman	kelly.lyman@mansfieldct	Superintendent of Schc LEA/REA/T Mansfield F
Julia Martin Eile	julia.martin.eile@ed.gov	Education Specialist US Depart OSEP
Luis Vazquez	lavazquez4@uh.edu	Program Coordinator School University c
Donna Fishbeck	dfishbeck@nd.gov	Chief of Staff SEA
Ambler Mauger Ochstein	(b)(5)@gmail.c	Education Consultant Nonprofit C Breakthrou
Stan Kocos	advancenposolutions@o	Network Policy Lead Nonprofit C Wisconsin
Tamilah Richardson	tamilah.richardson@doe.	Associate Director of E SEA Virginia De
Jeff Plaman	jeff.plaman@state.mn.us	SEA
Omar Correa	ocorrea@csu.edu	Director School California S
Brian Murphy	Brian Murphy@DOE.in.g	Executive Director, IDE SEA Indiana De
Jason Callahan	Jason Callahan1@doe.in.gov	SEA Indiana De
Lakshmi Hasanadka	lhasanadka@indianaafte	Chief Executive Officer Nonprofit C Indiana Afte
Jo-Anna Crawford-Bryde	(b)(6)@hotmail.com	Education Advisor SEA Yap State F
Dionne Johnson	dijohnson@wellmore.org	ECCP Consultant Other Wellmore E
Heather Witt	hwitt@uwpiedmont.org	Vice President of Com Nonprofit C United Way
John Keller	jkeller@doe.in.gov	SEA Indiana De
Kelly Leon	kelly.s.leon@ed.gov	Press office US Departr ED
Alexis Steines Rao	asteines@afterschoolalli	Vice President of Field Nonprofit C Afterschool
Cheryl Lang	cheryl.lang@maine.gov	ESEA Federal Program SEA
Mark Geary	mark.geary@dsu.edu	Associate Professor Other Dakota Sta
Althea Marshall Brooks	director@waterburybridg	Executive Director Nonprofit C Waterbury I
Dominique	drjones@harlembgc.org	Executive Director Nonprofit C Boys & Girl
Ann McCotter	ann@achievebrowncoun	Director of Collaborativ Nonprofit C Achieve Br
Whitney Howell	ecimuscatinecounty@gm	Director Nonprofit C AIM
Tanishia Johnson	tjohnson@unitedwaytucs	Family and Community Nonprofit C Cradle to C

Debbie Taylor	debra.taylor@doe.k12.de	Head Start Collaborative	US Department of Education
Andrew Sklover	info@beyondlimitsacademy.org	Co-Founder	Nonprofit
Mary Jane Morris	maryjane.morris@ieanead.org	Director of Teaching & Learning	LEA/REA/Texas
Christina Dandino	cdandino@racf.org	Director	Nonprofit
Ocynthia Williams	owilliams@hrepinc.org	Co-Director	Nonprofit
Mendy Mossbrook	(b)(6)@gmail.com	Director	School
Jenna Courtney	jenna@txpost.org	Executive Director	Nonprofit
Stephani Womack	womack@daltonchamber.org	Director of Education	Other
Ann Nguyen	vananh@seeding-success.org	NSI Network lead	Nonprofit
Efrain Barrera	ebarrera@medasf.org	Education Manager	Nonprofit
Maria Panora	mariap@childrensaidnyc.org	Community School Director	Nonprofit
Minerva Gonzalez	minervag@csusm.edu	Director Title V-PASO	US Department of Education
Lisa Nagamine	lisa.nagamine@k12.hi.us	Educational Officer	School
Tyronna Hooker	tyronna.hooker@conehealth.org	Executive Director	Nonprofit
Jason Onoda	jason@mechaspark.com	Owner	Nonprofit
Tiberius	tpuravet@bellevuewa.gov	Recreation Program Coordinator	Nonprofit
Hilda Guzman	hguzman@yvcc.edu	Director	School
Mary Ruble	mruble@kea.org	Executive Director	Nonprofit
Sabrina Peacock	(b)(6)@gmail.com	Teacher	School
Lise Leist	(b)(6)@gmail.com	Diversity Consultant	School
Paulina Yourupi-Sandy	yourupip@prel.org	Senior Program Specialist	Regional Comprehensive Center
Amy Trombley	atrombley@unitedwayhawaii.org	Director of Education	Nonprofit
Pamela Stewart	pstewart0304@nyu.edu	President	Nonprofit
Jessica Arnold	jamold@wested.org	Project Director	Other
Jacqui Esquivel Vasquez	jacqui@marinpromisepartners.org	Coordinator of Partnerships	Nonprofit
Susan Therriault	stherriault@air.org	Director	Regional Comprehensive Center
Dr. Jennifer Parker	jparker@learnwithsam.org	Director, Child, Youth & Family Services	Nonprofit
Terri Foulkes	foulkest@missouri.edu	Executive Director	Other
Wendy Pestrue	Wendy.Pestrue@unitedway.org	CEO	Nonprofit
Phyllis Barks	barks@mosba.org	Associate Executive Director	Nonprofit
Vanessa Logan	Nessainyourneighborhood.org	Founder & CEO	Nonprofit
Patti Franchino	Pfranchino@makerdepot.org	President	Nonprofit
Georgia Lane	(b)(6)@gmail.com	Director	Nonprofit
Juliet Schiller	juliet@marinpromisepartners.org	Director of Countywide Services	Nonprofit
Maria Cortes	(b)(6)@gmail.com	Intern	Other
Seline Szkupinski Quiroga	mssa@asu.edu	Program Director	Other
Fabiana Cesa	fabiana.cesa@nova-labs.org	Assistant Director	School
Carolyn Starr	carolyn.starr@asu.edu	Director	School
Kathleen Heubach	kheubach@uwf.edu	associate professor	Other

State	RC Servi	RC Atten	Responc	NC Advis	Ideas on Informat	Email In	Count
Alabama	7		TRUE			04/22/21	1
Alaska	16				Yes	04/22/21	1
New Mexico	13		TRUE			04/22/21	1
New York	2		TRUE			04/22/21	1
New York	2		TRUE			04/22/21	1
New York	2		TRUE			04/22/21	1
New York	2					04/22/21	1
New York	2				Yes	04/22/21	1
New York	2				Building a united netwc	04/22/21	1
New York	2				Effective pr No	04/22/21	1
New York	2				Sharing effi Yes	04/22/21	1
New York	2				Yes	04/22/21	1
Indiana	8		TRUE			04/22/21	1
Indiana	8		TRUE		Yes	04/22/21	1
Indiana	8		TRUE			04/22/21	1
Indiana	8		TRUE			04/22/21	1
Indiana	8		TRUE			04/22/21	1
Indiana	8		TRUE			04/22/21	1
Maine	1		TRUE			04/22/21	1
Maine	1		TRUE		Yes	04/22/21	1
Maine	1		TRUE		No	04/22/21	1
Massachus	1		TRUE			04/22/21	1
Michigan	8		TRUE		Getting acc Yes	04/22/21	1
Michigan	8		TRUE		Yes	04/22/21	1
Michigan	8		TRUE			04/22/21	1
Minnesota	8		TRUE			04/22/21	1
Missouri	12		TRUE	TRUE		04/22/21	1
Missouri	12		TRUE			04/22/21	1
Utah	15		TRUE		We have cr Yes	04/22/21	1
Utah	15		TRUE			04/22/21	1
Utah	15		TRUE		The ability I Yes	04/22/21	1
Idaho	17		TRUE		Yes	04/22/21	1
Idaho	17		TRUE			04/22/21	1
Idaho	17		TRUE			04/22/21	1
Idaho	17		TRUE			04/22/21	1
Idaho	17		TRUE		State plan I Yes	04/22/21	1
Nevada	15		TRUE			04/22/21	1
Nevada	15		TRUE			04/22/21	1
New Hamp	1		TRUE			04/22/21	1
New Jersey	4		TRUE		Yes	04/22/21	1
Vermont	1		TRUE			04/22/21	1
Vermont	1		TRUE			04/22/21	1
Virginia	5		TRUE			04/22/21	1
Delaware	4		TRUE			04/22/21	1

ve Center	Region 18	Region 19		Yes	04/22/21	1	
ve Center	Region 3			Learning re	Yes	04/22/21	1
ve Center	Region 8			Yes	04/22/21	1	
ve Center	Region 8			Yes	04/22/21	1	
ve Center	Region 14			Yes	04/22/21	1	
ve Center	Region 12			Yes	04/22/21	1	
ve Center	Region 3			Yes	04/22/21	1	
ve Center	Region 8			Replicable	Yes	04/22/21	1
ve Center	Region 8			Active SEA	Yes	04/22/21	1
ve Center	Region 8			The SEAs ;	Yes	04/22/21	1
ve Center	Region 3			All of the p;	Yes	04/22/21	1
ve Center	Region 8			To have re;	Yes	04/22/21	1
ve Center	Region 7			Students w	Yes	04/22/21	1
ve Center	Region 17			Yes	04/22/21	1	
ve Center	Region 18			Identifying	Yes	04/22/21	1
ve Center	Region 16			That our st;	Yes	04/22/21	1
ve Center	Region 3			All participa	Yes	04/22/21	1
ve Center	Region 8			Yes	04/22/21	1	
ve Center	Region 8			Yes	04/22/21	1	
ve Center	Region 18			Identificatio	Yes	04/22/21	1
ve Center	Region 7			Yes	04/22/21	1	
: at McREL International				Yes	04/22/21	1	
ve Center	Region 16			- Our state	Yes	04/22/21	1
New Hamp	1			Yes	04/22/21	1	
Alaska	16			Yes	04/22/21	1	
Kansas	12	TRUE			04/22/21	1	
Kentucky	5	TRUE			04/22/21	1	
Kentucky	5	TRUE			04/22/21	1	
Kentucky	5	TRUE			04/22/21	1	
Kentucky	5	TRUE			04/22/21	1	
Louisiana	14	TRUE			04/22/21	1	
Louisiana	14	TRUE			04/22/21	1	
Wyoming	11	TRUE	TRUE	Yes	04/22/21	1	
New York	2			Yes	04/22/21	1	
Florida	7	TRUE			04/22/21	1	
Florida	7	TRUE			04/22/21	1	
Florida	7	TRUE			04/22/21	1	
Georgia	6	TRUE			04/22/21	1	
Guam	18	TRUE			04/22/21	1	
	Region 16			Achieve a greater unde	04/22/21	1	
Rhode Islar	2	TRUE			04/22/21	1	
Rhode Islar	2	TRUE			04/22/21	1	
Rhode Islar	2	TRUE			04/22/21	1	
Rhode Islar	2	TRUE			04/22/21	1	
Rhode Islar	2	TRUE			04/22/21	1	
North Dakc	11	TRUE			04/22/21	1	
Northern M	18	TRUE			04/22/21	1	

Oregon	16	TRUE		04/22/21	1
Governors Association			Yes	04/22/21	1
ive Center	National Center staff	Region 13	Region 16	Regic	Yes
ive Center	Region 18		Active enga	Yes	04/22/21
ive Center	Region 18		Rich and di	Yes	04/22/21
Department of Education			Better unde	Yes	04/22/21
Alaska	16		Learning th	Yes	04/22/21
immer Learning Association			Yes	04/22/21	1
anning, Evaluation and Policy Development			Yes	04/22/21	1
ive Center	Region 18		Learning hc	Yes	04/22/21
	Region 18		Yes	04/22/21	1
Association of Elementary School Principals (NAESP)			Students br	Yes	04/22/21
			Yes	04/22/21	1
			Participants	No	04/22/21
ive Center	Region 5		Networking	Yes	04/22/21
ive Center	Region 5	Region 7	Region 8	Cross-state	Yes
Education Sciences			Yes	04/22/21	1
ive Center	Region 7		If the conte	Yes	04/22/21
merica			Yes	04/22/21	1
ive Center	Region 8		Yes	04/22/21	1
			Yes	04/22/21	1
Oklahoma	13	TRUE		04/22/21	1
Mississippi	7	TRUE		04/22/21	1
ive Center	Region 7		Yes	04/22/21	1
ive Center	Region 7		Success wi	Yes	04/22/21
pecial Education Programs			To hear ab	Yes	04/22/21
s Clubs of America			Yes	04/22/21	1
s Clubs of America			Joint sharin	Yes	04/22/21
on			Yes	04/22/21	1
s Clubs Ohio Alliance			Actionable	Yes	04/22/21
ys & Girls Clubs			Yes	04/22/21	1
			Yes	04/22/21	1
irce Center			Yes	04/22/21	1
Chief State School Officers			Information	Yes	04/22/21
ive Center	Region 7		A collabora	Yes	04/22/21
			Yes	04/22/21	1
rd Grantee Support Services			Success wi	Yes	04/22/21
S			Including ct	Yes	04/22/21
			Yes	04/22/21	1
s Clubs of America			Yes	04/22/21	1
SEP			Yes	04/22/21	1
s Clubs in Tennessee			Learning br	Yes	04/22/21
ive Center	Region 5		Educational	Yes	04/22/21
ance of Boys & Girls Clubs			Yes	04/22/21	1
			A plethora	Yes	04/22/21
Kentucky	5		Yes	04/22/21	1
stitutes for Research			Yes	04/22/21	1

			Yes	04/22/21	1
Institutes for Research			A greater u	Yes 04/22/21	1
			Better infor	Yes 04/22/21	1
cy Research			Yes	04/22/21	1
IFR			Yes	04/22/21	1
			Be better pi	Yes 04/22/21	1
immer Learning Association			Streamline	Yes 04/22/21	1
Institutes for Research			Learning pr	Yes 04/22/21	1
Institutes for Research			Time to wo	Yes 04/22/21	1
			Actionable	Yes 04/22/21	1
of Boys & Girls Clubs			Yes	04/22/21	1
t CCLC			building a c	Yes 04/22/21	1
Institutes for Research			Aligning an	Yes 04/22/21	1
ta Parent Connection			Yes	04/22/21	1
n State College of Denver WEEAC			Collaborati	Yes 04/22/21	1
Michigan	8		I will learn t	Yes 04/22/21	1
			Yes	04/22/21	1
id Assistance Center			Yes	04/22/21	1
ve Center		Region 11Region 12	Yes	04/22/21	1
ve Center		Region 12	Yes	04/22/21	1
California			Boys & Girl	Yes 04/22/21	1
omprehensive Center and CIFR			Yes	04/22/21	1
ve Center		Region 12	Gaining a g	Yes 04/22/21	1
s Clubs in Texas			No	04/22/21	1
Texas	14		Yes	04/22/21	1
Michigan	8		Aligned pol	Yes 04/22/21	1
Kentucky	5	TRUE		04/22/21	1
Kentucky	5	TRUE		04/22/21	1
Kentucky	5	TRUE		04/22/21	1
ocial Education and Rehabilitative Services			Yes	04/22/21	1
Kentucky	5	TRUE		04/22/21	1
Kentucky	5	TRUE		04/22/21	1
Maryland	4	TRUE		04/22/21	1
Maryland	4	TRUE		04/22/21	1
Maryland	4	TRUE		04/22/21	1
Maryland	4	TRUE		04/22/21	1
Maryland	4	TRUE		04/22/21	1
Colorado	12	TRUE		04/22/21	1
DEA Fiscal Reporting (CIFR)			Awareness	Yes 04/22/21	1
			Yes	04/22/21	1
mpowerment Center			To gain kn	Yes 04/22/21	1
ve Center		Region 5	Yes	04/22/21	1
Michigan	8		Yes	04/22/21	1
Michigan	8		Yes	04/22/21	1
Rhode Island			Yes	04/22/21	1
- A Benetech Initiative			Yes	04/22/21	1
s Clubs in Colorado			Learning of	Yes 04/22/21	1

Department of Human Services		Hearing fro	Yes	04/22/21	1
Early Childhood			Yes	04/22/21	1
Louisiana	14		Yes	04/22/21	1
State Center	Region 12		Yes	04/22/21	1
Head Start, HHS			Yes	04/22/21	1
Resource Center on Disabilities			Yes	04/22/21	1
Georgia	6		Yes	04/22/21	1
		collaborativ	Yes	04/22/21	1
California	15	More info to	Yes	04/22/21	1
Arizona	15	As the HSC	Yes	04/22/21	1
Alaska	16		Yes	04/22/21	1
Comprehensive Center		Understand	No	04/22/21	1
State Center	Region 4		Yes	04/22/21	1
Head Start Collaboration Office, Department of Human Services			Yes	04/22/21	1
Communications and Outreach			No	04/22/21	1
State Center	Region 16	Success wi	Yes	04/22/21	1
Indiana	8	Success wi	Yes	04/22/21	1
Illinois	9		Yes	04/22/21	1
Indiana	8		Yes	04/22/21	1
Florida	7	The develo	Yes	04/22/21	1
Maryland	4		Yes	04/22/21	1
Nationwide Afterschool Network			Yes	04/22/21	1
North Caro	6	Being able	Yes	04/22/21	1
			Yes	04/22/21	1
New York	2		Yes	04/22/21	1
State Center	Region 4		Yes	04/22/21	1
			Yes	04/22/21	1
Elementary and Secondary Education			Yes	04/22/21	1
Department of Education		Finding str	Yes	04/22/21	1
Texas			Yes	04/22/21	1
Pennsylvan	4	A lot of net	Yes	04/22/21	1
			Yes	04/22/21	1
State Center	Region 4		Yes	04/22/21	1
State Center	Region 2		Yes	04/22/21	1
Arizona	15	Share and	Yes	04/22/21	1
State collaboration Office		Consistenc	Yes	04/22/21	1
South Dako	11		Yes	04/22/21	1
Utah		Better unde	Yes	04/22/21	1
New Mexic	10	Looking to	Yes	04/22/21	1
Equities Forum		Clear path	Yes	04/22/21	1
North Carolina			Yes	04/22/21	1
School Support and Accountability			Yes	04/22/21	1
Connecticut			Yes	04/22/21	1
Massachus	1	To define w	Yes	04/22/21	1
Equities Associates/Region 4 Comprehensive Center		Highlighting	Yes	04/22/21	1
			Yes	04/22/21	1
Kentucky	5	Gaining val	Yes	04/22/21	1

			Children be	Yes	04/22/21	1
Arizona	15		I am eager!	Yes	04/22/21	1
he Future				No	04/22/21	1
Arkansas	14			Yes	04/22/21	1
EA			Some best	Yes	04/22/21	1
Washington	16			Yes	04/22/21	1
Kentucky	5		Current res	Yes	04/22/21	1
Minnesota	8		-Guidance	Yes	04/22/21	1
Hawaii	19			Yes	04/22/21	1
Nevada	15			Yes	04/22/21	1
Wisconsin	10			No	04/22/21	1
Human Services, Administration for Children and Families, Office of C				Yes	04/22/21	1
				No	04/22/21	1
BIE	13	TRUE	Learning ne	Yes	04/22/21	1
Wisconsin	10			Yes	04/22/21	1
SEP/MSIP				Yes	04/22/21	1
Hawaii				No	04/22/21	1
ept. of Early Childhood Education				No	04/22/21	1
irtment of Health & Welfare			More collat	Yes	04/23/21	1
Tennessee	5		Making sur	Yes	04/22/21	1
PBS				Yes	04/22/21	1
PBS				Yes	04/22/21	1
s Clubs of America			Alignment c	Yes	04/22/21	1
			Walking aw	Yes	04/22/21	1
PBS				Yes	04/22/21	1
Louisiana	4			Yes	04/22/21	1
				Yes	04/22/21	1
r of Fairfield County			Sharing of I	Yes	04/22/21	1
Illinois				Yes	04/22/21	1
Center				Yes	04/22/21	1
			Learn more	Yes	04/22/21	1
s Clubs of America				Yes	04/22/21	1
nter for Systemic Improvement (NCSI)			Robust con	Yes	04/22/21	1
South Dakc	11		Gaining ad	Yes	04/22/21	1
Center (IDC)				Yes	04/22/21	1
			Information	Yes	04/22/21	1
Alabama	7		Collaborati	Yes	04/22/21	1
Missouri	12			Yes	04/22/21	1
illage Tribe			This will be	Yes	04/22/21	1
immer Learning Association				Yes	04/22/21	1
Center - Westat				Yes	04/22/21	1
Mississippi	7		Successful	Yes	04/22/21	1
s Club of Hawaii			A clear und	Yes	04/22/21	1
Mississippi	7		Engagemen	Yes	04/22/21	1
Oregon	16		A successf	Yes	04/22/21	1
			Discussion	Yes	04/22/21	1
Virgin Islan	3			Yes	04/22/21	1

Development Research Association			Walking aw	Yes	04/22/21	1
			Opportunity	Yes	04/22/21	1
Kentucky	5		To enhance	Yes	04/22/21	1
Initiative Project, Inc.-V.I.P. College Prep Program			Direct succ	Yes	04/22/21	1
ehnan Center				Yes	04/22/21	1
				Yes	04/22/21	1
New Mexic	10			Yes	04/22/21	1
Center (IDC)			Gaining a b	Yes	04/22/21	1
North Caro	6			Yes	04/22/21	1
CCLC			To continue	Yes	04/22/21	1
Georgia	6			Yes	04/22/21	1
California	15			Yes	04/22/21	1
Massachus	1		Planning &	Yes	04/22/21	1
Collaboration Office/Gov. Office of Early Childhood				Yes	04/22/21	1
to-Career Partnership				Yes	04/22/21	1
Indiana	8		The guidan	Yes	04/22/21	1
				Yes	04/22/21	1
Maryland	4		A vision of	Yes	04/22/21	1
o			to learn mo	Yes	04/22/21	1
Michigan	8		Success wi	Yes	04/22/21	1
Center			Better assis	Yes	04/22/21	1
Group				No	04/22/21	1
Maryland	4		Learning at	Yes	04/22/21	1
Center			Learning m	Yes	04/22/21	1
r of Greater Waterbury				Yes	04/22/21	1
Kentucky	5	TRUE		Yes	04/22/21	1
Indiana	8		Listening to	Yes	04/22/21	1
DEA Fiscal Reporting at WestEd			Increased t	Yes	04/22/21	1
New Jersey	4		Developme	Yes	04/22/21	1
Missouri				Yes	04/22/21	1
New York				Yes	04/22/21	1
New Jersey	4			Yes	04/22/21	1
Kentucky	5		Gain a bett	Yes	04/22/21	1
stration for Children and Families.The Office of Head Start			Educators \	Yes	04/22/21	1
o			Better unde	Yes	04/22/21	1
Kentucky	5			Yes	04/22/21	1
ward/New Profit			Engaging th	No	04/22/21	1
Alabama	16		Obtaining a	Yes	04/22/21	1
South Dakc	11		We are lool	Yes	04/22/21	1
Montana	17		Receive gre	Yes	04/22/21	1
Wisconsin			Learn strat	Yes	04/22/21	1
nter		National Center staff		Yes	04/22/21	1
nter		National Center staff		Yes	04/22/21	1
South Dakota			New ideas,	No	04/22/21	1
ation Achievement Program, Office of Elementary and Sec			I hope to be	Yes	04/22/21	1
New Mexico				Yes	04/22/21	1
mprehensive Center		National Center staff		Yes	04/22/21	1

Comprehensive Center	National Center staff	Yes	04/22/21	1	
Comprehensive Center	National Center staff	Yes	04/22/21	1	
Alliance of Boys & Girls Clubs		Increased &	Yes	04/22/21	1
Minnesota	8	Yes	04/22/21	1	
Mississippi	7	ideas for su	Yes	04/22/21	1
ve Center	Region 6	Solid practi	Yes	04/22/21	1
California		collaboratic	No	04/22/21	1
Michigan	8	Information	Yes	04/22/21	1
Alliance of Boys & Girls Clubs		Yes	04/22/21	1	
Montana		Gaining kno	No	04/22/21	1
New York		Yes	04/22/21	1	
Comprehensive Center	National Center staff	Yes	04/22/21	1	
Department of Education		No	04/22/21	1	
ve Center	Region 10	Learning w/	Yes	04/22/21	1
Team		School boa	Yes	04/22/21	1
ve Center	Region 6	Gaining nei	Yes	04/22/21	1
		More childr	Yes	04/22/21	1
ve Center	Region 6	Yes	04/22/21	1	
Colorado	12	Finishing w	Yes	04/22/21	1
High Schools		Ideas on hc	Yes	04/22/21	1
Center		Being good	Yes	04/22/21	1
Idaho		Yes	04/22/21	1	
and The Way		Yes	04/22/21	1	
ve Center	Region 6	Success w/	Yes	04/22/21	1
Kentucky		Yes	04/22/21	1	
ve Center	Region 6	Time for m	Yes	04/22/21	1
Arizona		Hopefully g	Yes	04/22/21	1
California	15	Concrete st	Yes	04/22/21	1
Minnesota	8	The studen	Yes	04/22/21	1
Nevada	15	understand	No	04/22/21	1
Department of Education		Yes	04/22/21	1	
Lakers		Provide me	Yes	04/22/21	1
Nevada	15	Engaging ir	No	04/22/21	1
Peer Program		Being able	Yes	04/22/21	1
California		I am lookin	Yes	04/22/21	1
Missouri		Yes	04/22/21	1	
Kentucky	5	Yes	04/22/21	1	
ve Center	Region 6	Yes	04/22/21	1	
New York		No	04/22/21	1	
		Yes	04/22/21	1	
		For me, su	Yes	04/22/21	1
Center for Systemic Improvement at WestEd		Yes	04/22/21	1	
Puerto Rico		promotes c	Yes	04/22/21	1
Illinois		Discovering	Yes	04/22/21	1
ing		As a new s	Yes	04/22/21	1
ve Center	Region 5	States and	Yes	04/22/21	1
Texas		Help our di	Yes	04/22/21	1

Wyoming	11		Yes	04/22/21	1	
lingual Education and World Languages (OBEWL)			No	04/22/21	1	
Georgia	6		We will em	Yes	04/22/21	1
California	15		Strategies,	Yes	04/22/21	1
			Yes	04/22/21	1	
			Yes	04/22/21	1	
California	15		Support for	Yes	04/22/21	1
Washington	16		Opportunity	Yes	04/22/21	1
Center			I'd like to le	Yes	04/22/21	1
Wisconsin	10	TRUE		04/22/21	1	
California	15	TRUE	Yes	04/22/21	1	
Washington	16		Strategies :	Yes	04/22/21	1
s Club of America			Sharing of i	Yes	04/22/21	1
arning Co		TRUE		04/22/21	1	
iges STEM Academy, Inc.			Yes	04/22/21	1	
Colorado	12		Yes	04/22/21	1	
California			Opportuniti	Yes	04/22/21	1
Improving Lives Through Research			Yes	04/22/21	1	
s Clubs of America			highlighting	Yes	04/22/21	1
OCC/TA			No	04/22/21	1	
Utah			Finding spe	No	04/22/21	1
ve Center	Region 15		SEAs will w	Yes	04/22/21	1
Utah			If I gain nev	Yes	04/22/21	1
nlimited			Collective e	Yes	04/22/21	1
California			Yes	04/22/21	1	
Maine			Better unde	Yes	04/22/21	1
s Clubs of Metropolitan Baltimore			We will defi	Yes	04/22/21	1
			Yes	04/22/21	1	
Nevada	15		I will enhan	Yes	04/22/21	1
California			Strategies :	Yes	04/22/21	1
ation Systems			Support LE	Yes	04/22/21	1
Learning Innovation			Finding wa	Yes	04/22/21	1
nter for Systemic Improvement (WestEd)			Yes	04/22/21	1	
Kentucky	5		Networking	Yes	04/22/21	1
ducation Association			Yes	04/22/21	1	
A Hub			A communi	Yes	04/22/21	1
Tennessee	5		I would real	Yes	04/22/21	1
ve Center	Region 2		Yes	04/22/21	1	
			Yes	04/22/21	1	
			Yes	04/22/21	1	
ve Center	Region 13		State leade	Yes	04/22/21	1
a Foundation			Various opt	Yes	04/22/21	1
areer			Yes	04/22/21	1	
irn Dayton			Yes	04/22/21	1	
Idaho			Having tool	Yes	04/22/21	1
her			Yes	04/22/21	1	
Connecticu	2		No	04/22/21	1	

Connecticut	2		I would love	Yes	04/22/21	1
cambia			Workshop	Yes	04/22/21	1
ve Center		Region 10	Additional s	No	04/22/21	1
d Start Association			Learning id	Yes	04/22/21	1
'ashington County, Inc.			Develop co	Yes	04/22/21	1
r of San Diego				Yes	04/22/21	1
her				Yes	04/22/21	1
ve Center		Region 13	Assist our s	Yes	04/22/21	1
Nevada	15			Yes	04/22/21	1
exas/RGV FOCUS			Implement	Yes	04/22/21	1
rn Dayton				Yes	04/22/21	1
ve Center		Region 5		Yes	04/22/21	1
Youth Lacrosse			Serving mo	Yes	04/22/21	1
irls Club of Hawaii				Yes	04/22/21	1
ent of Human Services				Yes	04/23/21	1
			Shared lan	Yes	04/22/21	1
Alaska				No	04/22/21	1
ntain Partnership (RMP)			Understand	Yes	04/22/21	1
Alaska			Evidence b	Yes	04/22/21	1
North Caro	6			Yes	04/22/21	1
Alaska	16			Yes	04/22/21	1
Kansas	12		Improved s	Yes	04/22/21	1
Alaska	16			Yes	04/22/21	1
r of Salt Lake				Yes	04/22/21	1
Pennsylvania			Sustainable	Yes	04/22/21	1
Missouri	12		Success wi	Yes	04/22/21	1
for Tacoma Students				Yes	04/22/21	1
orated of Washington County MD				Yes	04/22/21	1
Youth Lacrosse			Building a r	Yes	04/22/21	1
s Clubs of Greater Milwaukee				Yes	04/22/21	1
n's Agenda			For informa	No	04/22/21	1
r of San Diego County			I am not su	No	04/22/21	1
h Alliance			To learn ab	Yes	04/22/21	1
Colorado	12			Yes	04/22/21	1
Plus Academy				Yes	04/22/21	1
California				Yes	04/23/21	1
ve Center		Region 6		Yes	04/22/21	1
Wyoming	11			Yes	04/22/21	1
			Being able	Yes	04/22/21	1
ctive				No	04/22/21	1
of Mississippi			A successf	Yes	04/22/21	1
Virginia	5	TRUE		Yes	04/22/21	1
Virginia	5	TRUE		Yes	04/22/21	1
Promise				Yes	04/22/21	1
			The creatio	Yes	04/22/21	1
DSE		TRUE			04/22/21	1
Wyoming		TRUE		Yes	04/22/21	1

Wyoming	11	TRUE	Yes	04/22/21	1	
Virginia	5	TRUE		04/22/21	1	
Virginia	5	TRUE		04/22/21	1	
Virginia	5	TRUE		04/22/21	1	
Virginia	5	TRUE		04/22/21	1	
Minnesota	8		Yes	04/22/21	1	
Florida	7		No	04/22/21	1	
ITS			Where sch	Yes	04/22/21	1
career			Strong, sha	Yes	04/22/21	1
Lead Start, Administration for Children and Families			Seeing loc	Yes	04/22/21	1
Bridge to Success Community Partnership				No	04/22/21	1
ve Center	Region 5		a system of	Yes	04/22/21	1
West Virgir	5		Improved s	Yes	04/22/21	1
New Jersey	4		I am intere	Yes	04/22/21	1
Illinois			Concrete p	Yes	04/22/21	1
c.				Yes	04/22/21	1
s District of Tacoma			Being able	Yes	04/22/21	1
Cradle to Career Partnership				Yes	04/22/21	1
North Dakc	11		Determine	Yes	04/22/21	1
ta Afterschool Network				Yes	04/22/21	1
ve Center	Region 5		1) increase	Yes	04/22/21	1
North Dakc	11		Successful	Yes	04/22/21	1
North Dakc	11			Yes	04/22/21	1
Alliance			Coordinate	Yes	04/22/21	1
eritage Institute				Yes	04/22/21	1
North Dakota			Helping stu	Yes	04/22/21	1
s Club of Greater Memphis			Learning m	Yes	04/22/21	1
her				Yes	04/22/21	1
lucation Association				Yes	04/22/21	1
Vermont				Yes	04/22/21	1
Connecticu	2		Gathering c	Yes	04/22/21	1
d Start State Collaboration Office			Building an	No	04/22/21	1
na Department of Vocational Rehabilitation				Yes	04/22/21	1
lina Association of Educators			Success wi	Yes	04/22/21	1
ia State Education Associaiton			Discussion:	Yes	04/22/21	1
nter on Afterschool & Summer Enrichment (NCASE)				Yes	04/22/21	1
Lead Start				Yes	04/22/21	1
ve Center	Region 17			Yes	04/22/21	1
Vermont	1			Yes	04/22/21	1
Connecticu	2		Success fo	Yes	04/22/21	1
lucation Association of New Mexico			To find out	Yes	04/22/21	1
ve Center	Region 4			Yes	04/22/21	1
Georgia			Success fo	Yes	04/22/21	1
ducation Association				Yes	04/22/21	1
ational Education Association				Yes	04/22/21	1
es Department of Education				No	04/22/21	1
Illinois			I am eager	Yes	04/22/21	1

:		No	04/22/21	1
Education		Yes	04/22/21	1
Association of Educators		Inclusive ar	Yes 04/22/21	1
ve Center	Region 4Region 8	Success fo	Yes 04/22/21	1
		Yes	04/22/21	1
EM Ecosystem		I am particl	Yes 04/22/21	1
		Yes	04/22/21	1
rentors Hall Of Fame		Yes	04/22/21	1
New Jersey		Yes	04/22/21	1
Maine	1	Yes	04/22/21	1
.LC.		Sharing ide	Yes 04/22/21	1
Native Pacific Education and Culture (INPEACE)		The ability l	Yes 04/22/21	1
A		Gaining ins	Yes 04/22/21	1
ng/Graduate Strong		Gaining ide	Yes 04/22/21	1
lucation Association		Yes	04/22/21	1
STEM Center		Hybrid Instr	Yes 04/22/21	1
ath and Science Initiative		Learn, netw	Yes 04/22/21	1
Minnesota	8	Yes	04/22/21	1
ers 3D Printing		I am interes	Yes 04/22/21	1
Learning Disabilities		Yes	04/22/21	1
		Yes	04/22/21	1
d The Way		Yes	04/22/21	1
ve Center	Region 14	Yes	04/22/21	1
Education Association		A better un	Yes 04/22/21	1
consulting		All children	Yes 04/22/21	1
fterschool Network		Yes	04/22/21	1
ir		Yes	04/22/21	1
i for Hawaii Ecological Engineering Education		The sharing	No 04/22/21	1
Education Association		Yes	04/22/21	1
Center		Identifying	Yes 04/22/21	1
Carolina Education Association		Strategic o	Yes 04/22/21	1
fterschool Partnership		Yes	04/22/21	1
ve Justice Center		I currently v	Yes 04/22/21	1
Idaho	17	I hope to e	Yes 04/22/21	1
it Institute for Quality Education		Yes	04/22/21	1
ts		Being able	Yes 04/22/21	1
con Associates		Yes	04/23/21	1
		No	04/23/21	1
Ford - Invention Convention Worldwide		Best Practi	Yes 04/23/21	1
Tennessee		Yes	04/23/21	1
		No	04/23/21	1
New Hampshire		Yes	04/23/21	1
s		Success wt	Yes 04/23/21	1
her		Yes	04/23/21	1
Wisconsin		Intentional	Yes 04/23/21	1
th Development Division		Shared pra	Yes 04/23/21	1
ion		Yes	04/23/21	1

Montana	17	Coming aw	Yes	04/23/21	1
Just Schools		I will leave	Yes	04/23/21	1
		Success fo	Yes	04/23/21	1
Pennsylvania			Yes	04/23/21	1
Oregon		I am listeni	Yes	04/23/21	1
her Education Coordinating Commission		- Strengthe	Yes	04/23/21	1
Oregon School Administrators (COSA)			Yes	04/23/21	1
terschool Network		We explore	Yes	04/23/21	1
Collaborative		Students w	Yes	04/23/21	1
North Carolina		I hope to w	Yes	04/23/21	1
		Developing	Yes	04/23/21	1
at Washington		School Dist	Yes	04/23/21	1
terschool		Stronger cc	Yes	04/23/21	1
ias Out of School Network		A shared vi	Yes	04/23/21	1
ut of School Alliance			Yes	04/23/21	1
tnership for Out-of-School Time (VPOST)		Sharing be	Yes	04/23/21	1
		Working to	Yes	04/23/21	1
state Education Association		Learning hc	Yes	04/23/21	1
Oregon	16		Yes	04/23/21	1
ite		Guide scho	Yes	04/23/21	1
o Out-of-School Time Network		Success wi	Yes	04/23/21	1
rschool Alliance		Success fo	Yes	04/23/21	1
New Hampshire		-Identify evi	Yes	04/23/21	1
Oregon	16	Generating	Yes	04/23/21	1
fterschool Alliance		If the collab	Yes	04/23/21	1
Washington		To bring ho	Yes	04/23/21	1
		Common u	Yes	04/23/21	1
Idaho		I hope to g	Yes	04/23/21	1
020		Practical st	Yes	04/23/21	1
ts		building cor	Yes	04/23/21	1
USA		To receive	Yes	04/23/21	1
akers		Engagemen	Yes	04/23/21	1
1 Promise		Informative	Yes	04/23/21	1
Maine		An opportu	Yes	04/23/21	1
Nevada		I hoping we	Yes	04/23/21	1
ut of School Time Network		Young peo	Yes	04/23/21	1
r Center if Gravity			Yes	04/23/21	1
Alaska	16		Yes	04/23/21	1
		Working to	No	04/23/21	1
ication Association			Yes	04/23/21	1
lina Afterschool Alliance		Support to	Yes	04/23/21	1
Oregon	16	Success wi	Yes	04/23/21	1
sd			No	04/23/21	1
Missouri	12		Yes	04/23/21	1
Kentucky	5	To be able	Yes	04/23/21	1
id			Yes	04/23/21	1
rschool Network		Supporting	Yes	04/23/21	1

t After School Network		Learning h	Yes	04/23/21	1
Missouri		I look forwa	Yes	04/23/21	1
			Yes	04/23/21	1
lecklenburg Association of Educators			Yes	04/23/21	1
ED			Yes	04/23/21	1
Missouri		Having a ur	Yes	04/23/21	1
Delaware			Yes	04/23/21	1
Missouri		I envision a	Yes	04/23/21	1
ventions			Yes	04/23/21	1
man		That there i	Yes	04/23/21	1
Alliance		Teams of k	Yes	04/23/21	1
New Hamp	1		Yes	04/23/21	1
			No	04/23/21	1
		Knowing w	Yes	04/23/21	1
s Clubs of America		Out-of-sch	Yes	04/23/21	1
an Partners			Yes	04/23/21	1
		The unders	No	04/23/21	1
of Vermont Extension - Migrant Education Program			No	04/23/21	1
chool Network		Guidance t	Yes	04/23/21	1
		Developing	Yes	04/23/21	1
			Yes	04/23/21	1
Idaho	17	Alignment c	No	04/23/21	1
Kentucky			Yes	04/23/21	1
ational			Yes	04/23/21	1
Kentucky		Leaving wit	Yes	04/23/21	1
s Bay Regional Alliance		I hope to h	Yes	04/23/21	1
Oregon	16	Our goal at	Yes	04/23/21	1
		Discovering	Yes	04/23/21	1
gh Collaborative		More coord	Yes	04/23/21	1
ewart Mott Foundation			Yes	04/23/21	1
Florida	7		Yes	04/23/21	1
s Clubs of America			Yes	04/23/21	1
Wyoming	11	Success wi	Yes	04/23/21	1
Learning Center Inst		Learning fr	Yes	04/23/21	1
Research Foundation			Yes	04/23/21	1
Minnesota	8		Yes	04/23/21	1
Nevada			Yes	04/23/21	1
ve Center	Region 5		Yes	04/23/21	1
ve Center	Region 7		Yes	04/23/21	1
Vermont	1		Yes	04/23/21	1
ance of Boys & Girls Clubs			Yes	04/23/21	1
North Dakc	11		Yes	04/23/21	1
pecial Education Programs			No	04/23/21	1
of NH (Preschool Dev. Grant)		Gathering i	Yes	04/23/21	1
Connecticu	2	To be able	No	04/23/21	1
ementary and Secondary Education, Program and Grantee Support Se			Yes	04/23/21	1
a			Yes	04/23/21	1

Positive Behavioral Interventions and Supports			Yes	04/23/21	1	
High San Juan Capistrano of the Breakthrough Collaborative			Providing y	Yes	04/23/21	1
ive Center	Region 12		Knowledge	Yes	04/23/21	1
Illinois			Children w/	Yes	04/23/21	1
Iowa			Everyone w	Yes	04/23/21	1
High Collaborative				Yes	04/23/21	1
School Alliance			Concrete e.	Yes	04/23/21	1
reater Washington			Specific str.	Yes	04/23/21	1
Education Association				Yes	04/23/21	1
Center/T4PA Center				Yes	04/23/21	1
Special Education Programs				Yes	04/23/21	1
			A compreh	Yes	04/23/21	1
ive Center	Region 7			Yes	04/23/21	1
g Academic Movement				Yes	04/23/21	1
South Carolina				No	04/23/21	1
Connecticu	2		Statistics th	Yes	04/23/21	1
Arkansas	14			Yes	04/23/21	1
Minnesota				Yes	04/23/21	1
s for a Better Oregon			I hope the (Yes	04/23/21	1
conomic Development Agency			Lessons fo	Yes	04/23/21	1
Center				Yes	04/23/21	1
Alliance				Yes	04/23/21	1
Alliance				Yes	04/23/21	1
Alliance				No	04/23/21	1
alition of Community Charter Schools			Developing	Yes	04/23/21	1
				Yes	04/23/21	1
nter for Afterschool Excellence			Connect wi	Yes	04/23/21	1
Alliance				Yes	04/23/21	1
				Yes	04/23/21	1
: Francis Parker School				No	04/23/21	1
fterschool Community Network, University of Alabama			To work wit	Yes	04/23/21	1
ducation Association			A collabora	Yes	04/23/21	1
Minnesota	8			Yes	04/23/21	1
Montana	17		Gaining ide	Yes	04/23/21	1
immer Learning Association				Yes	04/23/21	1
Alliance			significantly	Yes	04/23/21	1
Alliance				Yes	04/23/21	1
rschool Network			Schools an	Yes	04/23/21	1
Alliance				Yes	04/23/21	1
artment of Education			I am not ab	No	04/23/21	1
sociation of State Directors of Migrant Education			Ensuring hi	Yes	04/23/21	1
ounty Teachers Association			Expanding	Yes	04/23/21	1
Texas			Learning bt	Yes	04/23/21	1
Education Association			awareness	No	04/23/21	1
s for a Better Oregon			Greater par	Yes	04/23/21	1
Connecticu	2	TRUE			04/23/21	1
Connecticu	2	TRUE			04/23/21	1

Connecticut	2	TRUE		04/23/21	1
North Carolina Technical Assistance (T4PA) Center			Yes	04/23/21	1
Wisconsin	10		Our team p	04/23/21	1
Minnesota	8		Yes	04/23/21	1
Oregon			Create opp	04/23/21	1
Midwest Grantee Support Services			Yes	04/23/21	1
Institutes for Research			Yes	04/23/21	1
Center for Systemic Improvement			No	04/23/21	1
Institutes for Research			Yes	04/23/21	1
Illinois, Department of Public Instruction			As the equi	04/23/21	1
Governors Association			Yes	04/23/21	1
Minnesota school (on Minnesota Department of Education team)			Success wi	04/23/21	1
Hawaii	19		Yes	04/23/21	1
			Yes	04/23/21	1
University of Houston College Assistance Migrant Program (CAMP)			Understand	04/23/21	1
Alliance			Yes	04/23/21	1
Partnerships for a Better Oregon			An emphas	04/23/21	1
Regional Education Service Center CT			I hope to le	04/23/21	1
Florida Education Association			This is pure	04/23/21	1
			Provide an	04/23/21	1
			Yes	04/23/21	1
Pennsylvania			We will cre	04/23/21	1
Connecticut			Yes	04/23/21	1
			Yes	04/23/21	1
Texas			Yes	04/23/21	1
North Dakota	11		Yes	04/23/21	1
High School Collaborative			Deeper coll	04/23/21	1
Afterschool Network			A truly colle	04/23/21	1
Virginia	5		No	04/23/21	1
Minnesota	8			04/23/21	1
California			Ability to de	04/23/21	1
Indiana	8			04/23/21	1
Indiana	8			04/23/21	1
Afterschool Network			To build co	04/23/21	1
Federated :	18			04/23/21	1
Behavioral Health			Yes	04/23/21	1
Center of the Piedmont			Yes	04/23/21	1
Indiana	8			04/23/21	1
			No	04/23/21	1
Alliance			Yes	04/23/21	1
Maine	1		The Summ	04/23/21	1
University			Being able	04/23/21	1
Bridge to Success Community Partnership			Yes	04/24/21	1
Club of Harlem			I am not su	04/24/21	1
Johnson County			Not sure ye	04/24/21	1
			Early childh	04/24/21	1
Area Partnership @ United Way Tucson and Southern Arizona			Yes	04/24/21	1

Education- Office of Early Learning- HS Collaboration Office	An inclusive	Yes	04/24/21	1
its Academic Program (Stamford Peace Youth Foundation)	Engage in	Yes	04/24/21	1
Illinois	We are exc	Yes	04/24/21	1
chester After-School & Summer Alliance	school and	Yes	04/24/21	1
naissance Education Pipeline, Inc.	If we're abl	Yes	04/24/21	1
South Carolina		Yes	04/24/21	1
		Yes	04/24/21	1
lton Chamber of Commerce	Further coll	Yes	04/24/21	1
ccess		Yes	04/24/21	1
conomic Development Agency	Learn abou	Yes	04/24/21	1
aid	Intentional	Yes	04/24/21	1
	Updates on	Yes	04/24/21	1
Hawaii	*Everyone's	No	04/24/21	1
19	An opportu	Yes	04/24/21	1
Achieves		Yes	04/24/21	1
k		Yes	04/24/21	1
evue		Yes	04/24/21	1
Washington	Learning b	Yes	04/24/21	1
ducation Association	I will have	Yes	04/24/21	1
ounty Schools	It will be ga	Yes	04/24/21	1
New York	That we all	Yes	04/24/21	1
ve Center	Policy-mak	Yes	04/24/21	1
Region 18				
r of Central Minnesota - Partner for Student Success	Integrated	Yes	04/24/21	1
' Education Council	Success fo	No	04/24/21	1
SI		No	04/24/21	1
ise Partnership		No	04/24/21	1
ve Center		Yes	04/24/21	1
Region 1				
g Academic Movement		Yes	04/24/21	1
terSchool Network	All students	Yes	04/24/21	1
r of Greater Toledo	Leading pa	Yes	04/24/21	1
chool Boards' Association	Clear and	Yes	04/24/21	1
n Your Neighborhood	We will dig	Yes	04/24/21	1
ot Academy	Help us bri	Yes	04/24/21	1
ne	We will be	Yes	04/24/21	1
ise Partnership	I'll leave wit	Yes	04/24/21	1
'	Success fo	Yes	04/24/21	1
ite University Migratory Student Summer Academy	learn emer	Yes		1
Virginia	Nova Labs	Yes		1
Arizona	Networking	Yes		1
of West Florida		No		1

Row Labels	Sum of Count
Governor's Office	18
LEA/REA/TEA	30
NC	38
Non-government org	4
Nonprofit Organization/Community Base	232
Other	68
Other Technical Assistance/ Research Ce	63
Philanthropic Organization	3
Regional Comprehensive Center	78
School	43
SEA	220
US Department of Education	39
Grand Total	836

Row Labels	Sum of Count
SEA	220
Alabama	3
Alaska	7
Arizona	3
Arkansas	2
BIE	1
California	6
Colorado	4
Connecticut	1
Delaware	1
Federated States of Micronesia	1
Florida	6
Georgia	4
Guam	1
Hawaii	3
Idaho	8
Illinois	4
Indiana	13
Kansas	1
Kentucky	19
Louisiana	4
Maine	4
Maryland	8
Massachusetts	3
Michigan	9
Minnesota	9
Mississippi	4
Missouri	5
Montana	3

Organization Type

Row Labels
Alaska
California
Connecticut
Georgia
Illinois
Iowa
Kentucky
Maine
Minnesota
Missouri
New Mexico
North Dakota
Pennsylvania
South Carolina
Texas
(blank)
Grand Total

Nevada	6
New Hampshire	3
New Jersey	4
New Mexico	2
New York	11
North Carolina	3
North Dakota	6
Northern Mariana Islands	1
Oklahoma	1
Oregon	6
Pennsylvania	1
Rhode Island	5
South Dakota	3
Tennessee	2
Texas	1
Utah	3
Vermont	3
Virgin Islands	1
Virginia	8
Washington	3
West Virginia	1
Wisconsin	4
Wyoming	5
Grand Total	220

LEA/REA/TEA

Organization Type

Row Labels

National Center staff

National Center staffRegion 13Region 16Region 18Region 19

Region 1

Region 10

Region 11Region 12

Region 12

Region 13

Region 14

Region 15

Region 16

Region 17

Region 18

Region 18Region 19

Region 19

Region 2

Region 3

Region 4

Region 4Region 8

Region 5

Region 5Region 7Region 8

Region 6

Region 7

Region 8

Grand Total

(Multiple Items)

Sum of Count

38
2
1
2
1
5
2
3
3
3
3
6
1
1
3
4
4
1
8
1
7
8
9

116

BIE	1
Connecticut	1
Delaware	1
Federated States of	1
Guam	1
Kansas	1
Northern Mariana Is	1
Oklahoma	1
Pennsylvania	1
Texas	1
Virgin Islands	1
West Virginia	1
Arkansas	2
New Mexico	2
Tennessee	2
Alabama	3
Arizona	3
Hawaii	3
Massachusetts	3
Montana	3
New Hampshire	3
North Carolina	3
South Dakota	3
Utah	3
Vermont	3
Washington	3
Colorado	4
Georgia	4
Illinois	4
Louisiana	4
Maine	4
Mississippi	4
New Jersey	4
Wisconsin	4
Missouri	5
Rhode Island	5
Wyoming	5
California	6
Florida	6
Nevada	6
North Dakota	6
Oregon	6
Alaska	7
Idaho	8
Maryland	8

Virginia	8
Michigan	9
Minnesota	9
New York	11
Indiana	13
Kentucky	19

Paloma Mayorga

From: Paloma Mayorga
Sent: Thursday, May 20, 2021 5:16 PM
To: Smith, Danielle
Subject: RE: When you have a moment (not urgent)
Attachments: Registration.xlsx

Absolutely, please find it attached!

Thanks,

Paloma Mayorga

Training & Communications Specialist
Westat | (210) 501-0278

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Thursday, May 20, 2021 4:15 PM
To: Paloma Mayorga <PalomaMayorga@westat.com>
Subject: When you have a moment (not urgent)

CAUTION: External Email *

Can you send me the final registrant list so I can use for follow up email?

Thank you! Have a great evening!

Danielle



Danielle Smith
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Phone: (202) 453-5546
Email: Danielle.Smith2@ed.gov

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Meyer, Rebekka

From: Meyer, Rebekka
Sent: Tuesday, June 15, 2021 6:13 PM
To: Vitelli, Edward; Smith, Danielle; James, Edward
Subject: FW: EAC Listening Session
Attachments: WestEd comments_OESE RFI on EACs_FINAL.pdf

FYI

From: Susan Mundry <smundry@wested.org>
Sent: Tuesday, June 15, 2021 4:28 PM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>
Subject: EAC Listening Session

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Rebekka,

I want to thank you for the opportunity to join the listening session with EAC staff and directors on June 4th and for the opportunity to share our thoughts, experiences, and suggestions on how to strengthen the important work of the Equity Assistance Centers.

As a follow up, I had the opportunity to talk further with my colleagues at WestEd to discuss the questions you posed in the request for information. For your information, I am attaching our responses to the questions, which highlights our current thinking as to how ED can leverage the EACs to build the capacity of districts and other responsible governmental agencies to promote equitable educational opportunities for all students.

If you wish to discuss any of this, feel free to reach out.

Best regards, Susan

Susan Mundry
Division Director
WestEd
o. 781-481-1106
m. (b)(6)

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June 15, 2021

Rebekka Meyer
Program Officer | Program & Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Meyer,

At WestEd, we believe that achieving educational equity requires putting systems in place to ensure every student has an equal chance for success. As such, we have focused our work on projects that specifically address disparities in learning and well-being for specific populations such as Black, Latinx, Native American, and English learner students. We also have projects that stretch beyond traditional schools and caregiving settings to work with institutions and agencies that support disadvantaged populations such as incarcerated youth, children and families experiencing homelessness, and young people in the foster care system.

We want to thank you for allowing us to share our thoughts, experiences, and suggestions on how to strengthen the important work of the Equity Assistance Center (EAC) program as the U.S. Department of Education (ED) embarks on holding a discretionary grant competition for the EAC program in fiscal year 2022. As you may know, WestEd is currently a partner with the Mid-Atlantic Equity Consortium, whose equity-capacity building work under this cooperative agreement has focused on projects to improve outcomes for students experiencing high poverty, providing technical assistance to states, districts, and schools in interpreting and acting upon outcome data, and providing professional learning opportunities to build culturally responsive educational practices in districts across the 15 states/territories in Region 1.

The following are WestEd's responses to the questions posed in the request for information, which highlights our current thinking as to how ED can leverage the EACs to build the capacity of districts and other responsible governmental agencies to promote equitable educational opportunities for all students.

Key Questions

1. What support should the Department encourage through the EAC program?

Research has shown that one of the four essential roles for educational agencies is ensuring equity and as part of that role they must own past inequities, by highlighting inequities in the system and foregrounding equity, including increasing availability and transparency of data. Building the capacity of educational agencies to eliminate racial, ethnic, gender, and religious inequities is critically important to achieve better and more positive outcomes for all students. Moving forward, we believe ED should focus the next iteration of the EAC program to work on strengthening the capacity of local education agencies (LEAs) and state education agencies (SEAs) to identify and dismantle systemic barriers to equity and to build meaningful community partnerships to ensure diverse stakeholder participation and voice in education systems, cradle to career. This capacity-building work could involve the following activities:

- Develop resources and identify and promote the implementation of best practices that enable educators, families, and students to confront, respond to, and combat racism and xenophobia.
- Provide professional development on culturally responsive pedagogy within the context of standards-based teaching and learning.
- Provide professional development on evidence-based instructional strategies for English learners.
- Build the capacity of administrators, teachers, support personnel, and students to respond effectively to incidents of racial and sexual harassment in schools and support students who experience harassment.
- Provide superintendents, other district and school leaders with coaching in equity-centered leadership to drive systemic change.
- Build the capacity of SEAs and intermediate agencies (e.g., regional and county offices of education) to provide guidance to districts and schools on racial equity.

2. What desegregation needs or issues at the state and local levels are currently most in need of technical assistance and training? What desegregation needs or issues do you anticipate surfacing in the next five years?

Needs or issues that our state and local partners are facing and will need technical assistance from the EACs to address include:

Professional learning and policy guidance to increase equity and promote anti-racism through:

- Eliminating bias and harassment on the basis of identity (e.g., LGBTQ+, Asian, Latinx, and all students of color)
- Addressing racial equity and anti-racism (BIPOC students)

Equitable, positive outcomes for BIPOC populations through improved:

- Academic outcomes: graduation, promotion, rates, etc.
- College preparation: more BIPOC students have appropriate credits, courses for college entrance
- Career technical preparation, better CTE opportunities
- Services to address social-emotional needs
- Family engagement
- Community engagement

Meeting the needs of students that emerged or were highlighted by the COVID-19 Pandemic by addressing:

- Academic needs of students, e.g., accelerated learning
- Attendance/absenteeism (students disconnected during the pandemic)
- Social and emotional needs of students and teachers/staff (e.g., as evidenced by higher suicide rates among students)
- Equitable access to digital learning and addressing the digital divide
- Cyberbullying and hate crimes

Promoting systemic change to increase equity and achieve successful outcomes

- Building the capacity of districts to use data to identify inequities and to monitor progress to resolve inequities
- Engaging diverse stakeholders as partners to improve education systems
- Diversifying the educator workforce
- Building equity-focused district and school leadership
- Ensuring equitable distribution of financial and human resources in schools and districts
- Eliminating disproportionality in discipline, identification of students with disabilities

Advancing digital equity through:

- Ensuring high-quality digital/remote learning experiences for all students

- Ensuring equitable access to digital resources (hardware, software, and connectivity) for all students
- Building the capacity of teachers and administrators to provide high-quality equitable online instruction for all students
- Supporting instruction through high-quality learning platforms and curricula
- Supporting the effective use of technology to accelerate student learning

Support for rural and small schools and districts with:

- Recruiting and retaining highly qualified and diverse educators (i.e., administrators, teachers, and student support personnel)
- Enable access to high-quality educational opportunities
- Addressing student health barriers to learning
- Leveraging CTE programs for economic growth

3. Can you identify any specific practices or approaches that have proven particularly effective in desegregating public elementary and secondary schools?

The New York State Education Department (NYSED) led a multi-year effort to convene 20+ school districts for the New York State Integration Project - Professional Learning Community (NYSIP-PLC). The stated purpose is to increase student achievement in New York State Title I Schools, particularly those schools identified for improvement, by encouraging greater integration by race and ethnicity, as well as socioeconomic, special education, and English language learner/Multilingual learner (ELL/MLL) status in Title I schools.

During each of the first two phases, four quarterly sessions were held for participating districts. Each district was provided with funding to support plan development and implementation of pilot projects designed with support from NYSED staff and invited partners, including CEE. The variety, scale, and level of difficulty of the projects across the state varied, but the on-going engagement of the districts was consistent.

Desegregation requires challenging the status quo, and therefore requires a high amount of political will. The US Dept. of Education can play a strong role creating conditions for school integration by encouraging it, resourcing it and providing some political cover for districts willing to pursue it. Under Angelica Infante-Green in NY, the approach was gaining traction and sowing seeds of promise through the networked approach to learning and implementing together.

4. What are the skills and experience most important for an EAC grantee?

The following are a set of skills and experiences that we believe any EAC grantee should possess in order to successfully resolve educational inequities based on race, color, national origin, gender, age, or disability:

- a. **Be driven by a clearly defined equity framework** that articulates the complex and intersecting areas that must be addressed to increase equity.
- b. **Have a deep understanding of how to build organizational capacity** within districts and schools to increase equity so that impacts are sustainable.
- c. **Have experience selecting and implementing evidence-based racial equity strategies** to change the policies, programs, and practices that are perpetuating inequities.
- d. **Be data-driven** to uncover and understand systemic racism and inequities that are embedded in education systems, develop baselines, set goals, and measure progress toward goals. Use data for accountability to improve both opportunities to learn and outcomes for students.
- e. **Be highly collaborative and able to form effective partnerships with other institutions** such as organizations focused on promoting civil rights and other entities within the federal TA network to work collectively to achieve equity and other meaningful results.

5. Are there specific partnerships that should be emphasized or encouraged to support successful service delivery? If so, which ones and why?

As noted above, partnerships are critically important to this work at the local, state, regional, and national levels, including the following:

- Locally, partnership with and involvement of community groups, social justice organizations, and parents/family helps to expand equity actions beyond the school walls and strengthen commitment. These partners are also important voices to involve in equity audits and using data to identify root causes of inequity in a community.
- At the state level, partnership with the state education agencies and other entities such as the Bureau of Indian Education (BIE) enables EACs to align services to state or bureau policies and to specific state or local approaches to advancing equity. For example, a number of state education agencies have committed to equity through a state collaborative convened and supported by the Council of Chief State School Officers. Other states have addressed equity in their ESSA plans to provide guidance and resources to

districts and schools in how to operationalize equity-based programs and initiatives throughout their respective systems. The BIE has a strategic plan for improving education and equity in BIE schools. Organizations such as Alaskan Native and Native Hawaiian educational groups and IHEs, and non-profits serving migrant students are also vital partners in the western region. Social justice and civil rights groups such as the NAACP are working within states and are potentially important partners for EACs. With large regions to serve and limited funding, EACs need to know how to work with and through other service providers to leverage available resources.

- At the regional level, it is essential to collaborate with the Office of Civil Rights compliance offices serving the regions in order to track and support the resolution of civil rights complaints that may be filed in the region. In addition, partnerships with the federally-funded technical assistance and research Centers in the region allow the EAC to ensure access to research and evidence and the opportunity to complement and coordinate services to states and LEAs in the region. At a minimum, partnerships are needed with the Comprehensive Centers, Regional Education Laboratories, and Centers focused on improving learning and outcomes for students with disabilities, migrant families, English Learners, and other historically marginalized groups.
- Nationally, the EACs themselves should continue to coordinate with one another to reduce duplication of resources and develop a collective plan for developing cross-Center resources and cross-Center training so every region/state in the country can benefit from those services.

Augustus Mays

From: Augustus Mays
Sent: Wednesday, June 16, 2021 7:59 AM
To: Smith, Danielle
Subject: Fwd: EAC Listening Session
Attachments: WestEd comments_OESE RFI on EACs_FINAL.pdf

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Danielle,

I hope this email finds you well. I just wanted to pass along WestEd's formal responses (see attached) to the questions ED recently posed to the field regarding our thoughts, experiences, and suggestions on how to strengthen the important work of the Equity Assistance Centers. I had asked my colleague Susan Mundry to make sure she copied you on her note to Rebekka yesterday but realized this morning that she hadn't.

If you and your team would like to discuss any of the ideas/suggestions shared in the memo, just let me know. I'd be happy to set up a call between you and our team at your earliest convenience.

Be well,
Augustus

----- Forwarded message -----

From: Susan Mundry <smundry@wested.org>
Date: Tue, Jun 15, 2021 at 4:28 PM
Subject: EAC Listening Session
To: Meyer, Rebekka <rebekka.meyer@ed.gov>

Dear Rebekka,

I want to thank you for the opportunity to join the listening session with EAC staff and directors on June 4th and for the opportunity to share our thoughts, experiences, and suggestions on how to strengthen the important work of the Equity Assistance Centers.

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If you wish to discuss any of this, feel free to reach out.

Best regards, Susan

Susan Mundry
Division Director
WestEd

o. 781-481-1106

m. (b)(6)

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Augustus Mays

Director of Government Relations, WestEd

1140 3rd Street, NE, Ste 360 | Washington, DC 20002

office: [202.471.2468](tel:202.471.2468) | email: amays@wested.org

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June 15, 2021

Rebekka Meyer
Program Officer | Program & Grantee Support Services
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Meyer,

At WestEd, we believe that achieving educational equity requires putting systems in place to ensure every student has an equal chance for success. As such, we have focused our work on projects that specifically address disparities in learning and well-being for specific populations such as Black, Latinx, Native American, and English learner students. We also have projects that stretch beyond traditional schools and caregiving settings to work with institutions and agencies that support disadvantaged populations such as incarcerated youth, children and families experiencing homelessness, and young people in the foster care system.

We want to thank you for allowing us to share our thoughts, experiences, and suggestions on how to strengthen the important work of the Equity Assistance Center (EAC) program as the U.S. Department of Education (ED) embarks on holding a discretionary grant competition for the EAC program in fiscal year 2022. As you may know, WestEd is currently a partner with the Mid-Atlantic Equity Consortium, whose equity-capacity building work under this cooperative agreement has focused on projects to improve outcomes for students experiencing high poverty, providing technical assistance to states, districts, and schools in interpreting and acting upon outcome data, and providing professional learning opportunities to build culturally responsive educational practices in districts across the 15 states/territories in Region 1.

The following are WestEd's responses to the questions posed in the request for information, which highlights our current thinking as to how ED can leverage the EACs to build the capacity of districts and other responsible governmental agencies to promote equitable educational opportunities for all students.

Key Questions

1. What support should the Department encourage through the EAC program?

Research has shown that one of the four essential roles for educational agencies is ensuring equity and as part of that role they must own past inequities, by highlighting inequities in the system and foregrounding equity, including increasing availability and transparency of data. Building the capacity of educational agencies to eliminate racial, ethnic, gender, and religious inequities is critically important to achieve better and more positive outcomes for all students. Moving forward, we believe ED should focus the next iteration of the EAC program to work on strengthening the capacity of local education agencies (LEAs) and state education agencies (SEAs) to identify and dismantle systemic barriers to equity and to build meaningful community partnerships to ensure diverse stakeholder participation and voice in education systems, cradle to career. This capacity-building work could involve the following activities:

- Develop resources and identify and promote the implementation of best practices that enable educators, families, and students to confront, respond to, and combat racism and xenophobia.
- Provide professional development on culturally responsive pedagogy within the context of standards-based teaching and learning.
- Provide professional development on evidence-based instructional strategies for English learners.
- Build the capacity of administrators, teachers, support personnel, and students to respond effectively to incidents of racial and sexual harassment in schools and support students who experience harassment.
- Provide superintendents, other district and school leaders with coaching in equity-centered leadership to drive systemic change.
- Build the capacity of SEAs and intermediate agencies (e.g., regional and county offices of education) to provide guidance to districts and schools on racial equity.

2. What desegregation needs or issues at the state and local levels are currently most in need of technical assistance and training? What desegregation needs or issues do you anticipate surfacing in the next five years?

Needs or issues that our state and local partners are facing and will need technical assistance from the EACs to address include:

Professional learning and policy guidance to increase equity and promote anti-racism through:

- Eliminating bias and harassment on the basis of identity (e.g., LGBTQ+, Asian, Latinx, and all students of color)
- Addressing racial equity and anti-racism (BIPOC students)

Equitable, positive outcomes for BIPOC populations through improved:

- Academic outcomes: graduation, promotion, rates, etc.
- College preparation: more BIPOC students have appropriate credits, courses for college entrance
- Career technical preparation, better CTE opportunities
- Services to address social-emotional needs
- Family engagement
- Community engagement

Meeting the needs of students that emerged or were highlighted by the COVID-19 Pandemic by addressing:

- Academic needs of students, e.g., accelerated learning
- Attendance/absenteeism (students disconnected during the pandemic)
- Social and emotional needs of students and teachers/staff (e.g., as evidenced by higher suicide rates among students)
- Equitable access to digital learning and addressing the digital divide
- Cyberbullying and hate crimes

Promoting systemic change to increase equity and achieve successful outcomes

- Building the capacity of districts to use data to identify inequities and to monitor progress to resolve inequities
- Engaging diverse stakeholders as partners to improve education systems
- Diversifying the educator workforce
- Building equity-focused district and school leadership
- Ensuring equitable distribution of financial and human resources in schools and districts
- Eliminating disproportionality in discipline, identification of students with disabilities

Advancing digital equity through:

- Ensuring high-quality digital/remote learning experiences for all students

- Ensuring equitable access to digital resources (hardware, software, and connectivity) for all students
- Building the capacity of teachers and administrators to provide high-quality equitable online instruction for all students
- Supporting instruction through high-quality learning platforms and curricula
- Supporting the effective use of technology to accelerate student learning

Support for rural and small schools and districts with:

- Recruiting and retaining highly qualified and diverse educators (i.e., administrators, teachers, and student support personnel)
- Enable access to high-quality educational opportunities
- Addressing student health barriers to learning
- Leveraging CTE programs for economic growth

3. Can you identify any specific practices or approaches that have proven particularly effective in desegregating public elementary and secondary schools?

The New York State Education Department (NYSED) led a multi-year effort to convene 20+ school districts for the New York State Integration Project - Professional Learning Community (NYSIP-PLC). The stated purpose is to increase student achievement in New York State Title I Schools, particularly those schools identified for improvement, by encouraging greater integration by race and ethnicity, as well as socioeconomic, special education, and English language learner/Multilingual learner (ELL/MLL) status in Title I schools.

During each of the first two phases, four quarterly sessions were held for participating districts. Each district was provided with funding to support plan development and implementation of pilot projects designed with support from NYSED staff and invited partners, including CEE. The variety, scale, and level of difficulty of the projects across the state varied, but the on-going engagement of the districts was consistent.

Desegregation requires challenging the status quo, and therefore requires a high amount of political will. The US Dept. of Education can play a strong role creating conditions for school integration by encouraging it, resourcing it and providing some political cover for districts willing to pursue it. Under Angelica Infante-Green in NY, the approach was gaining traction and sowing seeds of promise through the networked approach to learning and implementing together.

4. What are the skills and experience most important for an EAC grantee?

The following are a set of skills and experiences that we believe any EAC grantee should possess in order to successfully resolve educational inequities based on race, color, national origin, gender, age, or disability:

- a. **Be driven by a clearly defined equity framework** that articulates the complex and intersecting areas that must be addressed to increase equity.
- b. **Have a deep understanding of how to build organizational capacity** within districts and schools to increase equity so that impacts are sustainable.
- c. **Have experience selecting and implementing evidence-based racial equity strategies** to change the policies, programs, and practices that are perpetuating inequities.
- d. **Be data-driven** to uncover and understand systemic racism and inequities that are embedded in education systems, develop baselines, set goals, and measure progress toward goals. Use data for accountability to improve both opportunities to learn and outcomes for students.
- e. **Be highly collaborative and able to form effective partnerships with other institutions** such as organizations focused on promoting civil rights and other entities within the federal TA network to work collectively to achieve equity and other meaningful results.

5. Are there specific partnerships that should be emphasized or encouraged to support successful service delivery? If so, which ones and why?

As noted above, partnerships are critically important to this work at the local, state, regional, and national levels, including the following:

- Locally, partnership with and involvement of community groups, social justice organizations, and parents/family helps to expand equity actions beyond the school walls and strengthen commitment. These partners are also important voices to involve in equity audits and using data to identify root causes of inequity in a community.
- At the state level, partnership with the state education agencies and other entities such as the Bureau of Indian Education (BIE) enables EACs to align services to state or bureau policies and to specific state or local approaches to advancing equity. For example, a number of state education agencies have committed to equity through a state collaborative convened and supported by the Council of Chief State School Officers. Other states have addressed equity in their ESSA plans to provide guidance and resources to

districts and schools in how to operationalize equity-based programs and initiatives throughout their respective systems. The BIE has a strategic plan for improving education and equity in BIE schools. Organizations such as Alaskan Native and Native Hawaiian educational groups and IHEs, and non-profits serving migrant students are also vital partners in the western region. Social justice and civil rights groups such as the NAACP are working within states and are potentially important partners for EACs. With large regions to serve and limited funding, EACs need to know how to work with and through other service providers to leverage available resources.

- At the regional level, it is essential to collaborate with the Office of Civil Rights compliance offices serving the regions in order to track and support the resolution of civil rights complaints that may be filed in the region. In addition, partnerships with the federally-funded technical assistance and research Centers in the region allow the EAC to ensure access to research and evidence and the opportunity to complement and coordinate services to states and LEAs in the region. At a minimum, partnerships are needed with the Comprehensive Centers, Regional Education Laboratories, and Centers focused on improving learning and outcomes for students with disabilities, migrant families, English Learners, and other historically marginalized groups.
- Nationally, the EACs themselves should continue to coordinate with one another to reduce duplication of resources and develop a collective plan for developing cross-Center resources and cross-Center training so every region/state in the country can benefit from those services.

Smith, Danielle

From: Smith, Danielle
Sent: Wednesday, June 16, 2021 8:39 AM
To: Augustus Mays
Subject: RE: EAC Listening Session

Thank you, Augustus, for sharing.

Danielle



Danielle Smith
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Phone: (202) 453-5546
Email: Danielle.Smith2@ed.gov

From: Augustus Mays <amays@wested.org>
Sent: Wednesday, June 16, 2021 7:59 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Fwd: EAC Listening Session

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Danielle,

I hope this email finds you well. I just wanted to pass along WestEd's formal responses (see attached) to the questions ED recently posed to the field regarding our thoughts, experiences, and suggestions on how to strengthen the important work of the Equity Assistance Centers. I had asked my colleague Susan Mundry to make sure she copied you on her note to Rebekka yesterday but realized this morning that she hadn't.

If you and your team would like to discuss any of the ideas/suggestions shared in the memo, just let me know. I'd be happy to set up a call between you and our team at your earliest convenience.

Be well,
Augustus

----- Forwarded message -----

From: Susan Mundry <smundry@wested.org>
Date: Tue, Jun 15, 2021 at 4:28 PM
Subject: EAC Listening Session
To: Meyer, Rebekka <rebekka.meyer@ed.gov>

Dear Rebekka,

I want to thank you for the opportunity to join the listening session with EAC staff and directors on June 4th and for the opportunity to share our thoughts, experiences, and suggestions on how to strengthen the important work of the Equity Assistance Centers.

As a follow up, I had the opportunity to talk further with my colleagues at WestEd to discuss the questions you posed in the request for information. For your information, I am attaching our responses to the questions, which highlights our current thinking as to how ED can leverage the EACs to build the capacity of districts and other responsible governmental agencies to promote equitable educational opportunities for all students.

If you wish to discuss any of this, feel free to reach out.

Best regards, Susan

Susan Mundry

Division Director

WestEd

o. 781-481-1106

m. (b)(6)

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Augustus Mays

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Smith, Danielle

From: Smith, Danielle
Sent: Wednesday, June 16, 2021 8:48 AM
To: Vitelli, Edward; Meyer, Rebekka; James, Edward (Edward.James@ed.gov)
Subject: FW: EAC Listening Session
Attachments: WestEd comments_OESE RFI on EACs_FINAL.pdf

EAC Team,

FYI comments from WestEd on the EAC competition. Bekka, I believe you may have received this directly.

Danielle

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Sent: Wednesday, June 16, 2021 7:59 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Fwd: EAC Listening Session

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- Nationally, the EACs themselves should continue to coordinate with one another to reduce duplication of resources and develop a collective plan for developing cross-Center resources and cross-Center training so every region/state in the country can benefit from those services.

Kyser, Tiffany S.

From: Kyser, Tiffany S.
Sent: Wednesday, July 7, 2021 3:34 PM
To: Chris Dwyer; Moritz, Melissa W.
Cc: Vitelli, Edward; Skelton, Seena Makeeba; Smith, Danielle
Subject: RE: [External Sender] Out of Cadre: T2-163: Summer Learning and Engagement Collaborative_DC
Attachments: 21_7_9_Summer_Collab_Pres_FINAL_tk.pptx

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Afternoon Chris and Melissa,

I will be sharing 3 slides on my screen. They are attached for the team's review (Please disregard the final two slides as they are hidden). Please note my script, including a quick framework and definition offering, as well as the plenary questions, are included in the slides. For your convenience, the plenary questions are below as well:

Plenary Questions:

1. Mr. Rosenblum, because we know that policy is never simply implemented. Rather, it is interpreted, negotiated, and appropriated by multiple actors in educational environments (Brown, Maguire, & Ball, 2010; Levinson et al., 2009), what approaches might we take in developing a shared, equity-oriented understanding of leveraging ARP funds as we engage in collaborative efforts? (i.e. SEAs with LEAs, LEAs with PTACs, Community Groups with LEAs, Parents/Caregivers with LEAs, etc)
2. Dr. Wexler, what are 2-3 key considerations that should be taken when leveraging ARP funds for students with dis/abilities at the intersections?
3. Mr. Rosenblum and Dr. Wexler, what is 1 key approach practitioners can take in continuing to cultivate their own understanding of educational equity in light of the COVID-19 pandemic?

Feel free to let me know if you have any recommended edits, changes, or shifts.

Thank you and look forward to tomorrow's event.

Tiffany

Tiffany Kyser, Ph.D.

Associate Director of Engagement and Partnerships

Pronouns: She/Her/Hers

Great Lakes Equity Center/Midwest and Plains Equity Assistance Center

2124 ES

902 West New York Street
Indianapolis, IN 46202
317-278-6830
tkyser@iupui.edu
greatlakesequity.org



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REGION III
MIDWEST AND PLAINS EQUITY ASSISTANCE CENTER



EQUITY INNOVATOR AWARD
APPLICATIONS ARE NOW OPEN!
APPLY BY JUNE 30TH



From: Kyser, Tiffany S.
Sent: Tuesday, July 6, 2021 6:57 PM
To: Chris Dwyer <Cdwyer@rmcres.com>; Moritz, Melissa W. <Melissa.W.Moritz@ed.gov>
Cc: Vitelli, Edward <Edward.Vitelli@ed.gov>; Skelton, Seena Makeeba <smskelto@iupui.edu>; Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: [External Sender] Out of Cadre: T2-163: Summer Learning and Engagement Collaborative_DC

Good Evening Chris,

Thank you for the information below and for my personalized log-in for Thursday's event.

I will ensure to log on 10 minutes early. Furthermore, if I leverage a slide or handout, I'll have this to you **by cob tomorrow**.

Finally, a brief bio is below. A professional headshot, if needed, [is here](#).

Dr. Kyser (She/Her) is the Associate Director for Engagement and Partnerships at the Region III Equity Assistance Center, [The Midwest and Plains Equity Assistance Center \(MAP Center\)](#) within the [Great Lakes Equity Center](#). Dr. Kyser has over seventeen years of experience in teaching, governance and leadership, authorizing, education policy, and technical assistance. Her research and work are rooted in collaboration, design thinking, and change management. Dr. Kyser received her doctorate in Urban Education Studies from Indiana University.

Have a good night.

Tiffany

Tiffany Kyser, Ph.D.

Associate Director of Engagement and Partnerships

Pronouns: She/Her/Hers

Great Lakes Equity Center/Midwest and Plains Equity Assistance Center

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**REGION III
MIDWEST AND PLAINS EQUITY ASSISTANCE CENTER**



EQUITY INNOVATOR AWARD

APPLICATIONS ARE NOW OPEN!

APPLY BY JUNE 30TH



From: Chris Dwyer <Cdwyer@rmcres.com>
Sent: Tuesday, July 6, 2021 9:31 AM
To: Kyser, Tiffany S. <tkyser@iupui.edu>; Moritz, Melissa W. <Melissa.W.Moritz@ed.gov>
Cc: Vitelli, Edward <Edward.Vitelli@ed.gov>; Skelton, Seena Makeeba <smskelto@iupui.edu>; Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: [External] RE: [External Sender] Out of Cadre: T2-163: Summer Learning and Engagement Collaborative_DC

This message was sent from a non-IU address. Please exercise caution when clicking links or opening attachments from external sources.

Tiffany—you will have an individual link to enter the plenary session which I will forward after today's prep meeting.

Members of the general public can use this form to register: <https://attendify.co/YitQMZ9>

From: Kyser, Tiffany S. <tkyser@iupui.edu>
Sent: Tuesday, July 6, 2021 9:23 AM
To: Moritz, Melissa W. <Melissa.W.Moritz@ed.gov>
Cc: Vitelli, Edward <Edward.Vitelli@ed.gov>; Skelton, Seena Makeeba <smskelto@iupui.edu>; Chris Dwyer <Cdwyer@rmcres.com>; Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: [External Sender] Out of Cadre: T2-163: Summer Learning and Engagement Collaborative_DC

Good Morning Melissa,

I hope this message finds you well.

At your convenience, please send the invite with teleconference information for Thursday's event.

Thank you and look forward to this afternoon's prep meeting.

Have a great day.

Tiffany

Tiffany Kyser, Ph.D.

Associate Director of Engagement and Partnerships

Pronouns: She/Her/Hers

Great Lakes Equity Center/Midwest and Plains Equity Assistance Center

2124 ES

902 West New York Street

Indianapolis, IN 46202

317-278-6830

tkyser@iupui.edu

greatlakesgequity.org



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From: Kyser, Tiffany S.

Sent: Wednesday, June 30, 2021 10:02 AM

To: Moritz, Melissa W. <Melissa.W.Moritz@ed.gov>

Cc: Vitelli, Edward <Edward.Vitelli@ed.gov>; Skelton, Seena Makeeba <smskelto@iupui.edu>; 'Chris Dwyer' <Cdwyer@rmcres.com>; Smith, Danielle <Danielle.Smith2@ed.gov>

Subject: Out of Cadre: T2-163: Summer Learning and Engagement Collaborative_DC

Good Morning Melissa,

I am well and hope you are also!

I am happy to moderate the Plenary Panel for the Summer Learning and Enrichment Collaborative.

Indeed, I am free on July 6th from 4:30pm – 5pm EST.

I look forward to meeting you and the plenary speakers.

Have a great day!

Tiffany

Tiffany Kyser, Ph.D.

Associate Director of Engagement and Partnerships

Pronouns: She/Her/Hers

Great Lakes Equity Center/Midwest and Plains Equity Assistance Center
2124 ES
902 West New York Street
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From: Moritz, Melissa W. <Melissa.W.Moritz@ed.gov>

Sent: Wednesday, June 30, 2021 9:57 AM

To: Kyser, Tiffany S. <tkyser@iupui.edu>

Cc: Vitelli, Edward <Edward.Vitelli@ed.gov>; Skelton, Seena Makeeba <smskelto@iupui.edu>; 'Chris Dwyer' <Cdwyer@rmcres.com>; Smith, Danielle <Danielle.Smith2@ed.gov>

Subject: [External] Availability for Prep Call for SLEC Plenary Panel?

This message was sent from a non-IU address. Please exercise caution when clicking links or opening attachments from external sources.

Good Morning Tiffany,

I hope you are well! We are so thrilled you are able to moderate the Plenary Panel for the Summer Learning and Enrichment Collaborative meeting on 7/8. We are hoping to schedule a prep call for all of the plenary speakers for

Tuesday 07/06 from 4:30-5pm ET. Any chance that time would that work with your schedule?

Thank you so much!
Melissa

Melissa Moritz
Afterschool and Summer Learning Fellow
melissa.w.moritz@ed.gov



550 12th Street SW
Washington, DC 20202

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How might we build back our systems in response to COVID-19 that expand equitable opportunities for students who have experienced long-standing and now exacerbated inequities?



Thank you, Danielle.

As the moderator for today's plenary, I would like to introduce Ian Rosenblum, J.D. and Larry Wexler, Ph.D..

Ian Rosenblum most recently served as the founding Executive Director of the Education (Ed) Trust–New York, a statewide policy and advocacy organization committed to educational equity. Prior to leading Ed Trust–NY, Rosenblum served in the administrations

of New York and Pennsylvania. Mr. Rosenblum holds a Master of Government Administration from the University of Pennsylvania.

Dr. Wexler has been a special educator for over 50 years, having been a teacher of students with intellectual disabilities, program director, principal, State mental dis/ability specialist, executive assistant to the State Director of Special Education, director of State monitoring, OSEP State contact, OSEP project officer, Deputy Director of the Monitoring and State Improvement Planning Division, and Associate Division Director responsible for OSEP's National Initiatives Team. Dr. Wexler holds a doctorate with a concentration in severe disabilities from the Johns Hopkins University.

Welcome Mr. Rosenblum and Dr. Wexler!

[Share Screen]

As we focus today on collaborating with others and enriching our learning and systems to safely reopen and/or continue the safe operations of schools and early childhood education, as well as equitably expanding opportunity for students ([America Rescue Plan](#)), we want to explicitly focus on the students, families and school communities that are

disproportionally impacted by COVID-19 within each of our state, local, Tribal, and territorial educational authorities, institutions of higher education, local education agencies, and elementary and secondary schools. ([Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers](#)). To this end, I wanted to offer a a framework and working definition of educational equity and to ground the discussion.

Modified from the *Equity-Based Framework for Achieving Integrated Schooling* authored by the four Equity Assistance Centers in the country, the Mid-Atlantic Equity Consortium (Region 1), IDRA EAC – South (Region II, the Western Educational EAC (Region IV), and the Midwest and Plains Equity Assistance Center (Region III),....

[Next Screen}



Resource: <https://eric.ed.gov/?id=ED591358>

...This framework, consisting of three components, may be useful in ensuring resources, decision-making, and prioritizations support the safe re-opening and/or continues safe operations of educational environments that enhance equitable opportunity.

1. The first component is inclusive, co-constructive planning. This suggests shifting structures of power, resources, and time to center those educational stakeholders most adversely impacted, explicit commitment of resources to support those most adversely impacted and centering the funds of knowledges and lived experiences of those most adversely impacted.
2. The second component is school-based supports. This suggests that the supports for the school community should move from solely technical responses but move into recognizing and redressing often long-standing contextual and critical realities of the school community.

1. And finally, the third component is outcome measures. This suggests examining systems level data reflecting adult practices in union with traditional measures reflecting student performance.

Underpinning this framework is the embedded understanding and integration of educational equity.

[Next Slide]

EDUCATIONAL EQUITY

When educational policies, practices, interactions, and resources, are **representative** of, constructed by, and responsive to all people such that each individual has **access** to, can **meaningfully participate**, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in **outcomes** regardless of individual characteristics and cultural identities (Fraser, 2008; Great Lakes Equity Center, 2012; Midwest & Plains Equity Assistance Center, 2016).



The Midwest and Plains Equity Assistance Center offers this definition....

As we think about the equity-based framework and the MAP Center's definition of education equity in leveraging ARP funds, I would encourage us, as we move into receiving more insights from Mr. Rosenblum and Dr. Wexler, to openly examine how beliefs, discourse, policies, and practices create conditions in which students learn and contribute to student outcomes through focusing more on reducing systemic barriers (Kozleski & Artiles, 2012). In short, reframing our attentions away from assumptions that students come to us not ready to learn, but moving towards the ways our systems are not ready to receive all learners.

[Unshare Screen]

Plenary Questions:

1. Mr. Rosenblum, because we know that policy is never simply implemented. Rather, it is interpreted, negotiated, and appropriated by multiple actors in educational environments (Brown, Maguire, & Ball, 2010; Levinson et al., 2009), what approaches

might we take in developing a shared, equity-oriented understanding of leveraging ARP funds as we engage in collaborative efforts? (i.e. SEAs with LEAs, LEAs with PTACs, Community Groups with LEAs, Parents/Caregivers with LEAs, etc)

2. Dr. Wexler, what are 2-3 key considerations that should be taken when leveraging ARP funds for students with dis/abilities at the intersections?

3. Mr. Rosenblum and Dr. Wexler, what is 1 key approach practitioners can take in continuing to cultivate their own understanding of educational equity in light of the COVID-19 pandemic?

SELECTED REFERENCES

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glec@lupul.edu
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**Institute of
Education Sciences**

Vitelli, Edward

From: Vitelli, Edward
Sent: Thursday, July 8, 2021 10:38 AM
To: Okahara, Kim; Smith, Danielle
Subject: RE: Technical Assistance Centers
Attachments: FY17 EAC Cooperative Agreement.docx

Hi Kim,

No problem—please find attached a sample EAC cooperative agreement from the current cohort.

Thanks,
Ed

From: Okahara, Kim <Kim.Okahara@ed.gov>
Sent: Wednesday, July 7, 2021 11:02 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>
Subject: FW: Technical Assistance Centers

Hi Danielle and Ed,

Hope all is well. Would you be able to share a couple cooperative agreements (1 CC, 1 EAC) and maybe a contract? Danielle, are you OK if I contact Grace to you?

Thanks!
Kim

From: Solares, Grace <Grace.Solares@ed.gov>
Sent: Wednesday, July 7, 2021 10:13 AM
To: Winston, Melanie <Melanie.Winston@ed.gov>; Okahara, Kim <Kim.Okahara@ed.gov>
Subject: Technical Assistance Centers

Good morning, Kim and Melanie.

(b)(5)



Thank you in advance for any examples or contacts that you may be able to provide.

Regards,

Grace



F. Grace Air Solares

Deputy Director
Division of Adult Education and Literacy
Office of Career, Technical, and Adult
Education
U.S. Department of Education

Email: grace.solares@ed.gov

Office: (202)245-7815 | Cell: (b)(6)

FY17 EAC COOPERATIVE AGREEMENT



COOPERATIVE AGREEMENT

between the

U. S. DEPARTMENT OF EDUCATION

and

MID-ATLANTIC EQUITY CONSORTIUM, INC.

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, Inc. (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.

KEY TERMS

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).

- *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 School Support and Rural Programs (SSRP), 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,	Based on the issue/problem and the Center's approach to technical assistance, what are the expected changes in awareness or knowledge? What

	implementation, and evaluation activities?	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: 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.

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, 2016 to September 30, 2021.

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	Submitted electronically to Program Office	Last business day of each month of the project period.

Logs including Summary of TA Work for each Month (Universal, Targeted, and Intensive)		
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, Mi-Hwa Saunders is the Program Officer for the U.S. Department of Education.

Email: Mi-Hwa.Saunders@ed.gov
Phone: 202-453-6975

Mailing Address:
U.S. Department of Education
Office of Elementary and Secondary Education
School Support and Rural Programs
400 Maryland Avenue, S.W.
Lyndon Baines Johnson Education Building, Room xxxxx
Washington, D.C. 20202-6400

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

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.

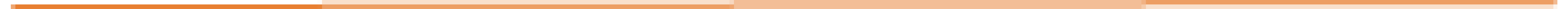
This Agreement is approved, subject to the grantee addressing all terms of the award.

Britt Jung, date
Group Leader
Equity Assistance Centers program
Office of Elementary and Secondary Education
U. S. Department of Education

Susan Shaffer date
Project Director
(Certifying Official)
Region 1- Equity Assistance Center
Mid-Atlantic Equity Consortium, Inc.

Lisa Ramirez, Director date
Office of Migrant Education and
Office of School Support and Rural
Programs
Office of Elementary and
Secondary Education,
U. S. Department of Education





Smith, Danielle

From: Smith, Danielle
Sent: Wednesday, August 18, 2021 11:47 AM
To: Paula Johnson; Skelton, Seena Makeeba; 'King Thorius, Kathleen Ann'; Evenstad, Jan; Marquez, Michael; Susan Shaffer
Cc: Vitelli, Edward; Meyer, Rebekka; James, Edward
Bcc: Deysson, Sandra; Newton, Esley
Subject: Recall: ASP 3.0 Template, Year 3 at a Glance and ASP Reference Guide

Directors,

Thank you for bringing this to our attention on today's EAC Cohort Call. You have received this notice and the subsequent email sent on Friday, August 13th, in error. These documents and instructions are only applicable for Comprehensive Center grantees.

Please accept our apologies for the confusion; you are welcome to disregard these messages.

Danielle



Danielle Smith

Director, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education

400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-5546

Email: Danielle.Smith2@ed.gov

From: Zevin, Sarah <Sarah.Zevin@ed.gov>

Sent: Friday, August 6, 2021 4:24 PM

To: Vitelli, Edward <Edward.Vitelli@ed.gov>; Therriault, Susan <stherriault@air.org>; Cushing, Ellen <ecushing@air.org>; 'sbarzee@wested.org' <sbarzee@wested.org>; Lockwood, John H <jlockwood@ets.org>; Brenda Turnbull <bturnbull@policystudies.com>; Jeanine Hildreth <jhildreth@policystudies.com>; Kimberly Hambrick <kimberlyhambrick@westat.com>; 'George Hancock' <ghancock@serve.org>; 'Priscilla Maynor' <pmaynor@serve.org>; Sheryl Turner <sturner@rmcres.com>; Everett Barnes <ebarnes@rmcres.com>; Jones, Kandace <kandace.jones@icf.com>; Horwood, T.J. <t.j.horwood@icf.com>; Butler, Aaron <abutler@air.org>; 'kgibbons@umn.edu' <kgibbons@umn.edu>; ALISIA M MOUTRY <amoutry@wisc.edu>; Joe Simpson <jsimpson@mcrel.org>; Susan Shebby <sshobby@mcrel.org>; Dale Lewis <dlewis@mcrel.org>; 'Marie Mancuso' <mmancuso@wested.org>; Kristin Nafziger <kristinnafziger@westat.com>; 'Sigman, Deborah' <dsigman@wested.org>; 'Peterson, Mary' <mpeters@wested.org>; 'bernies@serrc.org' <bernies@serrc.org>; Beth Geiger <bgeiger@waesd.org>; 'jeneen.hartley@douglasesd.k12.or.us' <jeneen.hartley@douglasesd.k12.or.us>; Kimberly Barnes <kimberly.barnes@educationnorthwest.org>; Emerson Odango <odango@prel.org>; Melly Wilson <wilsonm@prel.org>; Dean Nafziger <deannafziger@westat.com>; Jill Lammert <JillLammert@westat.com>; 'sshaffer@maec.org' <sshaffer@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; 'King Thorius, Kathleen Ann' <kkingtho@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>; Marquez, Michael <marqmich@msudenver.edu>; 'LRichburg-Hayes@insightpolicyresearch.com' <LRichburg-Hayes@insightpolicyresearch.com>; 'jscala@air.org' <jscala@air.org>; 'jcrocker@insightpolicyresearch.com' <jcrocker@insightpolicyresearch.com>; 'tamarav@serrc.org' <tamarav@serrc.org>; 'ambers@serrc.org'

<ambers@serrc.org>; 'emib@serrc.org' <emib@serrc.org>

Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>; Newton, Esley <esley.newton@ed.gov>; James, Edward <Edward.James@ed.gov>; Deysson, Sandra <sandra.deysson@ed.gov>

Subject: ASP 3.0 Template, Year 3 at a Glance and ASP Reference Guide

Dear Project Directors and Staff,

Happy Friday! Hope folks are doing well! I still can't believe it's August and schools are planning for the first day of school. In my neck of the woods, mosquitos have descended and I find myself running for cover more often than not. ☺ Hopefully folks have been able to take some time off this summer or have something planned in the next few weeks.

As promised attached is the most updated version of the ASP Year 3.0 Template as well as the CC Year 3 at a Glance as a reference. Esley and I have also developed a **PowerPoint Presentation** attached for your reference to support your submission of the ASP 3.0 plans. We know you are busy meeting with your states as you plan your Year 3 projects; continuing multi-year, modifying projects and adding new ones. We appreciate all your hard work and dedication. We have also posted a copy of the ASP Template and CC Year 3 at a Glance as well as the ASP 3.0 Reference Guide on the [External SharePoint](#) site in the ASP 3.0 folder.

We are asking Project Directors to submit their updated ASP Year 3 plans (***please save in your respective RC folders with Year 3 in the title***) along with budget updates by **October 1, 2021** on the External SharePoint site.

In addition to your ASP 3.0 plans please include the following documents on the External SharePoint (Place in your respective RC folders within Supporting Documents section)

- *Current/Updated List of Advisory Board Members*
- *Budget Narrative with carry-over & additional budget updates*
- *Partnership agreements*
- *Evidence of Chief State School Officer approval*
- *Updated Communication and Evaluation Plans*

American Rescue-Plan (ARP)

We had one important item to bring to your attention as you populate and develop your Annual Service Plan (ASP). The Department is interested in learning about Comprehensive Center projects that support or are aligned to state's efforts around the American Rescue Plan (ARP). This information is of particular note as the Department develops strategies to support states based on identified technical assistance needs. As a result, we would like you to include ARP related details in your narrative as you develop your Year 3 ASP projects as relevant. In order to make searching easier please use the acronym **ARP** or fully state **American Rescue Plan** within the body of the ASP Template so we can sort and filter this information.

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Year 3 Budget:

In addition to the populating the ASP Template we'd like you to include;

- Budget narrative aligned to the budget tab (ASP Template)
- Details around how you will be using carry-over going into Year 3 as reflected in the Budget Tab
- Significant changes in budget; travel plans resuming etc.
- Current Indirect Cost Agreements

Thank you for all your assistance! Have a wonderful weekend. Please reach out to your Program Officer or Sarah Zevin with any questions.

Sincerely,
Sarah and Esley

Office of Program and Grantee Support Services
within the Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW – Room 3E120
Washington, D.C. 20202
Telephone: (202) 260-8363
Email sarah.zevin@ed.gov



Smith, Danielle

From: Smith, Danielle
Sent: Monday, August 23, 2021 10:06 AM
To: Zevin, Sarah
Cc: Vitelli, Edward
Subject: FW: Recall: ASP 3.0 Template, Year 3 at a Glance and ASP Reference Guide

Sarah,

My apologies, I thought you were bcc'd. We issued this recall to the EAC Directors last week, so no further action is needed.

Going forward, let's just double check that we're using the CC Director distribution list and not the full PGSS Director list.

Thank you!

Danielle

From: Smith, Danielle
Sent: Wednesday, August 18, 2021 11:47 AM
To: Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; 'King Thorius, Kathleen Ann' <kkingtho@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>; Marquez, Michael <marqmich@msudenver.edu>; Susan Shaffer <sshaffer@maec.org>
Cc: Vitelli, Edward <Edward.Vitelli@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>
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Danielle Smith
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Phone: (202) 453-5546
Email: Danielle.Smith2@ed.gov

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To: Vitelli, Edward <Edward.Vitelli@ed.gov>; Therriault, Susan <stherriault@air.org>; Cushing, Ellen <ecushing@air.org>; 'sbarzee@wested.org' <sbarzee@wested.org>; Lockwood, John H <jlockwood@ets.org>; Brenda Turnbull <burnbull@policystudies.com>; Jeanine Hildreth <jhildreth@policystudies.com>; Kimberly Hambrick <kimberlyhambrick@westat.com>; 'George Hancock' <ghancock@serve.org>; 'Priscilla Maynor' <pmaynor@serve.org>; Sheryl Turner <sturner@rmcres.com>; Everett Barnes <ebarnes@rmcres.com>; Jones, Kandace <kandace.jones@icf.com>; Horwood, T.J. <t.j.horwood@icf.com>; Butler, Aaron <abutler@air.org>; 'kgibbons@umn.edu' <kgibbons@umn.edu>; ALISIA M MOUTRY <amoutry@wisc.edu>; Joe Simpson <jsimpson@mcrel.org>; Susan Shebby <sshebby@mcrel.org>; Dale Lewis <dlewis@mcrel.org>; 'Marie Mancuso' <mmancuso@wested.org>; Kristin Nafziger <kristinnafziger@westat.com>; 'Sigman, Deborah' <dsigman@wested.org>; 'Peterson, Mary' <mpeters@wested.org>; 'bernies@serrc.org' <bernies@serrc.org>; Beth Geiger <bgeiger@waesd.org>; 'jeneen.hartley@douglasesd.k12.or.us' <jeneen.hartley@douglasesd.k12.or.us>; Kimberly Barnes <kimberly.barnes@educationnorthwest.org>; Emerson Odango <odangoe@prel.org>; Melly Wilson <wilsonm@prel.org>; Dean Nafziger <deannafziger@westat.com>; Jill Lammert <JillLammert@westat.com>; 'sshaffer@maec.org' <sshaffer@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; 'King Thorius, Kathleen Ann' <kkingtho@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>; Marquez, Michael <marqmich@msudenver.edu>; 'LRichburg-Hayes@insightpolicyresearch.com' <LRichburg-Hayes@insightpolicyresearch.com>; 'jscala@air.org' <jscala@air.org>; 'jcrocker@insightpolicyresearch.com' <jcrocker@insightpolicyresearch.com>; 'tamarav@serrc.org' <tamarav@serrc.org>; 'ambers@serrc.org' <ambers@serrc.org>; 'emib@serrc.org' <emib@serrc.org>

Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>; Newton, Esley <esley.newton@ed.gov>; James, Edward <Edward.James@ed.gov>; Deysson, Sandra <sandra.deysson@ed.gov>

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within the Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW – Room 3E120
Washington, D.C. 20202
Telephone: (202) 260-8363
Email sarah.zevin@ed.gov



Smith, Danielle

From: Smith, Danielle
Sent: Wednesday, September 8, 2021 10:31 AM
To: Savage, Cindy; Foy Moss, Rita; Hammer, Victoria; Ryder, Ruth; Kesner, Paul
Subject: RE: Check In on EO on Reopening
Attachments: Event Calendar 9_13_21 (Weekly Digest Email 20210901_final).docx

These are the links and descriptions are included in the attached.

- [New Affinity Group: High Leverage Practices \(September 14\)](#)
- [High-Intensity Tutoring to Accelerate Learning \(September 22\)](#)
- [Expanding Supports for Student Health and Mental Health: Featuring lessons learned from Nebraska and the Puget Sound Educational Service District \(October 5\)](#)
- **High-Quality Tutoring to Accelerate Learning: Research Evidence and Best Practices**
September 22, 2021
1:00–2:30 p.m. PT
[Register here](#)
- [On Friday, September 17th, 2021 as part of the 175th anniversary celebrations, the Smithsonian Institution will host its inaugural annual Educator's Day Conference!](#)

From: Savage, Cindy <Cindy.Savage@ed.gov>
Sent: Wednesday, September 8, 2021 10:12 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>; Foy Moss, Rita <Rita.Foy.Moss@ed.gov>; Hammer, Victoria <Victoria.Hammer@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Kesner, Paul <Paul.Kesner@ed.gov>
Subject: RE: Check In on EO on Reopening

Hi Danielle,

Thanks and will do...as soon as I have a document where we can access the events.

Thank you,

Cindy

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Wednesday, September 8, 2021 9:57 AM
To: Savage, Cindy <Cindy.Savage@ed.gov>
Subject: RE: Check In on EO on Reopening

Hi Cindy,

The former. After she reviews the example, it would be helpful to know if the information for each event is sufficient or if they would need anything more from us.

Thank you!

Danielle

From: Savage, Cindy <Cindy.Savage@ed.gov>
Sent: Wednesday, September 8, 2021 9:53 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>; Hammer, Victoria <Victoria.Hammer@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Kesner, Paul <Paul.Kesner@ed.gov>; Foy Moss, Rita <Rita.Foy.Moss@ed.gov>
Subject: RE: Check In on EO on Reopening

Hi Danielle and Victoria,

(b)(5)



Thank you,

Cindy

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Wednesday, September 8, 2021 9:11 AM
To: Hammer, Victoria <Victoria.Hammer@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Kesner, Paul <Paul.Kesner@ed.gov>; Foy Moss, Rita <Rita.Foy.Moss@ed.gov>; Savage, Cindy <Cindy.Savage@ed.gov>
Subject: RE: Check In on EO on Reopening

Thanks, all, for the discussion this morning. Cindy, as you share this example with the contractor, it would be helpful to know if the event information here is sufficient or what other information they might need from ED to add to the calendar.

The events we pull include publicized events from the Department, federal partners, and federally-funded TA Centers. It is updated and published each Wednesday by COB. Adding these events to the Clearinghouse calendar allows for interested stakeholders, including educators, parents, and school leaders to learn about these opportunities in one place.

It also provides a place for the Department to refer to in our communications to the field and gives partners a link to cite when sharing information about these events.

A few other thoughts for us to consider:

- Are there other sources that we could/should pull from?
 - E.g. Secretary's calendar: [Schedule of U.S. Secretary of Education | U.S. Department of Education](#)
 - Events sponsored by other Department grantees
- What clearance processes or disclaimers might we need for events that are hosted by outside organizations?
- Do we need to have a process for reviewing events that may be submitted to the Clearinghouse from external sources?
- In addition to a regular weekly/bi-weekly cadence, there may be a limited number of events that are announced with short notice that we'd like to add. Will that require a separate process?

Danielle

From: Hammer, Victoria <Victoria.Hammer@ed.gov>
Sent: Wednesday, September 8, 2021 8:23 AM
To: Ryder, Ruth <Ruth.Ryder@ed.gov>; Kesner, Paul <Paul.Kesner@ed.gov>; Foy Moss, Rita <Rita.Foy.Moss@ed.gov>; Savage, Cindy <Cindy.Savage@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: Check In on EO on Reopening

Group-

Here is an example of highlighting events on the weekly digest that Danielle's team publishes and adding a few others. We could send this weekly or biweekly to Synergy.

Talk soon.

Victoria

-----Original Appointment-----

From: Ryder, Ruth <Ruth.Ryder@ed.gov>
Sent: Monday, August 16, 2021 11:15 AM
To: Ryder, Ruth; Kesner, Paul; Foy Moss, Rita; Savage, Cindy; Hammer, Victoria; Smith, Danielle
Cc: Bohanan, Levi; Rhodes, Christian; O'haru, Keigo; Mcdaniels, Abel
Subject: Check In on EO on Reopening
When: Wednesday, September 8, 2021 8:30 AM-9:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: Microsoft Teams Meeting

As we discussed today, moving this meeting to my calendar and to Monday and Wednesday.

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Or call in (audio only)

+1 202-991-0393,720895525# United States, Washington DC

Phone Conference ID

[Find a local number](#) | [Reset PIN](#)

[Learn More](#) | [Meeting options](#)

The Program and Grantee Support Services (PGSS) Weekly Digest is a resource distributed to PGSS-funded Technical Assistance Centers and U.S. Department of Education stakeholders to share information and updates about technical assistance resources from our office and our partners to support communication and coordination of technical assistance among Department-funded technical assistance providers.

Date: September 1, 2021

Subject: PGSS Weekly Digest on Coordinated Response to Coronavirus (COVID-19)

To: CC Directors; EAC Directors; SEAC Director

From: Danielle Smith

BCC: PGSS Staff, ED Partners

Directors and Colleagues,

This week's Digest includes a **new** [Return to School Roadmap](#) resource to support educators with strategies for using American Rescue Plan funding to address the impact of lost instructional time, information on updated guidance from the Centers for Disease Control and Prevention (CDC), callback to last week's *Lessons from the Field* featuring our very own Student Engagement and Attendance Center, an updated list of approved American Rescue Plan (ARP) ESSER State Plans, new blogs from the National and Regional Comprehensive Centers, a new equity tools, and additional resources to support with understanding the levels of evidence-based practices.

Also included are registration links to the following upcoming webinars:

- [Back to School Fall 2021: A CDC COVID-19 Prevention Strategies for K-12 Schools National Webinar](#) (September 3)
- [Stop the Pruning: Creating High Morale and Coping Skills Among Indigenous Students](#) (September 7)
- [New Affinity Group: High Leverage Practices](#) (September 14)
- [High-Intensity Tutoring to Accelerate Learning](#) (September 22)
- [Expanding Supports for Student Health and Mental Health: Featuring lessons learned from Nebraska and the Puget Sound Educational Service District](#) (October 5)
- [High-Quality Tutoring to Accelerate Learning: Research Evidence and Best Practices](#)
September 22, 2021
1:00–2:30 p.m. PT
[Register here](#)
- [On Friday, September 17th, 2021 as part of the 175th anniversary celebrations, the Smithsonian Institution will host its inaugural annual Educator's Day Conference!](#)

U.S. Department of Education Updates

NEW Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time

This new resource, "[Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time](#)" by the U.S. Department of Education (Department) is to support educators as they implement, refine, and work to continuously improve their strategies for supporting students through

this pandemic. This guidance is intended to lift up best practices and evidence-based approaches, all of which can be supported with American Rescue Plan (ARP) funds. The new resource on lost instructional time is part of the Department's [Return to School Roadmap](#), a guide for states, schools, educators, and parents to prepare for the return to in-person learning this fall. The Roadmap focuses on three landmark priorities, including building school communities and supporting students' social, emotional, and mental health.

Lessons from the Field - Returning to School: Strategies for Reengaging PreK-12 Students

This [webinar](#) by the U.S. Department of Education (ED), Office of Elementary and Secondary Education's Office of Safe and Supportive Schools, the National Center on Safe Supportive Learning Environments (NCSSE) and the Centers for Disease Control and Prevention shares strategies for reconnecting with PreK—12 students returning to school this Fall. Following the brief presentation by the federal agencies, field-based practitioners shared strategies they have found effective to reengage students, including special populations, through outreach and sustained connections.

American Rescue Plan (ARP) ESSER State Plans

The U.S. Department of Education (Department) announced the approval of 34 American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) plans and distributed remaining ARP ESSER funds to them. All plans are posted in the [ARP ESSER State Plan table](#) as they are received. Approved State materials are posted following review and approval by the Department.


Update on the IES Use of ARP Funds

This [blog](#) by the [Institute of Education Sciences \(IES\)](#) Director, Mark Schneider, provides an update on how IES is using American Rescue Plan funds to respond to the overwhelming learning challenges posed by COVID-19. IES is using the funds to invest in research grants, gather data through the School Pulse, and make sure that the information IES generates about accelerating learning is translated into forms that are useful, usable, and used. To read the update in its entirety click [here](#).

Updated CDC Guidance and Information Updates

The CDC updated the following guidance and information: [CDC Offers Health Tips for Back to School During COVID-19](#), [School Testing for COVID-19](#), and [Tribal Communities](#).

Back to School Fall 2021: A CDC COVID-19 Prevention Strategies for K-12 Schools National Webinar

On Friday, September 3rd from 12:00pm to 1:00pm ET the CDC's 2019 Novel Coronavirus (COVID-19) response team will host a national webinar to provide state, tribal, local, and territorial (STLT) education and public health partners with the latest information and resources on the COVID-19 outbreak and U.S. efforts. Participants invited to the webinar include STLT education agencies, school district leadership, and education organizations in addition to health directors, epidemiologists, health officials, public health laboratory directors, and nongovernmental partners. Please submit questions in advance via email to eocevent335@cdc.gov so they can prioritize addressing them on the webinar. To join the webinar, click [here](#). 

Request for Information on Supporting the Reopening and Continuing Operation of Schools, Colleges and Universities, and Early Childhood Education Providers

The Department welcomes lessons learned and best practices from the field for consideration for the Safer Schools and Campuses Clearinghouse, including those with an educational equity focus. Submissions should be sent via email to: Bestpracticesclearinghouse@ed.gov. Please find additional submission information in the [Federal Register notice](#).

PGSS Center Updates

Education Stories from the Field Phase 3: Planning for Recovery and Accelerated Learning

This [Education Stories from the Field](#) from the [National Comprehensive Center](#) includes a series of in-depth interviews with state education leaders in Missouri, New Mexico, Pennsylvania, and Wyoming that document the experience of managing the COVID-19 pandemic response at a state level. In this [blog post](#), the [National Comprehensive Center](#) includes new information from interviews of four state chiefs interviewed in April 2021. State chiefs share their biggest focus areas and concerns as they prepare to bring the 2020-21 school year to a close, prepare for an unusual summer, and lay the groundwork for 2021-22. One of the biggest decisions for the chiefs at the time was how to best invest one-time large sums of American Rescue Plan (ARP) funds on behalf of the state and its schools.

Strategies For Planning Adult Learning Experiences

This [blog](#) from the [Region 5 Comprehensive Center](#) describes Region 5's work with the Tennessee Department of Education to develop a framework and toolkit to plan and deliver high-quality professional learning experiences to educators throughout the state. And, yes, the strategies can be used in other states!

Establishing a Measurement Infrastructure: Proactive Approach

This [blog](#) from the [Region 5 Comprehensive Center](#) explains the critical need to establish a measurement infrastructure for understanding how education initiatives are working and defining what successful K-12 outcomes look like. The blog is the third in a series of blog posts on the Region 5 Networked Improvement Community to collectively scale effective solutions to persistent education challenges.

Critical Evaluation of Largescale Secondary Analyses to Aid Responsible Research Use and Equitable Decision Making

This [equity tool](#) by the [Midwest and Plains Equity Assistance Center \(EAC Region III\)](#) provides a brief introduction to key concepts and issues involved in using largescale research, calling attention to high profile controversies and providing explicit linkages to desegregation areas (race, sex, nationality, religion).

Stop the Pruning: Creating High Morale and Coping Skills Among Indigenous Students

On Tuesday, September 7 at 10:00am MT/12:00pm ET, the [Western Educational Equity Assistance Center \(WEEAC; EAC Region IV\)](#) will present the third installment of a three-part webinar series entitled [Stop the Pruning: Creating High Morale and Coping Skills Among Indigenous Students](#). In this session, WEEAC presenters will discuss what it means to be a CAKE (Capable, Adaptable, Knowledgeable, and Experienced) adult, as well as the benefits of training everyone to be a CAKE adult. Please click [here](#) for registration information.

Expanding Supports for Student Health and Mental Health: Featuring lessons learned from Nebraska and the Puget Sound Educational Service District

On Tuesday, October 5th from 2:00pm to 3:00pm ET the [Student Engagement and Attendance Center \(SEAC\)](#) will host its second webinar from a two-part series. This webinar will focus on strategies for supporting students' health and mental health during and following a global pandemic. The webinar will feature a presentation from two states describing their unique approach to the issue, illustrate lessons

learned during the past year, and outline plans for applying these lessons learned to the 2021-2022 school year and beyond. To register for this webinar, click [here](#).

Updates from Our Partners

NEW Online Course: Addressing and Preventing Adult Sexual Misconduct (ASM) in the School Setting

This [online course](#) by the U.S. Department of Education, Office of Safe and Supportive Schools and its [Readiness and Emergency Management Services \(REMS\)](#) technical assistance center is offered support K-12 school (public and nonpublic) personnel, school district administrators and staff, state/regional education agency personnel, and community partners develop a greater understanding of ASM in the school setting to enhance preparedness related to this critical topic.

Back to School Guides: Start Strong with Support from National Deaf Center

These [back to school guides](#) by the [National Deaf Center on Postsecondary Outcomes](#) for colleges, high schools, deaf students, and their families with key strategies, common pitfalls and evidence-based practices to help deaf students reach #DeafSuccess.

English Learners in Charter Schools: A Learning Experience Focused on English Learner Instruction

These [learning modules and resources](#) by the [National Charter Resource Center](#) offers videos, podcasts, and resources aimed at assisting schools in better serving their EL students during a new school year and beyond.

Selecting and Implementing Evidence-Based Practices

This [webinar](#) by the [Center on Positive Behavioral Interventions and Support \(PBIS\)](#) defines evidence-based practices, protocols for selecting practices, and examples of selecting practices to support behavior and academic needs.

References for the Evidence Base of PBIS

This [spreadsheet](#) by the [Center on Positive Behavioral Interventions and Support \(PBIS\)](#) is a searchable reference list for selected studies regarding PBIS and its effectiveness.

Selecting the Right Interventions to Support Students' Mental Health Needs

This [document](#) by [Regional Educational Laboratories Appalachia](#) contains additional resources on decision making and can be used to **select** appropriate evidence-based programs (EBPs) based on school, state, or district needs.

First-Year Effects of Early Indicator and Intervention Systems in Oregon

This [study](#) by the [Regional Educational Laboratories Northwest](#) highlights the early effects of an Early Indicator and Intervention System and shows a reduction in chronic absenteeism but no positive effects on disciplinary infractions, course progression, or academic performance in Oregon during the 2018/19 school year. To read this study in its entirety click [here](#).

Why School-Based Mental Health?

A blog series, [Spotlight on School-based Mental Health](#) by the [National Center for Education Research \(NCER\)](#) was launched to unpack the why, what, when, who, and where of providing mental health services in schools. This first [blog](#) in the series focuses on the *why* by discussing three IES-funded projects that highlight the importance of these services.

New Affinity Group: High Leverage Practices

On Tuesday, September 14th from 2:00pm to 3:00pm ET the [CEEDAR Center](#) is offering a new Affinity Group that will focus on developing a common understanding of High Leverage Practices (HLP) that support students with disabilities. Part 1 will provide an introduction and overview of the HLPs. Part 2 will provide opportunities for participants to deepen their understandings and utilization of HLPs. Part 3 will provide strategies to implement HLPs both within EPP programs and across statewide systems. To register for this event, click [here](#).

High-Intensity Tutoring to Accelerate Learning

On Wednesday, September 22nd from 1:00pm to 2:30pm PT the [Regional Educational Laboratories West](#) will host a webinar in which presenters will discuss the research base for systematic, high-quality, and high-intensity tutoring and share a case study of how one nonprofit high school math tutoring program enacts evidence-based principles. To learn more about this webinar and register click [here](#).

Thank you for reviewing the resource roundup this week. If you have updates to share, please submit them to Sandy Deysson (Sandra.Deysson@ed.gov) by COB each Friday.

REL Webinar: High-Quality Tutoring to Accelerate Learning

Join **REL West** for a free, 90-minute webinar on high-quality tutoring as a strategy for accelerating learning after disruptions during the COVID-19 pandemic.

As states and districts use their federal recovery American Rescue Plan (ARP) funds to accelerate learning over the next several school years, high-quality tutoring offers a promising way to address the impact of lost instructional time due to COVID-19. Tutoring is highlighted as a key strategy in the U.S. Department of Education's (ED) *ED COVID-19 Handbook*, which provides strategies that can be supported by ARP funds to address opportunity gaps exacerbated by the pandemic.

Presenters from REL West, J-PAL North America, Saga Education, and Chicago Public Schools will discuss the research base for systematic, high-quality tutoring and will share a case study of how one nonprofit high school math tutoring program enacts evidence-based principles.

Participants will—

- Learn about the research base for high-quality tutoring
- Explore critical questions to ask when assessing local conditions and planning to implement tutoring programs
- Hear examples of best practices in tutoring, as applied through one program in an example district
- Have an opportunity to ask questions and receive resources to guide their own work

This is the first in a three-part webinar series. [Subscribe to the REL West mailing list](#) to receive updates on this webinar series.

This webinar is intended for local education agency staff and school-level staff who have questions about choosing and implementing tutoring programs or approaches and state education agency staff who have been tasked with distributing and vetting the use of ARP funds and seek information on evidence-based practices to assist districts and schools in choosing tutoring approaches.

High-Quality Tutoring to Accelerate Learning: Research Evidence and Best Practices

September 22, 2021

1:00–2:30 p.m. PT

[Register here](#)

From:

To: Paula Johnson; Skelton, Seena Makeeba; 'King Thorius, Kathleen Ann'; Evenstad, Jan; Marquez, Michael; Susan Shaffer

Cc: Vitelli, Edward; Meyer, Rebekka; James, Edward

Bcc: Deysson, Sandra; Newton, Esley

Subject: Recall: ASP 3.0 Template, Year 3 at a Glance and ASP Reference Guide

Directors,

Thank you for bringing this to our attention on today's EAC Cohort Call. You have received this notice and the subsequent email sent on Friday, August 13th, in error. These documents and instructions are only applicable for Comprehensive Center grantees.

Please accept our apologies for the confusion; you are welcome to disregard these messages.

Danielle



Danielle Smith

Director, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education

400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-5546

Email: Danielle.Smith2@ed.gov

From: Zevin, Sarah <Sarah.Zevin@ed.gov>

Sent: Friday, August 6, 2021 4:24 PM

To: Vitelli, Edward <Edward.Vitelli@ed.gov>; Therriault, Susan <stherriault@air.org>; Cushing, Ellen <ecushing@air.org>; 'sbarzee@wested.org' <sbarzee@wested.org>; Lockwood, John H <jlockwood@ets.org>; Brenda Turnbull <bturnbull@policystudies.com>; Jeanine Hildreth <jhildreth@policystudies.com>; Kimberly Hambrick <kimberlyhambrick@westat.com>; 'George Hancock' <ghancock@serve.org>; 'Priscilla Maynor' <pmaynor@serve.org>; Sheryl Turner <sturner@rmcres.com>; Everett Barnes <ebarnes@rmcres.com>; Jones, Kandace <kandace.jones@icf.com>; Horwood, T.J. <t.j.horwood@icf.com>; Butler, Aaron <abutler@air.org>; 'kgibbons@umn.edu' <kgibbons@umn.edu>; ALISIA M MOUTRY <amoutry@wisc.edu>; Joe Simpson <jsimpson@mcrel.org>; Susan Shebby <sshobby@mcrel.org>; Dale Lewis <dlewis@mcrel.org>; 'Marie Mancuso' <mmancuso@wested.org>; Kristin Nafziger <kristinnafziger@westat.com>; 'Sigman, Deborah' <dsigman@wested.org>; 'Peterson, Mary' <mpeters@wested.org>; 'bernies@serrc.org' <bernies@serrc.org>; Beth Geiger <bgeiger@waesd.org>; 'jeneen.hartley@douglasesd.k12.or.us' <jeneen.hartley@douglasesd.k12.or.us>; Kimberly Barnes <kimberly.barnes@educationnorthwest.org>; Emerson Odango <odangoe@prel.org>; Melly Wilson <wilsonm@prel.org>; Dean Nafziger <deannafziger@westat.com>; Jill Lammert <JillLammert@westat.com>; 'sshaffer@maec.org' <sshaffer@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; 'King Thorius, Kathleen Ann' <kkingtho@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>; Marquez, Michael <marqmich@msudenver.edu>; 'LRichburg-Hayes@insightpolicyresearch.com' <LRichburg-Hayes@insightpolicyresearch.com>; 'jscala@air.org' <jscala@air.org>; 'jcrocke@insightpolicyresearch.com' <jcrocke@insightpolicyresearch.com>; 'tamarav@serrc.org' <tamarav@serrc.org>; 'ambers@serrc.org' <ambers@serrc.org>; 'emib@serrc.org' <emib@serrc.org>

Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>; Meyer, Rebekka

<rebekka.meyer@ed.gov>; Newton, Esley <esley.newton@ed.gov>; James, Edward <Edward.James@ed.gov>; Deysson, Sandra <sandra.deysson@ed.gov>

Subject: ASP 3.0 Template, Year 3 at a Glance and ASP Reference Guide

Dear Project Directors and Staff,

Happy Friday! Hope folks are doing well! I still can't believe it's August and schools are planning for the first day of school. In my neck of the woods, mosquitos have descended and I find myself running for cover more often than not. 😊 Hopefully folks have been able to take some time off this summer or have something planned in the next few weeks.

As promised attached is the most updated version of the ASP Year 3.0 Template as well as the CC Year 3 at a Glance as a reference. Esley and I have also developed a **PowerPoint Presentation** attached for your reference to support your submission of the ASP 3.0 plans. We know you are busy meeting with your states as you plan your Year 3 projects; continuing multi-year, modifying projects and adding new ones. We appreciate all your hard work and dedication. We have also posted a copy of the ASP Template and CC Year 3 at a Glance as well as the ASP 3.0 Reference Guide on the [External SharePoint](#) site in the ASP 3.0 folder.

We are asking Project Directors to submit their updated ASP Year 3 plans (***please save in your respective RC folders with Year 3 in the title***) along with budget updates by **October 1, 2021** on the External SharePoint site.

In addition to your ASP 3.0 plans please include the following documents on the External SharePoint (Place in your respective RC folders within Supporting Documents section)

- *Current/Updated List of Advisory Board Members*
- *Budget Narrative with carry-over & additional budget updates*
- *Partnership agreements*
- *Evidence of Chief State School Officer approval*
- *Updated Communication and Evaluation Plans*

American Rescue-Plan (ARP)

We had one important item to bring to your attention as you populate and develop your Annual Service Plan (ASP). The Department is interested in learning about Comprehensive Center projects that support or are aligned to state's efforts around the American Rescue Plan (ARP). This information is of particular note as the Department develops strategies to support states based on identified technical assistance needs. As a result, we would like you to include ARP related details in your narrative as you develop your Year 3 ASP projects as relevant. In order to make searching easier please use the acronym **ARP** or fully state **American Rescue Plan** within the body of the ASP Template so we can sort and filter this information.

ASP Updates of Note

- Column 95 is a regional dropdown (pre-populated) for easier sorting/reporting purposes
- New hover over feature which offers easier access to definitions of ASP template components
- We have included examples and guiding questions shared previously for reference in ***ASP Template Guidance Tab***
- **Cost Estimate:** Centers may make edits to the project cost estimates in your plans at the end of each month if there are any significant changes to the project, e.g. to the scope of work, milestones, outputs, or expected outcomes that will have a budgetary impact on the project.
- You may include planned collaborative projects with RCs and the National Center (e.g. involvement in a working group) and participation with your states in targeted technical assistance (e.g. Summer Learning & Enrichment Collaborative) in your ASPs as a separate project. Consider if you have staff allocating their time to different workgroups i.e. Literacy, Workforce group (possibly impacting FTE) Please identify these partnerships using the CC Partners, Other Partners dropdown function within the ASP template.
- ASP Workgroup has developed a folder on the [External SharePoint](#) with some helpful tools (not required)
- ASP 3.0 Template, Year 3 at a Glance and the ASP Reference Slides are all located in the ASP 3.0 folder on the [External SharePoint](#)

Year 3 Budget;

In addition to the populating the ASP Template we'd like you to include;

- Budget narrative aligned to the budget tab (ASP Template)
- Details around how you will be using carry-over going into Year 3 as reflected in the Budget Tab
- Significant changes in budget; travel plans resuming etc.
- Current Indirect Cost Agreements

Thank you for all your assistance! Have a wonderful weekend. Please reach out to your Program Officer or Sarah Zevin with any questions.

Sincerely,
Sarah and Esley

Office of Program and Grantee Support Services
within the Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW – Room 3E120
Washington, D.C. 20202
Telephone: (202) 260-8363
Email sarah.zevin@ed.gov



IDRA

From: IDRA
Sent: Monday, October 11, 2021 4:31 PM
To: Smith, Danielle
Subject: You're invited - 3 upcoming events

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

[View as Webpage](#)







Webinar Panel

How Calculus Access and Funding Inequity Limits College Readiness

October 20, 2021 • 10:00 AM-12:00 pm CT

[IDRA José A. Cárdenas School
Finance Fellow](#), Dr. Cristóbal
Rodríguez, presents his report
examining the equity of college
readiness across schools in
Texas.

He and a panel of experts will
discuss college readiness in math
-and specifically in calculus – a



Dr. Cristóbal Rodríguez
Associate Dean of Equity, Inclusion and

key indicator of college readiness
– is not equally and fairly
accessible in Texas public
schools.

Community Engagement, Mary Lou Fulton
Teachers College of Arizona State University

Panelists



Dr. Albert Cortez
Retired IDRA Director of
Policy



Hon. Dr. Mary E. González
Texas State Representative



Lourdes Flores
Executive Director of ARISE
Support Center



Celina Moreno, J.D.
IDRA President & CEO



Dr. Bricio Vasquez
Education Data Scientist

[Register Now!](#)





Facebook Live

Make It Make Sense! – What Data Tell Us About the School-to-Prison Pipeline

October 19, 2021 • 5:30-6:30 pm CT

This webinar will highlight recent data from IDRA that shows the impact of discipline on school outcomes. We will discuss different data sources and ways to access and use data for advocacy efforts aimed at closing the school-to-prison pipeline.

[Register Now!](#)

See our new data dashboard: [Corporal Punishment in U.S. States & School Districts](#). Corporal punishment does not teach or lead to improved behavior. But it does harm children. And corporal punishment is more likely to

be inflicted on children of color, with Black students being most likely to be subject to corporal punishment than any other students.

?

Visit IDRA's [End Corporal Punishment in Schools website](#) to learn more:

- New Data Dashboard: Corporal Punishment in U.S. States and School Districts
- Policy Brief: Stopping Harmful Corporal Punishment Policies in Texas
- Video: Congressional Briefing on the Protecting Our Students in Schools Act





Webinar

In the Red – Drawing the Line on Digital Redlining Practices

October 27, 2021 • 11:30 am to 12:30 pm CT

Digital redlining is the practice of income-based discrimination by Internet-service providers and other corporations who systematically exclude families in low-income neighborhoods from connecting to robust broadband Internet services. Digital redlining perpetuates inequities within racially marginalized groups, specifically through the use of digital technologies, digital content, and the Internet.

In this webinar, we will discuss how digital redlining widens the digital divide and how the “homework gap” impacts students and their families. We will also highlight digital literacy’s role in helping students and their families navigate digital technologies and online information.

Join us to hear our work on digital equity at IDRA, provide a history of digital redlining and its disproportionate impact on Black and Latinx communities, and discuss forward-facing solutions to address the digital divide in Texas.

Featuring:

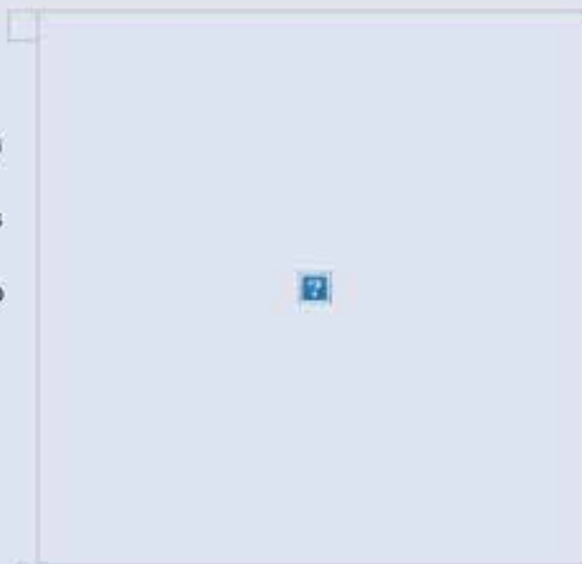
- Michelle Vega, IDRA chief technology officer
- Christina Quintanilla-Muñoz, IDRA research analyst
- Thomas Marshall, IDRA policy communications strategist

Brought to you by the IDRA EAC-South, the equity assistance center serving schools in the U.S. South to protect students' civil rights. [Learn more.](#)

[Register Now!](#)

Listen to our new podcast episode:

[Digital Inclusion is Vital for Students and Families – #212](#). Christina Quintanilla-Muñoz, M.Ed., IDRA research analyst, and Thomas Marshall III, IDRA policy communications strategist, discuss the issue of digital inclusion and their work as IDRA Education Policy Fellows to advocate broadband access during the Texas Legislative session. They also highlight other advocates and organizations who partnered to secure affordable, dependable Internet connection for families. Christina and Thomas were interviewed by Michelle Martinez Vega, IDRA chief technology strategist.



Check out: [Digital Destination – Texas Needs Broadband Connectivity for All Students & Families](#), by Thomas Marshall & Christina Quintanilla-Muñoz. IDRA's report on the digital divide's effects on Texas students and families and what Texas should do to secure equitable access to broadband for Texas' most vulnerable student populations.

IDRA's report, [Plugged in, Tuned Out – A First Examination of Student Engagement Patterns in Texas Public Schools During COVID-19](#), by Christina Quintanilla-Muñoz. It makes clear that, in many parts of Texas, student disengagement during the pandemic was a direct result of limited broadband access.



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October 11, 2021



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5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
Phone: 210-444-1710

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IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.

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From: IDRA
Sent: Friday, October 15, 2021 10:06 AM
To: Smith, Danielle
Subject: Calculus for college readiness symposium; discipline data Facebook Live; digital redlining webinar

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Webinar Symposium

How Calculus Access and Funding Inequity Limits College Readiness

October 20, 2021 • 10:00 AM-12:00 pm CT

[IDRA José A. Cárdenas School Finance Fellow](#), Dr. Cristóbal Rodríguez, presents his report examining the equity of college readiness across schools in Texas.

He and a panel of experts will discuss college readiness in math -and specifically in calculus – a



Dr. Cristóbal Rodríguez
Associate Dean of Equity, Inclusion and

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Community Engagement, Mary Lou Fulton
Teachers College of Arizona State University

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Facebook Live

Make It Make Sense! – What Data Tell Us About the School-to-Prison Pipeline

October 19, 2021 • 5:30-6:30 pm CT

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Visit IDRA's [End Corporal Punishment in Schools website](#) to learn more:

- New Data Dashboard: Corporal Punishment in U.S. States and School Districts
- Policy Brief: Stopping Harmful Corporal Punishment Policies in Texas
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Webinar

In the Red – Drawing the Line on Digital Redlining Practices

October 27, 2021 • 11:30 am to 12:30 pm CT

Digital redlining is the practice of income-based discrimination by Internet-service providers and other corporations who systematically exclude families in low-income neighborhoods from connecting to robust broadband Internet services. Digital redlining perpetuates inequities within racially marginalized groups, specifically through the use of digital technologies, digital content, and the Internet.

In this webinar, we will discuss how digital redlining widens the digital divide and how the "homework gap" impacts students and their families. We will also highlight digital literacy's role in helping students and their families navigate digital technologies and online information.

Join us to hear our work on digital equity at IDRA, provide a history of digital redlining and its disproportionate impact on Black and Latinx communities, and discuss forward-facing solutions to address the digital divide in Texas.

Featuring:

- Michelle Vega, IDRA chief technology officer
- Christina Quintanilla-Muñoz, IDRA research analyst
- Thomas Marshall, IDRA policy communications strategist

Brought to you by the IDRA EAC-South, the equity assistance center serving schools in the U.S. South to protect students' civil rights. [Learn more.](#)

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To: Smith, Danielle
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Featuring:

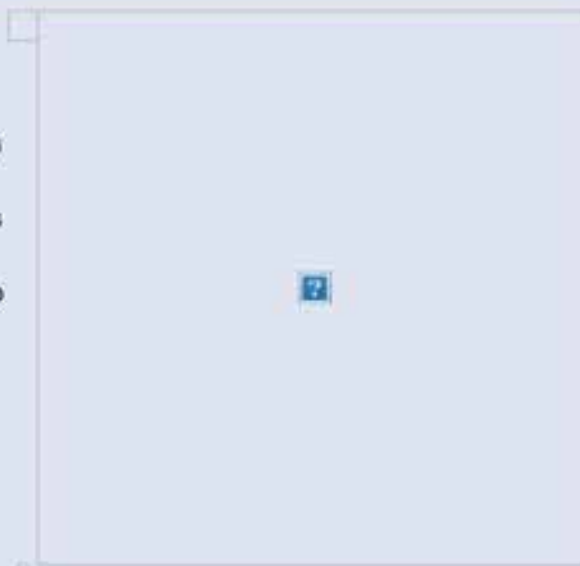
- Michelle Vega, IDRA chief technology officer
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Vitelli, Edward

From: Vitelli, Edward
Sent: Monday, October 18, 2021 2:23 PM
To: Smith, Danielle
Subject: For Signature: FY16 EAC Cooperative Agreement Extensions
Attachments: FY22 EAC Cooperative Agreement-Metropolitan State University.pdf; FY22 EAC Cooperative Agreement-MAEC.pdf; FY22 EAC Cooperative Agreement-IDRA.pdf; FY22 EAC Cooperative Agreement-Indiana University.pdf

Hi Danielle,

Attached for your signature are the FY16 EAC cooperative agreement extensions. Per Adina's recommendation, we kept the terms of the previous agreement intact. We updated names and dates where appropriate. Once completed, we will post these to our SharePoint site.

Thanks,
Ed



Ed Vitelli

Group Leader, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education

400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-6203

Email: Edward.Vitelli@ed.gov

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

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.

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

(b)(6)
[Redacted] 10-4-21
Date
Dr. Seena Skelton
Project Director
Region 3 Equity Assistance Center
Indiana University

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

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	(b)(6)	09/28/2021
Ed Vitelli	Date	Susan Shaffer	Date
Group Leader, PGSS		Project Director	
Office of Elementary and Secondary Education		Region 1 Equity Assistance Center	
U. S. Department of Education		Mid-Atlantic Equity Consortium	

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

FY22 EAC COOPERATIVE AGREEMENT



COOPERATIVE AGREEMENT

between the

U. S. DEPARTMENT OF EDUCATION

and

THE METROPOLITAN STATE UNIVERSITY OF DENVER

[PR/AWARD #S004D160004]

PURPOSE

The purpose of this cooperative agreement is to establish and operate an Equity Assistance Center (EAC) in Region 4 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 Metropolitan State University of Denver (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
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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.



IDRA

From: IDRA
Sent: Friday, October 29, 2021 4:35 PM
To: Smith, Danielle
Subject: Using PBL & STEAM to Engage Students During the Pandemic; Students Don't Need Old-Style Remediation

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

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Transforming Education by Putting Kids First



IDRA Newsletter – This Issue's Focus: Teaching Quality

In This Issue

Using Project-Based Learning and STEAM to Engage Students During the Pandemic
– Highlights of IDRA EAC-*South* Assistance to Metro Nashville Public Schools

Students Don't Need Old-Style Remediation – Accelerated Instruction Helps Students
Both Reconnect and Excel

Principal Checklist to Reduce Bullying and Harassment – Supporting Safety and
Learning for All

Texas is Not Financing College Readiness – IDRA Releases New Study on Inequitable
Access to College Prep Math Courses

Recent News


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Using Project-Based Learning and STEAM to Engage Students During the Pandemic


Highlights of IDRA EAC-South Assistance to Metro Nashville Public Schools

by Paula N. Johnson, Ph.D.

Lucas Education Research found recently that project-based learning has been a powerful instructional model for re-engaging students during the pandemic. Last fall, Metro Nashville Public Schools asked the [IDRA EAC-South](#) to add to its assistance to the district a book study on project-based learning (PBL) for a small cohort of teachers to support their STEAM magnet school programs. Weekly sessions included pre-work activities, guided professional development, collaboration, reflection questions and research. The results were striking as elementary students presented their projects. There are now more teachers implementing PBL and a new cohort of teachers participating in a second book study.

 "My students love doing projects and expanding their knowledge. Yes, kindergarteners can take ownership of their learning, and they show great pride in all their work." – Mary J. Hollingsworth

 "Being part of a professional cohort... inspired me to implement innovative learning experiences for my students that support key concepts and 21st century skills." – Angela Phelps

 "This journey has opened my eyes to all the connections that are already established within our school or even within our community. This is an opportunity that they may not have had if this PBL cohort had not been offered." – Teneice Renee Kirby

[Read: Using Project-Based Learning and STEAM](#)



See how IDRA can work with your campus to design a PBL implementation plan and support it through professional development and coaching.

[PBL resources, webinars, podcast & more](#)

Students Don't Need Old-Style Remediation – Accelerated Instruction Helps Students Both Reconnect and Excel

by Hector Bojorquez

As students returned to school for this fall, teachers were universally worried about how much their students need to catch up. There is no frame of reference for the situation, nor has it been completely studied. But our emphasis should be on maintaining high academic expectations and avoiding remediation traps.

?

We recommend that teachers, grade-level professional learning communities (PLCs) and academic deans reflect on practices found in the Learning Policy Institute's *Restarting and Reinventing School: Learning in the Team of COVID and Beyond* to include student engagement, socio-emotional learning and non-cognitive factors, interventions and practices for so-called "learning loss," and long-term skills planning.

[Read: Students Don't Need Old-Style Remediation](#)

See eBook: [Ready – Reopen – Reconnect! Proven Strategies for Re-engaging Students Who Need You the Most](#)



If you are interested in participating in IDRA's new community of practice on serving students following the COVID-19 disruption, fill out our form, and we will reach out to you.

[Community of Practice Interest Form](#)



Concerned about the impact of the new classroom censorship bill in Texas, 88 public school students described their experiences with racial discrimination in school. Their stories show why diversity, equity and inclusion training are needed for teachers across Texas public schools and why Texas students need culturally-sustaining schools.



In this podcast episode, we feature two students who spoke at a recent press briefing held by IDRA and the TEACH Coalition. Thomas Marshall III, IDRA policy communications strategist, talks with high school senior, Autumn, and high school junior, Emaan, as they describe their experiences with discrimination and bias. They also discuss how classroom lessons in history and other courses already exclude people of color and other groups. Students' last names and schools are kept confidential.

[Hear Students Want Schools to Teach Inclusive Truth](#)

Principal Checklist to Reduce Bullying and Harassment – Supporting Safety and Learning for All

by Aurelio M. Montemayor, M.Ed.

Developing a safe and healthy school climate requires taking steps to prevent bullying and harassment in the school community. Principals should focus on connected, coordinated efforts and programs to train staff and engage students in communities for bullying prevention.

Anti-bullying policies should help normalize safety and positive communication and describe the consequences of negative behavior and actions.

?

Additionally, school administrators should actively listen to and support students who have been targeted by bullying and harassment, signal that negative judgements and stigmatizing will not be supported or approved, accept the traditions and methods of expression of their students' religions and cultures, and create a learning environment that acknowledges and supports the assets each individual student brings and actively support cross-cultural acceptance and understanding.

[Read: Principal Checklist to Reduce Bullying and Harassment](#)

Texas is Not Financing College Readiness IDRA Releases New Study on Inequitable Access to College Prep Math Courses

This article highlights new research by Dr. Cristóbal Rodríguez, IDRA's José A. Cárdenas School Finance Fellow, on the relationship between school finance policy and students' college readiness in Texas. Texas policies and funding block students from graduating prepared for college, which includes accessing and taking higher math courses, like Algebra II and calculus. Research shows that these courses have the strongest link to college readiness. The current system provides funding unequally, and wealthier school districts have higher rates of students taking calculus in stark contrast to lower rates of students from families with low incomes.

?

IDRA's recommendations to improve education and college readiness for all students include providing all students with access to higher-level math courses, ensuring 8th graders take and succeed in Algebra I, addressing the teacher shortage in critical fields, providing all 8th to 12th grade students with college counselors, practicing two-way family engagement, tying college readiness standards to school outcomes, and abolishing the current endorsement system for graduation in favor of returning to the 4X4 plan that colleges prefer.

Read: Texas is Not Financing College Readiness



See Report PDF



See Infographic



Watch Symposium

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Recent News

Recent Media Coverage

[Leadership for ESL Teacher Recruitment and Retention](#), Kristin Grayson, Language Magazine, October 27, 2021

[Backlash over books about race, gender hits Texas schools – Legislation targeting 'critical race theory' has inflamed debates at local school boards, experts say](#), Talia Richman and Emily Donaldson, Dallas Morning News, October 21, 2021

[Opinion: Texas' denial of systemic racism upholds white power](#), Kerry Sinanan, Austin American-Statesman, October 13, 2021

[A Case for Changing How We Label "English Learners,"](#) Highest Aspirations Podcast, Ellevation Education, featuring Araceli García, September 28, 2021

[Student's Research on Impact Covid Had on Peers, Making After School Cool](#) Podcast, Case4Kids, Harris County Department of Education, featuring Ana Ramón & Christina Muñoz, September 29, 2021

Book Chapter

"Unmet Promises in Texas Education," Chapter by David Hinojosa, Maria "Cuca" Robledo Montecel, & Aurelio M. Montemayor. In Martínez, R., Brischetto, R., & Avena, J.R. (eds), *Mexican American Civil Rights in Texas: 1968 – 2018, 2021*. [Get details](#)

Other News

[IDRA Stands in Solidarity with Transgender Youth – IDRA Statement of Support for Transgender Students after Callous Passage of Texas House Bill 25 • \(Español\)](#), October 20, 2021

[Knowledge is Power: We can and must talk about racism in classroom lessons; What parents and students want • \(Español\)](#), October 13, 2021

[Celebrating Latino Heritage Month • \(Español\)](#), October 7, 2021

[IDRA Newsletter – This Issue's Focus: Redefining Discipline](#), September 30, 2021



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5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
Phone: 210-444-1710

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equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.

October 29, 2021

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IDRA

From: IDRA
Sent: Thursday, November 4, 2021 11:41 AM
To: Smith, Danielle
Subject: Free e-courses are now available on ensuring equitable learning environments for all students

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.



On-demand videos and e-courses are live!

Now you can get effective tools and information on-demand from the IDRA EAC-*South*'s popular virtual convening held in July with hundreds of participants across the country.

The session videos and materials are available free at IDRA's Equity Connection community of practice. You can pick and choose from the topics that most interest you on your own time. Get effective tools and information to help reconnect with students for their mental well-being and accelerated learning and reclaim your own sense of connectedness, community and power.

You also can earn CPE credits. Once you complete each strand of the virtual convening sessions you will be eligible to receive up to four CPE credits. There are five strands so that is a total 20 CPE credits. Just watch the video presentations, see the slide decks and complete the strand survey.

This virtual conference featured equity experts from across the country addressing the five strands:

- Authentic Family and Community Engagement and Advocacy
- Leading with Diversity, Equity and Inclusion
- Reopening with Welcoming & Inclusive Schools – Response to COVID-19
- Ethnic and Cultural Studies
- Increasing Student Engagement

[Go to the course website](#)

Course Topics



• Digital Equity and Inclusion
– A Modern-Day Civil Right



• Our Journey to Becoming
an Antiracist School Division



• Resilience Above Trauma
During COVID-19

- Broadening Pathways to STEM

- A Model for Family Engagement & Advocacy

- Authentic Family Leadership in Post-Pandemic Recovery

- College Readiness for All in the Pandemic Era

- Queer Students and Schools: Building Spaces of Belonging

- Building Equitable Learning Environments for Emergent Bilinguals

- Establishing and Maintaining Equitable, Restorative Communities

- Salvation vs. Community

- Creating Cultures of Honor



- Building a SET Curriculum for Ethnic Studies: Incorporating Scholarship, Experiential Learning and Travel

- Developing Racial Literacy for Teaching Ethnic Studies

- Approaches to Building Culturally Sustaining Educational Environments through Ethnic Studies

- Mexican American Studies – Recentring Student Identities and Well-being



- Demystifying Critical Pedagogies: Where Practice Meets Theory

- Reimagining Student Engagement: Revamping School Policy and Practice and Fostering Student Advocacy

- Centering Students' Voices in Justice-Centered Computing Education

- The Power of Student Advocacy



- Ditching Deficit Views and Other Equity Detours, Embracing Structural Views and Other Important Equity Principles, with Dr. Paul Gorski

- Equitable Learning for All Students, with Ms. Norma V. Cantu, J.D.

[See the program PDF with descriptions and presenters](#)

Session videos available on YouTube

If you're interested in one session or speaker, in particular, you can watch the session video on YouTube. Share it with your colleagues!

[See YouTube playlist](#)

Reading List

As a bonus just for you, we compiled a reading list with a selection of titles from our presenters. Do you have any articles or books you would add? Share them on social media using our hashtag: #EquityGadfly.

[See reading list](#)

Serving the U.S. South

Learn more about the IDRA EAC-*South*, the equity assistance center serving schools in the U.S. South to protect students' civil rights.

Upon request, the IDRA EAC-*South* works with local education agencies to create asset-based solutions that result in equitable educational opportunities for all students. Our collaborative technical assistance and training leads to successful results, including:

- Eliminating segregative schooling practices
- Reducing disproportionate school discipline
- Increasing access to advanced courses for all students
- Improving teaching quality for emergent bilingual students
- Addressing bullying and sexual harassment
- Creating positive school climates and reducing bias
- Building sustainable family engagement and leadership
- Countering opportunity gaps and resource inequities
- Enacting integrated schooling practices

Fill out our [intake form online](#) to see how the IDRA EAC-*South* may best serve you

The IDRA EAC-*South* specifically serves states and school districts in federal Region II: Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia.

Also see: [How the IDRA EAC-*South* Helps School Districts Increase Access to Advanced Courses for Students of Color](#)

[See IDRA EAC-South Website](#)

Knowledge is Power



IDRA launched Knowledge is Power recently to provide a bilingual national resource for educators and advocates to help you do your work for equity and excellence in education in the midst of classroom censorship policies.

[Learn more about Knowledge is Power](#)

Follow us on social media!



November 4, 2021

The Intercultural Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to the IDRA valuing philosophy, respecting the knowledge and skills of the individuals we work with and build on the strengths of the students and parents in their schools.

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Sent: Wednesday, December 15, 2021 4:05 PM
To: Smith, Danielle
Cc: Lembo, Elisabeth

The Program and Grantee Support Services (PGSS) Weekly Digest is a resource distributed to U.S. Department of Education (Department) stakeholders and Department-funded Technical Assistance Centers to share information and updates about new technical assistance resources from our office and our partners to support communication and coordination of technical assistance among federally-funded technical assistance providers.

Colleagues,

In this week's Digest, find information from the Disaster Recovery Unit offering support to stakeholders impacted by last weekend's severe weather disasters across multiple states. The Centers for Disease Control and Prevention (CDC) has also updated a distributable flowchart titled "What to Do if a Child Becomes Sick Or Receives A New COVID-19 Diagnosis At Your Child Care Program" – adding to our collection of COVID-19 resources. Explore a number of new tools and upcoming webinars from EAC Region III: Midwest and Plains Equity Assistance Center as well as a featured brief by the Region 4 Comprehensive Center titled *Bilingual Education Across the U.S.* Under "Updates for Our Partners," access a number of new Regional Educational Laboratory (REL) reports, including one on Oregon Promise – a program which seeks to promote students' postsecondary attainment by covering nearly all community college tuition. As a reminder, you're invited to join tomorrow's Open House to learn more about the Department's recently-announced Communities of Practice. Find the registration link below.

Included are registration links to the following upcoming webinars:

- [REL Webinar: Grow Your Own Program, From State Education Agency to School District to Student Outcomes](#) (December 15)
- [Open House Informational Session: Communities of Practice to Help States Address Impact of the Pandemic on Students](#) (December 16)
- [REL Webinar: Measuring Educational Performance for Improvement](#) (December 17)

U.S. Department of Education Updates

Emergency Declarations – Severe Storms, Straight-line winds, Flooding, and Tornadoes

On Monday, December 13th, President Biden approved a [Major Disaster Declaration \(FEMA-4630-DR-KY\)](#) for 8 counties in Kentucky in response to severe weather which impacted the central U.S. over the past weekend. He has since approved Emergency Declarations for [Illinois](#) and [Tennessee](#), as well. As a reminder, natural disaster recovery resources including [Non-Regulatory Guidance on Flexibility and Waivers for Grantees and Program Participants Impacted by Federally Declared Disasters](#) can be found on the Disaster Recovery Unit's (DRU) [homepage](#).

U.S. Department of Education Launches Communities of Practice to Help States Address Impact of the Pandemic on Students

On Thursday, December 2nd, the Department announced the launch of two new multistate communities of practice – [Evidence-Based Interventions: Using American Rescue Plan Resources to Accelerate Learning](#) and [Toward an Equitable Education and Recovery: Transforming Kindergarten Community of Practice](#). Additionally, the Department will continue to support states who participated in the Summer Learning and Enrichment Collaborative (SLEC) through the [Strategic Use of Summer and Afterschool Set-Asides Community of Practice](#). The communities of practice are the Department's most recent efforts to support families by [addressing the impact of lost instructional time](#). Read the full press release, see [here](#). Additionally, on **Thursday, December 16th from 3:00pm to 4:30pm ET**, the National

Comprehensive Center will host an open house to share more about these CoPs. To register for the open house, click [here](#).

[Recording] Addressing Student Behavioral Needs & Supporting Their Mental Health

Last Wednesday, December 8th the Department hosted its latest “Lessons from the Field” webinar. The event, titled *Addressing Student Behavioral Needs & Supporting Their Mental Health*. The CDC and the U.S. Department of Education shared information on strategies for addressing student behavioral and mental health issues resulting from the COVID-19 pandemic and supporting students as they return to or sustain in-person instruction were addressed. To view speaker bios, slides, recording and transcript, click [here](#).

Civil Rights Data Collection

The Department’s Office for Civil Rights (OCR) [submitted to the Federal Register](#) for public comment a proposed [Civil Rights Data Collection](#) (CRC) information collection request package for the 2021-22 school year. The package describes key civil rights data that OCR intends to collect from the country’s public schools and school districts. OCR plans to introduce some new data categories -- including some relating to students’ educational experiences during the COVID-19 pandemic -- and restore categories from previous collections ([press release](#), [blog post](#), and [Twitter thread](#)).

Flowchart: What to Do If a Child Becomes Sick or Receives a New COVID-19 Diagnosis At Your Child Care Program & COVID-19 Data Dashboard

The [CDC](#) has updated the flowchart: [What to Do if a Child Becomes Sick Or Receives A New COVID-19 Diagnosis At Your Child Care Program | CDC](#). Find a PDF of the flowchart [here](#).

Additionally, Department of Education, in collaboration with the CDC, has launched a [COVID-19 data dashboard](#) to help the public keep track of the impact of COVID-19 on K-12 schools. Data will be updated each week, and where possible, the information is presented geographically so that educators and families can understand the impact of COVID in their communities. The White House has also released [A Conversation on Children’s Vaccines](#) featuring First Lady Jill Biden, Ciara, and Dr. Hina Talib.

5-11 Year-Old Vaccinations: Information and Vaccination Location Tool

The [CDC](#) has officially recommended that children 5 to 11 years old be vaccinated against COVID-19 with the Pfizer-BioNtech pediatric vaccine. Click here for [facts on COVID-19 vaccines for children and teens](#) and to [locate a Pfizer vaccine for children ages 5-11](#). To learn more about getting vaccinated or standing up a vaccine clinic for your school or community, visit [www.vaccines.gov](#).

American Rescue Plan (ARP) ESSER State Plans

All American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) plans are posted in the [ARP ESSER State Plan table](#). Additionally, find the approved American Rescue Plan-Outlying Areas State Educational Agencies (ARP-OA SEA) plans [here](#). The Department has also recently issued [guidance](#) on using ARP funding for student transportation.

Request for Information on Supporting the Reopening and Continuing Operation of Schools, Colleges and Universities, and Early Childhood Education Providers

The Department welcomes lessons learned and best practices from the field for consideration for the Safer Schools and Campuses Clearinghouse, including those with an educational equity focus. Submissions should be sent via email to: Bestpracticesclearinghouse@ed.gov. Please find additional submission information in the [Federal Register notice](#).

PGSS Center Updates

Consolidated Grant Application Toolkit: Monitoring and Evaluating Education Grant Projects

The [Region 3 Comprehensive Center](#) has released the third and final [module](#) of its Consolidated Grant Application Training Program. This module accompanies the first two modules – Conducting a Comprehensive Needs Assessment and Project Implementation. Module 3 focuses on the various considerations of evaluating an education project, like

those included in a Consolidated Grant Application. Topics, such as the Plan-Do-Study-Act Improvement Cycle, choosing evidence-based practices, developing outcome statements, and strategies for creating a project evaluation, are all included in this interactive e-learning module.

Bilingual Education Across the U.S.

The [Region 4 Comprehensive Center](#) released this [brief](#), the first of a four-part series that focuses on bilingual education, bilingual educators, and addressing the bilingual teacher shortage in contexts across the U.S.

EquiLearn Virtual Roundtable: Faith Without Works is Dead: Exploring the Role of Faith in Equity and Justice Centered Work

This [EquiLearn Virtual Roundtable](#), hosted by the [Midwest and Plains Equity Assistance Center](#) (MAP Center: EAC Region III) and facilitated by Dr. Crystal Morton, brings together women from different faith traditions to have a critical conversation about the role of faith in their equity and justice-centered work.

Equity Express: Fortifying Ourselves in the Work

In this inaugural issue of [Equity Express](#) developed by the [Midwest and Plains Equity Assistance Center](#) (MAP Center: EAC Region III) provides resources which highlight the importance of strengthening and protecting oneself, while in the midst of equity work.

The 20-Minute Talk: Episode 1--Introduction to the MAP Center's Anti-Racism Podcast Series

This EquiLearn Podcast Series, [The 20-Minute Talk](#), from the [Midwest and Plains Equity Assistance Center](#) (MAP Center: EAC Region III), examines how educational stakeholders in the MAP Center's 13-state region define and frame intersectional, anti-racist educational practice. Episode One is an introductory discussion of the purpose and the need for the series, featuring guests Dr. Seena Skelton, Director of Operations of the MAP Center, and Dr. Kathleen King Thorius, Executive Director of the Great Lakes Equity Center and the MAP Center. The entire 6-episode series is posted under the [Podcast Tab](#).

Comprehensive Center Network Launches Communities of Practice to Help States Address Impact of the Pandemic on Students. Open House Informational Session on December 16.

The National Comprehensive Center [announced](#) three new Community of Practice opportunities last week, including 1) [Evidence-Based Interventions: Using ARP Resources To Accelerate Learning Community of Practice](#), 2) [Strategic Use of Summer & Afterschool Set Asides](#), and 3) [Driving Toward Equity Through School Improvement](#). On **Thursday, December 16th at 3:00-4:30 ET** the [National Comprehensive Center](#) will host an Open House for interested States to learn about the new Communities of Practice. Please share this information with states and send them this [link](#) to register for the Open House. RC staff are also welcomed to join.

Updates from Our Partners

Research-to-Practice: Promoting Leadership and Collaboration for an Effective Multitiered System of Supports (Brief 5)

Developed by the [National Clearinghouse for English Language Acquisition \(NCELA\)](#), [Promoting Leadership and Collaboration for an Effective Multitiered System of Supports](#) is the fifth and final brief in the series Meeting the Needs of English Learners With and Without Disabilities. This brief highlights key strategies to foster leadership and build capacity among educators for effective multitiered frameworks for ELs with and without disabilities. As a reminder, the first four briefs in this series are:

- Brief 1: [Multitiered Instructional Systems for ELs](#),
- Brief 2: [Evidence-Based Tier 2 Intervention Practices for English Learners](#),
- Brief 3: [English Learners With Significant Learning Difficulties or Disabilities: Recommendations for Practice](#), and
- Brief 4: [Fostering Collaborative Partnerships with Families of English Learners Within a Multitiered System of Supports](#).

REL Tool: Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs

[REL West](#) and the [Region 15 Comprehensive Center](#) have developed a [guide](#) to assess teacher professional learning needs related to implementing research-based recommendations for the instruction of elementary-grade English learner students. At the center of this guide are two tools—the Teacher Self-Reflection Tool and the Classroom Observation Tool—that are used to collect information about teacher practice and needs related to the recommendations from the What Works Clearinghouse Practice Guide [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#). The guide includes a 10-step process for using the information it generates, as well as step-by-step guidance, data templates and discussion protocols, and district scenarios. It was developed with input and feedback from the Arizona Department of Education and English learner coordinators from districts across the state. It was also piloted by several districts in Arizona to ensure its clarity and usability.

Diversity, Equity, Inclusion, and Accessibility (DEIA) Virtual Listening and Learning Sessions

The National Center for Education Research and the National Center for Special Education Research will host two additional virtual listening and learning sessions on broadening participation in research grant programs as well as DEIA in education research: **Leveraging Native American and Alaska Native Voices in Education Research** – hosted with the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities – as well as **Leveraging Asian American, Native Hawaiian and Pacific Islander Voices in Education Research** – hosted jointly with the White House Initiative on Asian Americans, Native Hawaiians, and Pacific Islanders. The dates for both are to be determined and session information, as well as past sessions, will be posted here on the [Institute of Education Sciences website](#).

From the IES Director: IES Learning Acceleration Challenges

Early next year, the [Institute of Education Sciences](#) (IES) plans to announce two new prize competitions: one to incentivize innovation in middle school science instruction and another to improve mathematics achievement for elementary students with disabilities. To read the Director's full blog to learn more so that program providers, developers, and researchers can start planning for participation in the competitions, click [here](#).

REL Report: What Were the Reach and Impact of the Oregon Promise Financial Aid Program in its First Two Years?

In 2015, Oregon became the second state in the country to implement a statewide promise program, called Oregon Promise, which seeks to promote students' postsecondary attainment by covering nearly all community college tuition. The study used student data from K–12 public schools, Oregon Promise applications, and postsecondary records to examine which public high school seniors the program reached and served and to assess the program's impact on high school graduates' postsecondary outcomes in its first two years. This [report](#), by [REL Northwest](#), offers findings and implications.

[Recording] Leveraging Networked Improvement Communities to Improve Student Outcomes

View the recording and materials from [REL Midwest](#) webinar, [Leveraging Networked Improvement Communities to Improve Student Outcomes](#). Please submit your questions or comments to: smitrano@air.org.

REL Webinar: Grow Your Own Program, From State Education Agency to School District to Student Outcomes

On **Wednesday, December 15th from 3:00 to 4:30pm CT**, [REL Southwest](#) will host a webinar on Grow Your Own (GYO) programs. To counter a shrinking teacher workforce that does not reflect the demographics of its students, states are helping schools and districts develop GYO programs to recruit and train future teachers from their own communities. The Biden administration's American Families Plan calls for nearly \$3 billion for GYO and paid teacher residency programs that are more likely to enroll candidates of color, highlighting the level of national interest in these types of programs. This webinar will offer an overview of GYO programs, the needs such programs are designed to address, and national GYO trends and examples. To register, click [here](#).

REL Webinar: Measuring Educational Performance for Improvement

Join [REL Mid-Atlantic](#) this **Friday, December 17th from 10:00 am to 11:00 am ET** to learn about a new framework for making sense of school performance measures, informed by REL Mid-Atlantic's collaborative work with state and local agencies. The framework will help policymakers identify the ways that different measures of school performance are useful—or not—for different policy purposes. To register, click [here](#).

Thank you for reviewing the resource roundup this week. If you have updates to share, please submit them to Elisabeth Lembo (elisabeth.lembo@ed.gov) by COB each Friday.

Be well,
Danielle



Danielle Smith (she/her/hers)

Director, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education

400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-5546

Email: Danielle.Smith2@ed.gov

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Region 9 Comprehensive Center

From: Region 9 Comprehensive Center
Sent: Wednesday, February 16, 2022 2:20 PM
To: Smith, Danielle
Subject: How SEL and trauma-informed practice can help right now

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How can social and emotional learning (SEL)

and trauma-informed practices (TIP) help us right now? Risks and Recommendations



What do you do if a bear claws its way through the front door of your school?

I don't know either, but it reminds me of that nursery rhyme about a bear hunt: "Can't go over it, Can't go under it, Can't go around it ... Got to go through it!"

And indeed, educators are going through it today.

So, how do you catch a bear? Maybe we are asking the wrong question; maybe the question is really "How can we all survive right now?" If faced with a bear terrorizing our halls—even though SEL and TIP have much to offer in the way of survival skills—it would be impractical to invite everyone in the moment to the cafeteria for a training on self-care, TIP, or SEL. When confronted with a bear, we would prioritize well-being. We would take everyone's needs into account. We'd make sure we were all on the same page, and we'd stick together.



Bookmark-Worthy Resources

Speech by Secretary Miguel Cardona: My vision for education

US Department of Education

Secretary of Education Miguel Cardona delivered a speech sharing his vision for moving education forward, sharing the role of the Department of Education in this work. The Secretary highlighted four priority areas that will guide the Department's work over the coming months and years:

1. Supporting students through pandemic response and recovery ([infographic](#))
2. Boldly addressing opportunity and achievement gaps ([infographic](#))
3. Making higher education more inclusive and affordable ([infographic](#))
4. Ensuring pathways through higher education leads to successful careers ([infographic](#))

[View a recording of the Secretary's speech here.](#)

New toolkit on interrupting bullying & harassment in schools

IDRA EAC- South

The IDRA EAC-South's new Interrupting Bullying & Harassment in Schools online toolkit is designed to give educators and school leaders tools that they need to prevent bullying and harassment by fostering a positive school climate. This free online toolkit includes three chapters, each with a video and supporting resources, infographics, articles & podcasts.

[Download the toolkit here.](#)

Planning engaging learning experiences

Region 5 Comprehensive Center

This resource by Region 5 Comprehensive Center provides recommendations for methods, tools, suggested sample solutions, and tasks trainers can use to increase participant engagement in professional learning experiences.

[Learn more from the resource here.](#)

Managing mental wellness: Tools for yourself, your students, and your classroom

Mid-Atlantic Equity Consortium

The Mid-Atlantic Equity Consortium's recent toolkit is designed for teachers, students, and classroom leaders. It offers strategies to manage mental wellness in the context of school and personally, and it gives methods to assist students and families with learning and well-being. Each section includes tools that teachers can directly apply to their own experiences. This toolkit was also highlighted in a recent webinar, "[Take Good Care: Prioritizing Teacher & Student Well-Being.](#)"

[Check out the toolkit on their website.](#)

Upcoming Webinars

- **February 16, 2022:** [Using Research-Informed Theories of Change in PLCs](#) (Center for Research Use at the University of Delaware)
- **February 22, 2022:** [Finding and Accessing Useful Research](#) (Center for Research Use at the University of Delaware)
- **February 23, 2022:** [Shining a \(Glaring\) Light on Educational Inequities in Reading](#) (National Center on Improving Literacy)
- **February 28, 2022:** [What is an RPP, and How Do I Get One?](#) (Center for Research Use at the University of Delaware)
- **March 2, 2022:** [Using the Marshall Memo in Teams](#) (Center for Research Use at the University of Delaware)
- **March 10, 2022:** [Taking Action as an Evidence-Informed Educator](#) (Center for Research Use at the University of Delaware)
- **March 10, 2022:** [Universal Webinar: Cutting Edge of First Semester Attendance Data: How State and Local Education Agencies Can Respond](#) (Student Engagement and Attendance Center)



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From: Office of Special Education Programs
Sent: Tuesday, March 8, 2022 1:41 PM
To: Smith, Danielle
Subject: OSEP's March 2022 Update: Director's Message | ED Updates | Announcements | Featured Resources

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OSEP Update header



OSEP Update

A Newsletter for OSEP Grantees and Interested Stakeholders

We're Marching into Spring!

Marching into Spring



March 2022

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Message from OSEP Director,

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ED Updates

Office of Elementary and Secondary Education

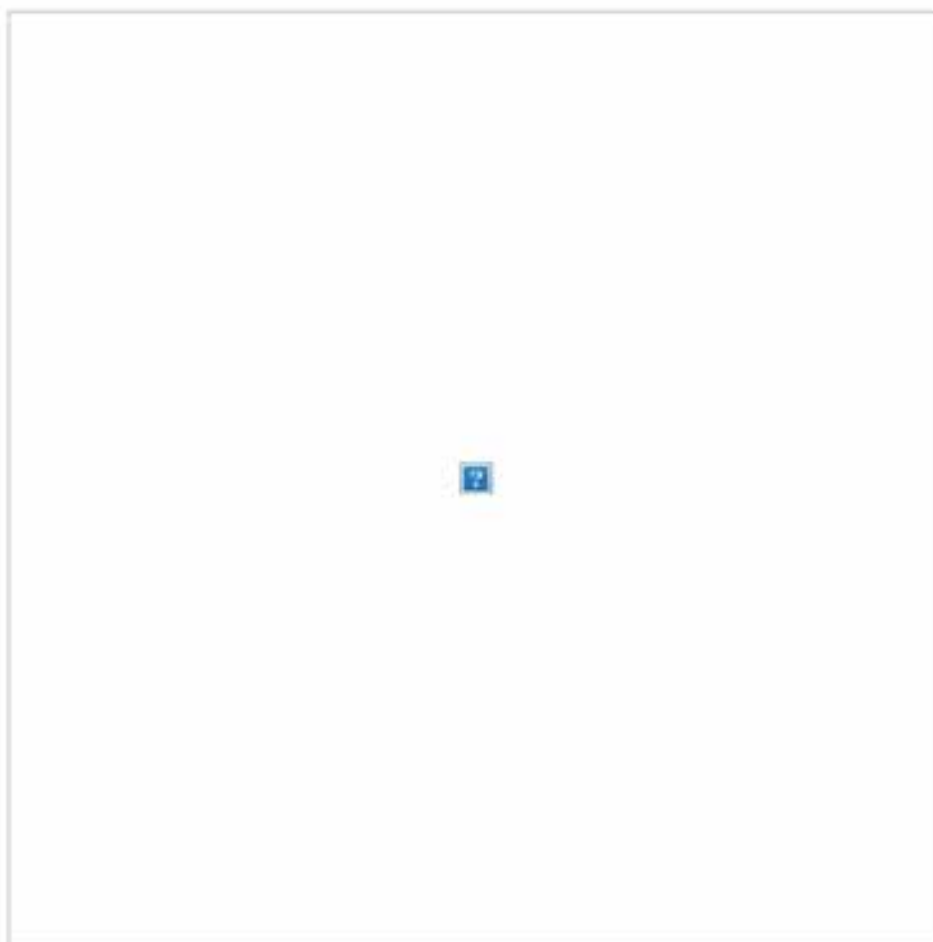
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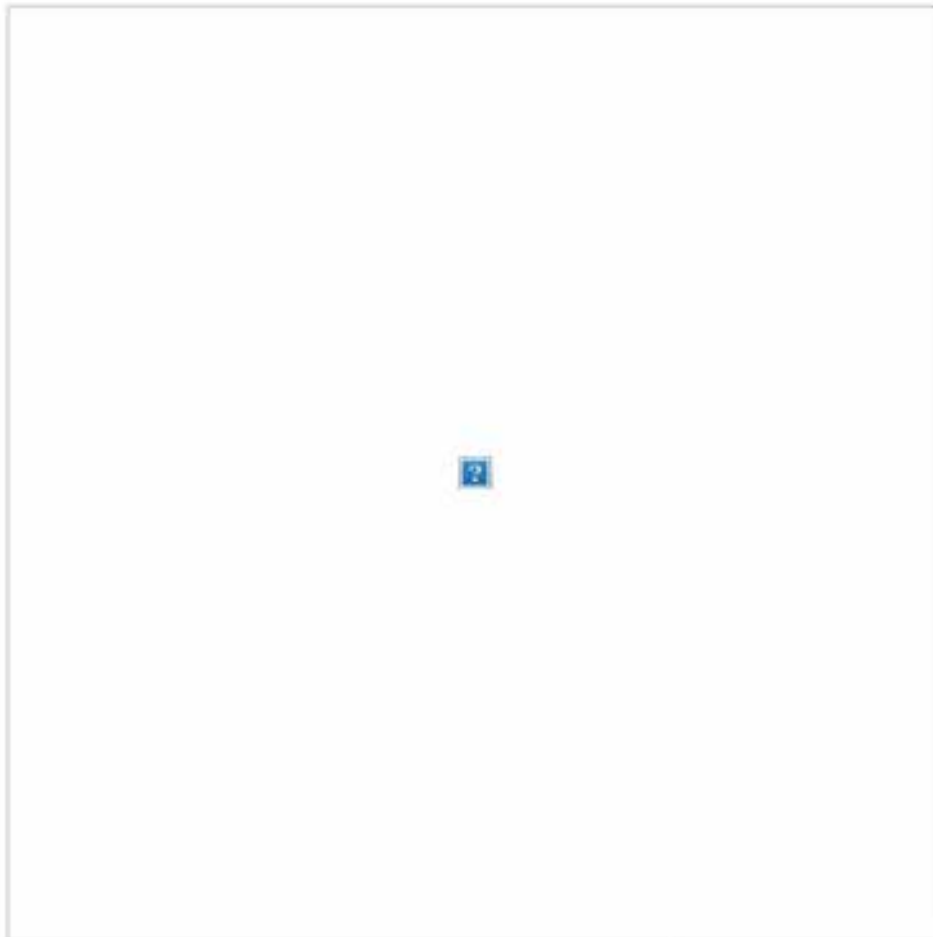
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Announcements

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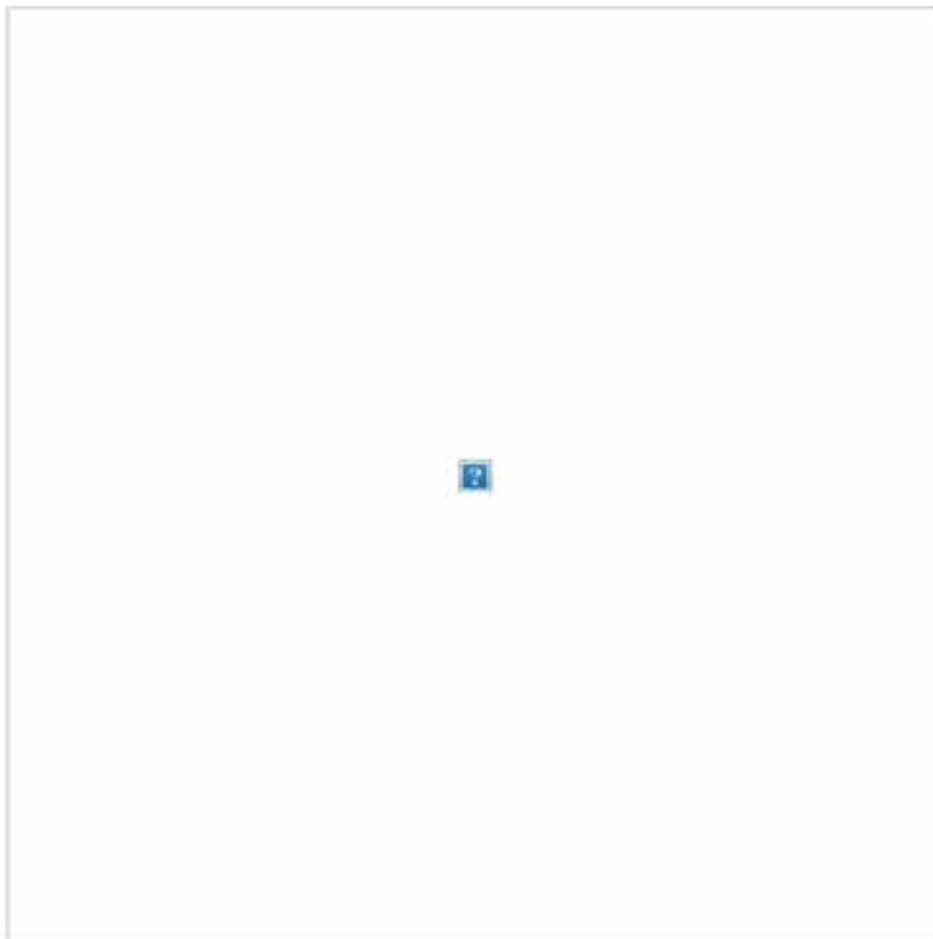
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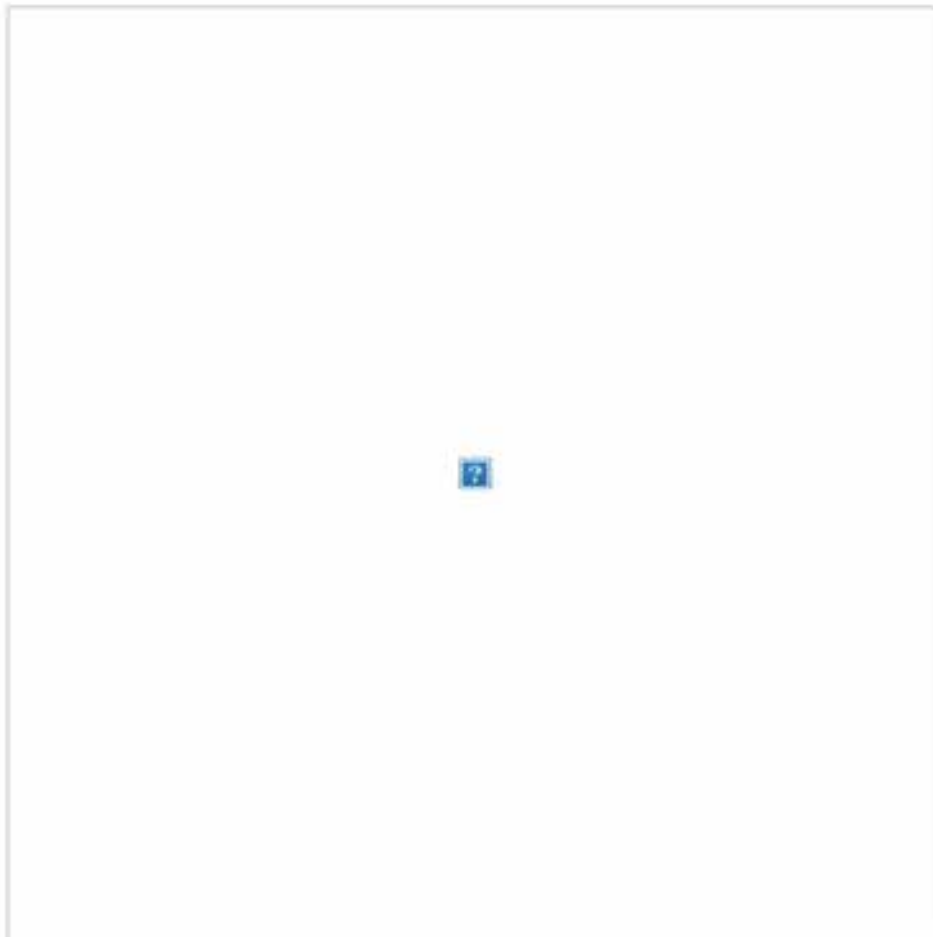
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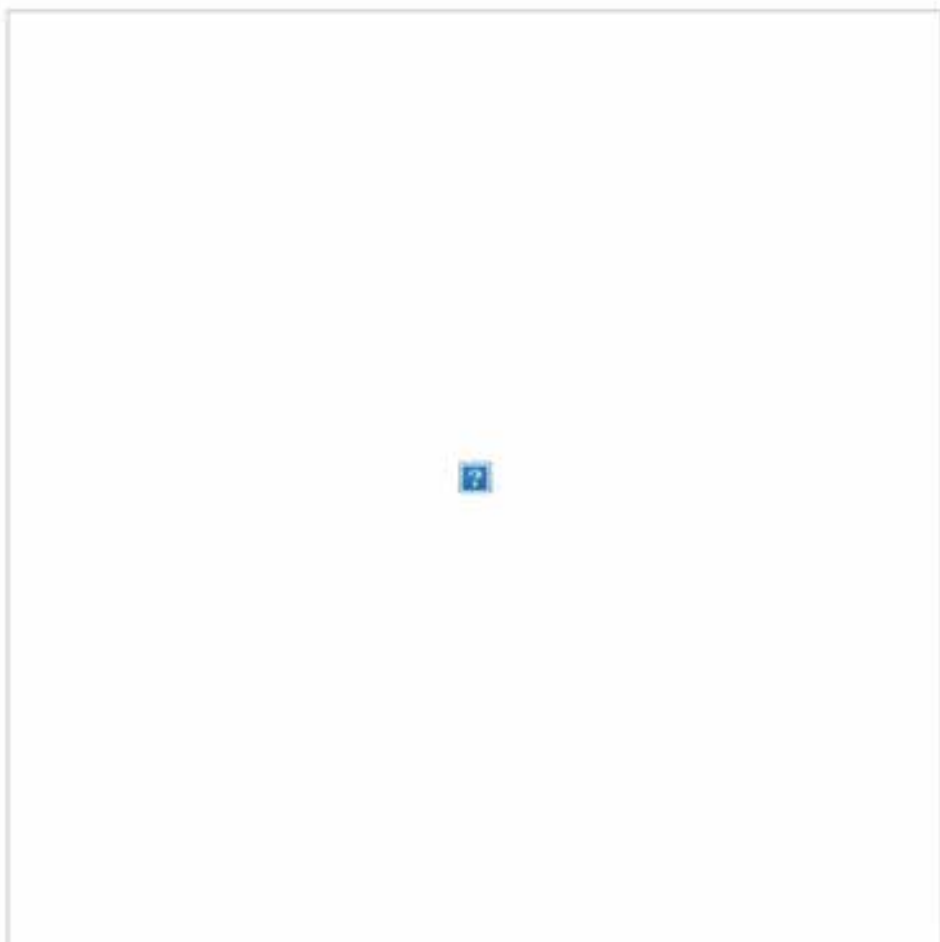
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Institute of Education Sciences



COVID-19 Resources

Department of Education

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[OSEP's IDEA Covid-19 Questions and Answers and Resources](#)

The [National Center for Systemic Improvement](#) is the primary source for TA resources during the COVID-19 national emergency for IDEA Part B programs. The [Early Childhood Technical Assistance Center](#) is the primary source for IDEA Part C programs.



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If you have questions or comments, please send them to josiah.willey@ed.gov.

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To: Newton, Esley; Daley, Michelle
Subject: FW: OSEP's March 2022 Update: Director's Message | ED Updates | Announcements | Featured Resources

Check out the shoutout to the NC webinar! Nice work, Esley.

From: Office of Special Education Programs <ed.gov@public.govdelivery.com>
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OSEP Update

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[OSEP's IDEA Covid-19 Questions and Answers and Resources](#)

The [National Center for Systemic Improvement](#) is the primary source for TA resources during the COVID-19 national emergency for IDEA Part B programs. The [Early Childhood Technical Assistance Center](#) is the primary source for IDEA Part C programs.

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Thank you for reading the OSEP Newsletter! [Click here to subscribe.](#)

You can also check out the [IDEA website newsletter archive](#) for past editions of the OSEP Newsletter.

If you have questions or comments, please send them to josiah.willey@ed.gov.

This newsletter may reference and contain links to external sources. The opinions expressed in these sources do not reflect the views, positions, or policies of the Department Education, nor should their inclusion be considered an endorsement of any private organization.



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Daley, Michelle

From: Daley, Michelle
Sent: Tuesday, March 8, 2022 6:40 PM
To: Smith, Danielle; Newton, Esley
Subject: RE: OSEP's March 2022 Update: Director's Message | ED Updates | Announcements | Featured Resources

Yay!!! Great work, Esley!

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Tuesday, March 8, 2022 5:28 PM
To: Newton, Esley <esley.newton@ed.gov>; Daley, Michelle <Michelle.Daley@ed.gov>
Subject: FW: OSEP's March 2022 Update: Director's Message | ED Updates | Announcements | Featured Resources

Check out the shoutout to the NC webinar! Nice work, Esley.

From: Office of Special Education Programs <ed.gov@public.govdelivery.com>
Sent: Tuesday, March 8, 2022 1:41 PM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: OSEP's March 2022 Update: Director's Message | ED Updates | Announcements | Featured Resources

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OSEP Update header



OSEP Update

A Newsletter for OSEP Grantees and Interested Stakeholders

We're Marching into Spring!

Marching into Spring



March 2022

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In This Issue:

- [From the Director](#)
- [ED Updates](#)
- [Announcements](#)
- [In Case You Missed It](#)
- [COVID-19 Resources](#)
- [Connect with Us Online](#)

From the Director

Message from OSEP Director, Ms. Valerie C. Williams

Dear Stakeholders!

Welcome to March! There are three really big events this month: The start of the Winter Paralympics, the NCAA March Madness Tournament (even though my Golden Bears are unlikely to be invited to the tournament) and most importantly the Center for IDEA Fiscal Reporting's IDEA Fiscal Forum. The Fiscal Forum tips off with the Part C conference on March 14th and the Part B forum starts on March 21st. Information about the forums can be found at <https://cifr.wested.org/event/idea-fiscal-forum-2022/>.

If children with disabilities were a college basketball team would they get an NCAA invitation? I'm relatively sure they would be on the sidelines and receive a pep talk about next year—which would be the same pep talk they've been given for 20 years. The [long-term trends in the NAEP performance reports](#) show that students with disabilities have not scored any higher in the NAEP since students with disabilities were first included in the NAEP in 2004. Indicator 3 data in the SPP/APR in the [2021 Part B FFY 2019 SPP/APR Indicator Analysis Booklet](#) show virtually no change in reading or math proficiency in Indicator B3C between the February 1, 2016 SPP/APR submission and the February 1, 2020 SPP/APR submission. The data shows that average State proficiency rate

Valerie C. Williams



for children with disabilities is less than 20% in State reading or math assessments. For Part C, the [Infant and Toddler Outcomes](#) in Indicator C3 shows a six-year downward trend in all three outcomes for infants and toddlers (i.e. Positive social-emotional skills (including social relationships); Acquisition and use of knowledge and skills (including early language/communication); and Use of appropriate behaviors to meet their needs).

At the Fiscal Forum I'm looking forward to learning how you are "Advancing Resilience, Recovery, and Opportunity" for our children with disabilities and how CARES/CRRSSA and ARP Act funds are being used to improve outcomes for our children. The stakes are too high to let this moment pass us by.

In solidarity,

Valerie

ED Updates

Office of Elementary and Secondary Education

ED Seal

Upcoming Webinar: Research for Practice

The [Center for Research Use at the University of Delaware](#), supported by the Department's [Institute of Education Sciences](#), is offering virtual session on Research for Practice. The session is designed for principals, assistant principals, teachers, instructional coaches, curriculum directors, district research leaders, assistant superintendents, and professional development coaches. The following session will be held **Thursday, March 10th, from 7:00–8:00 p.m. Eastern:**



- **Taking Action as an Evidence-Informed Educator**, with Dr. Elizabeth Farley-Ripple, Dr. Samantha Shewchuk, & Debbie Micklos

For more information, visit [this link](#). We strongly encourage you to share this with your regional networks.



Culturally Responsive Practice as a Strategy for Diversifying the Educator Workforce

The [National Comprehensive Center](#) invites states and local education leaders to join a Town Hall on **Tuesday, March 15th at 3:00 pm ET** featuring renowned researcher and educator Dr. Gloria Ladson-Billings on the importance of culturally responsive pedagogy, practices, and culture in recruiting, preparing, retaining, and supporting a racially diverse educator workforce. Dr. Ladson-Billings will moderate conversations with a panel of youth of color who will share their experiences and insights to illuminate our understanding of the importance of having racially diverse educators. Audience members will have an opportunity to participate in this moderated session. To register, click [here](#). Click [here](#) to view the town hall agenda. For more information, contact: Carol Keirstead at ckeirstead@rmcres.com.



Faith Without Works is Dead Part II: Exploring the Role of Faith in Equity and Justice-Centered Work

Join [Region III EAC](#) on **Thursday, March 24, 2022, from 3:30 pm–4:30 pm EST** for a Virtual Roundtable. In Fall 2021, the Center discussed the intersection of their faith tradition and community-engaged and justice center work with five Black women. During this *Virtual Roundtable*, the Center will continue this critical discussion with returning and newly invited panelists. To attend, click [here](#).



Announcements

Leadership and Project Directors' Conference

OSEP Leadership and Project Directors' Conference



Get ready! The Office of Special Education Programs (OSEP) will be holding its **virtual Leadership and Project Directors' Conference during the week of July 18, 2022.**

Registration for the conference is open. Refer to the conference audience lists below to see who should attend. Whether planning to attend or present (or both!), everyone should register.

[Register HERE!](#)

Check the [Leadership and Project Directors' Conference website](#) for additional information and conference updates



Next TA Calls:

[March 10, 2022 at 4:00–5:00pm \(EDT\) — Child Find Self-Assessment](#)

Please join us for the first March OSEP National TA Call on Thursday, March 10, 2022, at 4:00pm (EDT). OSEP has developed a voluntary Child Find Self-Assessment (CFSA) as a tool for States and local educational agencies (LEAs) to assess their Child Find system under Section 619 of the Individuals with Disabilities Education Act (IDEA). The 619 CFSA tool supports State and local programs in determining their Child Find system's effectiveness to identify and locate all children ages three through five who have disabilities or are suspected of having disabilities who are served under their State's Part B system. States and LEAs can utilize the CFSA as a monitoring tool to ensure they have met the regulatory components of a comprehensive Child Find system, and as an information tool to assist with implementing best practices for Child Find.

[March 24, 2022 at 4:00-5:00pm \(EDT\) — Differentiated Monitoring and Support \(DMS\)](#)

OSEP will hold a second National TA Call on DMS 2.0 on Thursday, March 24, 2022, at 4:00pm (EDT). As part of the Universal TA OSEP is providing for DMS 2.0, we intend to host monthly DMS National TA calls to provide guidance on specific components of general supervision in coordination with our monitoring activities, or other guidance related to DMS 2.0.

General Overview

- The goal of DMS 2.0 is to improve outcomes and results for infants, toddlers, children and youth with disabilities and their families in conjunction with compliance.
- Our monitoring will focus on States' systems of general supervision integrating both results and compliance
- These activities are organized around the 8 components of general supervision:
OSEP is using various protocols in our monitoring activities, but encourage all States to use them as resources and self-assessments as appropriate. DMS 2.0 monthly TA calls will cover content, best practices and guidance for all State's on the completion of the various protocols, expectations and address any questions.

Previous TA Calls:

[February 10, 2022 at 4:00-5:00pm \(EDT\)](#) — Grant Applications (unfortunately, the recording is not available for this call, but the presentation materials have been posted)

[February 24, 2022 at 4:00-5:00pm \(EDT\)](#) — DMS

(All National TA calls are recorded and typically posted within a week)



State Performance Plans / Annual Performance Reports (APRs)

We are in the process of reviewing SPP/APR submissions in preparation for the clarification period in April. The first OSEP National TA Call, on Thursday, April 14, 2022, will feature the clarification process.



IDEA Part B/C Grants

You may have noticed that there is no recording available from the last OSEP National TA Call on the 2022 Grant Applications (held February 10, 2022). Unfortunately, there was a technical glitch in the system, and we are unable to retrieve the recording file. However, the PowerPoint is available and if you have any questions regarding this year's submission, please reach out to your [OSEP State Lead](#).

Additionally, we are still under a continuing resolution. Please continue to prepare to post your grant applications using FFY 2021 allocation information to fulfill your public participation requirements. Again, as a reminder:

- Part C applications need to be posted no later than March 13, 2022, and are due to OSEP on May 13, 2022.
- Part B applications need to be posted no later than March 27, 2022, and are due to OSEP on May 27, 2022.



Differentiated Monitoring and Support (DMS)

OSEP's next Technical Assistance (TA) Call on DMS is scheduled for March 24, 2022, and will continue our review the [Dispute Resolution Protocols](#), specifically for this month a review of the Due Process and Mediation protocols. The call will provide a walkthrough of the overarching questions and previous findings made related to Dispute Resolution. Please check the [OSEP Monthly TA Call](#) page to register for the monthly calls, review previously recorded calls and information, and access the TA Call schedule.

To review other resources and documents related to our monitoring activities (e.g., DMS 2.0, DMS Reports, and older monitoring reports), please refer to the [DMS](#) section on our IDEA website.

DMS 2.0

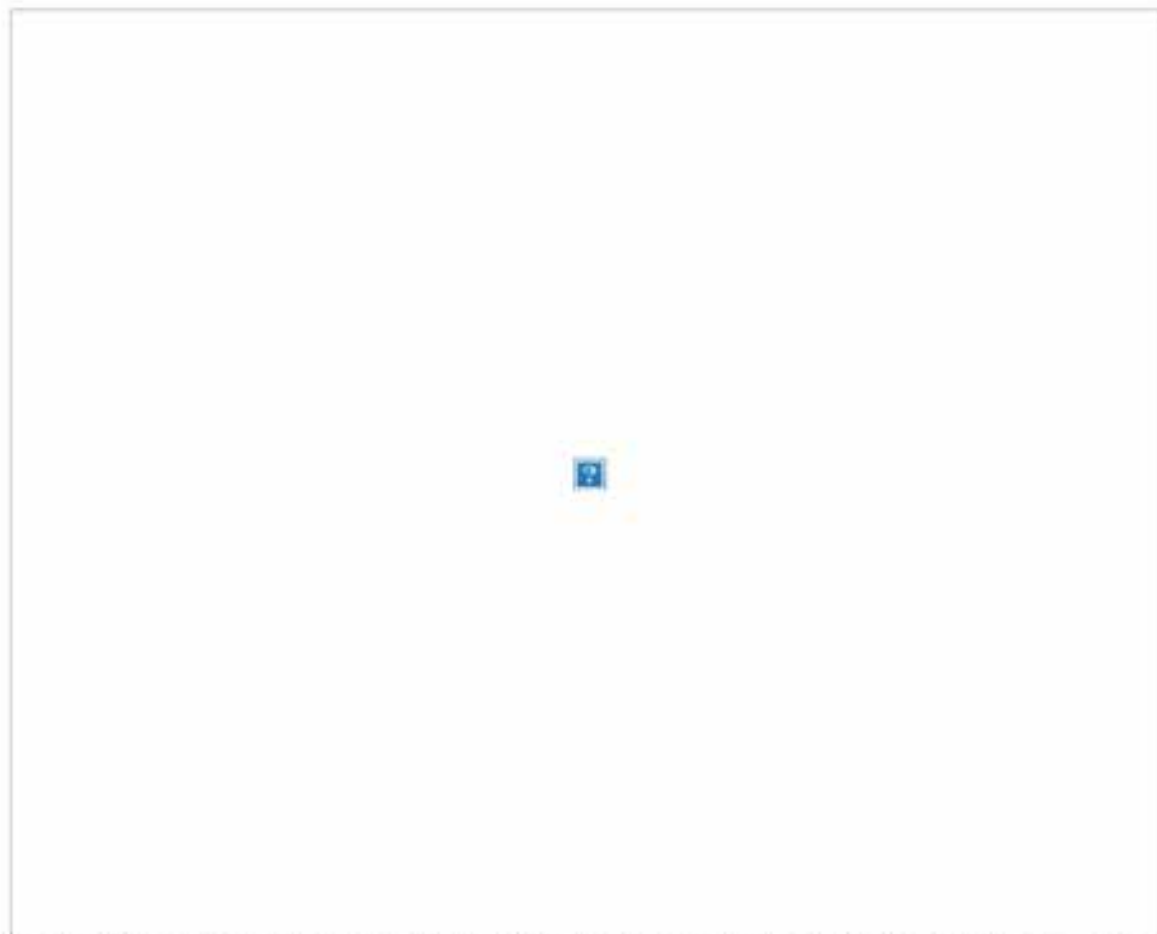


Dose of Data: Did you Know?

From 2009 to 2019, the percentages of students with disabilities scoring at or above basic on the NAEP assessments decreased:

- By 12 percentage points for 4th grade mathematics;
- By 6 percentage point for 8th grade mathematics;
- By 6 percentage point for 4th grade reading; and
- By 2 percentage points for 8th grade reading.





NOTE: The category "students with disabilities" includes students identified as having an Individualized Education Program (IEP) but excludes those identified under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, 2013, 2015, 2017, and 2019 Mathematics and Reading Assessments. Accessed 3/3/2022 from NAEP Data Explorer: [NDE Core Web \(nationsreportcard.gov\)](https://nces.ed.gov/ipeds/dataexplorer/)

Research Highlights from the National Center for Special Education Research (NCSEER)

The Institute for Education Science's NCSEER funds research designed to expand knowledge and understanding of learners with and at risk for disabilities, from infancy through postsecondary settings. We share reports below on issues, findings, and events related to special education.

[Supporting Bilingual Learners in Early Childhood](#) features Dr. Xigrad Soto-Boykin's reflections on how her personal experiences have shaped her career and her work to address equity and inclusion for young, bilingual Latinx children with and without disabilities.

[Career and Technical Education in STEM for Students with Learning Disabilities: Research Updates and Implications](#) recognizes CTE Month® with an interview with Dr. Michael Gottfried, who discusses his research on students with learning disabilities participating in STEM CTE courses and the policy and practice implications of his work.

[IES-Funded Researchers Recognized with 2022 CEC Awards](#) offers congratulations to Drs. Kathleen Lane, Robin Ennis, and Charles "Skip" MacArthur on their various CEC awards that honor their contributions to special education research.

Design for Each and Every Learner: Universal Design for Learning Modules

Designing inclusive instruction takes intentional planning and collaboration. The TIES Center is proud to release a set of [learning modules](#) developed by CAST, TIES and the Lake Washington School District in Washington. The modules help educators learn more about Universal Design for Learning (UDL), a framework developed by CAST. The modules support educators to design learning experiences that are inclusive for each and every learner. Specific examples illustrate how instruction can be designed to be inclusive of students with significant cognitive disabilities.



The modules are fully asynchronous. Educators can progress through them at their own pace. Users can skip what they already know, review and revisit materials as is helpful, and share with their professional learning team. We hope these modules help to build collaboration to meet the needs of all students as educators pursue rigorous learning goals and instruction that reflects high expectations. Check out the accompanying facilitator's guide as well!



New Report on Students Who Are Deaf-Blind

[Students with Significant Cognitive Disabilities and Dual Sensory Loss](#) is an extensive report that describes characteristics of the population of school-age students who are deaf-blind and have significant cognitive disabilities. It includes data on the prevalence of deaf-blindness and information about communication and academic skills. It also covers characteristics of students with cortical visual impairment (CVI), a condition that affects many students who are deaf-blind. The report is the result of a collaboration between the National Center on Deaf-Blindness (NCDB) and [Accessible Teaching, Learning, and Assessment Systems \(ATLAS\)](#).



In Case You Missed It

The COVID-19 Impact on Schools, Principals, and Teachers in 2019–20

[Institute of Education Sciences](#)

[Results from the 2020–21 National Teacher and Principal Survey \(NTPS\)](#), examines the impact of the coronavirus pandemic on elementary and secondary education in the United States in the 2019-20 school year, by selected school, principal, and teacher characteristics.



COVID-19 Resources

Department of Education

Check the Department's [COVID-19 Information and Resources for Schools and School Personnel](#) web page for information and resources, including information and resources from other Federal agencies.

[OSEP's IDEA Covid-19 Questions and Answers and Resources](#)

The [National Center for Systemic Improvement](#) is the primary source for TA resources during the COVID-19 national emergency for IDEA Part B programs. The [Early Childhood Technical Assistance Center](#) is the primary source for IDEA Part C programs.

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You can also check out the [IDEA website newsletter archive](#) for past editions of the OSEP Newsletter.

If you have questions or comments, please send them to josiah.willey@ed.gov.

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Sent: Wednesday, March 9, 2022 5:50 PM
To: Smith, Danielle
Cc: Lembo, Elisabeth

The Program and Grantee Support Services (PGSS) Weekly Digest is a resource distributed to U.S. Department of Education (Department) stakeholders and Department-funded Technical Assistance Centers. The Weekly Digest shares information and updates about new technical assistance resources from our office and our partners to support communication and coordination of technical assistance among federally-funded technical assistance providers.

Colleagues,

This week's Digest highlights several great conversations and opportunities coming up, as well as new grant opportunities and technical assistance resources. Join the Student Engagement and Attendance Center (SEAC) for this Thursday's Universal Webinar: *Cutting Edge of First Semester Attendance Data: How State and Local Education Agencies Can Respond*. Have clients interested in participating in more conversations about attendance? Register by next week for the SEAC's next learning series focused on Youth and Family Engagement. Also tune in next week for the National Comprehensive Center's Town Hall featuring researcher and educator Dr. Gloria Ladson-Billings on the importance of culturally responsive pedagogy, practices, and culture in recruiting, preparing, retaining, and supporting a racially diverse educator workforce. Join the Administration for Children and Families (ACF) next Monday in *Opportunities and Challenges in Supporting and Growing the Tribal Early Childhood Workforce* to learn about the implementation and coordination of early childhood programs in American Indian and Alaska Native (AIAN) communities. Finally, review and consider sharing out to your networks new resources from the REMS TA Center on Cybersecurity Considerations for K-12 Schools and School Districts and the Office of English Language Acquisition (OELA) on Digital Learning Resources.

Included are registration links to the following upcoming webinars:

- [Research for Practice: Taking Action as an Evidence-Informed Educator](#) (March 10)
- [Universal Webinar: Cutting Edge of First Semester Attendance Data: How State and Local Education Agencies Can Respond](#) (March 10)
- [Opportunities and Challenges in Supporting and Growing the Tribal Early Childhood Workforce](#) (March 14)
- [Culturally Responsive Practice As A Strategy For Diversifying The Educator Workforce](#) (March 15)
- [Evidence Based Interventions \(EIR\) 101 Webinar](#) (March 24)
- [Faith Without Works is Dead Part II: Exploring the Role of Faith in Equity and Justice-Centered Work](#) (March 24)

U.S. Department of Education Updates

[Applications due March 15] NCSER Announces the 2022 Research Training Institute in Advanced Single-Case Research Design & Analysis

In conjunction with the University of Oregon, the National Center for Special Education Research (NCSER), announced a Research Training Institute on Advanced Single-Case Research Design and Analysis. The intent of the 1-week, face-to-face Training Institute, which will be held July 12–16, 2022, is to increase the national capacity of education researchers to design and conduct single-case experiments and to build expertise for analyzing the resulting data. Classroom instruction and housing will be provided at the Madison Concourse Hotel in downtown Madison, Wisconsin. Pre-Institute meetings will take place synchronously online via Zoom on May 6, May 27, June 1, and June 24. [All applications must be received no later than March 15, 2022, at 11:59 p.m. ET.](#)

EIR Pre-NIA Information Session

Are you interested in learning more about potential grant opportunities through the Education Innovation and Research (EIR) program? Is your organization considering applying in FY 2022? If so, please join the EIR 101 Webinar on **Thursday, March 24th from 3:00pm – 4:00pm ET**. Are you interested in learning more about potential grant opportunities through the Education Innovation and Research (EIR) program? Is your organization considering applying in FY 2022? If so, please join for the EIR 101 Webinar:

Join on your computer or mobile app [Click here to join the meeting](#)

Call in (audio only) [+1 202-991-0393, 417257479#](#)

Conference ID: (b)(6)

Resources: Emergency Preparedness Is Not Luck!

The U.S. Department of Homeland Security, Federal Emergency Management Agency, invites you to participate in the [It's Not Luck!](#) stakeholder activity to raise awareness about the importance of emergency preparedness. There are several tips and graphics available that can be used to encourage your school/campus community to engage in preparedness activities in advance of an emergency:

- [Social media graphics](#) to be shared on your social media channels
- [Social media messages](#) with hashtags and emojis for you to customize

It's Not Luck! And other stakeholder activities and events can be found on the [REMS TA Center Calendar](#).

[Due April 19, 2022] EPA Announces Availability of \$20 Million for Grants to Schools, Child Care Facilities, and Non-profits to Reduce Lead in Drinking Water

The U.S. Environmental Protection Agency (EPA) announced \$20 million in available grant funding to assist communities and schools with removing sources of lead in drinking water. Under the Water Infrastructure Improvements for the Nation (WIIN) Act, EPA is announcing the availability of \$10 million for projects to conduct lead service line replacements or implement corrosion control improvements. In addition, \$10 million for projects that remove lead sources in drinking water (e.g., fixtures, fountains, outlets, and plumbing materials) in schools or childcare facilities. The funding opportunity will remain open for 60 days on [Grants.gov](#) (to go to the application). Learn more about this grant and EPA's WIIN grant programs at <https://www.epa.gov/ground-water-and-drinking-water/drinking-water-grants>.

[Due May 16, 2022] Application for New Awards for the Equity Assistance Centers Program

The U.S. Department of Education is currently accepting applications for new awards for the Equity Assistance Centers program. The Department plans to provide up to \$6.5 million for four new grants with an estimated first-year grant award of up to \$1,700,000 per grantee. Grantees will receive annual grant funds over a period of five years. Applications for funding are due on **May 16, 2022**. More information can be found in the Notice Inviting Applications in the Federal Register: <https://www.federalregister.gov/documents/2022/02/15/2022-03208/applications-for-new-awards-equity-assistance-centers>

Request for Information on Supporting the Reopening and Continuing Operation of Schools, Colleges and Universities, and Early Childhood Education Providers

The Department welcomes lessons learned and best practices from the field for consideration for the [Safer Schools and Campuses Clearinghouse](#), including those with an educational equity focus. The Clearinghouse is designed to support students, young children, families, teachers, early childhood providers, faculty, and staff as schools, early childhood education programs, and campuses continue to reopen following closures due to the coronavirus disease 2019 (COVID-19) pandemic. Visit the [new Interactive Map](#) which presents a geographic view of the resources from the Resource Library. Send submissions via email to: Bestpracticesclearinghouse@ed.gov. Please find additional submission information in the [Federal Register notice](#).

PGSS Center Updates

Universal Webinar: Cutting Edge of First Semester Attendance Data: How State and Local Education Agencies Can Respond

The [Student Engagement and Attendance Center](#) is hosting a webinar on **Thursday, March 10, 2022, from 1:00-2:15 EST** on trends in first-semester attendance data showing increases in chronic absenteeism and practical policies and

strategies state and local education agencies can use in response. The webinar will feature presentations by nationally recognized subject matter experts from Attendance Works in addition to SEA and LEA representatives from Connecticut and Ohio. You may register now for this webinar [here](#). Please forward this invitation to your colleagues whom you feel would benefit from the webinar. Please send any questions about the webinar or registration to Dani Filo-Jones at seacenter@insightpolicyresearch.com.

Culturally Responsive Practice as A Strategy For Diversifying The Educator Workforce

The [National Comprehensive Center](#) invites states and local education leaders to join a Town Hall on **Tuesday, March 15th at 3:00 pm ET** featuring researcher and educator Dr. Gloria Ladson-Billings on the importance of culturally responsive pedagogy, practices, and culture in recruiting, preparing, retaining, and supporting a racially diverse educator workforce. Dr. Ladson-Billings will moderate conversations with a panel of youth of color who will share their experiences and insights to illuminate the importance of having racially diverse educators. Audience members will have an opportunity to participate in this moderated session. To register, click [here](#). For more information, contact: Carol Keirstead at ckeirstead@rmcres.com.

[Registration by March 18] Youth and Family Engagement Learning Series: Building Systemic Supports for Better Attendance

The Office of Elementary and Secondary Education (OESE) and the [Student Engagement and Attendance Center](#) (SEAC) are pleased to invite you to join *Building Systemic Supports for Better Attendance*, a virtual learning series for state education agencies (SEAs) and select partners focused on addressing chronic absenteeism and engaging students and families. This series will provide the opportunity for SEAs to (1) Establish a collective understanding of emerging promising practices from research and peers for engaging students who may have disengaged from learning during the pandemic; (2) Elevate and promote promising practices on student engagement, and (3) Create a shared framework to support the implementation of engagement strategies.

The next sessions in the series will focus on [Youth and Family Engagement](#) and explore promising practices to better engage youth and families in efforts to address chronic absenteeism. State teams will hear from national subject matter experts on engagement strategies and participate in facilitated breakout groups to learn from each other and develop the next steps to improve student and family engagement. The series dates are

- **Session 1: Thursday, 3/24, 12:00-1:00 ET;**
- **Session 2: Thursday, 4/7, 12:00-1:00 ET; and**
- **Session 3: Thursday, 4/21, 1:00-2:00 ET.**

If you would like your state to participate in the *Youth and Family Engagement* series of *Building Systemic Supports for Better Attendance* or have any questions, please send an email to SEACenter@insightpolicyresearch.com by **Friday, March 18, 2022**.

Faith Without Works is Dead Part II: Exploring the Role of Faith in Equity and Justice-Centered Work

Join [Region III EAC](#) on **Thursday, March 24, 2022, from 3:30 pm-4:30 pm EST** for a Virtual Roundtable. In Fall 2021, the Center discussed the intersection of their faith tradition and community-engaged and justice center work with five Black women. During this *Virtual Roundtable*, the Center will continue this critical discussion with returning and newly invited panelists. To attend, click [here](#).

Updates from Our Partners

New Grant Opportunities: Office of Special Education Programs

The Office of Special Education Programs (OSEP) is currently welcoming applications for three competitions in the Educational Technology, Media, and Materials for Individuals with Disabilities (ETechM2) program area. Find more information for all these competitions on the [New OSEP Funding Opportunities](#) webpage.

- **New Competition for Innovative Technology-Based Approaches for Assessing Children With Disabilities (84.327V).** This priority includes Focus Area A: Innovative Technology-Based Approaches for Assessing Infants, Toddlers, and Preschool-Age Children with Disabilities, and Focus Area B: Innovative Technology-Based Approaches for Assessing School-Age Children with Disabilities. Please see detailed application information in

the [Notice Inviting Applications for 327V posted in the Federal Register on 3/3/22](#). The [application package](#) is available at on Grants.gov. We also have instructions for new discretionary grants applicants and will soon be adding a 327V informational webinar here: [Informational Webinars for OSEP Funding Opportunities | OSEP Ideas That Work](#)

The 327V Notice Inviting Applications was published March 3, 2022 and applications are due May 2, 2022. The contact is Rebecca Sheffield (Rebecca.Sheffield@ed.gov; 202-245-6725).

- **Stepping-Up Technology Implementation (84.3275)**. For the FY 2022 competition, this priority is Supporting Early Childhood and K-12 Educators of English Learners (ELs) with Disabilities and ELs at Risk to Deliver Literacy Instruction Based on the Science of Reading. Please see detailed application information in the [Notice Inviting Applications for 327S posted in the Federal Register on 2/22/22](#). The [application package for 327S](#) is available at on Grants.gov. We also have instructions for new discretionary grants applicants and a 327S informational webinar here: [Informational Webinars for OSEP Funding Opportunities | OSEP Ideas That Work](#)
The 327S Notice Inviting Applications was published February 22, 2022 and applications are due April 25, 2022. The contact is Richelle Davis (Richelle.Davis@ed.gov; 202-245-7401).
- **Educational Materials in Accessible Formats for Eligible Children and Students with Disabilities (84.327D)**. Please see detailed application information in the [Notice Inviting Applications for 327D posted in the Federal Register on 2/9/22](#). The [application package for 327D](#) is available at on Grants.gov. We also have instructions for new discretionary grants applicants and a 327D informational webinar here: [Informational Webinars for OSEP Funding Opportunities | OSEP Ideas That Work](#)
The 327D Notice Inviting Applications was published February 9, 2022 and applications are due April 11, 2022. The contact is Carlene Reid (Carlene.Reid@ed.gov; 202-245-6139).

NEW Online Course: Cybersecurity Considerations for K-12 Schools and School Districts

Join the [REMS](#) TA Center for a 30- to 45-minute free online course aims to help K-12 school (public and nonpublic) personnel, school district administrators and staff, and state/regional education agency personnel. The free online course includes cybersecurity in EOPs and obtaining critical data to prepare for network breaches and insider threats. These important questions for your planning team to consider will be answered by taking this [NEW online course, Cybersecurity Considerations for K-12 Schools and School Districts](#). This online course uses a visual format and interactive features such as learning activities and quizzes that help you: (1) Recognize the connection between school safety and cybersecurity; (2) Identify the evolving threats facing a school and school district networks and systems; (3) Prepare for possible cyber threats before, during, and after; and (4) Integrate cybersecurity with EOP development and planning. To learn about additional courses, click [here](#).

Fact Sheet Update: ELs & Homelessness

According to the [Office of English Language Acquisition](#) (OELA)'s, [English Learners and Homelessness Fact Sheet](#) there were 226,724 ELs who experienced homelessness during SY 2018–19 in U.S. public schools, including ELs enrolled in Bureau of Indian Education schools. While ELs made up 16% of the homeless student population, they made up only 10% of the total student population, making them overrepresented among students experiencing homelessness.

Digital Learning Resources

The [Office of English Language Acquisition](#) (OELA) joins the thousands of teachers and students around the globe celebrating the use of digital technology in education. Check out the resources below for ways to help students access and use technology for learning:

- [OELA: Technology Use with English Learners](#)
- [OELA Podcast: Engaging English Learners and Families through Distance Learning](#)
- [Office of Educational Technology \(OET\) Teacher Digital Learning Guide](#)
- [OET School Leader Digital Learning Guide](#)
- [OET Parent and Family Digital Learning Guide \(English\)](#)
- [OET Parent and Family Digital Learning Guide \(Spanish\)](#)
- [Region 15 Comprehensive Center at WestEd Webinar Series: Supporting Multilingual and EL Students During Distance Learning](#)

U.S. Central Earthquake Awareness Month Twitter Chat

The [REMS](#) TA Center recently collaborated with Brian Blake, the Associate Director for the Central U.S. Earthquake Consortium, for a live Twitter Chat about the critical work schools within the central U.S. would have to do to prepare and recover from earthquakes. This Twitter chat brought awareness to the planning efforts of schools and school districts to prepare for earthquakes and restore the school building and campus for learning after an earthquake and shared helpful resources to enhance future preparedness efforts. Find the Twitter Chat, #REMSChatWithAnExpert [here](#).

Planning for Family Reunification After an Emergency Event

In the context of emergency preparedness, family reunification means to reunite children with verified and authorized family members, caregivers, and guardians after a critical and often highly stressful incident (e.g., a fire, a natural disaster, a school bus accident, a situation involving weapons or violence at school) that disrupts the school day and prompts the need for a school dismissal to protect the school community. The Family Reunification Annex is one of 10 recommended functional annexes that a school emergency operations plan should contain, according to the [Guide for Developing High-Quality School Emergency Operations Plans](#). The [REMS](#) TA Center is pleased to announce a [NEW fact sheet and Virtual Training by Request \(VTBR\)](#) on this important topic.

Implementing the National Incident Management System

The [National Incident Management System](#) (NIMS) offers a systematic approach to collaborating with community partners before, during, and after emergency events to protect against, mitigate, respond to, and recover from threats and hazards that impact the community. NIMS offers common procedures, standards, principles, processes, and terminology that can be integrated into school EOPs to support school safety, security, emergency management, and preparedness. It is applicable to all types of emergency incidents, and all types of schools and education agencies can implement NIMS. To support education agencies in NIMS implementation, the [REMS](#) TA Center has developed a NEW fact sheet: [Implementing the National Incident Management System \(NIMS\): Practitioner-Oriented Strategies for Education Agencies](#). This fact sheet provides an overview of NIMS, describes how NIMS fits into school safety planning, offers six practitioner-oriented strategies around NIMS implementation, and highlights key-related resources.

IES Announces the New Regional Educational Laboratory Central

IES is announcing the award of the Regional Educational Laboratory (REL) Central contract to Mathematica. RELs work in partnership with educators and education stakeholders to bridge research, policy, and practice in education. REL Central will join the eight other REL contracts that began earlier this year. [Learn more about the REL program on the IES website](#). For more information about the REL program, email NCEE.feedback@ed.gov.

Taking Action as an Evidence-Informed Educator

On **March 10th from 7:00-8:00 pm ET**, the [Center for Research Use at the University of Delaware](#), supported by the Department's [Institute of Education Sciences](#), will offer its final virtual session on Research for Practice. The series is designed for principals, assistant principals, teachers, instructional coaches, curriculum directors, district research leaders, assistant superintendents, and professional development coaches. For more information, visit [this link](#).

Opportunities and Challenges in Supporting and Growing the Tribal Early Childhood Workforce

Please join this Administration for Children and Families (ACF) for a webinar on **Monday, March 14, 2022, at 2:30 pm ET** to learn about approaches to supporting, growing, and strengthening the early childhood workforce in tribal communities. During this webinar, participants will hear an overview of issues related to supporting and strengthening the early childhood workforce in tribal communities, followed by a panel highlighting innovations and promising practices implemented in tribal communities. Participants will then learn more about and discuss highlighted strategies with peers and hear about resources they can use in their communities and programs. This webinar is part of a series of webinars on topics related to the implementation and coordination of early childhood programs in American Indian and Alaska Native (AIAN) communities. Find [resources and recordings](#) from the webinar series and register for this event [here](#).

<March & April Application Deadlines> IES Research Methods Training Workshop Opportunities

The [Institute of Education Sciences](#) (IES) is funding four research methods training programs holding workshops this summer. These workshops support the training of current education researchers to expand and upgrade their methodological skills. Participants include individuals located in colleges and universities, state and local education agencies, education-focused organizations, and companies that have developed and deployed education-related products and services. The four training workshops include the following:

- [Cluster-Randomized Trials](#) (June 20-30, 2022): This program provides training on rigorous evaluations of the impact of education interventions, including planning, implementing, and analyzing data for cluster-randomized trials randomized experiments. The workshop will be held June 20-30. **Applications are due by March 18.**
- [Economic Analysis](#) (July 6-8; July 11-15, 2022): This program will hold two workshops. The first is a 3-day training (July 6-8) designed for state and local analysts who support significant policy decisions and the allocation of educational resources within and across districts. The second is a 5-day training (July 11-15) designed for education researchers undertaking or planning to undertake cost-effectiveness and benefit-cost analyses in education. **Applications are due by noon on March 31.**
- [Meta-analysis](#) (July 24-30, 2022): This program will train researchers in state-of-the-art meta-analytic techniques. The workshop will be held July 24 -30. **Applications are due by March 31.**
- [Evidence-based Intervention Training for Education](#) (June 21-24, 2022): This program trains teams (2-6 people) working together on the use of evidence-based interventions in school/educational settings. The teams may come from the same school or district and include research partners. The training will be held June 21-24, with follow-up coaching provided during the academic year. **Applications are due by April 15.**

[Due April 25, 2022] National TA Center to Support Implementation and Scaling Up of Evidence-based Practices

The Office of Special Education Programs (OSEP) announced a new competition for the National TA center to Support the Implementation and Scaling Up of Evidence-based Practices (84.326K) via the [Federal Register Notice Inviting Applications](#). The [application is available at GRANTS.GOV](#). Please find [an application abstract \(PDF\)](#) and [a webinar on the application process](#). See additional detailed application information here: [Applicant Information -- Special Education-- Technical Assistance and Dissemination \(CFDA 84.326\)](#). You'll also find additional new discretionary grant applications and informational webinars here: [Informational Webinars for OSEP Funding Opportunities | OSEP Ideas That Work](#). Please contact Jennifer Coffey - Jennifer.Coffey@ed.gov; 202-245-6673 with any questions.

--
Thank you for reviewing the resource roundup this week. If you have updates to share, please submit them to Elisabeth Lembo (elisabeth.lembo@ed.gov) by COB each Friday.

Be well,
Danielle



Danielle Smith (she/her/hers)
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Phone: (202) 453-5546
Email: Danielle.Smith2@ed.gov

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Augustus Mays

From: Augustus Mays
Sent: Tuesday, March 15, 2022 10:18 AM
To: Smith, Danielle
Subject: Re: Question regarding EAC competition

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Hi Danielle,

I just wanted to follow up with you on my question below. We haven't heard back yet from the folks on your team running the EAC competition mailbox and were wondering when we might get a response from them on this issue. As you can imagine, we're trying to figure out our staffing/leadership structures within our proposal bids and we want to be sure we're doing it appropriately according to what is required under this NIA.

Any update you can provide me on this would be greatly appreciated.

Best,
Augustus

On Tue, Mar 8, 2022 at 9:13 AM Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

Hi Augustus,

Acknowledging receipt and forwarding your question to the EAC Competition mailbox for response.

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 8, 2022 7:30 AM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Question regarding EAC competition

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Good morning, Rebekka. I hope this email finds you well and enjoying a great start to your Tuesday.

I'm reaching out today to ask you a quick question regarding the Equity Assistance Center competition. My team and I recently reviewed the NIA and were looking for the FTE requirement for the director role but did not see it anywhere mentioned in the NIA document. Is a director of an EAC required to be 100% FTE to that role? Some of the folks on our team believe that to be the case but can't point to any guidance or regulation validating that fact. Any light you can shed on this issue for us would be greatly appreciated.

Thanks so much!

Augustus

--

Augustus Mays
Director of Government Relations, WestEd
1140 3rd Street, NE, Ste 360 | Washington, DC 20002
office:[202.471.2468](tel:202.471.2468) | email: amays@wested.org

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From:
To: OESE.EACcompetition
Cc: Keohane, Bryan
Subject: FW: Question regarding EAC competition

Hi Team,

Forwarding this message. For these questions that we already have answers to, can we please plan to respond this week? We may also want to include a message to reference the website for additional information once we've posted the webinar.

For this question, something to the effect of:

Thank you for your question regarding the FY2022 Equity Assistance Centers grant competition. In regards to your question, "Is a director of an EAC required to be 100% FTE to that role?", please reference the program regulations 34 CFR § 270.30(a)(2) that indicates that a recipient of a grant must have a full-time project director.

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 15, 2022 10:18 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Re: Question regarding EAC competition

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Hi Danielle,

I just wanted to follow up with you on my question below. We haven't heard back yet from the folks on your team running the EAC competition mailbox and were wondering when we might get a response from them on this issue. As you can imagine, we're trying to figure out our staffing/leadership structures within our proposal bids and we want to be sure we're doing it appropriately according to what is required under this NIA.

Any update you can provide me on this would be greatly appreciated.

Best,
Augustus

On Tue, Mar 8, 2022 at 9:13 AM Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

Hi Augustus,

Acknowledging receipt and forwarding your question to the EAC Competition mailbox for response.

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 8, 2022 7:30 AM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Question regarding EAC competition

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Good morning, Rebekka. I hope this email finds you well and enjoying a great start to your Tuesday.

I'm reaching out today to ask you a quick question regarding the Equity Assistance Center competition. My team and I recently reviewed the NIA and were looking for the FTE requirement for the director role but did not see it anywhere mentioned in the NIA document. Is a director of an EAC required to be 100% FTE to that role? Some of the folks on our team believe that to be the case but can't point to any guidance or regulation validating that fact. Any light you can shed on this issue for us would be greatly appreciated.

Thanks so much!

Augustus

--

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Smith, Danielle

From: Smith, Danielle
Sent: Tuesday, March 15, 2022 11:05 AM
To: OESE.EACcompetition
Cc: Keohane, Bryan
Subject: FW: Question regarding EAC competition

Hi Team,

(b)(5)

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 15, 2022 10:18 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Re: Question regarding EAC competition

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Hi Danielle,

(b)(5)

Any update you can provide me on this would be greatly appreciated.

Best,
Augustus

On Tue, Mar 8, 2022 at 9:13 AM Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

Hi Augustus,

Acknowledging receipt and forwarding your question to the EAC Competition mailbox for response.

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To: Meyer, Rebekka <rebekka.meyer@ed.gov>
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Good morning, Rebekka, I hope this email finds you well and enjoying a great start to your Tuesday.

I'm reaching out today to ask you a quick question regarding the Equity Assistance Center competition. My team and I recently reviewed the NIA and were looking for the FTE requirement for the director role but did not see it anywhere mentioned in the NIA document. Is a director of an EAC required to be 100% FTE to that role? Some of the folks on our team believe that to be the case but can't point to any guidance or regulation validating that fact. Any light you can shed on this issue for us would be greatly appreciated.

Thanks so much!

Augustus

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Smith, Danielle

From: Smith, Danielle
Sent: Tuesday, March 15, 2022 1:23 PM
To: Keohane, Bryan; OESE.EACcompetition
Cc: Meyer, Rebekka; Almquist, An
Subject: RE: Question regarding EAC competition

Thank you, Team, for helping us ensure we're being responsive and timely!

Please let me know how I can support.

Danielle

From: Keohane, Bryan <Bryan.Keohane@ed.gov>
Sent: Tuesday, March 15, 2022 1:20 PM
To: Smith, Danielle <Danielle.Smith2@ed.gov>; OESE.EACcompetition <OESE.EACcompetition@ed.gov>
Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; Almquist, An <An.Almquist@ed.gov>
Subject: RE: Question regarding EAC competition

Danielle,

Thanks for this suggested language. The team is on it to help move answers to these questions along, including escalating to OGC, if needed.

-Bryan

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Tuesday, March 15, 2022 11:05 AM
To: OESE.EACcompetition <OESE.EACcompetition@ed.gov>
Cc: Keohane, Bryan <Bryan.Keohane@ed.gov>
Subject: FW: Question regarding EAC competition

Hi Team,

(b)(5)

(b)(5)

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 15, 2022 10:18 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Re: Question regarding EAC competition

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Hi Danielle,

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Any update you can provide me on this would be greatly appreciated.

Best,
Augustus

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(b)(5)

(b)(5)

Augustus

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OESE.EACcompetition

From: OESE.EACcompetition
Sent: Thursday, March 17, 2022 5:18 PM
To: Smith, Danielle; Keohane, Bryan
Subject: RE: Question regarding EAC competition

Test email (from Danielle)

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Tuesday, March 15, 2022 1:23 PM
To: Keohane, Bryan <Bryan.Keohane@ed.gov>; OESE.EACcompetition <OESE.EACcompetition@ed.gov>
Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; Almquist, An <An.Almquist@ed.gov>
Subject: RE: Question regarding EAC competition

Thank you, Team, for helping us ensure we're being responsive and timely!

Please let me know how I can support.

Danielle

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Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; Almquist, An <An.Almquist@ed.gov>
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Cc: Keohane, Bryan <Bryan.Keohane@ed.gov>
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Hi Team,

Forwarding this message. For these questions that we already have answers to, can we please plan to respond this week? We may also want to include a message to reference the website for additional information once we've posted the webinar.

For this question, something to the effect of:

Thank you for your question regarding the FY2022 Equity Assistance Centers grant competition. In regards to your

(b)(5)

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 15, 2022 10:18 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
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Hi Danielle,

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Any update you can provide me on this would be greatly appreciated.

Best,
Augustus

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Hi Augustus,

Acknowledging receipt and forwarding your question to the EAC Competition mailbox for response.

Danielle

From: Augustus Mays <amays@wested.org>
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To: Meyer, Rebekka <rebekka.meyer@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Question regarding EAC competition

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Good morning, Rebekka. I hope this email finds you well and enjoying a great start to your Tuesday.

I'm reaching out today to ask you a quick question regarding the Equity Assistance Center competition. My team and I recently reviewed the NIA and were looking for the FTE requirement for the director role but did not see it anywhere mentioned in the NIA document. Is a director of an EAC required to be 100% FTE to that role? Some of the folks on our team believe that to be the case but can't point to any guidance or regulation validating that fact. Any light you can shed on this issue for us would be greatly appreciated.

Thanks so much!

Augustus

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Smith, Danielle

From: Smith, Danielle
Sent: Monday, March 21, 2022 2:33 PM
To: Keohane, Bryan
Subject: RE: Question regarding EAC competition

Hi Bryan,

This is definitely an OGC question. (b)(5)

(b)(5)

Danielle

Adina and Daniel,

We would like to request your review on a new competition question we received below regarding the FTE requirement for the EAC Directors.

"Can an applicant bid co-directors for a particular region totaling 1 FTE? We've used this staffing model on other federally funded TA centers (e.g., the Comprehensive Centers) and wondered if that approach is permitted under this competition."

While it is true that we have allowed co-Directors in other programs, that allowance was typically explicitly stated in the NFP/NIA for those competitions.

Are we correct in assuming that our current regulations do not contemplate (and therefore do not permit) two co-directors?

Proposed response:

"For this competition, the program regulation requirement must be met with a full-time project director."

Thank you,

From: Augustus Mays <amays@wested.org>
Sent: Friday, March 18, 2022 10:03 PM
To: OESE.EACcompetition <OESE.EACcompetition@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>

Subject: Re: Question regarding EAC competition

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?

?Thank you so much for this helpful response.

I wonder if you could answer one more question related to the FTE requirement for the project director role. Can an applicant bid co-directors for a particular region totaling 1 FTE? We've used this staffing model on other federally funded TA centers (e.g., the Comprehensive Centers) and wondered if that approach is permitted under this competition.

Thanks again for your time and consideration in responding to our questions. It's very much appreciated.

Have a great weekend!

Augustus

On Mar 18, 2022, at 8:44 PM, OESE.EACcompetition <OESE.EACcompetition@ed.gov> wrote:

?

Dear Augustus:

Thank you for submitting your question, "Is a director of an EAC required to be 100% FTE to that role?" We appreciate your patience as we seek to provide a helpful response.

As outlined in the program regulations, Subpart D, recipients of a grant must have a full-time project director ([34 CFR 270](#)). Specifically, it states the following:

[Subpart D - What Conditions Must I Meet after I Receive a Grant?](#)

[§ 270.30 What conditions must be met by a recipient of a grant?](#)

(a) A recipient of a grant under this part must:

- (1) Operate an EAC in the geographic region to be served; and
- (2) Have a full-time project director.

Additionally, there is an informational [applicant webinar](#) posted on our website that may provide information of use to you. This recording includes the following information: the background of the program, the application scoring elements and corresponding rubric, helpful considerations for applicants to include in their application, budget planning information, required submission forms, and helpful suggestions about completing the [Grants.gov application package](#).

We plan to post additional information and resources as needed in response to applicant questions throughout the competition process.

Thank you for your interest in the Equity Assistance Centers program. We will share additional information with you as it becomes available.

Sincerely,
The Office of Program and Grantee Support Services Team

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 8, 2022 9:38 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; OESE.EACcompetition <OESE.EACcompetition@ed.gov>
Subject: Re: Question regarding EAC competition

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Thanks, Danielle. Much appreciated!

On Tue, Mar 8, 2022 at 9:13 AM Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

Hi Augustus,

Acknowledging receipt and forwarding your question to the EAC Competition mailbox for response.

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 8, 2022 7:30 AM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Question regarding EAC competition

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning, Rebekka. I hope this email finds you well and enjoying a great start to your Tuesday.

I'm reaching out today to ask you a quick question regarding the Equity Assistance Center competition. My team and I recently reviewed the NIA and were looking for the FTE requirement for the director role but did not see it anywhere mentioned in the NIA document. Is a director of an EAC required to be 100% FTE to that role? Some of the folks on our team believe that to be the case but can't point to any guidance or regulation validating that fact. Any light you can shed on this issue for us would be greatly appreciated.

Thanks so much!

Augustus

--

Augustus Mays
Director of Government Relations, WestEd
1140 3rd Street, NE, Ste 360 | Washington, DC 20002

office: [202.471.2468](tel:202.471.2468) | email: amays@wested.org

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Keohane, Bryan

From: Keohane, Bryan
Sent: Monday, March 21, 2022 3:58 PM
To: Smith, Danielle
Subject: RE: Question regarding EAC competition

Hi Danielle,

Thanks and agreed. I'll check with OGC if they are available to join on a recurring basis any part of our regular weekly EAC check-in. That will certainly help!

-Bryan

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Monday, March 21, 2022 2:33 PM
To: Keohane, Bryan <Bryan.Keohane@ed.gov>
Subject: RE: Question regarding EAC competition

Hi Bryan,

This is definitely an OGC question (b)(5)

(b)(5)

Danielle

Adina and Daniel,

We would like to request your review on a new competition question we received below regarding the FTE requirement for the EAC Directors.

"Can an applicant bid co-directors for a particular region totaling 1 FTE? We've used this staffing model on other federally funded TA centers (e.g., the Comprehensive Centers) and wondered if that approach is permitted under this competition."

While it is true that we have allowed co-Directors in other programs, that allowance was typically explicitly stated in the NFP/NIA for those competitions.

Are we correct in assuming that our current regulations do not contemplate (and therefore do not permit) two co-directors?

Proposed response:

"For this competition, the program regulation requirement must be met with a full-time project director."

Thank you,

From: Augustus Mays <amays@wested.org>
Sent: Friday, March 18, 2022 10:03 PM
To: OESE.EACcompetition <OESE.EACcompetition@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>
Subject: Re: Question regarding EAC competition

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?

?Thank you so much for this helpful response.

I wonder if you could answer one more question related to the FTE requirement for the project director role. Can an applicant bid co-directors for a particular region totaling 1 FTE? We've used this staffing model on other federally funded TA centers (e.g., the Comprehensive Centers) and wondered if that approach is permitted under this competition.

Thanks again for your time and consideration in responding to our questions. It's very much appreciated.

Have a great weekend!

Augustus

On Mar 18, 2022, at 8:44 PM, OESE.EACcompetition <OESE.EACcompetition@ed.gov> wrote:

?

Dear Augustus:

Thank you for submitting your question, "Is a director of an EAC required to be 100% FTE to that role?" We appreciate your patience as we seek to provide a helpful response.

As outlined in the program regulations, Subpart D, recipients of a grant must have a full-time project director ([34 CFR 270](#)). Specifically, it states the following:

[Subpart D - What Conditions Must I Meet after I Receive a Grant?](#)

[§ 270.30 What conditions must be met by a recipient of a grant?](#)

(a) A recipient of a grant under this part must:

- (1) Operate an EAC in the geographic region to be served; and
- (2) Have a full-time project director.

Additionally, there is an informational [applicant webinar](#) posted on our website that may provide information of use to you. This recording includes the following information: the background of

the program, the application scoring elements and corresponding rubric, helpful considerations for applicants to include in their application, budget planning information, required submission forms, and helpful suggestions about completing the [Grants.gov application package](#).

We plan to post additional information and resources as needed in response to applicant questions throughout the competition process.

Thank you for your interest in the Equity Assistance Centers program. We will share additional information with you as it becomes available.

Sincerely,
The Office of Program and Grantee Support Services Team

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 8, 2022 9:38 AM
To: Smith, Danielle <Danielle.Smith2@ed.gov>
Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; OESE.EACcompetition <OESE.EACcompetition@ed.gov>
Subject: Re: Question regarding EAC competition

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Thanks, Danielle. Much appreciated!

On Tue, Mar 8, 2022 at 9:13 AM Smith, Danielle <Danielle.Smith2@ed.gov> wrote:

Hi Augustus,

Acknowledging receipt and forwarding your question to the EAC Competition mailbox for response.

Danielle

From: Augustus Mays <amays@wested.org>
Sent: Tuesday, March 8, 2022 7:30 AM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: Question regarding EAC competition

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Good morning, Rebekka. I hope this email finds you well and enjoying a great start to your Tuesday.

I'm reaching out today to ask you a quick question regarding the Equity Assistance Center competition. My team and I recently reviewed the NIA and were looking for the FTE requirement for the director role but did not see it anywhere mentioned in the NIA document. Is a director of an EAC required to be 100% FTE to that role? Some of the folks on our team believe that to be the case but can't point to any guidance or regulation validating that fact. Any light you can shed on this issue for us would be greatly appreciated.

Thanks so much!

Augustus

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Allan Porowski

From: Allan Porowski
Sent: Thursday, May 12, 2022 3:10 PM
To: sbarzee@wested.org
Cc: Smith, Danielle; Comp Centers Eval
Subject: Identifying Respondents for the Comprehensive Center TA Recipient Survey
Attachments: R2 Y2 ASP.xlsx; CC National Evaluation Letter from the Director.pdf

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Sarah,

I hope this email finds you well. I am writing to you on behalf of Abt Associates, a policy research firm. Abt Associates is currently working with the U.S. Department of Education to conduct the Congressionally-mandated National Evaluation of the 2019 Comprehensive Center Program Grantees. Title II, Sec. 203 of the Educational Technical Assistance Act (ETAA) mandates that results of the national evaluation of the Comprehensive Centers (CCs) be reported to Congress. You should have previously received an email from Danielle Smith about this effort.

For this evaluation, Abt Associates will be conducting a Comprehensive Center Technical Assistance (TA) Recipient Survey. The survey will help the Department of Education learn about the problems that the CCs are addressing, the services that they are providing to address these problems, and successes and challenges related to the program structure in the current cycle.

We are reaching out to request your help in collecting contact information for the Comprehensive Center TA Recipient Survey. The survey will focus on CC projects that were active in Year 2 of the cycle, which overlaps with the 2020-21 school year. The survey will be sent to the primary contact at the relevant State Education Agency or Local Education Agency (school district) for each project. To minimize conflicts with any data collection efforts your CC may be planning, we plan to field our survey in late May 2022.

We ask that you please share contact information (phone and e-mail) for the primary contact in each state for each of your CC's projects that were active in Year 2. We have attached a template email that you can use to confirm information with the primary contact as needed.

Please use the attached Excel file to compile contact information from your project's primary contacts and return it to us via our online file transfer utility system, MOVEit. We pre-filled the project names in the Excel file based on the final Year 2 Annual Service Plan documents you submitted to the Department of Education. If any project information that is pre-filled in this template is incorrect or missing, we appreciate any corrections. You should receive an email from our IT Team shortly with information about how to log in to MOVEit (this should come from moveit@abtassoc.com). Please upload the file to the **[RC 2] folder**. You can do this by clicking the "Folders" icon on the lefthand side of the window in MOVEit, clicking the hyperlink for the **[RC 2] folder**, and then clicking "upload files".

Please upload the completed Excel file by May 26 and reply to this email when the upload is complete. Please do NOT attach the completed Excel sheet to your email.

Please don't hesitate to reach out with any questions!

Thank you for your help with this data collection effort. We recognize it may be a busy time of year for you and greatly appreciate your assistance. We will be in touch in a few weeks to schedule a 60-minute interview with you.

Best,
Allan Porowski
Study Director

Allan Porowski | Principal Associate | Abt Associates
6130 Executive Boulevard | Rockville, Maryland 20852
O: 301-634-1765 | Allan_Porowski@abtassoc.com | www.abtassociates.com



To: [Survey Recipient]
From: [CC Director]
CC: Danielle Smith Danielle.Smith2@ed.gov; compcenterseval@abtassoc.com
Attach: letter from Danielle Smith (see attachment above)
Subject: Nomination to participate in a survey for the National Evaluation of the Comprehensive Centers

Dear [Potential Survey Respondent],

I nominated you to participate in a survey for the [National Evaluation of the Comprehensive Centers](#). This Congressionally-mandated evaluation is designed to help the U.S. Department of Education to better understand the educational problems that Comprehensive Centers aim to address, what services they provide, and to what extent they are improving agency capacity.

Research firms Abt Associates and AnLar are conducting the evaluation and administering the survey. The project study team will send you the survey in late May. The results of this survey will be reported to Congress with other findings from the evaluation and can help inform future improvements to Comprehensive Centers.

We would like to confirm your contact information:

- Preferred e-mail address: [e-mail on file]
- Phone: [phone number on file]

If this is incorrect, please let us know so we can ensure the survey gets to you. Please don't hesitate to reach out if you have questions.

Thank you for your consideration,
[CC Director]

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UNITED STATES DEPARTMENT OF EDUCATION

May 11, 2022

Dear Comprehensive Center Directors,

I am writing to request your assistance with the Congressionally mandated study we are conducting on the implementation of the Comprehensive Centers program. In partnership with Abt Associates, we are collecting surveys from Comprehensive Center stakeholders and conducting interviews with Center Directors to better understand the implementation of the program from 2019-present.

You will receive an email from Abt Associates asking you to assist with a survey in May 2022 and participate in an interview in June-July 2022. The study aims to provide the Institute of Education Sciences (IES) of the U.S. Department of Education with information about assistance and services your Center offers, challenges and successes in implementing your program, technical assistance recipients you serve, and your partnership with your Regional Educational Laboratory. Findings will help us improve the program.

Thank you for your cooperation with this effort. If you have any questions about the study, please contact Allan Porowski, study director, at Allan_Porowski@abtassoc.com or (301) 634-1765.

Sincerely,

(b)(6)

Danielle Smith
Director, Office of Program and Grantee
Support Services
U.S. Department of Education

Cc: Chris Boccanfuso, Branch Chief, Regional Educational Lab Program
Allan Porowski, Study Director, Principal Associate, Abt Associates



Abt

**BOLD
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DRIVING
REAL-WORLD
IMPACT**

Project ID	Title	Contact_First_Name	Contact_Last_Name	Contact_Email	Contact_Phone_Number	State(s)	Multistate	Center_Name
2019-82-i-0006	Supporting Connecticut in Developing a Statewide Social and Emotional Learning Framework					CT	CT	Region 2
2019-82-i-0007	Collaborating with Connecticut to Develop a Framework for District System Health					CT	CT	Region 2
2020-82-i-0012	Supporting Educator Diversity Efforts in Connecticut					CT	CT	Region 2
2019-82-i-0002	Strengthening Culturally Responsive and Sustaining Education in New York					NY	NY	Region 2
2019-82-i-0003	Supporting Implementation of the New York State (NYS) K-12 Computer Science and Digital Fluency Standards					NY	NY	Region 2
2020-82-i-0008	Supporting New York with Revising High School Graduation Measures					NY	NY	Region 2
2020-82-i-0015	Engaging Stakeholders to Inform New York State Education Department Regulations Regarding the Process to					NY	NY	Region 2
2019-82-i-0005	Collaborating with Rhode Island to Support Diverse and Culturally Responsive-Sustaining Educators in the State					RI	RI	Region 2
2020-82-i-0009	Assisting Rhode Island with the Implementation of the New Site-Based Management System					RI	RI	Region 2
2020-82-i-0010	Supporting Rhode Island with the Development of a New District Accountability System					RI	RI	Region 2
2020-82-i-0011	Rhode Island Blueprint for Multilingual Learner Success					RI	RI	Region 2
2020-82-i-0014	Strengthening Coherence Around RI's Blueprints for Success					RI	RI	Region 2
2020-82-T-0003	Supporting Region 2 States with COVID-19 Challenges					CT	CT, NY, RI	Region 2
2020-82-T-0002	Supporting Region 2 States with COVID-19 Challenges					NY	CT, NY, RI	Region 2
2020-82-T-0001	Supporting Region 2 States with COVID-19 Challenges					RI	CT, NY, RI	Region 2
2020-82-T-0002	Supporting CT and RI in Developing a Process to Conduct Resource Allocation Review (RAR)					CT	CT, RI	Region 2

Alabama	AL
Alaska	AK
American Samoa	AS
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Federated States of Micronesia	FSM
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Marshall Islands	MH
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Northern Mariana Islands	MP
Ohio	OH
Oklahoma	OK
Oregon	OR
Palau	PW
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI

South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virgin Islands	VI
Virginia	VA
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY
Bureau of Indian Education	BIE
Universal (National Center)	All (NC only)

Open

Closed

Open	Emerging	Implementing approved ESEA consolidated state plans
Closed	Implementing	Implementing and scaling EBPs, practices, interventions (Title I, CSI, TSI)
	Sustaining	Implementing and scaling EBPs, practices, (rural)
		Corrective actions from audit findings and monitorings
		Identify trends & best practices, cost-effective strategies (w/ NC)

N/A

Promoting effective instruction in classrooms and schools

Empowering families and individuals to choose a high-quality education to meet their unique needs

Promoting science, technology, engineering, or math (STEM) education w/ comp. science emphasis

Human capacity Universal
Organizational capacity Targeted
Policy capacity Intensive
Resource capacity

Accountability & Assessment

Achievement Gaps
Classroom-Based Assessment
Data Use
Formative Assessment
Student Outcome Measures

College & Career Readiness

Career & Technical Education (CTE)
Dropout Prevention
Dual Enrollment/Dual Credit
Graduation
Pre-college Preparation
Work-based Learning

Curriculum & Instruction

Curriculum & Development
Literacy
Resource Use
Standards Alignment
STEM + Computer Science

Diverse Learners

American Indian/Alaska Native
Asian Students
Black Students
English Learners
Hispanic/Latino Students
Low Income Students
Pacific Islanders/ Native Hawaiian
Students w/ Disabilities

Early Learning

Kindergarten Readiness

Educational Equity

Planning, Evaluation & Management

Communication
Compliance Monitoring
Family & Community Engagement
Financial Management
Needs Assessment
Program Development & Implementation
Program Evaluation
Stakeholder Engagement
Strategic Planning

Policy & Legislation

Annual
Multi-year

- Local Education Agencies (LEA)
- Every Student Succeeds Act (ESSA)
- Federal Policy
- Policy Development
- State Education Agencies (SEA)

Return to School

Schools & Classrooms

- Instructional Technology
- School Choice
- School Climate
- School Improvement

Social-Emotional & Behavioral Learning

- Adverse Childhood Experiences (ACEs)
- Holistic Student Support
- Wrap-around Services

Teachers & Leaders

- Certification & Licensure
- Educator Evaluation
- Educator Preparation
- Leadership
- Professional Development
- Recruitment & Retention

Teaching & Learning

- Culturally-Responsive Practice
- Evidence-Based Practice
- Individualized Learning
- Multi-Tiered Systems of Support (MTSS)
- Online/Distance Learning
- Rural Education
- Special Education
- Student Engagement

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R19
NC

Region I: Center for Ed. Equity-EAC
Region II: EAC-South
Region III: Midwest & Plains EAC
Region IV: Western Educational EAC
National Student Attendance, Engagement and Success Center (NSAES)
Center to Improve Social and Emotional Learning and School Safety (SEL Center)
National Center on Safe Supportive Learning Environments (NCSSLE)
The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
Readiness and Emergency Management for Schools TA Center (REMS TA)
The Title IV, Part A Center (T4PA Center)
The National Center for Homeless Education (NCHE)
The Neglected or Delinquent Education TA Center (NDTAC)
Youth for Youth (Y4Y): Online Professional Learning and TA for 21st CCLC
National Charter Schools Resource Center (NCSRC)
REL Appalachia
REL Central
REL Mid-Atlantic
REL Midwest
REL Northeast and Islands
REL Northwest
REL Pacific
REL Southeast
REL Southwest
REL West
State Longitudinal Data Systems State Support Team
National Clearinghouse for English Language Acquisition
Center for Appropriate Dispute Resolution in Special Education (CADRE)
Center on Positive Behavioral Interventions and Supports (PBIS)
Early Childhood Technical Assistance Center (ECTA)
Literacy for Leaders (L4L)
National Center for Pyramid Model Innovations (NCPMI)
National Center for Systemic Improvement (NCSI)
National Center on Deaf-Blindness (NCDB)
National Center on Educational Outcomes (NCEO)
National Center on Intensive Intervention (NCII)
National Deaf Center (NDC)
National Technical Assistance Center on Transition (NTACT)
PROGRESS Center

State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)
TIES Center
Center for Parent Information and Resources (CPIR)
Community Parent and Resource Centers (CPRCs)
Parent Training and Information Centers (PTIs)
Regional Parent Technical Assistance Centers (RPTACs)
Center for IDEA Fiscal Reporting (CIFR)
Center on Inclusive Software for Learning (CISL)
Center on Technology Systems in Local Education Agencies/ Center on Inclusive Technology and Education System
CEEDAR Center
DIAGRAM Center
Early Childhood Personnel Center (ECPC)
Early Childhood STEM Center(STEMIE)
IDEA Data Center (IDC)
IRIS Center
National Center on Accessible Educational Materials (AEM)
National Center on Improving Literacy (NCIL)
National Instructional Materials Access Center (NIMAC)
The Center for IDEA Early Childhood Data Systems (DaSy)
The Center for the Integration of IDEA Data (CIID)
Other (please specify):

15 (CITES)

Allan Porowski

From: Allan Porowski
Sent: Thursday, May 12, 2022 3:25 PM
To: Marie Mancuso (mmancus@wested.org)
Cc: Smith, Danielle; Comp Centers Eval
Subject: Identifying Respondents for the Comprehensive Center TA Recipient Survey
Attachments: R13 Y2 ASP.xlsx; CC National Evaluation Letter from the Director.pdf

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Marie,

I hope this email finds you well. I am writing to you on behalf of Abt Associates, a policy research firm. Abt Associates is currently working with the U.S. Department of Education to conduct the Congressionally-mandated National Evaluation of the 2019 Comprehensive Center Program Grantees. Title II, Sec. 203 of the Educational Technical Assistance Act (ETAA) mandates that results of the national evaluation of the Comprehensive Centers (CCs) be reported to Congress. You should have previously received an email from Danielle Smith about this effort.

For this evaluation, Abt Associates will be conducting a Comprehensive Center Technical Assistance (TA) Recipient Survey. The survey will help the Department of Education learn about the problems that the CCs are addressing, the services that they are providing to address these problems, and successes and challenges related to the program structure in the current cycle.

We are reaching out to request your help in collecting contact information for the Comprehensive Center TA Recipient Survey. The survey will focus on CC projects that were active in Year 2 of the cycle, which overlaps with the 2020-21 school year. The survey will be sent to the primary contact at the relevant State Education Agency or Local Education Agency (school district) for each project. To minimize conflicts with any data collection efforts your CC may be planning, we plan to field our survey in late May 2022.

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Please upload the completed Excel file by May 26 and reply to this email when the upload is complete. Please do NOT attach the completed Excel sheet to your email.

Please don't hesitate to reach out with any questions!

Thank you for your help with this data collection effort. We recognize it may be a busy time of year for you and greatly appreciate your assistance. We will be in touch in a few weeks to schedule a 60-minute interview with you.

Best,
Allan Porowski
Study Director

Allan Porowski | Principal Associate | Abt Associates
6130 Executive Boulevard | Rockville, Maryland 20852
O: 301-634-1765 | Allan_Porowski@abtassoc.com | www.abtassociates.com



To: [Survey Recipient]
From: [CC Director]
CC: Danielle Smith Danielle.Smith2@ed.gov; compcenterseval@abtassoc.com
Attach: letter from Danielle Smith (see attachment above)
Subject: Nomination to participate in a survey for the National Evaluation of the Comprehensive Centers

Dear [Potential Survey Respondent],

I nominated you to participate in a survey for the [National Evaluation of the Comprehensive Centers](#). This Congressionally-mandated evaluation is designed to help the U.S. Department of Education to better understand the educational problems that Comprehensive Centers aim to address, what services they provide, and to what extent they are improving agency capacity.

Research firms Abt Associates and AnLar are conducting the evaluation and administering the survey. The project study team will send you the survey in late May. The results of this survey will be reported to Congress with other findings from the evaluation and can help inform future improvements to Comprehensive Centers.

We would like to confirm your contact information:

- Preferred e-mail address: [e-mail on file]
- Phone: [phone number on file]

If this is incorrect, please let us know so we can ensure the survey gets to you. Please don't hesitate to reach out if you have questions.

Thank you for your consideration,
[CC Director]

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UNITED STATES DEPARTMENT OF EDUCATION

May 11, 2022

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Thank you for your cooperation with this effort. If you have any questions about the study, please contact Allan Porowski, study director, at Allan_Porowski@abtassoc.com or (301) 634-1765.

Sincerely,

(b)(6)

Danielle Smith
Director, Office of Program and Grantee
Support Services
U.S. Department of Education

Cc: Chris Boccanfuso, Branch Chief, Regional Educational Lab Program
Allan Porowski, Study Director, Principal Associate, Abt Associates

400 MARYLAND AVE., S.W., WASHINGTON, DC 20202
www.ed.gov

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Abt

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IMPACT**

Project ID	Title	Contact_First_Name	Contact_Last_Name	Contact_Email	Contact_Phone_Number	State	Center_Name
2019-813-0001	Bureau of Indian Education Executive Leadership					HI	Region 13
2019-813-0002	Bureau of Indian Education Standards, Assessment, & Accountability Implementation					HI	Region 13
2019-813-0003	Bureau of Indian Education Agency Every Student Succeeds Act (ESSA) Plan					HI	Region 13
2019-813-0005	Bureau of Indian Education's Principal Leadership Academy					HI	Region 13
2019-813-0008	New Mexico Community Schools					NM	Region 13
2019-813-0012	Oklahoma Early Literacy					OK	Region 13
2019-813-0013	Oklahoma Resource Allocation Review Planning					OK	Region 13
2020-813-0019	Supporting New Mexico Teachers of English Learners: Evidence-based Practices and Distance Learning					MN	Region 13
2020-813-0020	Bureau of Indian Education Federal Programs Organizational Management and Support					HI	Region 13
2020-813-0021	Bureau of Indian Education Strategic Performance Management					HI	Region 13
2020-813-0022	NM Budget Planning Process					NM	Region 13
2020-813-0023	Oklahoma Indian Education: Circles of Reflection					OK	Region 13
2020-813-0024	Oklahoma Network of Learning					OK	Region 13
2021-813-0023	Defining Programs of Excellence Oklahoma					OK	Region 13
2021-813-0026	New Mexico Principal Evaluation Task Force					NM	Region 13
2020-813-T-0001	Regional Support to Address Challenges Related to COVID-19					HI	Region 13
2020-813-T-0001	Regional Support to Address Challenges Related to COVID-19					NM	Region 13
2020-813-T-0001	Regional Support to Address Challenges Related to COVID-19					OK	Region 13

Alabama	AL
Alaska	AK
American Samoa	AS
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Federated States of Micronesia	FSM
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Marshall Islands	MH
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Northern Mariana Islands	MP
Ohio	OH
Oklahoma	OK
Oregon	OR
Palau	PW
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI

South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virgin Islands	VI
Virginia	VA
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY
Bureau of Indian Education	BIE
Universal (National Center)	All (NC only)

Open

Closed

Open	Emerging	Implementing approved ESEA consolidated state plans
Closed	Implementing	Implementing and scaling EBPs, practices, interventions (Title I, CSI, TSI)
	Sustaining	Implementing and scaling EBPs, practices, (rural)
		Corrective actions from audit findings and monitorings
		Identify trends & best practices, cost-effective strategies (w/ NC)

N/A

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Human capacity Universal
Organizational capacity Targeted
Policy capacity Intensive
Resource capacity

Accountability & Assessment

Achievement Gaps
Classroom-Based Assessment
Data Use
Formative Assessment
Student Outcome Measures

College & Career Readiness

Career & Technical Education (CTE)
Dropout Prevention
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STEM + Computer Science

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American Indian/Alaska Native
Asian Students
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Early Learning

Kindergarten Readiness

Educational Equity

Planning, Evaluation & Management

Communication
Compliance Monitoring
Family & Community Engagement
Financial Management
Needs Assessment
Program Development & Implementation
Program Evaluation
Stakeholder Engagement
Strategic Planning

Policy & Legislation

Annual
Multi-year

Local Education Agencies (LEA)
Every Student Succeeds Act (ESSA)
Federal Policy
Policy Development
State Education Agencies (SEA)

Return to School

Schools & Classrooms

Instructional Technology
School Choice
School Climate
School Improvement

Social-Emotional & Behavioral Learning

Adverse Childhood Experiences (ACEs)
Holistic Student Support
Wrap-around Services

Teachers & Leaders

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Educator Evaluation
Educator Preparation
Leadership
Professional Development
Recruitment & Retention

Teaching & Learning

Culturally-Responsive Practice
Evidence-Based Practice
Individualized Learning
Multi-Tiered Systems of Support (MTSS)
Online/Distance Learning
Rural Education
Special Education
Student Engagement

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Region I: Center for Ed. Equity-EAC
Region II: EAC-South
Region III: Midwest & Plains EAC
Region IV: Western Educational EAC
National Student Attendance, Engagement and Success Center (NSAES)
Center to Improve Social and Emotional Learning and School Safety (SEL Center)
National Center on Safe Supportive Learning Environments (NCSSLE)
The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
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The National Center for Homeless Education (NCHE)
The Neglected or Delinquent Education TA Center (NDTAC)
Youth for Youth (Y4Y): Online Professional Learning and TA for 21st CCLC
National Charter Schools Resource Center (NCSRC)
REL Appalachia
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REL Mid-Atlantic
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REL Northeast and Islands
REL Northwest
REL Pacific
REL Southeast
REL Southwest
REL West
State Longitudinal Data Systems State Support Team
National Clearinghouse for English Language Acquisition
Center for Appropriate Dispute Resolution in Special Education (CADRE)
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Early Childhood Technical Assistance Center (ECTA)
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National Deaf Center (NDC)
National Technical Assistance Center on Transition (NTACT)
PROGRESS Center

State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)

TIES Center

Center for Parent Information and Resources (CPIR)

Community Parent and Resource Centers (CPRCs)

Parent Training and Information Centers (PTIs)

Regional Parent Technical Assistance Centers (RPTACs)

Center for IDEA Fiscal Reporting (CIFR)

Center on Inclusive Software for Learning (CISL)

Center on Technology Systems in Local Education Agencies/ Center on Inclusive Technology and Education System

CEEDAR Center

DIAGRAM Center

Early Childhood Personnel Center (ECPC)

Early Childhood STEM Center(STEMIE)

IDEA Data Center (IDC)

IRIS Center

National Center on Accessible Educational Materials (AEM)

National Center on Improving Literacy (NCIL)

National Instructional Materials Access Center (NIMAC)

The Center for IDEA Early Childhood Data Systems (DaSy)

The Center for the Integration of IDEA Data (CIID)

Other (please specify):

15 (CITES)

Allan Porowski

From: Allan Porowski
Sent: Thursday, May 12, 2022 3:45 PM
To: Kandace Jones (kjones@wested.org); Kate Wright (kwright4@wested.org)
Cc: Smith, Danielle; Comp Centers Eval
Subject: Identifying Respondents for the Comprehensive Center TA Recipient Survey
Attachments: R15 Y2 ASP.xlsx; CC National Evaluation Letter from the Director.pdf

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Kandace and Kate,

I hope this email finds you well. I am writing to you on behalf of Abt Associates, a policy research firm. Abt Associates is currently working with the U.S. Department of Education to conduct the Congressionally-mandated National Evaluation of the 2019 Comprehensive Center Program Grantees. Title II, Sec. 203 of the Educational Technical Assistance Act (ETAA) mandates that results of the national evaluation of the Comprehensive Centers (CCs) be reported to Congress. You should have previously received an email from Danielle Smith about this effort.

For this evaluation, Abt Associates will be conducting a Comprehensive Center Technical Assistance (TA) Recipient Survey. The survey will help the Department of Education learn about the problems that the CCs are addressing, the services that they are providing to address these problems, and successes and challenges related to the program structure in the current cycle.

We are reaching out to request your help in collecting contact information for the Comprehensive Center TA Recipient Survey. The survey will focus on CC projects that were active in Year 2 of the cycle, which overlaps with the 2020-21 school year. The survey will be sent to the primary contact at the relevant State Education Agency or Local Education Agency (school district) for each project. To minimize conflicts with any data collection efforts your CC may be planning, we plan to field our survey in late May 2022.

We ask that you please share contact information (phone and e-mail) for the primary contact in each state for each of your CC's projects that were active in Year 2. We have attached a template email that you can use to confirm information with the primary contact as needed.

Please use the attached Excel file to compile contact information from your project's primary contacts and return it to us via our online file transfer utility system, MOVEit. We pre-filled the project names in the Excel file based on the final Year 2 Annual Service Plan documents you submitted to the Department of Education. If any project information that is pre-filled in this template is incorrect or missing, we appreciate any corrections. You should receive an email from our IT Team shortly with information about how to log in to MOVEit (this should come from moveit@abtassoc.com). Please upload the file to the **[RC 15] folder**. You can do this by clicking the "Folders" icon on the lefthand side of the window in MOVEit, clicking the hyperlink for the **[RC 15] folder**, and then clicking "upload files".

Please upload the completed Excel file by May 26 and reply to this email when the upload is complete. Please do NOT attach the completed Excel sheet to your email.

Please don't hesitate to reach out with any questions!

Thank you for your help with this data collection effort. We recognize it may be a busy time of year for you and greatly appreciate your assistance. We will be in touch in a few weeks to schedule a 60-minute interview with you.

Best,
Allan Porowski
Study Director

Allan Porowski | Principal Associate | Abt Associates
6130 Executive Boulevard | Rockville, Maryland 20852
O: 301-634-1765 | Allan_Porowski@abtassoc.com | www.abtassociates.com



To: [Survey Recipient]
From: [CC Director]
CC: Danielle Smith Danielle.Smith2@ed.gov; compcenterseval@abtassoc.com
Attach: letter from Danielle Smith (see attachment above)
Subject: Nomination to participate in a survey for the National Evaluation of the Comprehensive Centers

Dear [Potential Survey Respondent],

I nominated you to participate in a survey for the [National Evaluation of the Comprehensive Centers](#). This Congressionally-mandated evaluation is designed to help the U.S. Department of Education to better understand the educational problems that Comprehensive Centers aim to address, what services they provide, and to what extent they are improving agency capacity.

Research firms Abt Associates and AnLar are conducting the evaluation and administering the survey. The project study team will send you the survey in late May. The results of this survey will be reported to Congress with other findings from the evaluation and can help inform future improvements to Comprehensive Centers.

We would like to confirm your contact information:

- Preferred e-mail address: [e-mail on file]
- Phone: [phone number on file]

If this is incorrect, please let us know so we can ensure the survey gets to you. Please don't hesitate to reach out if you have questions.

Thank you for your consideration,
[CC Director]

This message may contain privileged and confidential information intended solely for the addressee. Please do not read, disseminate or copy it unless you are the intended recipient. If this message has been received in error, we kindly ask that you notify the sender immediately by return email and delete all copies of the message from your system.



UNITED STATES DEPARTMENT OF EDUCATION

May 11, 2022

Dear Comprehensive Center Directors,

I am writing to request your assistance with the Congressionally mandated study we are conducting on the implementation of the Comprehensive Centers program. In partnership with Abt Associates, we are collecting surveys from Comprehensive Center stakeholders and conducting interviews with Center Directors to better understand the implementation of the program from 2019-present.

You will receive an email from Abt Associates asking you to assist with a survey in May 2022 and participate in an interview in June-July 2022. The study aims to provide the Institute of Education Sciences (IES) of the U.S. Department of Education with information about assistance and services your Center offers, challenges and successes in implementing your program, technical assistance recipients you serve, and your partnership with your Regional Educational Laboratory. Findings will help us improve the program.

Thank you for your cooperation with this effort. If you have any questions about the study, please contact Allan Porowski, study director, at Allan_Porowski@abtassoc.com or (301) 634-1765.

Sincerely,

(b)(6)

Danielle Smith
Director, Office of Program and Grantee
Support Services
U.S. Department of Education

Cc: Chris Boccanfuso, Branch Chief, Regional Educational Lab Program
Allan Porowski, Study Director, Principal Associate, Abt Associates

400 MARYLAND AVE., S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.



Abt

**BOLD
THINKERS
DRIVING
REAL-WORLD
IMPACT**

Project ID	Title	Contact First Name	Contact Last Name	Contact Email	Contact Phone Number	State	Center Name
2020-815-T-0001	Supporting Professional Learning on Educator Effectiveness					AZ	Region 15
2020-815-T-0001	Supporting Professional Learning on Educator Effectiveness					NV	Region 15
2020-815-T-0001	Supporting Professional Learning on Educator Effectiveness					UT	Region 15
2020-815-T-0002	State Education Agency Executive Leadership Program					NV	Region 15
2020-815-T-0003	Building Capacity in Rural Settings Community of Practice					AZ	Region 15
2020-815-T-0003	Building Capacity in Rural Settings Community of Practice					CA	Region 15
2020-815-T-0003	Building Capacity in Rural Settings Community of Practice					NV	Region 15
2020-815-T-0003	Building Capacity in Rural Settings Community of Practice					UT	Region 15
2020-815-T-0004	Teaching and Learning Framework Development					AZ	Region 15
2020-815-T-0005	Policy and Practice Implementation for English Language Learners					AZ	Region 15
2020-815-T-0006	Scaling Effective Formative Assessment Practices					AZ	Region 15
2020-815-T-0007	Revising the Consolidated State Every Student Succeeds Act Plan					AZ	Region 15
2020-815-T-0008	Supporting Arizona's School and District Leader Network					AZ	Region 15
2020-815-T-0008	Implementation of English Learner Resources					CA	Region 15
2020-815-T-0017	Implementing the Comprehensive Literacy State Development Grant					CA	Region 15
2020-815-T-0015	Revision of the California Standards for the Teaching Profession					CA	Region 15
2020-815-T-0018	Supporting Implementation of Ethnic Studies					CA	Region 15
2020-815-T-0019	Implementation of the State Assessment and Accountability System					CA	Region 15
2020-815-T-0020	Improvement of English Learner Reclassification Policy and Practices					CA	Region 15
2020-815-T-0022	Building Capacity to Provide Differentiated Assistance to County Offices of Education					CA	Region 15
2020-815-T-0024	Local Control and Accountability Plan Implementation and Stakeholder Engagement					CA	Region 15

Alabama	AL
Alaska	AK
American Samoa	AS
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Federated States of Micronesia	FSM
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Marshall Islands	MH
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Northern Mariana Islands	MP
Ohio	OH
Oklahoma	OK
Oregon	OR
Palau	PW
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI

South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virgin Islands	VI
Virginia	VA
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY
Bureau of Indian Education	BIE
Universal (National Center)	All (NC only)

Open

Closed

Open	Emerging	Implementing approved ESEA consolidated state plans
Closed	Implementing	Implementing and scaling EBPs, practices, interventions (Title I, CSI, TSI)
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N/A

Promoting effective instruction in classrooms and schools

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Human capacity	Universal
Organizational capacity	Targeted
Policy capacity	Intensive
Resource capacity	

Accountability & Assessment

- Achievement Gaps
- Classroom-Based Assessment
- Data Use
- Formative Assessment
- Student Outcome Measures

College & Career Readiness

- Career & Technical Education (CTE)
- Dropout Prevention
- Dual Enrollment/Dual Credit
- Graduation
- Pre-college Preparation
- Work-based Learning

Curriculum & Instruction

- Curriculum & Development
- Literacy
- Resource Use
- Standards Alignment
- STEM + Computer Science

Diverse Learners

- American Indian/Alaska Native
- Asian Students
- Black Students
- English Learners
- Hispanic/Latino Students
- Low Income Students
- Pacific Islanders/ Native Hawaiian
- Students w/ Disabilities

Early Learning

- Kindergarten Readiness

Educational Equity

Planning, Evaluation & Management

- Communication
- Compliance Monitoring
- Family & Community Engagement
- Financial Management
- Needs Assessment
- Program Development & Implementation
- Program Evaluation
- Stakeholder Engagement
- Strategic Planning

Policy & Legislation

Annual
Multi-year

- Local Education Agencies (LEA)
- Every Student Succeeds Act (ESSA)
- Federal Policy
- Policy Development
- State Education Agencies (SEA)

Return to School

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- School Climate
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- Holistic Student Support
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- Professional Development
- Recruitment & Retention

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- Evidence-Based Practice
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- Online/Distance Learning
- Rural Education
- Special Education
- Student Engagement

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NC

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Region II: EAC-South
Region III: Midwest & Plains EAC
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National Student Attendance, Engagement and Success Center (NSAES)
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REL Southeast
REL Southwest
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National Instructional Materials Access Center (NIMAC)
The Center for IDEA Early Childhood Data Systems (DaSy)
The Center for the Integration of IDEA Data (CIID)
Other (please specify):

15 (CITES)

Smith, Danielle

From: Smith, Danielle
Sent: Monday, May 16, 2022 5:26 PM
To: Goldberg, Suzanne
Cc: Zack, Hannah; Meyer, Rebekka; Almquist, An; Keohane, Bryan; Ryder, Ruth
Subject: Conversation with the Equity Assistance Center Directors on 5/18 about Supporting Transgender & Nonbinary Students in K-12 Schools.
Attachments: Briefing for EAC Directors Meeting 5-18-22.docx; WEEAC Electronic Content - Sex-Gender Resources.pdf

Suzanne,

Please find attached a briefing memo in preparation for our conversation on Wednesday with the Equity Assistance Centers. This includes some additional background information about who will be on the call on Wednesday, background on the EAC program, and a sample list of resources from all four Centers pertaining to support for LGBTQ+ students.

Please let us know if you have any questions,
Danielle

Conversation with the Equity Assistance Center Directors on 5/18 about Supporting Transgender & Nonbinary Students in K-12 Schools.

[Training and Advisory Services - Equity Assistance Centers - Office of Elementary and Secondary Education](#)

Wednesday, May 18, 2022

11:30am – 1:00pm

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Or call in (audio only)

(b)(6) nited States, Washington DC

Phone Conference ID: (b)(6)

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Tuesday, April 5, 2022 12:17 PM
To: Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>
Cc: Zack, Hannah <Hannah.Zack@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>
Subject: RE: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Hi Suzanne,

I appreciate your willingness to meet with the Equity Assistance Centers. Our next meeting with all the Centers is scheduled for Wednesday, May 18 from 11:30am – 1:00pm ET. Are you potentially able to join for any of that time? I've copied Bryan Keohane, who is the Acting Group Leader for the EACs, to assist with coordination.

The Centers would appreciate to hear about the Department's efforts to protect the civil rights of LGBTQ+ students, and in particular, transgender students targeted by new state laws. The Centers have expressed their concern about the

impacts of these new policies in schools, as well as concern about the Centers' ability to effectively provide training and advisory services to school/district clients in these states.

We appreciate your engagement and partnership!

Danielle



Danielle Smith (she/her/hers)

Director, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education

400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-5546

Email: Danielle.Smith2@ed.gov

From: Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>

Sent: Monday, April 4, 2022 5:36 PM

To: Ryder, Ruth <Ruth.Ryder@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>

Cc: Zack, Hannah <Hannah.Zack@ed.gov>

Subject: RE: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Happy to do that, of course. Adding Hannah to help find time.

Best,

Suzanne

From: Ryder, Ruth <Ruth.Ryder@ed.gov>

Sent: Monday, April 4, 2022 5:34 PM

To: Smith, Danielle <Danielle.Smith2@ed.gov>; Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>

Subject: Re: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Hi Suzanne

Would you be willing to meet with representatives from the Equity Assistance Centers to discuss transgender issues?

They are concerned about issues that trans kids are facing and I know they'd appreciate your time and counsel.

Connecting you with Danielle smith who leads the EACs work.

Thanks

Ruth

Get [Outlook for iOS](#)

From: Smith, Danielle <Danielle.Smith2@ed.gov>

Sent: Monday, April 4, 2022 3:14 PM

To: Ryder, Ruth <Ruth.Ryder@ed.gov>

Subject: RE: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Ruth,

This is a topic that the EACs are very interested in. Do you think any of the folks who are helping us put this on would be interested in follow up conversations with the EACs? In particular, anyone from OCR?

Danielle

From: National Center on Safe Supportive Learning Environments <ncssle+air.org@ccsend.com>

Sent: Monday, April 4, 2022 1:05 PM

To: Smith, Danielle <Danielle.Smith2@ed.gov>

Subject: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.



Save-The-Date

- Lessons from the Field Series -

**Supporting Transgender & Nonbinary Students in
K-12 Schools**

Wednesday, April 13, 2022 | 3:00 - 4:15 PM ET

**Attention: State and District Leaders, School Administrators,
Educators, Student Support Personnel, Family & Community
Engagement Specialists, Parents, and Education Stakeholders**

The U.S. Department of Education is hosting a webinar series to address hot topics that are on the top of the educators' minds. After sharing federal updates, the series features lessons learned and best practices from faculty, staff, schools, districts, institutions of higher education, and other places of educational instruction. It also shares a variety of useful resources.

On behalf of the U.S. Department of Education, Office of Elementary and Secondary Education's Office of Safe and Supportive Schools and the Office for Civil Rights, the National Center on Safe Supportive Learning Environments (NCSSLE) invites you to join

the next Lessons from the Field webinar, *Supporting Transgender & Nonbinary Students in K-12 Schools*.

Date: Wednesday, April 13, 2022

Time: 3:00-4:15 pm EST

Please join the U.S. Department of Education and the Centers for Disease Control and Prevention (CDC) for this webinar featuring educators and experts who will discuss challenges faced by many transgender and nonbinary students and actionable strategies for providing support.

Speakers/Panelists

Sam Ames, Director, Advocacy and Government Affairs, Trevor Project
Amy Cannava, High School Psychologist, Arlington County Schools (Virginia)
Dr. Kathleen Ethier, Director, Division of Adolescent and School Health, CDC
Rae Garrison, Principal, West Jordan Middle School (Utah)
Sam Long, High School Science Teacher, Denver South High School (Colorado)
Christian Rhodes, Senior Advisor, Office of the Secretary, U.S. Department of Education
Laura Ross, Middle School Counselor, Forks Middle School (Georgia)
Melanie Willingham-Jaggers, Executive Director, GLSEN

Related Documents

This event will reference the following resources, which we encourage you to access in advance of the webinar to inform participation:

U.S. Department of Education Resources

[Confronting Anti-LGBTQI+ Harassment in Schools \(June 2021\)](#)
[Federal Government Back-to-School Address for Transgender Students \(August 2021\)](#)
[U.S. Department of Education Supporting Transgender Youth in School \(June 2021\)](#)

CDC Resources

[Creating Safe Schools for LGBTQ+ Youth](#)
[Resilience and Transgender Youth](#)
[Safe and Supportive Environments](#)
[Transgender Identity and Experiences of Violence Victimization, Substance Use, Suicide Risk, and Sexual Risk Behaviors Among High School Students — 19 States and Large Urban School Districts, 2017 | MMWR Youth Risk Behavior Surveillance System \(YRBSS\) Data | Adolescent and School Health](#)

External Stakeholder Resources

[2021 National Survey on LGBTQ Youth Mental Health: Supporting Trans + Nonbinary Youth section \(The Trevor Project\)](#)

[A Guide to Being an Ally to Transgender and Nonbinary Youth \(The Trevor Project\)](#)
[GLSEN Website](#)
[Improving School Climate for Transgender and Nonbinary Youth \(GLSEN\)](#)
[Model Local Education Agency Policy on Transgender and Nonbinary Students \(GLSEN\)](#)
[The Trevor Project Website](#)

For your reference, slides for this presentation will be posted on the [event webpage](#) on the day of the event. The recording and other webinar materials will be posted a day after.

Registration

You must register to participate in this presentation.?

[REGISTER HERE!](#)

Assistance

Please contact [NCSSLE](#) if you have any questions. We look forward to sharing this information with you and hearing about the important work you are doing in your schools, communities, and states to meet the social, emotional, and behavioral needs of students and staff.

?

More on the Lessons from the Field Webinar Series

To access archived materials from previous webinars and to find out what is coming next, go [here](#).

National Center on Safe Supportive
Learning Environments | [Website](#)



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BRIEF FOR ASSISTANT DEPUTY SECRETARY SUZANNE GOLDBERG

Equity Assistance Centers Program Monthly Directors Meeting

Date | Time: May 18, 2022 | 11:30am – 1:00pm ET
Suzanne will join at 11:30am for 45-60 minutes, schedule permitting

From: Danielle Smith
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education

Location: Microsoft Teams
Format: Meeting

Press: Closed Press
Attire: N/A

PURPOSE:

To discuss the Department's efforts to protect the civil rights of LGBTQ+ students, and in particular, transgender students in K-12 schools with the four Equity Assistance Centers.

The Centers have expressed their concern about the impacts of new policies targeting transgender students in schools, as well as concern about the Centers' ability to effectively provide training and advisory services to school/district clients in states enacting these new policies and laws. This is an opportunity to hear about the Centers' experiences and to share the Department's position and ideas for how to ensure that the Centers are safe and supported in conducting their work. The call is a private event and not open to press.

Note: We are also running a new EAC grant competition in FY22. Applications are due Monday, May 16 which is two days prior to this call. We will not plan to discuss the competition with the current grantees.

PARTICIPANTS:

- YOU
- Equity Assistance Center Directors and Deputies:

- Region I: [Mid Atlantic Equity Consortium](#), Center for Education Equity, Bethesda, MD
 - Susan Shaffer, Director
 - Dr. Daryl Williams, Associate Director
- Region II: [EAC-South](#), Intercultural Development Research Association (IDRA), San Antonio, TX
 - Dr. Paula Johnson, Director
 - Hector Bojorquez, Director of Operations and Educational Practice
 - Dr. Lizdellia Pinon, Education Associate
- Region III: [Midwest and Plains EAC](#), Indiana University, Indianapolis, IN; MAP Center; Great Lakes Equity Center
 - Dr. Seena Skelton, Director
 - Dr. Kathleen King Thorius, Executive Director
- Region IV: [Western Educational EAC \(WEEAC\)](#), Metropolitan State College of Denver, Denver, CO
 - Dr. Jan Perry Evenstad, Executive Director
 - Michael Marquez, Director
- Program and Grantee Support Services Team
 - Danielle Smith, Director
 - Bryan Keohane, Acting Group Leader
 - Rebekka Meyer, Lead Program Officer
 - An Almquist, Program Officer

Notes for Remarks:

- Recognize the importance of ensuring access to equitable learning opportunities for all students.
- Acknowledge the importance of advancing equity in the Biden Administration's priorities and Secretary Cardona's priorities.
- Share the Department's current efforts to support transgender & nonbinary students in K-12 schools.
 - Refer to secretary's remarks, events the Department has hosted (e.g. April 13 webinar "Supporting Transgender & Nonbinary Students in K-12 Schools")
 - Note any specific guidance coming from OCR, e.g. updates to Title IX guidance, dear colleague letters, etc.
- Acknowledge that Equity Assistance Centers can play an important role in supporting states and school districts in ensuring equity with respect to sex.

BACKGROUND:

The Department funds the Equity Assistance Centers (EAC) program, authorized under Title IV of the Civil Rights Act of 1964, a network of four regional technical assistance centers that provide training and advisory services in the preparation, adoption, and implementation of plans for the desegregation of public schools. The regional EACs provide technical assistance (TA), upon request, to build local and state capacity to mitigate segregation and discrimination based on race, sex, national origin, and religion to school boards and other responsible governmental agencies located in the geographical service area.

This assistance often includes activities such as providing training, and coaching to school and district leaders, teachers and school personnel; assisting in developing equity plans; assisting in review and revision of policies and procedures in schools and districts through data-driven equity audits; preventing and mitigating the effects of any existing discriminatory behaviors through mediation, training, and other restorative practices; and providing consultation on culturally and linguistically responsive practices.

The EACs have been tracking new state and local policies that will potentially limit students' civil rights with respect to sex in K-12 schools.

An example of a related EAC project:

- A School District contacted the Region IV EAC regarding assistance in learning about LGBTQ populations and students. The district has a strategic focus area around equity and has determined this to be an area of growth. They identified there is a disconnect in understanding the difference between gender identity and sexual orientation, and a desire to ensure schools in the district are inviting for students to show up as they are.

The Office of Program and Grantee Support Services seeks to support the EACs through appropriate means, including program guidance, Dear Colleague Letters, and collaboration with other Department offices or federal agencies that may clarify the legal context for their work and support them in providing needed training and advisory services to school, district, and state clients.

Of note:

1. This meeting is part of a monthly meeting series with the EAC Directors to discuss problems of practice and program implementation.
2. Program and Grantee Support Services has been working with EACs to track specific instances of disruptions to their current work, as well as state legislation that may have an effect on their work if enacted.

3. The Department is announcing a new FY22 competition to make new EAC awards (expected publish date of February 15).

For more information about the Equity Assistance Center Program, see

<https://oese.ed.gov/offices/office-of-formula-grants/program-and-grantee-support-services/training-and-advisory-services-equity-assistance-centers/>

Sample Equity Assistance Center Resources

Region I EAC Resources

Blogs

- [What Title IX Means to Me: Phyllis Lerner](#): This is the first blog post in a series of content leading up to the 50th anniversary of Title IX in June, 2022.

Webinars

- **Thriving, Not Just Surviving Series, June-October, 2021**: This series focused on how to create and maintain positive, supportive classrooms where transgender and non-binary students can thrive. It examined this question from the perspectives of students, school and district administrators, and teachers and school counselors.
 - [Centering the Needs of Transgender and Non-binary Students at School](#), June 29, 2021
 - [How Administrators Can Support Trans & Non-Binary Students](#), July 27, 2021
 - [How Teachers & Counselors Can Support Trans & Non-Binary Students at School](#), October 19, 2021
- [Title IX: Yesterday, Today, and Tomorrow](#), February 10, 2021
 - MAEC speaks with Title IX experts on the history and future of Title IX, the new regulations and their impact on responses to sexual harassment, and the nuances of navigating cultural differences under Title IX. This webinar is for PreK-12 Title IX Coordinators, administrators, and educators.

Resource Pages

- [Thriving, Not Just Surviving: How Teachers and Counselors Can Support Trans & Non-Binary Students at School](#), October 19, 2021
- [Takeaways from Conversation with Administration Panelists](#), July 27, 2021

Publications

- **Title IX Regulation Series, August 2020**: The changes made by the Final Rule impact every public school system in the United States. To ensure compliance, MAEC created the Title IX Regulations Series for Title IX Coordinators, administrators, and teachers to understand the Final Rule. This series includes five documents, exploring updated roles and responsibilities, comparing how Title IX has changed, and outlining steps in the grievance procedure.
 - [Title IX Coordinator Roles and Responsibilities](#)
 - [Title IX Then and Now for K-12 - What has Changed?](#)
 - [Title IX Investigator Roles and Responsibilities](#)
 - [Title IX Decision-Maker Roles and Responsibilities](#)
 - [Title IX Grievance Procedure Flowchart](#)

Presentations

- [Understanding the New Title IX Regulations](#): Presentation created for webinar in February 2021 and adapted for presentation to Department of Education

Region II EAC Resources

- **EAC Convening Webinar:** [Queer Students and Schools: Building Spaces of Belonging](#), Ms. Irene Gómez, Ed.M., IDRA Research Engagement Strategist, 2021
- **Infographic:** [School Climate Affects LGBTQ Student Well-being](#), IDRA
- **Newsletter articles:**
 - [Equity and Justice for LGBTQ Students – Teacher Responsibilities](#), Aurelio M. Montemayor, M.Ed., and Michelle Martinez Vega, IDRA Newsletter, February 28, 2018, or;
 - [Steps for Helping Students Become Activists – A Teen’s Advice](#), by Melivia Mujia, IDRA Newsletter, August 2019
- **Podcast Episodes:**
 - [3 Ways to Make Schools Safe for LGBTQ Students](#) – Episode #189
 - [Teacher Responsibilities in Supporting LGBTQ Students](#) – Episode #184

Region III EAC Resources

- [Supporting the Mental Health of LGBTQ+ Students in Schools: A Visual Data Tool for Teachers and Administrators](#)
- [The Effects of Homophobia and Transphobia on the Mental Health of LGBTQ+ Students](#)
- [Supporting LGBTQ+ Students in Rural Schools: A Professional Development Facilitator Manual for Educators](#)
- [LGBTQ+ Youth in Rural Schools and Communities](#)
- [Supporting LGBTQ Students by Creating Safe, Inclusive, and Responsive Learning Environments](#)

Region IV EAC Resources

- See attached PDF



Western Educational **EQUITY** Assistance Center

WEEAC Electronic Content – Sex/Gender Resources

Date	Event/Product (Link to Access)	Type/Status	Description	WEEAC Staff Involved
3/29/22	Developing LGBTQ-Centered Policy and Procedure	Webcast and Document *Recording available on website	This resource is available on the WEEAC website and has a video recording with guidance on developing LGBTQ policies and procedures for schools and districts. In addition to the video there is a document with links to resources included in the video. The target audience is school and district leaders. Developing LGBTQ Policy Resource Guide – PDF	Colleen Toomey
2/4/22	Queer Intersections Podcast: Episode 6 Indigenous and Native American LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on Indigenous and Native American LGBTQ Youth.	Colleen Toomey
1/5/22	Queer Intersections Podcast: Episode 5 Latinx LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on Latinx LGBTQ Youth.	Colleen Toomey
10/20/21	Queer Intersections Podcast: Episode 4 LGBTQ Youth and Sports	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on LGBTQ Youth and Sports.	Colleen Toomey
10/8/21	Queer Intersections Podcast: Episode 3 LGBTQ Youth and Religion	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on LGBTQ Youth and Religion.	Colleen Toomey
9/22/21	Queer Intersections Podcast: Episode 2 APIDA LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on APIDA LGBTQ Youth.	Colleen Toomey

9/8/21	Queer Intersections Podcast: Episode 1 Black LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on Black and African American LGBTQ Youth.	Colleen Toomey
9/8/21	The New Title IX Regulations: Gender Identity and Sexual Orientation What K-12 Educators Need to Know	Webinar *Recording available on website	This webinar covers the June 17, 2021 Notice of Interpretation provided by the US Department of Education's Office for Civil Rights which affirms that Title IX protections apply to gender identity and sexual orientation. Sample policies will be discussed, as will the implications these new requirements may have on the day-to-day operations of educational programs and extracurricular activities in the K-12 setting.	Dr. Jan Perry Evenstad Dr. Dan Jesse
8/26/21	What Administrators Need to Know About Trans Student Rights	Webinar *Recording available on website	This webinar was created with a target audience of school administrators. The panel included an attorney and retired administrator that focus their work on advocating for Trans student rights in schools. The conversation included legal guidance for schools and emphasis on activities available for all student participation.	Dr. Jan Perry Evenstad Colleen Toomey
3/3/21	Getting To Know Title IX	Course *Available in WEEAC Virtual College	This course was developed for the WEEAC Virtual College and is available for all educators free of charge. This course provides an overview of the 1972 Education Amendment known as Title IX. You will learn that Title IX covers more than athletics, non-traditional vocations, and sexual harassment. This course will begin with some definitions that are often interchanged and misunderstood. In 2020 the U.S. Department of Education released a new rule for sexual harassment, sexual assault, sexual violence and dating violence that now pertains to K-12 and higher education and these will be defined. A summary overview of moving from a complaint to investigation will be covered.	Dr. Jan Perry Evenstad
9/22/20	Q-Laborative Conversations – Episode 4 Staff Support	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on staff support in schools.	Colleen Toomey
9/15/20	Q-Laborative Conversations – Episode 3 Intersectionality	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on Intersectionality.	Colleen Toomey
9/8/20	Q-Laborative Conversations – Episode 2 Environment	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on school environment.	Colleen Toomey

9/1/20	Q-Laborative Conversations – Episode I Curriculum (Discussions on supporting queer, and transgender youth)	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on school curriculum.	Colleen Toomey
8/26/20	Title IX Webinar for Nevada State Department	Webinar -Live *Recording available on website	This is a webinar developed for staff with the Nevada State Department of Education. The event covered the details of Title IX in K-12 including new rules for sexual harassment, sexual assault, sexual violence and dating. Resources used in the webinar were made available to participants and are accessible on the WEEAC website.	Dr. Jan Perry Evenstad Dr. Dan Jesse
7/9/20	New Title IX Regulations: What K-12 Educators Need to Know	Webinar -Live *Recording available after on website	The webinar covered the details of Title IX in K-12 including new rules for sexual harassment, sexual assault, sexual violence and dating. Resources used in the webinar were made available to participants and are accessible on the WEEAC website.	Dr. Jan Perry Evenstad Dr. Dan Jesse
7/2/20	Supporting Students Gender Identity and Expression	Course *Available in WEEAC Virtual College	This course was developed for the WEEAC Virtual College and is available for all educators free of charge. Supporting Students Gender Identity and Expression is an introductory course for educators looking to expand their knowledge on issues impacting the lesbian, gay, bisexual, transgender, and queer community. With a particular focus on gender identity, this course will give you language to better communicate with and support the LGBTQ+ community, as well as help you to practice how you might respond to common microaggressions towards LGBTQ+ students.	Colleen Toomey

IDRA

From: IDRA
Sent: Wednesday, June 1, 2022 12:55 PM
To: Smith, Danielle
Subject: Virtual conference: Building Ecosystems for Equitable Schooling

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June 14-16, 2022 • 9:00 am to 4:00 pm CT

We are pleased to invite you to this special event!

The IDRA EAC-*South* brings together educational leaders, teachers and community organizers to focus on individual, institutional and systems-level work to **identify and remove barriers for students**.

In this **workshop-style** convening, you will get tools and information to open access and opportunity for students, foster equitable learning environments, and increase and support pathways to culturally sustaining schools.

We encourage you to form teams from your district, campus or organization to take advantage of the five strands of learning and community-building opportunities:

- Translanguaging for Social Justice
- Students Seeing Themselves: Ethnic Studies and Beyond
- Culturally Responsive & Sustaining Schooling
- Equitable Hiring Practices
- Equitable Education Policy & Reform

This professional learning experience will provide:

Power – Content delivery by leading equity experts

People – Opportunities for facilitated peer discussions for school transformation

Plan – Guided planning sessions for next actions

You will have access to networking spaces where you can discuss shared areas of concern related to your district, school or organization.

This event is designed to strengthen our equity lens and build our capacity to advocate and organize for change within our school communities.

Registration for this event is free. Participants will earn up to 15 hours of continuing professional development credit.

[Register Now!](#)



Elisa Diana Huerta, Ph.D.
Director, Multicultural
Community Center
Division of Equity & Inclusion,
University of California,
Berkeley



Marlon James, Ph.D.
Assistant Professor, Urban
Education & Associate
Director, Center for Urban
School Partnerships at Texas
A&M University



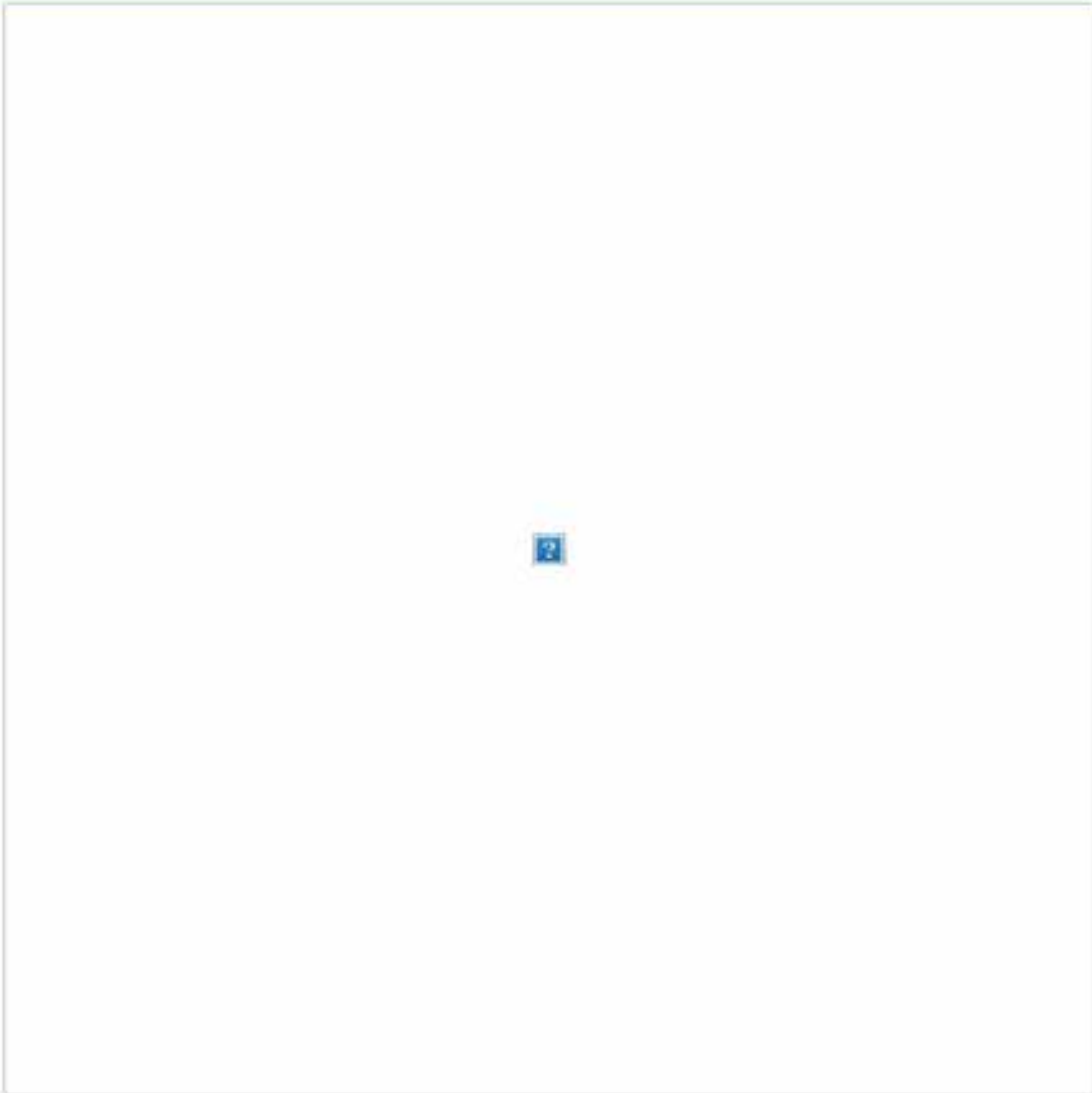
Dena Keeling, Ed.D.
?Member, IDRA Board of
Directors



Dr. Paula Johnson
Director,
IDRA EAC-*South*



Celina Moreno, J.D.
President & CEO
IDRA





[Register Now!](#)

Follow us on social media!



June 1, 2022

The Intercultural Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.



IDRA | 5815 Callaghan Road, Suite 101, San Antonio, TX 78228

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National Clearinghouse for English Language Acquisition (NCELA)

From: National Clearinghouse for English Language Acquisition (NCELA)
Sent: Tuesday, June 7, 2022 9:01 AM
To: Smith, Danielle
Subject: Nexus! Mental Health Support for Schools

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

NCELA Newsletter Header



June 7, 2022



Happy Pride Month!



Everyone — no matter who they are or whom they love — has an equal place in our democracy. LGBTQI+ youth deserve an education free from discrimination and harassment, and the U.S. Department of Education (ED) remains committed to defending their rights. We see you and support you!

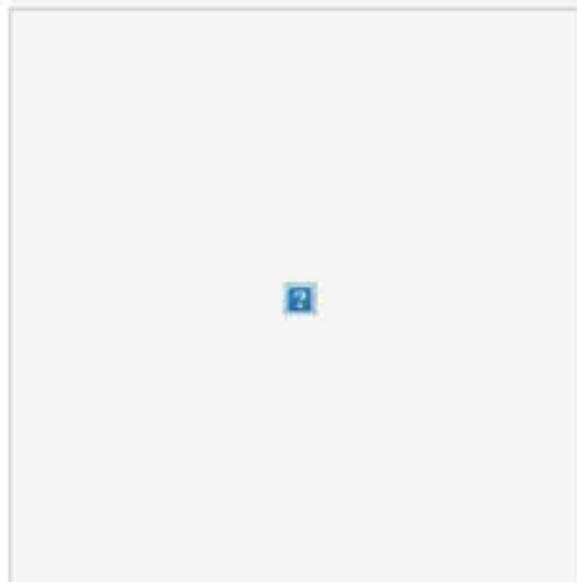
[Explore Resources to Support LGBTQI+ Students](#)

Identifying & Mitigating Learning Loss Among English Learners (ELs)

This Ellevation blog and podcast features Vicky Saldala, Director of Bilingual/ESOL Department of Broward County Public Schools in Florida, who discusses how the district mitigates pandemic-related learning loss for ELs. [Read Now](#)

GAO Report: Strategies to Mitigate Learning Loss

A new U.S. Government Accountability Office (GAO) report presents data from a nationwide survey of K–12 public school teachers regarding obstacles to



Mental Health Resources for School Communities

Schools are often a source of mental health support, especially when children are struggling or experiencing trauma. As we collectively grieve for the victims in Uvalde and in other tragic events nationwide, all members of school communities — children, families, and educators — should be seen and heard. In addition to Secretary Cardona's [statement](#) on the tragedy at Robb Elementary School, please see the resources below that ED has shared to help school communities process and recover:

- [National Center on Safe Supportive Learning Environments](#)
- [Resources for Communities and Educators following the Shooting in Uvalde, TX](#)
- [National PTA Grief and Loss Resources](#)
- [SAMHSA Disaster Distress Helpline](#)
- [SAMHSA Guide for Parents, Caregivers, and Teachers: Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event](#)
- [NCTSN Fact Sheet for Parents: Helping Your Child Cope with Media Coverage of Disasters](#)
- [NCTSN Childhood Traumatic Grief: Information for Parents and Caregivers](#)

student learning during the pandemic and strategies they implemented to mitigate learning losses. [Download Report](#)

- [NCTSN Coping in Hard Times: Fact Sheet for School Staff Teachers, Counselors, Administration, Support Staff](#)

NCELA Resource Library

Visit our [database](#) of 20,000+ resources.

Funding Opportunities

[Child Care Access Means Parents in School Program](#)

Announcements

Information ELevated: ELs with Disabilities

The latest episode of Information ELevated explores new data on ELs with disabilities from the Office of English Language Acquisition's (OELA) forthcoming 2018–20 Biennial Report. One out of seven (15.3%) identified K–12 ELs was also dually identified as having a disability in SY 2018–19. That number increased slightly to 15.5% in SY 2019–20. The episode also highlights the states with the highest and lowest percentages of ELs with disabilities.



[Watch Now](#)

Check out the [full Information ELevated series](#), featuring snapshots of EL data and a first look at new publications.

Upcoming Events

June 14–16

[Power! People! Plan! Building Ecosystems for Equitable Schooling – A Virtual Convening for Educators](#)

Virtual Event

June 16–18

[28th Stabilizing Indigenous Languages 12th American Indian/ Indigenous Teacher Education Conference](#)

Hybrid Conference

The Intercultural Development Research Association EAC-South brings together educational leaders, teachers, and community organizers to focus on individual, institutional, and systems-level work to identify and remove barriers for students. In this workshop-style convening, participants will get tools and information to open access and opportunity for students, foster equitable learning environments, and increase and support pathways to culturally sustaining schools.

June 17–18

[1st TABE Dual Language Symposium](#)

Virtual Conference

Join TABE for this virtual conference that will be available to all participants live on Zoom and available via video-on-demand until August 30.

July 13–15

[2022 SIOP® Virtual Conference](#)

Virtual Conference

Attend keynotes and sessions led by SIOP® authors, guest keynote speaker Kelly Yang (author of *Front Desk*), and K–12 educators from across the U.S. Learn best practices to foster academic language development and make learning relevant and comprehensible for language learners.

November 2–5

[La Cosecha Dual Language Conference](#)

Hybrid Conference

This November, come together at La Cosecha Dual Language Conference in Santa Fe, NM, to share current theory, best practices, and resources and build networks

With the support of the Stabilizing Indigenous Languages Steering (SILS) Committee and the American Indian/Indigenous Teacher Education Conference (AIITEC) Planning Committee, a decision was made to host a combined SILS/AIITEC hybrid conference at NAU Flagstaff Campus that allows for both virtual and in-person attendance.

June 20–22

[2022 TESOL Advocacy & Policy Summit](#)

Summit

The event is a professional development opportunity for educators to learn about U.S. federal and international education issues and advocate for policies that support ELs and the field of English language education. Participants will learn from experts about the latest education policy, share local issues impacting their work, and meet with legislators.

September 28–30

[2022 WIDA Annual Conference](#)

Hybrid Conference

Registration is now open for the 2022 WIDA Annual Conference. The [WIDA Annual Conference](#) is the premier event for educators of K–12 multilingual learners, giving educators from around the globe the opportunity to share best practices and discover innovative classroom strategies. The in-person conference will take place in Louisville, KY. In addition to the in-person conference, a curated virtual option will be available.

to fuel community efforts for a better future for our children! This national conference brings together the largest gathering of educators, parents, researchers, and practitioners supporting dual language, two-way immersion, one-way developmental bilingual, and one-way heritage language immersion programs from across the United States.

In the News

Daily Democrat

[Woodland School District Recognized Students at the State Seal of Biliteracy and Reclassification Ceremony](#)

The Woodland School District in Woodland, CA, recognized 176 ELs who have demonstrated English competency, resulting in their reclassification to fluent English proficient. Of the 176, 112 were high school seniors who had their oral and written competency in at least two languages acknowledged, thereby allowing them to receive the Seal of Biliteracy. This year's languages included Spanish, French, American Sign Language, and Tagalog.

KTAR News

[Arizona Department of Education Grants \\$10M to English Learners Program](#)

The Arizona Department of Education announced on Thursday that it will award \$10 million for an English language learners program through a collaboration with the nonprofit WestEd. The funding will go toward WestEd's Quality Teaching for English Learners, which will implement rigorous, generative instruction for students to accelerate learning. The program will develop English language proficiency standards, a language development approach, and structured English immersion program models.

New Mexico Public Education Department

[NEW RESOURCE: Using Promising Practices to Support English Learner Students](#)

This guide is the latest New Mexico Public Education Department resource for educators serving EL students. The guide provides a step-by-step process for deciding on, making, and testing a change in practice. That process starts with educators developing greater understanding about the particular education needs of their EL students, then using the guide to identify which high-level promising practice(s) might best meet those needs in their particular context.

Institute of Education Sciences

[NEW RESOURCE: English Language Development among American Indian English Learner Students in New Mexico](#)

The study examined two statewide cohorts of American Indian students identified as EL students in New Mexico public schools. The study found that most American Indian EL students were not reclassified as English proficient within 5 years. Similarly, most American Indian ELs did not meet grade-level standards on New Mexico state assessments in English language arts and math in Grades 3 and 4, regardless of whether they attained English proficiency and were reclassified within 5 years. However, considerably higher percentages of American Indian EL students who were reclassified as English proficient met grade-level standards in both English language arts and math compared with students who were not reclassified.

Reflections on Teaching English Learners

[TIPS FOR EDUCATORS: Clarifying Multilingual Terminology](#)

When it comes to multilingual learners, terms vary by geographic region, and certain terms

are preferred over others by some groups or organizations. Information in this blog provides definitions and examples of use for the wide variety of terms used for students who are not yet fully proficient in academic English and qualify for language support services.

Professional Learning

Center for Applied Linguistics (CAL): Virtual Institutes, Registration Open

CAL Institutes provide research-based strategies and practical, hands-on tools and help teachers meet the language and literacy demands of content instruction for all language learners.

- **June 20–23: [Language and Literacy Instruction for Spanish/English Emergent Bilingual Learners](#)** – Learn effective, research-based methods for teaching academic language and literacy to students in grades K–8 in both Spanish and English.
- **July 19–22: [Spanish Literacy Institute \(¡en español!\): Fostering Spanish Language and Literacy Development](#)** – Learn research-based strategies to provide effective language and literacy instruction in Spanish in developmental and transitional bilingual, dual language, and immersion education programs.
- **July 26–28: [Leading Dual Language Programs for Student Success](#)** – Learn how to enhance or develop your dual language program based on the seven research-based strands of effective dual language education in the Guiding Principles. Sign on with your leadership team and work collaboratively to make your dual language program the best it can be.

California Association for Bilingual Education (CABE): 2023 Institute Proposal/Call for Workshop Presentations, Deadline: July 29

CABE is seeking presentations that engage participants in topics related to quality education

- **[Call for Workshop Presentations](#)** – All workshop sessions are 1 hour and 15 minutes in length.
- **[Institute Proposal](#)** – Institute sessions are half-day (3 hours) or full-day (6 hours) in length.

[National Association for Bilingual Education \(NABE\): 2023 Proposal Submission, Deadline: July 31](#)

NABE will hold its 52nd Annual Conference on February 22–25, 2023, in Portland, OR. Abstract proposal submission is open until July 31. Proposals that demonstrate how their topic addresses one or more of the following competitive priorities will be able to earn extra points in the proposal review: dual language learners, multilingual/multiliteracy, and ELs. Early Bird Discount Registration is now open and will end November 4. On-site and online registration packages are available. Visit nabe-conference.com for more information.

[U.S. Department of State: Worldwide In-Country ESL/EFL Projects for 2022/2023, Application Closes July 2022](#)

The English Language Fellow Program is now recruiting applicants for the 2022–2023 academic year. The English Language Fellow Program sends experienced U.S. TESOL professionals on paid in-country teaching assignments at universities and other academic institutions around the world. Fellow projects are 10-month, full-time positions for professionals with a graduate degree in English language teaching and TESOL teaching experience. In return, the program provides professionals with a platform to build skills that can greatly enhance their TESOL careers. Applications are accepted on a rolling basis until all projects have been filled.

[TESOL Quarterly \(TQ\): 2024 Special Topic Issue Call for Proposals, Deadline: August 15](#)

TQ is seeking proposals from prospective guest editors for the 2024 special topic

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Job Opportunities

[Dual Language Dean of Instruction](#)

LEEP Dual Language Academy Charter School
Brooklyn, NY

[SUMMER Instructor, Bilingual Spanish/English Basic ESL \(Part-Time\)](#)

Milwaukee Area Technical College
Milwaukee, WI

Connect With NCELA

Fact Sheet: EL Learning Opportunities and the COVID-19 Pandemic

A recent fact sheet from OELA explores the learning opportunities offered to ELs during the COVID-19 pandemic. The data is based on the School Survey Dashboard, which includes information on students in Grades 4 and 8. In

January 2021, 62% of Grade 8 ELs were enrolled in remote instruction — a higher percentage than all students in Grade 8 (48%), Grade 4 ELs (52%), and all students in Grade 4 (43%). From January to May 2021, ELs and all students experienced a decrease in remote learning, as more students transitioned to hybrid and in-person instruction.



[Learn More](#)

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Send your alerts, upcoming events, resources, and job postings to [AskNCELA](#) by **Tuesday, June 14** for inclusion in the next edition of *Nexus*.

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askncela@manhattanstrategy.com

Disclaimer: NCELA Nexus is intended to share information that can be of use to educators, parents, learners, leaders, and other stakeholders in their efforts to ensure that every student, including ELs, is provided with the highest quality education and expanded opportunities to succeed. The information and materials presented on NCELA Nexus do not necessarily constitute or imply its endorsement, recommendation, or favoring by NCELA, the Office of English Language Acquisition (OELA), or the U.S. Department of Education.

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National Clearinghouse for English Language Acquisition (NCELA)

From: National Clearinghouse for English Language Acquisition (NCELA)
Sent: Friday, June 10, 2022 9:06 AM
To: Smith, Danielle
Subject: Reminder: Nexus! Mental Health Support for Schools

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NCELA Newsletter Header



June 7, 2022



Happy Pride Month!



Everyone — no matter who they are or whom they love — has an equal place in our democracy. LGBTQI+ youth deserve an education free from discrimination and harassment, and the U.S. Department of Education (ED) remains committed to defending their rights. We see you and support you!

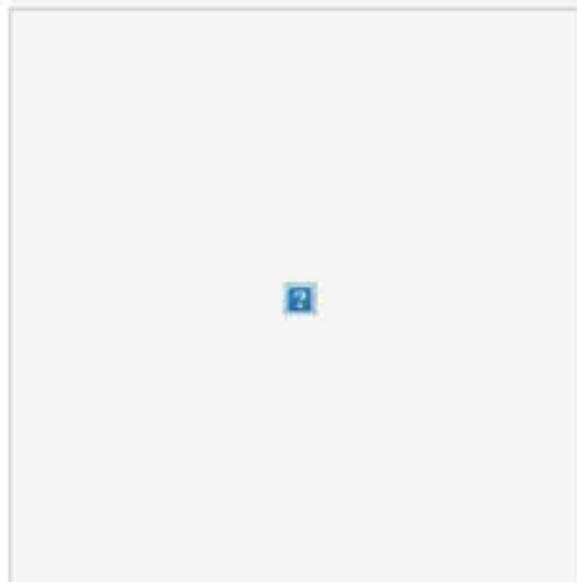
[Explore Resources to Support LGBTQI+ Students](#)

Identifying & Mitigating Learning Loss Among English Learners (ELs)

This Ellevation blog and podcast features Vicky Saldala, Director of Bilingual/ESOL Department of Broward County Public Schools in Florida, who discusses how the district mitigates pandemic-related learning loss for ELs. [Read Now](#)

GAO Report: Strategies to Mitigate Learning Loss

A new U.S. Government Accountability Office (GAO) report presents data from a nationwide survey of K–12 public school teachers regarding obstacles to



Mental Health Resources for School Communities

Schools are often a source of mental health support, especially when children are struggling or experiencing trauma. As we collectively grieve for the victims in Uvalde and in other tragic events nationwide, all members of school communities — children, families, and educators — should be seen and heard. In addition to Secretary Cardona's [statement](#) on the tragedy at Robb Elementary School, please see the resources below that ED has shared to help school communities process and recover:

- [National Center on Safe Supportive Learning Environments](#)
- [Resources for Communities and Educators following the Shooting in Uvalde, TX](#)
- [National PTA Grief and Loss Resources](#)
- [SAMHSA Disaster Distress Helpline](#)
- [SAMHSA Guide for Parents, Caregivers, and Teachers: Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event](#)
- [NCTSN Fact Sheet for Parents: Helping Your Child Cope with Media Coverage of Disasters](#)
- [NCTSN Childhood Traumatic Grief: Information for Parents and Caregivers](#)

student learning during the pandemic and strategies they implemented to mitigate learning losses. [Download Report](#)

- [NCTSN Coping in Hard Times: Fact Sheet for School Staff Teachers, Counselors, Administration, Support Staff](#)

NCELA Resource Library

Visit our [database](#) of 20,000+ resources.

Funding Opportunities

[Child Care Access Means Parents in School Program](#)

Announcements

Information ELevated: ELs with Disabilities

The latest episode of Information ELevated explores new data on ELs with disabilities from the Office of English Language Acquisition's (OELA) forthcoming 2018–20 Biennial Report. One out of seven (15.3%) identified K–12 ELs was also dually identified as having a disability in SY 2018–19. That number increased slightly to 15.5% in SY 2019–20. The episode also highlights the states with the highest and lowest percentages of ELs with disabilities.



[Watch Now](#)

Check out the [full Information ELevated series](#), featuring snapshots of EL data and a first look at new publications.

Upcoming Events

June 14–16

[Power! People! Plan! Building Ecosystems for Equitable Schooling – A Virtual Convening for Educators](#)

Virtual Event

June 16–18

[28th Stabilizing Indigenous Languages 12th American Indian/ Indigenous Teacher Education Conference](#)

Hybrid Conference

The Intercultural Development Research Association EAC-South brings together educational leaders, teachers, and community organizers to focus on individual, institutional, and systems-level work to identify and remove barriers for students. In this workshop-style convening, participants will get tools and information to open access and opportunity for students, foster equitable learning environments, and increase and support pathways to culturally sustaining schools.

June 17–18

[1st TABE Dual Language Symposium](#)

Virtual Conference

Join TABE for this virtual conference that will be available to all participants live on Zoom and available via video-on-demand until August 30.

July 13–15

[2022 SIOP® Virtual Conference](#)

Virtual Conference

Attend keynotes and sessions led by SIOP® authors, guest keynote speaker Kelly Yang (author of *Front Desk*), and K–12 educators from across the U.S. Learn best practices to foster academic language development and make learning relevant and comprehensible for language learners.

November 2–5

[La Cosecha Dual Language Conference](#)

Hybrid Conference

This November, come together at La Cosecha Dual Language Conference in Santa Fe, NM, to share current theory, best practices, and resources and build networks

With the support of the Stabilizing Indigenous Languages Steering (SILS) Committee and the American Indian/Indigenous Teacher Education Conference (AIITEC) Planning Committee, a decision was made to host a combined SILS/AIITEC hybrid conference at NAU Flagstaff Campus that allows for both virtual and in-person attendance.

June 20–22

[2022 TESOL Advocacy & Policy Summit](#)

Summit

The event is a professional development opportunity for educators to learn about U.S. federal and international education issues and advocate for policies that support ELs and the field of English language education. Participants will learn from experts about the latest education policy, share local issues impacting their work, and meet with legislators.

September 28–30

[2022 WIDA Annual Conference](#)

Hybrid Conference

Registration is now open for the 2022 WIDA Annual Conference. The [WIDA Annual Conference](#) is the premier event for educators of K–12 multilingual learners, giving educators from around the globe the opportunity to share best practices and discover innovative classroom strategies. The in-person conference will take place in Louisville, KY. In addition to the in-person conference, a curated virtual option will be available.

to fuel community efforts for a better future for our children! This national conference brings together the largest gathering of educators, parents, researchers, and practitioners supporting dual language, two-way immersion, one-way developmental bilingual, and one-way heritage language immersion programs from across the United States.

In the News

Daily Democrat

[Woodland School District Recognized Students at the State Seal of Biliteracy and Reclassification Ceremony](#)

The Woodland School District in Woodland, CA, recognized 176 ELs who have demonstrated English competency, resulting in their reclassification to fluent English proficient. Of the 176, 112 were high school seniors who had their oral and written competency in at least two languages acknowledged, thereby allowing them to receive the Seal of Biliteracy. This year's languages included Spanish, French, American Sign Language, and Tagalog.

KTAR News

[Arizona Department of Education Grants \\$10M to English Learners Program](#)

The Arizona Department of Education announced on Thursday that it will award \$10 million for an English language learners program through a collaboration with the nonprofit WestEd. The funding will go toward WestEd's Quality Teaching for English Learners, which will implement rigorous, generative instruction for students to accelerate learning. The program will develop English language proficiency standards, a language development approach, and structured English immersion program models.

New Mexico Public Education Department

[NEW RESOURCE: Using Promising Practices to Support English Learner Students](#)

This guide is the latest New Mexico Public Education Department resource for educators serving EL students. The guide provides a step-by-step process for deciding on, making, and testing a change in practice. That process starts with educators developing greater understanding about the particular education needs of their EL students, then using the guide to identify which high-level promising practice(s) might best meet those needs in their particular context.

Institute of Education Sciences

[NEW RESOURCE: English Language Development among American Indian English Learner Students in New Mexico](#)

The study examined two statewide cohorts of American Indian students identified as EL students in New Mexico public schools. The study found that most American Indian EL students were not reclassified as English proficient within 5 years. Similarly, most American Indian ELs did not meet grade-level standards on New Mexico state assessments in English language arts and math in Grades 3 and 4, regardless of whether they attained English proficiency and were reclassified within 5 years. However, considerably higher percentages of American Indian EL students who were reclassified as English proficient met grade-level standards in both English language arts and math compared with students who were not reclassified.

Reflections on Teaching English Learners

[TIPS FOR EDUCATORS: Clarifying Multilingual Terminology](#)

When it comes to multilingual learners, terms vary by geographic region, and certain terms

are preferred over others by some groups or organizations. Information in this blog provides definitions and examples of use for the wide variety of terms used for students who are not yet fully proficient in academic English and qualify for language support services.

Professional Learning

Center for Applied Linguistics (CAL): Virtual Institutes, Registration Open

CAL Institutes provide research-based strategies and practical, hands-on tools and help teachers meet the language and literacy demands of content instruction for all language learners.

- **June 20–23: [Language and Literacy Instruction for Spanish/English Emergent Bilingual Learners](#)** – Learn effective, research-based methods for teaching academic language and literacy to students in grades K–8 in both Spanish and English.
- **July 19–22: [Spanish Literacy Institute \(¡en español!\): Fostering Spanish Language and Literacy Development](#)** – Learn research-based strategies to provide effective language and literacy instruction in Spanish in developmental and transitional bilingual, dual language, and immersion education programs.
- **July 26–28: [Leading Dual Language Programs for Student Success](#)** – Learn how to enhance or develop your dual language program based on the seven research-based strands of effective dual language education in the Guiding Principles. Sign on with your leadership team and work collaboratively to make your dual language program the best it can be.

California Association for Bilingual Education (CABE): 2023 Institute Proposal/Call for Workshop Presentations, Deadline: July 29

CABE is seeking presentations that engage participants in topics related to quality education

- **[Call for Workshop Presentations](#)** – All workshop sessions are 1 hour and 15 minutes in length.
- **[Institute Proposal](#)** – Institute sessions are half-day (3 hours) or full-day (6 hours) in length.

[National Association for Bilingual Education \(NABE\): 2023 Proposal Submission, Deadline: July 31](#)

NABE will hold its 52nd Annual Conference on February 22–25, 2023, in Portland, OR. Abstract proposal submission is open until July 31. Proposals that demonstrate how their topic addresses one or more of the following competitive priorities will be able to earn extra points in the proposal review: dual language learners, multilingual/multiliteracy, and ELs. Early Bird Discount Registration is now open and will end November 4. On-site and online registration packages are available. Visit nabe-conference.com for more information.

[U.S. Department of State: Worldwide In-Country ESL/EFL Projects for 2022/2023, Application Closes July 2022](#)

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Milwaukee Area Technical College
Milwaukee, WI

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[Learn More](#)

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askncela@manhattanstrategy.com

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IDRA

From: IDRA
Sent: Monday, June 13, 2022 9:07 AM
To: Smith, Danielle
Subject: Starts tomorrow! Virtual conference on Building Ecosystems for Equitable Schooling

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June 14-16, 2022 • 9:00 am to 4:00 pm CT

Today is your last chance! Don't miss it!!

Get tools and information to open access and opportunity for students, foster equitable learning environments, and increase and support pathways to culturally sustaining schools.

See the [full program](#) to plan your days. We'll have 4 plenaries, 30 equity power workshop sessions and 4 resource center rooms.

Take advantage of the five strands of learning and community-building

opportunities:

- Translanguaging for Social Justice
- Students Seeing Themselves: Ethnic Studies and Beyond
- Culturally Responsive & Sustaining Schooling
- Equitable Hiring Practices
- Equitable Education Policy & Reform

Registration for this event is free.

If you can't attend this week, register now to get access to the sessions on-demand afterward!

Get up to 15 hours of continuing professional development credit.

[Register Now!](#)

[Download Program PDF](#)



Elisa Diana Huerta, Ph.D.
Director, Multicultural
Community Center
Division of Equity & Inclusion,
University of California,
Berkeley



Marlon James, Ph.D.
Assistant Professor, Urban
Education & Associate
Director, Center for Urban
School Partnerships at Texas
A&M University



Dena Keeling, Ed.D.
?Member, IDRA Board of
Directors



Dr. Paula Johnson
Director,
IDRA EAC-South



Celina Moreno, J.D.
President & CEO
IDRA



[Register Now!](#)

Follow us on social media!



June 13, 2022

The Intercultural Development Research Association is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.



IDRA | 5815 Callaghan Road, Suite 101, San Antonio, TX 78228

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From:
To: Goldberg, Suzanne
Cc: Zack, Hannah; Meyer, Rebekka; Almquist, An; Keohane, Bryan; Ryder, Ruth
Subject: Conversation with the Equity Assistance Center Directors on 5/18 about Supporting Transgender & Nonbinary Students in K-12 Schools.
Attachments: Briefing for EAC Directors Meeting 5-18-22.docx; WEEAC Electronic Content - Sex-Gender Resources.pdf

Suzanne,

Please find attached a briefing memo in preparation for our conversation on Wednesday with the Equity Assistance Centers. This includes some additional background information about who will be on the call on Wednesday, background on the EAC program, and a sample list of resources from all four Centers pertaining to support for LGBTQ+ students.

Please let us know if you have any questions,
Danielle

Conversation with the Equity Assistance Center Directors on 5/18 about Supporting Transgender & Nonbinary Students in K-12 Schools.

[Training and Advisory Services - Equity Assistance Centers - Office of Elementary and Secondary Education](#)

Wednesday, May 18, 2022

11:30am – 1:00pm

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Or call in (audio only)

(b)(6) United States, Washington DC

Phone Conference ID: (b)(6)

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Tuesday, April 5, 2022 12:17 PM
To: Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>
Cc: Zack, Hannah <Hannah.Zack@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>
Subject: RE: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Hi Suzanne,

I appreciate your willingness to meet with the Equity Assistance Centers. Our next meeting with all the Centers is scheduled for Wednesday, May 18 from 11:30am – 1:00pm ET. Are you potentially able to join for any of that time? I've copied Bryan Keohane, who is the Acting Group Leader for the EACs, to assist with coordination.

The Centers would appreciate to hear about the Department's efforts to protect the civil rights of LGBTQ+ students, and in particular, transgender students targeted by new state laws. The Centers have expressed their concern about the impacts of these new policies in schools, as well as concern about the Centers' ability to effectively provide training and advisory services to school/district clients in these states.

We appreciate your engagement and partnership!

Danielle



Danielle Smith (she/her/hers)

Director, Program and Grantee Support Services

Office of Elementary and Secondary Education | United States Department of Education

400 Maryland Avenue SW | Washington, D.C. 20202

Phone: (202) 453-5546

Email: Danielle.Smith2@ed.gov

From: Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>

Sent: Monday, April 4, 2022 5:36 PM

To: Ryder, Ruth <Ruth.Ryder@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>

Cc: Zack, Hannah <Hannah.Zack@ed.gov>

Subject: RE: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Happy to do that, of course. Adding Hannah to help find time.

Best,

Suzanne

From: Ryder, Ruth <Ruth.Ryder@ed.gov>

Sent: Monday, April 4, 2022 5:34 PM

To: Smith, Danielle <Danielle.Smith2@ed.gov>; Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>

Subject: Re: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Hi Suzanne

Would you be willing to meet with representatives from the Equity Assistance Centers to discuss transgender issues?

They are concerned about issues that trans kids are facing and I know they'd appreciate your time and counsel.

Connecting you with Danielle smith who leads the EACs work.

Thanks

Ruth

Get [Outlook for iOS](#)

From: Smith, Danielle <Danielle.Smith2@ed.gov>

Sent: Monday, April 4, 2022 3:14 PM

To: Ryder, Ruth <Ruth.Ryder@ed.gov>

Subject: RE: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

Ruth,

This is a topic that the EACs are very interested in. Do you think any of the folks who are helping us put this on would be interested in follow up conversations with the EACs? In particular, anyone from OCR?

Danielle

From: National Center on Safe Supportive Learning Environments <ncssle+air.org@ccsend.com>

Sent: Monday, April 4, 2022 1:05 PM

To: Smith, Danielle <Danielle.Smith2@ed.gov>

Subject: WEBINAR - Supporting Transgender & Nonbinary Students in K-12 Schools

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Save-The-Date

- Lessons from the Field Series -

**Supporting Transgender & Nonbinary Students in
K-12 Schools**

Wednesday, April 13, 2022 | 3:00 - 4:15 PM ET

**Attention: State and District Leaders, School Administrators,
Educators, Student Support Personnel, Family & Community
Engagement Specialists, Parents, and Education Stakeholders**

The U.S. Department of Education is hosting a webinar series to address hot topics that are on the top of the educators' minds. After sharing federal updates, the series features lessons learned and best practices from faculty, staff, schools, districts, institutions of higher education, and other places of educational instruction. It also shares a variety of useful resources.

On behalf of the U.S. Department of Education, Office of Elementary and Secondary Education's Office of Safe and Supportive Schools and the Office for Civil Rights, the National Center on Safe Supportive Learning Environments (NCSSLE) invites you to join the next Lessons from the Field webinar, ***Supporting Transgender & Nonbinary Students in K-12 Schools***.

Date: Wednesday, April 13, 2022
Time: 3:00-4:15 pm EST

Please join the U.S. Department of Education and the Centers for Disease Control and Prevention (CDC) for this webinar featuring educators and experts who will discuss challenges faced by many transgender and nonbinary students and actionable strategies for providing support.

Speakers/Panelists

Sam Ames, Director, Advocacy and Government Affairs, Trevor Project
Amy Cannava, High School Psychologist, Arlington County Schools (Virginia)
Dr. Kathleen Ethier, Director, Division of Adolescent and School Health, CDC
Rae Garrison, Principal, West Jordan Middle School (Utah)
Sam Long, High School Science Teacher, Denver South High School (Colorado)
Christian Rhodes, Senior Advisor, Office of the Secretary, U.S. Department of Education
Laura Ross, Middle School Counselor, Forks Middle School (Georgia)
Melanie Willingham-Jaggers, Executive Director, GLSEN

Related Documents

This event will reference the following resources, which we encourage you to access in advance of the webinar to inform participation:

U.S. Department of Education Resources

[Confronting Anti-LGBTQ+ Harassment in Schools \(June 2021\)](#)
[Federal Government Back-to-School Address for Transgender Students \(August 2021\)](#)
[U.S. Department of Education Supporting Transgender Youth in School \(June 2021\)](#)

CDC Resources

[Creating Safe Schools for LGBTQ+ Youth](#)
[Resilience and Transgender Youth](#)
[Safe and Supportive Environments](#)
[Transgender Identity and Experiences of Violence Victimization, Substance Use, Suicide Risk, and Sexual Risk Behaviors Among High School Students — 19 States and Large Urban School Districts, 2017 | MMWR Youth Risk Behavior Surveillance System \(YRBSS\) | Data | Adolescent and School Health](#)

External Stakeholder Resources

[2021 National Survey on LGBTQ Youth Mental Health: Supporting Trans + Nonbinary Youth section \(The Trevor Project\)](#)
[A Guide to Being an Ally to Transgender and Nonbinary Youth \(The Trevor Project\)](#)
[GLSEN Website](#)

[Improving School Climate for Transgender and Nonbinary Youth \(GLSEN\)](#)
[Model Local Education Agency Policy on Transgender and Nonbinary Students \(GLSEN\)](#)
[The Trevor Project Website](#)

For your reference, slides for this presentation will be posted on the [event webpage](#) on the day of the event. The recording and other webinar materials will be posted a day after.

Registration

You must register to participate in this presentation.?

[REGISTER HERE!](#)

Assistance

Please contact [NCSSLE](#) if you have any questions. We look forward to sharing this information with you and hearing about the important work you are doing in your schools, communities, and states to meet the social, emotional, and behavioral needs of students and staff.

?

More on the Lessons from the Field Webinar Series

To access archived materials from previous webinars and to find out what is coming next, go [here](#).

National Center on Safe Supportive
Learning Environments | [Website](#)



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BRIEF FOR ASSISTANT DEPUTY SECRETARY SUZANNE GOLDBERG

Equity Assistance Centers Program Monthly Directors Meeting

Date | Time: May 18, 2022 | 11:30am – 1:00pm ET
Suzanne will join at 11:30am for 45-60 minutes, schedule permitting

From: Danielle Smith
Director, Program and Grantee Support Services
Office of Elementary and Secondary Education

Location: Microsoft Teams
Format: Meeting

Press: Closed Press
Attire: N/A

PURPOSE:

To discuss the Department's efforts to protect the civil rights of LGBTQ+ students, and in particular, transgender students in K-12 schools with the four Equity Assistance Centers.

The Centers have expressed their concern about the impacts of new policies targeting transgender students in schools, as well as concern about the Centers' ability to effectively provide training and advisory services to school/district clients in states enacting these new policies and laws. This is an opportunity to hear about the Centers' experiences and to share the Department's position and ideas for how to ensure that the Centers are safe and supported in conducting their work. The call is a private event and not open to press.

Note: We are also running a new EAC grant competition in FY22. Applications are due Monday, May 16 which is two days prior to this call. We will not plan to discuss the competition with the current grantees.

PARTICIPANTS:

- YOU
- Equity Assistance Center Directors and Deputies:

- Region I: [Mid Atlantic Equity Consortium](#), Center for Education Equity, Bethesda, MD
 - Susan Shaffer, Director
 - Dr. Daryl Williams, Associate Director
- Region II: [EAC-South](#), Intercultural Development Research Association (IDRA), San Antonio, TX
 - Dr. Paula Johnson, Director
 - Hector Bojorquez, Director of Operations and Educational Practice
 - Dr. Lizdellia Pinon, Education Associate
- Region III: [Midwest and Plains EAC](#), Indiana University, Indianapolis, IN; MAP Center; Great Lakes Equity Center
 - Dr. Seena Skelton, Director
 - Dr. Kathleen King Thorius, Executive Director
- Region IV: [Western Educational EAC \(WEEAC\)](#), Metropolitan State College of Denver, Denver, CO
 - Dr. Jan Perry Evenstad, Executive Director
 - Michael Marquez, Director
- Program and Grantee Support Services Team
 - Danielle Smith, Director
 - Bryan Keohane, Acting Group Leader
 - Rebekka Meyer, Lead Program Officer
 - An Almquist, Program Officer

Notes for Remarks:

- Recognize the importance of ensuring access to equitable learning opportunities for all students.
- Acknowledge the importance of advancing equity in the Biden Administration's priorities and Secretary Cardona's priorities.
- Share the Department's current efforts to support transgender & nonbinary students in K-12 schools.
 - Refer to secretary's remarks, events the Department has hosted (e.g. April 13 webinar "Supporting Transgender & Nonbinary Students in K-12 Schools")
 - Note any specific guidance coming from OCR, e.g. updates to Title IX guidance, dear colleague letters, etc.
- Acknowledge that Equity Assistance Centers can play an important role in supporting states and school districts in ensuring equity with respect to sex.

BACKGROUND:

The Department funds the Equity Assistance Centers (EAC) program, authorized under Title IV of the Civil Rights Act of 1964, a network of four regional technical assistance centers that provide training and advisory services in the preparation, adoption, and implementation of plans for the desegregation of public schools. The regional EACs provide technical assistance (TA), upon request, to build local and state capacity to mitigate segregation and discrimination based on race, sex, national origin, and religion to school boards and other responsible governmental agencies located in the geographical service area.

This assistance often includes activities such as providing training, and coaching to school and district leaders, teachers and school personnel; assisting in developing equity plans; assisting in review and revision of policies and procedures in schools and districts through data-driven equity audits; preventing and mitigating the effects of any existing discriminatory behaviors through mediation, training, and other restorative practices; and providing consultation on culturally and linguistically responsive practices.

The EACs have been tracking new state and local policies that will potentially limit students' civil rights with respect to sex in K-12 schools.

An example of a related EAC project:

- A School District contacted the Region IV EAC regarding assistance in learning about LGBTQ populations and students. The district has a strategic focus area around equity and has determined this to be an area of growth. They identified there is a disconnect in understanding the difference between gender identity and sexual orientation, and a desire to ensure schools in the district are inviting for students to show up as they are.

The Office of Program and Grantee Support Services seeks to support the EACs through appropriate means, including program guidance, Dear Colleague Letters, and collaboration with other Department offices or federal agencies that may clarify the legal context for their work and support them in providing needed training and advisory services to school, district, and state clients.

Of note:

1. This meeting is part of a monthly meeting series with the EAC Directors to discuss problems of practice and program implementation.
2. Program and Grantee Support Services has been working with EACs to track specific instances of disruptions to their current work, as well as state legislation that may have an effect on their work if enacted.

3. The Department is announcing a new FY22 competition to make new EAC awards (expected publish date of February 15).

For more information about the Equity Assistance Center Program, see

<https://oese.ed.gov/offices/office-of-formula-grants/program-and-grantee-support-services/training-and-advisory-services-equity-assistance-centers/>

Sample Equity Assistance Center Resources

Region I EAC Resources

Blogs

- [What Title IX Means to Me: Phyllis Lerner](#): This is the first blog post in a series of content leading up to the 50th anniversary of Title IX in June, 2022.

Webinars

- **Thriving, Not Just Surviving Series, June-October, 2021**: This series focused on how to create and maintain positive, supportive classrooms where transgender and non-binary students can thrive. It examined this question from the perspectives of students, school and district administrators, and teachers and school counselors.
 - [Centering the Needs of Transgender and Non-binary Students at School](#), June 29, 2021
 - [How Administrators Can Support Trans & Non-Binary Students](#), July 27, 2021
 - [How Teachers & Counselors Can Support Trans & Non-Binary Students at School](#), October 19, 2021
- [Title IX: Yesterday, Today, and Tomorrow](#), February 10, 2021
 - MAEC speaks with Title IX experts on the history and future of Title IX, the new regulations and their impact on responses to sexual harassment, and the nuances of navigating cultural differences under Title IX. This webinar is for PreK-12 Title IX Coordinators, administrators, and educators.

Resource Pages

- [Thriving, Not Just Surviving: How Teachers and Counselors Can Support Trans & Non-Binary Students at School](#), October 19, 2021
- [Takeaways from Conversation with Administration Panelists](#), July 27, 2021

Publications

- **Title IX Regulation Series, August 2020**: The changes made by the Final Rule impact every public school system in the United States. To ensure compliance, MAEC created the Title IX Regulations Series for Title IX Coordinators, administrators, and teachers to understand the Final Rule. This series includes five documents, exploring updated roles and responsibilities, comparing how Title IX has changed, and outlining steps in the grievance procedure.
 - [Title IX Coordinator Roles and Responsibilities](#)
 - [Title IX Then and Now for K-12 - What has Changed?](#)
 - [Title IX Investigator Roles and Responsibilities](#)
 - [Title IX Decision-Maker Roles and Responsibilities](#)
 - [Title IX Grievance Procedure Flowchart](#)

Presentations

- [Understanding the New Title IX Regulations](#): Presentation created for webinar in February 2021 and adapted for presentation to Department of Education

Region II EAC Resources

- **EAC Convening Webinar:** [Queer Students and Schools: Building Spaces of Belonging](#), Ms. Irene Gómez, Ed.M., IDRA Research Engagement Strategist, 2021
- **Infographic:** [School Climate Affects LGBTQ Student Well-being](#), IDRA
- **Newsletter articles:**
 - [Equity and Justice for LGBTQ Students – Teacher Responsibilities](#), Aurelio M. Montemayor, M.Ed., and Michelle Martinez Vega, IDRA Newsletter, February 28, 2018, or;
 - [Steps for Helping Students Become Activists – A Teen’s Advice](#), by Melivia Mujia, IDRA Newsletter, August 2019
- **Podcast Episodes:**
 - [3 Ways to Make Schools Safe for LGBTQ Students](#) – Episode #189
 - [Teacher Responsibilities in Supporting LGBTQ Students](#) – Episode #184

Region III EAC Resources

- [Supporting the Mental Health of LGBTQ+ Students in Schools: A Visual Data Tool for Teachers and Administrators](#)
- [The Effects of Homophobia and Transphobia on the Mental Health of LGBTQ+ Students](#)
- [Supporting LGBTQ+ Students in Rural Schools: A Professional Development Facilitator Manual for Educators](#)
- [LGBTQ+ Youth in Rural Schools and Communities](#)
- [Supporting LGBTQ Students by Creating Safe, Inclusive, and Responsive Learning Environments](#)

Region IV EAC Resources

- See attached PDF

Western Educational **EQUITY** Assistance Center

WEEAC Electronic Content – Sex/Gender Resources

Date	Event/Product (Link to Access)	Type/Status	Description	WEEAC Staff Involved
3/29/22	Developing LGBTQ-Centered Policy and Procedure	Webcast and Document *Recording available on website	This resource is available on the WEEAC website and has a video recording with guidance on developing LGBTQ policies and procedures for schools and districts. In addition to the video there is a document with links to resources included in the video. The target audience is school and district leaders. Developing LGBTQ Policy Resource Guide – PDF	Colleen Toomey
2/4/22	Queer Intersections Podcast: Episode 6 Indigenous and Native American LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on Indigenous and Native American LGBTQ Youth.	Colleen Toomey
1/5/22	Queer Intersections Podcast: Episode 5 Latinx LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on Latinx LGBTQ Youth.	Colleen Toomey
10/20/21	Queer Intersections Podcast: Episode 4 LGBTQ Youth and Sports	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on LGBTQ Youth and Sports.	Colleen Toomey
10/8/21	Queer Intersections Podcast: Episode 3 LGBTQ Youth and Religion	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on LGBTQ Youth and Religion.	Colleen Toomey
9/22/21	Queer Intersections Podcast: Episode 2 APIDA LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on APIDA LGBTQ Youth.	Colleen Toomey

9/8/21	Queer Intersections Podcast: Episode 1 Black LGBTQ Youth	Podcast *Recording available on website	The WEEAC presents the podcast series titled Queer Intersections that focuses on supporting LGBTQ+ youth. Six conversations with educators, activists, and therapists on supporting the intersectional identities of queer and transgender students. Released bi-weekly this episode focused on Black and African American LGBTQ Youth.	Colleen Toomey
9/8/21	The New Title IX Regulations: Gender Identity and Sexual Orientation What K-12 Educators Need to Know	Webinar *Recording available on website	This webinar covers the June 17, 2021 Notice of Interpretation provided by the US Department of Education's Office for Civil Rights which affirms that Title IX protections apply to gender identity and sexual orientation. Sample policies will be discussed, as will the implications these new requirements may have on the day-to-day operations of educational programs and extracurricular activities in the K-12 setting.	Dr. Jan Perry Evenstad Dr. Dan Jesse
8/26/21	What Administrators Need to Know About Trans Student Rights	Webinar *Recording available on website	This webinar was created with a target audience of school administrators. The panel included an attorney and retired administrator that focus their work on advocating for Trans student rights in schools. The conversation included legal guidance for schools and emphasis on activities available for all student participation.	Dr. Jan Perry Evenstad Colleen Toomey
3/3/21	Getting To Know Title IX	Course *Available in WEEAC Virtual College	This course was developed for the WEEAC Virtual College and is available for all educators free of charge. This course provides an overview of the 1972 Education Amendment known as Title IX. You will learn that Title IX covers more than athletics, non-traditional vocations, and sexual harassment. This course will begin with some definitions that are often interchanged and misunderstood. In 2020 the U.S. Department of Education released a new rule for sexual harassment, sexual assault, sexual violence and dating violence that now pertains to K-12 and higher education and these will be defined. A summary overview of moving from a complaint to investigation will be covered.	Dr. Jan Perry Evenstad
9/22/20	Q-Laborative Conversations – Episode 4 Staff Support	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on staff support in schools.	Colleen Toomey
9/15/20	Q-Laborative Conversations – Episode 3 Intersectionality	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on Intersectionality.	Colleen Toomey
9/8/20	Q-Laborative Conversations – Episode 2 Environment	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on school environment.	Colleen Toomey

9/1/20	Q-Laborative Conversations – Episode I Curriculum (Discussions on supporting queer, and transgender youth)	Podcast *Recording available on website	The WEEAC presents Q-Laborative Conversations, a podcast series focused on supporting LGBTQ+ youth. This series includes discussions with educators, activists, and therapists on supporting queer and transgender youth. This episode focuses on school curriculum.	Colleen Toomey
8/26/20	Title IX Webinar for Nevada State Department	Webinar -Live *Recording available on website	This is a webinar developed for staff with the Nevada State Department of Education. The event covered the details of Title IX in K-12 including new rules for sexual harassment, sexual assault, sexual violence and dating. Resources used in the webinar were made available to participants and are accessible on the WEEAC website.	Dr. Jan Perry Evenstad Dr. Dan Jesse
7/9/20	New Title IX Regulations: What K-12 Educators Need to Know	Webinar -Live *Recording available after on website	The webinar covered the details of Title IX in K-12 including new rules for sexual harassment, sexual assault, sexual violence and dating. Resources used in the webinar were made available to participants and are accessible on the WEEAC website.	Dr. Jan Perry Evenstad Dr. Dan Jesse
7/2/20	Supporting Students Gender Identity and Expression	Course *Available in WEEAC Virtual College	This course was developed for the WEEAC Virtual College and is available for all educators free of charge. Supporting Students Gender Identity and Expression is an introductory course for educators looking to expand their knowledge on issues impacting the lesbian, gay, bisexual, transgender, and queer community. With a particular focus on gender identity, this course will give you language to better communicate with and support the LGBTQ+ community, as well as help you to practice how you might respond to common microaggressions towards LGBTQ+ students.	Colleen Toomey