

California After-School Program Quality Self-Assessment Tool

- Engaging key stakeholders in meaningful conversations about program quality and continuous program improvement.
- Generating an Action Plan that identifies the immediate, and long-term professional development and technical support needed to enhance program quality.
- This tool is not intended for use as an external evaluation tool.
- It is appropriate for self-assessment purposes only.

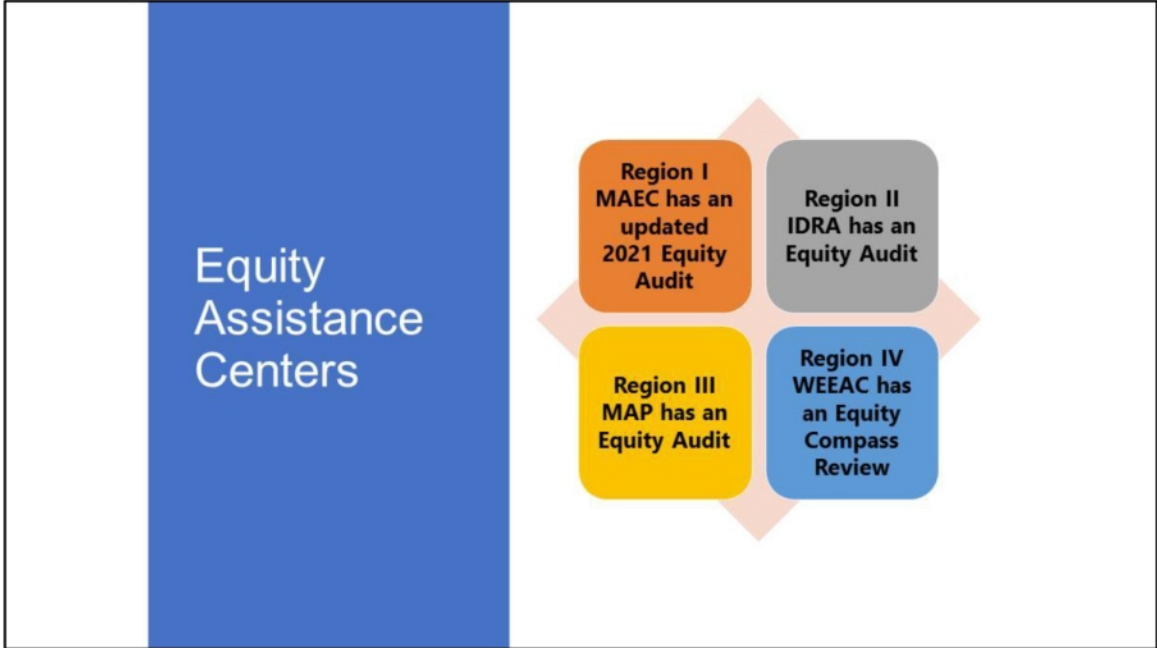
https://www.afterschoolnetwork.org/sites/main/files/fileattachments/qsatool_0.pdf?1416422642

PROMOTING DIVERSITY, ACCESS, EQUITY & INCLUSION

(sample questions)

- Information is available in parents' and caregivers' home languages (e.g. in the home languages of 15% or more parents and caregivers).
- When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.
- Youth have opportunities to explore, share, and celebrate their heritage and culture with others.
- Staff and leadership make reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks.
- Staff adapt activities to be accessible to English learners and encourage their active participation in the program.

Example from the California After-School Program Quality Self-Assessment Tool. Quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services. Quality programs understand, value, and respect the myriad backgrounds and experiences of youth and their families. This commitment is reflected in program vision and leadership, and is woven throughout the program.



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Culturally Competent and Diverse Workforce

Context: Why are school systems focusing on diversifying the educator workforce?

- Student Demographics:
 - A rapid growing diversity among student population
 - Nearly half of the current student population are students of color compared to 18% of educators of color (Partee, 2014).
- Policy:
 - Educator work force diversity has become a component in several federal (e.g., ESSA) and state policies (i.e., CO, CT, FL, IL, MN, OR, TX, RI, WA and WI) (Sun, 2018).
 - Council of Chief State School Officers started a program aimed at providing support to 9 states to address educator diversity including CO, DE, IL, MA, MS, NE, NM and NY (Camera, 2018)
- Research:
 - Emerging research demonstrate evidence of the benefits from a diverse teaching workforce for students, particularly students of color (Grissom, Kern, & Rodriguez, 2015).

Benefits of a diverse educator workforce in school and after school programs

For Students of Color

- Students of color (SOC) are more likely to see themselves as equal members of the school community, when they have teachers of color (TOC) (Warner & Duncan, 2018).
- When SOC have teachers of their same cultural background for both math and reading; scores have increased by at least four percentile points (Dee, 2001).
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- Students will gain comfort in communicating and interacting cross culturally which will allow them to navigate a global, pluralistic society therefore increasing social-cohesion (Warner & Duncan, 2018).
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Benefits for the educator workforce

- A diverse educator workforce enable students of color to see teaching as a viable future career which would further diversify the profession (Bireda & Chait, 2011; Partee, 2014)
- A diverse educator workforce allows teachers to work as members of a team, share their knowledge and skills, and contribute to the development of an inclusive school culture representing all students.
- When a teaching workforce is diverse, teachers feel included and feel they are working as a community of professionals to plan instructional programs and experiences for all students.
- Diversity amongst teacher workforce increases investment in equity work that address systemic inequities. (Warner & Duncan, 2018)

Schools and After School Programs benefit from diverse, effective and culturally responsive teaching staff.

Key practices for increasing diversity among educators

Diversity in the **recruitment and hiring** of equity-oriented educators

Intentional **focus on retention** of quality diverse educators through creating and sustaining positive and supportive climate and culture for staff and student.

Comprehensive equity-oriented **educator evaluation process and professional development**

Benefits of including all staff in culturally responsive PD to promote culturally responsive educators (CRE) (Muñiz, 2019).

CRE are able to draw from students' cultural knowledge and norms which contributes to reading comprehension and mathematical thinking (Fulton, 2009).

CRE connect academic concepts to the everyday lives of their students, making learning experiences more personally meaningful, engaging, and effective.

CRE build students' awareness of social justice issues encountered in their daily lives and communities through rigorous, project-based activities.

CRE center students' identities in the classroom and support the development of students' racial and ethnic pride.

CRE create a sense of belonging, safety, and support in school, critically important for learning. (Muñiz, 2019).

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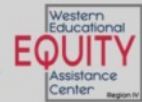
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Q & A

Trauma References

- National Center on Early Childhood Health and Wellness health@ecetta.info
- Trauma and Adverse Childhood Experiences (ACEs) <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/trauma-aces.pdf>
- <https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>
- <https://hub.jhu.edu/2020/05/11/covid-19-and-adolesents/>
- <https://www.pacesconnection.com/blog/afterschool-programs-and-a-trauma-informed-approach>

Evaluation References

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- CDC Approach to Evaluation. A Framework for Program Evaluation. <https://www.cdc.gov/eval/framework/index.htm>
- California After-School Program Quality Self-Assessment Tool https://www.afterschoolnetwork.org/sites/main/files/fileattachments/qsatool_0.pdf?1416422642
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To: daryl@maec.org; sshaffer@maec.org; Skelton, Seena Makeeba; Evenstad, Jan
Cc: Meyer, Rebekka; Vitelli, Edward
Subject: OCR Presentation
Attachments: EAC Oct2021 OCR Academy Presentation 10-12-2021.pptx

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No content changes. Just making some content more readable.

EQUITY ASSISTANCE CENTERS: PARTNERS IN PURSUIT OF EQUITY IN EDUCATION

Office for Civil Rights Academy • October 2021



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Dr. Paula N. Johnson
Region II



Dr. Daryl Williams
Region I



Dr. Seena M. Skelton
Region III



Dr. Jan Perry Evenstad
Region IV

Presented by the Regional Equity Assistance Center Directors

Presentation Outline

- Overview and History of the Equity Assistance Centers (EACs)
- Developing a Shared Language and Vision
- Culturally Responsive Pedagogies and Practices
- Understanding Adverse Childhood Experiences and Trauma
- Culturally Competent and Diverse Workforce
- Continual Assessment and Sustainability
- Q&A

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.

History of the EACs

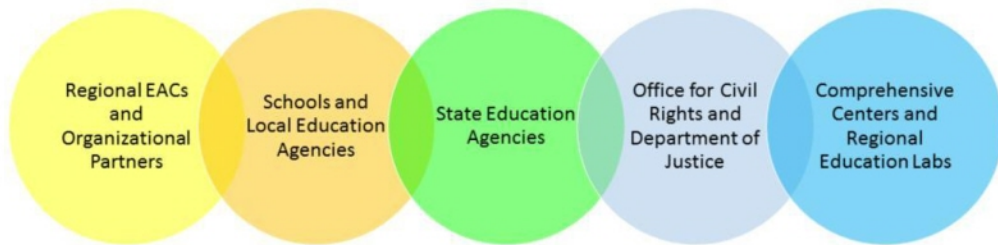
- Formerly Desegregation Assistance Centers (DACs)
- Oldest Technical Assistance Centers in the nation
- The EACs hold a unique position of focusing their work on civil rights considerations and implications in public K-12 education
- Not an enforcement agency; We help build capacity for non-discriminatory policies and practices
- Federal funding allows us to provide our services at little to no cost to districts and agencies

Technical Assistance Focused on Students' Civil Rights

Four Equity Areas of Focus



Collaborative TA Partnerships



Developing a Shared Language and Vision

Equity

Inclusion

Diversity

Culture



Developing a Shared Language and Vision - Equity

1. Equity

- Is fair and just.
- Ensures high outcomes for all by removing the predictability of success or failure that correlates with any racial, social, linguistic, religious, economic, or gender factors.
- Allocates resources to ensure that every child gets what they need to succeed to thrive socially, emotionally, and intellectually.
- Cultivates the unique gifts, talents, and interests that every person possesses.
- Requires deliberate daily actions, and a persistent commitment to a journey rather than focusing on where we hope to land.



Developing a Shared Language and Vision - Diversity

2. Diversity

- Includes all the ways in which people differ, including racial, ethnic, religious, socioeconomic, gender, and linguistic differences.
- Respects difference, viewing difference as an asset.
- Reflects real students in real families, communities, and schools and the experiences they bring with them that shape who they are.
- Commits to learning how to cross boundaries, sustains engagement with diverse students, and provides spaces for sharing stories and experiences with all kinds of stakeholders.



Developing a Shared Language and Vision - Inclusion

3. Inclusion

- Feels a sense of belonging and value within an organizational/educational setting.
- Has power, a voice, and decision-making authority.
- Recognizes the multiplicity of stories, truths, their intersections, and people who own the stories.
- Commits to identifying and including the voices of those who may never have had a seat at the table, and whose experiences and perspectives matter.



Developing a Shared Language and Vision - Culture

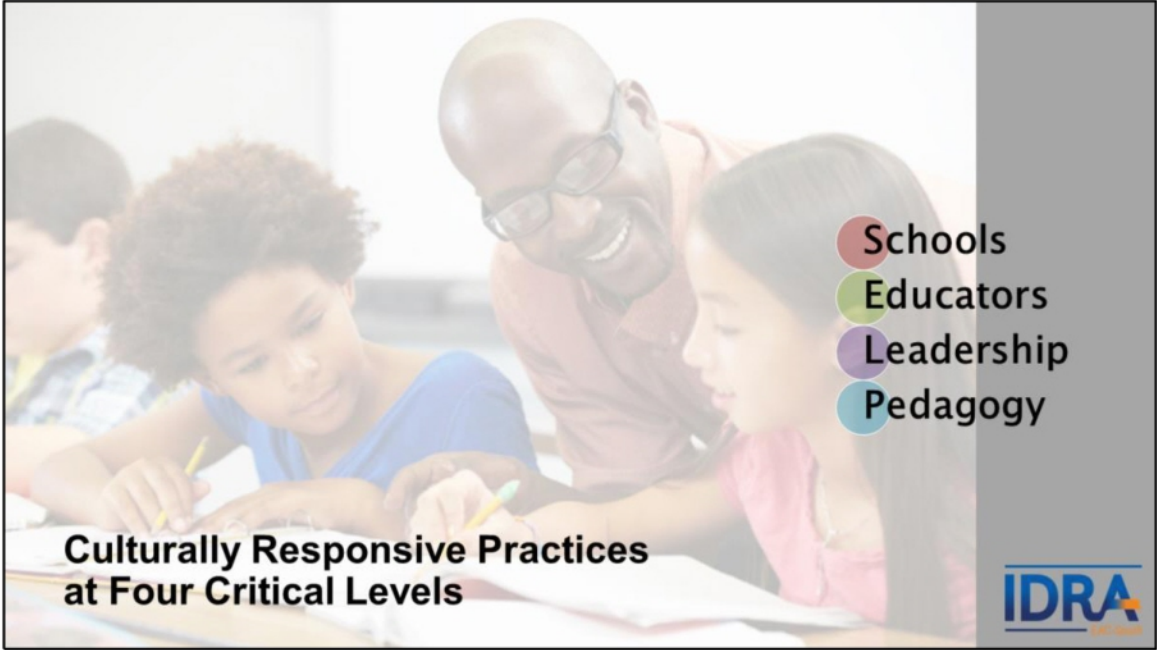
4. Culture

- Refers to the ways of living; shared behaviors, beliefs, customs, values, ways of knowing that guide groups of people in their daily life and are transmitted from one generation to the next.
- Affects how people learn, remember, reason, solve problems, and communicate.
- Has a feeling of belonging, a sense of personal history, the joy of shared meaning, and the security for children of knowing who they are and where they come from.
- Is a mediating lens through which we make sense of the world and our lived experiences.



Questions to Consider

- Equity { • What is the equity challenge we need to address and who is most affected by this challenge?
- Diversity { • How will we listen deeply to differing voices and experiences?
- Inclusion { • Do people feel a sense of community, connection, and a shared sense of purpose?
- Culture { • What is it and what purpose does it serve?



- Schools
- Educators
- Leadership
- Pedagogy

**Culturally Responsive Practices
at Four Critical Levels**



Culturally Responsive Schools

Universal access to culturally relevant pedagogy that encourages positive cultural identities.



Universal access and support to college preparatory classes for all students.



Access to an educational environment that is free from implicit and explicit racial, ethnic, and gender biases as evidenced by high performance of marginalized students and low exclusionary discipline rates for all students.



Whole-school integration of Restorative Practices and socio-emotional supports for all students.



Culturally Responsive Educators

1. Possess an understanding and awareness of the cultural implementation continuum – from the least effective, inclusive, but socially isolating methods, to transformative approaches.

1. Build capacity across cultural dimensions:
Internal,
Community, Social,
Institutional

Employ continuous critical reflection to interrupt all forms of micro inequalities to ensure safe, responsive, and inclusive learning environments, and positive student outcomes.



**Culturally
Responsive
Pedagogy**



Culturally Responsive Leadership

Promotes full implementation of culturally responsive practices.



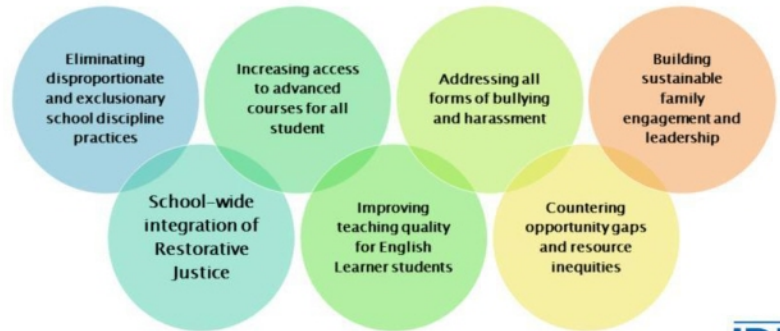
Includes a high percentage of families of marginalized students in educational decisions, policies beyond tradition parent engagement.



Ensures high rates in recruiting, hiring, and retaining of teachers of color who are versed in culturally responsive pedagogy.



Implications for policy and practice reform to address bias and discrimination



Promoting Equity and CRP

Questions that drive this work include:

- What is the experience for individuals who are the minority within the organization?
- What barriers stand in the way of people with marginalized identities feeling a sense of welcome and belonging?
- What don't we realize we are doing that is negatively impacting our new, more diverse, classes or groups?
- How can we diversify our student program enrollment?
- How can we revise recruitment efforts to increase diversity?
- What discriminatory policies, procedures or practices might be preventing more inclusive environments?



Inclusion is not a natural consequence of diversity. You can spend a million dollars recruiting the most diverse collection of students and teachers and never change the environment they're walk into.

Understanding ACEs, Trauma & What Educators Should Know

10 Adverse Childhood Experiences

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Emotional Neglect
- Physical Neglect
- Mentally ill, depressed or suicidal person in the home
- Drug addicted or alcoholic family member
- Witnessing domestic violence

Research: expanding the 10 ACE's definition to include:

- Racism
- Poverty
- Systemic Oppression
- Exposure to Community Violence
- Microaggressions
- Stereotype Threat
- Overly Punitive School Discipline

Western Educational EQUITY Assistance Center
National Center on Early Childhood Health and Wellness health@ecetta.info

Trauma occurs when students/children are exposed to events or situations that overwhelm them and their ability to cope with the experience. This can be a single event, series of events or chronic condition or exposure. The experience of trauma is personal and individualized. What adults perceive as traumatic is very different from what a child will perceive as traumatic. Traumatic experiences do not simply happen to children, they happen inside their brains and bodies. These 10 identified adverse childhood experiences have a profound impact on health. One of those being stress, which causes the body to release cortisol. Researchers have found that prolonged exposure to high level of cortisol known as toxic stress impacts the brain's capacity and ability to learn. Student who are victims of trauma are at increased for academic failure and often underperform or struggle in the classroom. (National Center on Early Childhood Health and Wellness health@ecetta.info)

Dr. Harris had recently been appointed as California's first Surgeon General, following her ground-breaking work on ACEs' impact on children and their health outlooks. Her message made it clear that adverse childhood experiences affect 34.8 million children across socio-economic lines, putting them at higher risk for health, behavioral, and learning problems. (<https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>)

)

Lasting Impacts of Trauma

Children who experience 4 or more ACEs:

- Are at 10 – 12 times greater risk for intravenous drug use and attempted suicide
- Are at 2-3 times greater risk for developing heart disease and cancer
- Are at 32 times more likely to have learning and behavioral problems

And 8 out of 10 leading cause of death in the US correlate with exposure to 4 or more ACEs

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ACEs and COVID-19

Children:

The least recognized impact has been on normal play interactions of kids. The rough and tumble play is critical to brain and social development.

<https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>

Adolescents:

The impact has been not seeing friends. They are at the age of being invested in social connections and in separating from parents. This is a time to develop social skills, empathy and a sense of identity.

<https://hub.jhu.edu/2020/05/11/covid-19-and-adolesents/>

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According to Dr. Harris's research, as mentioned during an NPR interview, is based identified 10 ACEs. They found that as little as three ACEs can lead to profound biologic changes, reducing life expectancy by 20 years.

The pandemic has introduced many changes that [exacerbate the impact of ACEs](#). One of the most profound and least recognized effects has been on normal play interactions by kids. The role of rough and tumble play is critical on children's development of executive function, on which social competency is based. It was hard enough to allow for rough and tumble play before the pandemic. Now? It's even harder. It has become increasingly clear that our society will not be able to transition into a healthy and robust new normal until the issue of COVID and safe childcare is addressed. Children are asymptomatic vectors for the disease presents a huge challenge, as those under 12 years of age cannot get vaccinated. Just the current practice of isolation of children from their grandparents alone is a daunting problem. The economic impact on daycare providers to reduce capacity and increased teacher ratios make the current situation unsustainable.

<https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>

Trauma Informed Practices

High-quality afterschool programs are uniquely positioned to provide trauma-informed care through four key elements of support, which are:

- building trusting relationships with caring adults,
- providing opportunities to learn social-emotional skills,
- a safe and supportive environment, and
- trained trauma-informed staff.

<https://www.pacesconnection.com/blog/afterschool-programs-and-a-trauma-informed-approach>

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Purposes for Program Evaluation

- Demonstrate program effectiveness to funders
- Improve the implementation and effectiveness of programs
- Better manage limited resources
- Document program accomplishments
- Justify current program funding
- Support the need for increased levels of funding
- Satisfy ethical responsibility to clients to demonstrate positive and negative effects of program participation (Short, Hennessy, & Campbell, 1996).
- Document program development and activities to help ensure successful replication

<https://mainwebv.musc.edu/vawprevention/research/programmeval.shtml> [level-%20of-%20program%20evaluation%20101%20%201%20Contributed%20by%0ARobin](#)
[require%20funding%2C%20time](#) [Western Educational EQUITY Assistance Center](#)

Evaluation Framework & Steps Used By CDC



<https://www.cdc.gov/eval/framework/index.htm>

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Framework

Step 1: Engaging Stakeholders

Those persons involved in or affected by the program and primary users of the evaluation.

Step 2: Describe the program

Need, expected effects, activities, resources, stage, context, logic model.

Step 3: Focus the evaluation design

Purpose, users, uses, questions, methods, agreements.

Step 4: Gather credible evidence

Indicators, sources, quality, quantity, logistics.

Step 5: Justify conclusions

Standards, analysis/synthesis, interpretation, judgment, recommendations.

Step 6: Ensure use and share lessons learned

Design, preparation, feedback, follow-up, dissemination.

Standards for Effective Evaluation

- **Utility**

Serve the information needs of intended users.

- **Feasibility**

Be realistic, prudent, diplomatic, and frugal.

- **Propriety**

Behave legally, ethically, and with regard for the welfare of those involved and those affected.

- **Accuracy**

Reveal and convey technically accurate information to stakeholders (i.e., the persons or organizations having an investment in what will be learned from an evaluation and what will be done with the knowledge)

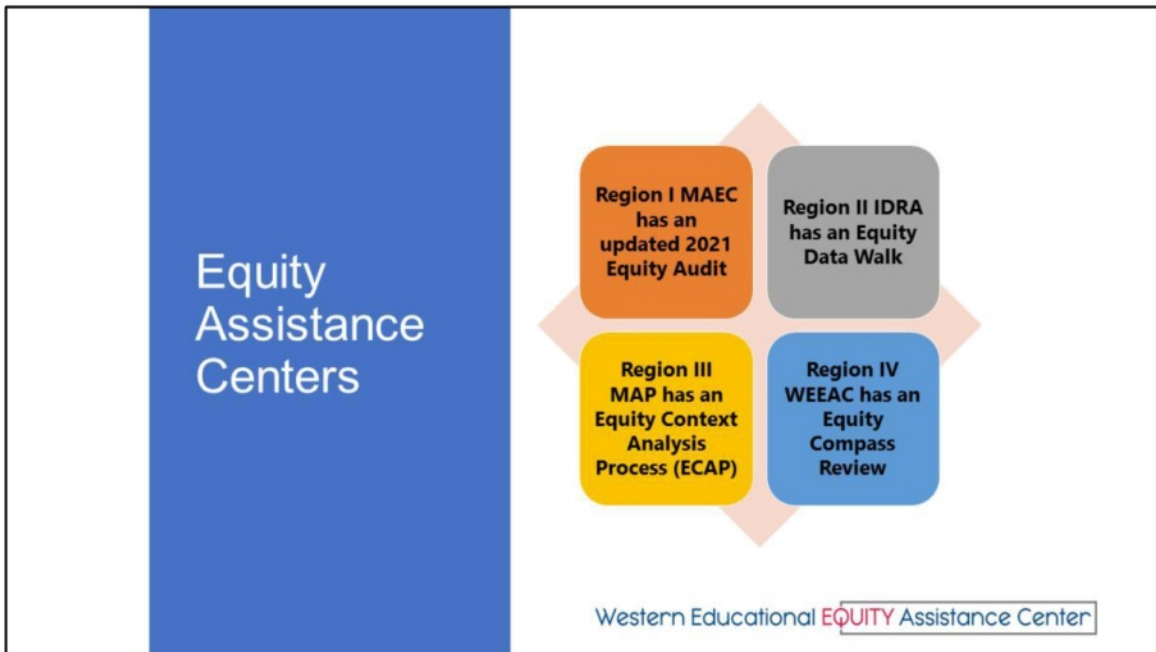
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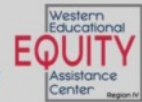
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Q & A

Trauma References

- National Center on Early Childhood Health and Wellness health@ecetta.info
- Trauma and Adverse Childhood Experiences (ACEs) <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/trauma-aces.pdf>
- <https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>
- <https://hub.jhu.edu/2020/05/11/covid-19-and-adolesents/>
- <https://www.pacesconnection.com/blog/afterschool-programs-and-a-trauma-informed-approach>

Evaluation References

- Pruett, Robin MP. Program Evaluation 101. <https://mainweb-v.musc.edu/vawprevention/research/programeval.shtml#:~:text=%20Program%20Evaluation%20101%20%201%20Contributed%20by%0ARobin.require%20funding%2C%20time%20and%20technical%20s>
- CDC Approach to Evaluation. A Framework for Program Evaluation. <https://www.cdc.gov/eval/framework/index.htm>
- California After-School Program Quality Self-Assessment Tool https://www.afterschoolnetwork.org/sites/main/files/fileattachments/qsatool_0.pdf?1416422642
- McKenzie, K. B. & Skria, L. (2011). Using Equity Audits in the Classroom to Reach and Teach ALL Students. Thousand Oaks, CA: Corwin Press.
- Skria, L., McKenzie, K. B., & Scheurich, J. J. (2009). Using Equity Audits to Create Equitable and Excellent Schools. Thousand Oaks, CA: Corwin Press

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- Darling-Hammond, L. & Friedlaender, D. (2008, May). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21.
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- Paris, D., & Alim, S.H. (Eds.). (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York, NY: Teachers College Press.
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Meyer, Rebekka

From: Meyer, Rebekka
Sent: Wednesday, October 13, 2021 1:07 PM
To: Vitelli, Edward; James, Edward
Subject: FW: OCR Presentation
Attachments: EAC Oct2021 OCR Academy Presentation 10-12-2021.pptx

Okay, sounds like this is the final version.

From: Paula Johnson <paula.johnson@idra.org>
Sent: Tuesday, October 12, 2021 4:13 PM
To: daryl@maec.org; sshaffer@maec.org; Skelton, Seena Makeeba <smskelto@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>
Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>
Subject: OCR Presentation

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.

No content changes. Just making some content more readable.

EQUITY ASSISTANCE CENTERS: PARTNERS IN PURSUIT OF EQUITY IN EDUCATION

Office for Civil Rights Academy • October 2021



Ms. Susan Shaffer
Region I



Dr. Paula N. Johnson
Region II



Dr. Daryl Williams
Region I



Dr. Seena M. Skelton
Region III



Dr. Jan Perry Evenstad
Region IV

Presented by the Regional Equity Assistance Center Directors

Presentation Outline

- Overview and History of the Equity Assistance Centers (EACs)
- Developing a Shared Language and Vision
- Culturally Responsive Pedagogies and Practices
- Understanding Adverse Childhood Experiences and Trauma
- Culturally Competent and Diverse Workforce
- Continual Assessment and Sustainability
- Q&A

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.

History of the EACs

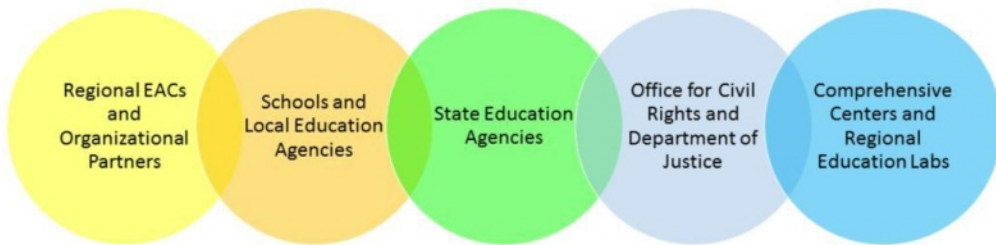
- Formerly Desegregation Assistance Centers (DACs)
- Oldest Technical Assistance Centers in the nation
- The EACs hold a unique position of focusing their work on civil rights considerations and implications in public K-12 education
- Not an enforcement agency; We help build capacity for non-discriminatory policies and practices
- Federal funding allows us to provide our services at little to no cost to districts and agencies

Technical Assistance Focused on Students' Civil Rights

Four Equity Areas of Focus



Collaborative TA Partnerships



Developing a Shared Language and Vision

Equity

Inclusion

Diversity

Culture



Developing a Shared Language and Vision - Equity

1. Equity

- Is fair and just.
- Ensures high outcomes for all by removing the predictability of success or failure that correlates with any racial, social, linguistic, religious, economic, or gender factors.
- Allocates resources to ensure that every child gets what they need to succeed to thrive socially, emotionally, and intellectually.
- Cultivates the unique gifts, talents, and interests that every person possesses.
- Requires deliberate daily actions, and a persistent commitment to a journey rather than focusing on where we hope to land.



Developing a Shared Language and Vision - Diversity

2. Diversity

- Includes all the ways in which people differ, including racial, ethnic, religious, socioeconomic, gender, and linguistic differences.
- Respects difference, viewing difference as an asset.
- Reflects real students in real families, communities, and schools and the experiences they bring with them that shape who they are.
- Commits to learning how to cross boundaries, sustains engagement with diverse students, and provides spaces for sharing stories and experiences with all kinds of stakeholders.



Developing a Shared Language and Vision - Inclusion

3. Inclusion

- Feels a sense of belonging and value within an organizational/educational setting.
- Has power, a voice, and decision-making authority.
- Recognizes the multiplicity of stories, truths, their intersections, and people who own the stories.
- Commits to identifying and including the voices of those who may never have had a seat at the table, and whose experiences and perspectives matter.



Developing a Shared Language and Vision - Culture

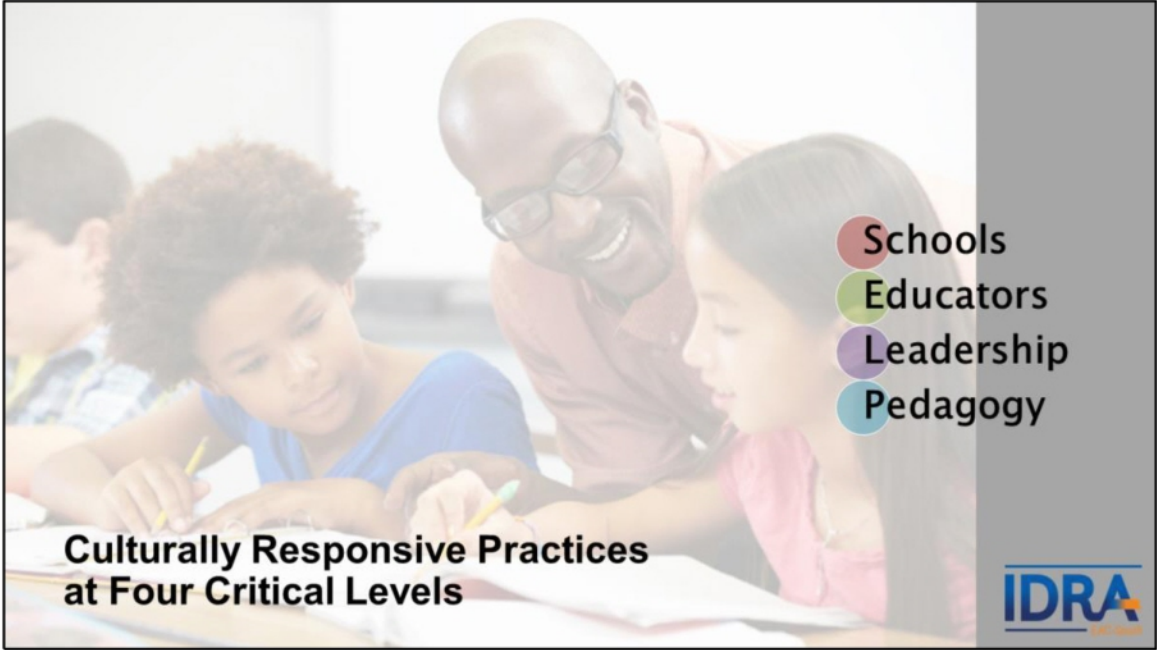
4. Culture

- Refers to the ways of living; shared behaviors, beliefs, customs, values, ways of knowing that guide groups of people in their daily life and are transmitted from one generation to the next.
- Affects how people learn, remember, reason, solve problems, and communicate.
- Has a feeling of belonging, a sense of personal history, the joy of shared meaning, and the security for children of knowing who they are and where they come from.
- Is a mediating lens through which we make sense of the world and our lived experiences.



Questions to Consider

- Equity { • What is the equity challenge we need to address and who is most affected by this challenge?
- Diversity { • How will we listen deeply to differing voices and experiences?
- Inclusion { • Do people feel a sense of community, connection, and a shared sense of purpose?
- Culture { • What is it and what purpose does it serve?



- Schools
- Educators
- Leadership
- Pedagogy

**Culturally Responsive Practices
at Four Critical Levels**



Culturally Responsive Schools

Universal access to culturally relevant pedagogy that encourages positive cultural identities.



Universal access and support to college preparatory classes for all students.



Access to an educational environment that is free from implicit and explicit racial, ethnic, and gender biases as evidenced by high performance of marginalized students and low exclusionary discipline rates for all students.



Whole-school integration of Restorative Practices and socio-emotional supports for all students.



Culturally Responsive Educators

1. Possess an understanding and awareness of the cultural implementation continuum – from the least effective, inclusive, but socially isolating methods, to transformative approaches.

1. Build capacity across cultural dimensions:
Internal,
Community, Social,
Institutional

Employ continuous critical reflection to interrupt all forms of micro inequalities to ensure safe, responsive, and inclusive learning environments, and positive student outcomes.



**Culturally
Responsive
Pedagogy**



Culturally Responsive Leadership

Promotes full implementation of culturally responsive practices.



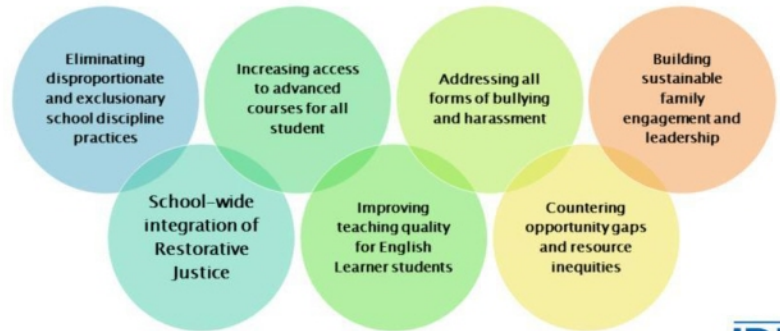
Includes a high percentage of families of marginalized students in educational decisions, policies beyond tradition parent engagement.



Ensures high rates in recruiting, hiring, and retaining of teachers of color who are versed in culturally responsive pedagogy.



Implications for policy and practice reform to address bias and discrimination



Promoting Equity and CRP

Questions that drive this work include:

- What is the experience for individuals who are the minority within the organization?
- What barriers stand in the way of people with marginalized identities feeling a sense of welcome and belonging?
- What don't we realize we are doing that is negatively impacting our new, more diverse, classes or groups?
- How can we diversify our student program enrollment?
- How can we revise recruitment efforts to increase diversity?
- What discriminatory policies, procedures or practices might be preventing more inclusive environments?



Inclusion is not a natural consequence of diversity. You can spend a million dollars recruiting the most diverse collection of students and teachers and never change the environment they're walk into.

Understanding ACEs, Trauma & What Educators Should Know

10 Adverse Childhood Experiences

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Emotional Neglect
- Physical Neglect
- Mentally ill, depressed or suicidal person in the home
- Drug addicted or alcoholic family member
- Witnessing domestic violence

Research: expanding the 10 ACE's definition to include:

- Racism
- Poverty
- Systemic Oppression
- Exposure to Community Violence
- Microaggressions
- Stereotype Threat
- Overly Punitive School Discipline

Western Educational EQUITY Assistance Center
National Center on Early Childhood Health and Wellness health@ecetta.info

Trauma occurs when students/children are exposed to events or situations that overwhelm them and their ability to cope with the experience. This can be a single event, series of events or chronic condition or exposure. The experience of trauma is personal and individualized. What adults perceive as traumatic is very different from what a child will perceive as traumatic. Traumatic experiences do not simply happen to children, they happen inside their brains and bodies. These 10 identified adverse childhood experiences have a profound impact on health. One of those being stress, which causes the body to release cortisol. Researchers have found that prolonged exposure to high level of cortisol known as toxic stress impacts the brain's capacity and ability to learn. Student who are victims of trauma are at increased for academic failure and often underperform or struggle in the classroom. (National Center on Early Childhood Health and Wellness health@ecetta.info)

Dr. Harris had recently been appointed as California's first Surgeon General, following her ground-breaking work on ACEs' impact on children and their health outlooks. Her message made it clear that adverse childhood experiences affect 34.8 million children across socio-economic lines, putting them at higher risk for health, behavioral, and learning problems. (<https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>)

)

Lasting Impacts of Trauma

Children who experience 4 or more ACEs:

- Are at 10 – 12 times greater risk for intravenous drug use and attempted suicide
- Are at 2-3 times greater risk for developing heart disease and cancer
- Are at 32 times more likely to have learning and behavioral problems

And 8 out of 10 leading cause of death in the US correlate with exposure to 4 or more ACEs

National Center on Early Childhood Health and Wellness health@ecetta.info

Western Educational **EQUITY** Assistance Center

ACEs and COVID-19

Children:

The least recognized impact has been on normal play interactions of kids. The rough and tumble play is critical to brain and social development.

<https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>

Adolescents:

The impact has been not seeing friends. They are at the age of being invested in social connections and in separating from parents. This is a time to develop social skills, empathy and a sense of identity.

<https://hub.jhu.edu/2020/05/11/covid-19-and-adolesents/>

Western Educational EQUITY Assistance Center

According to Dr. Harris's research, as mentioned during an NPR interview, is based identified 10 ACEs. They found that as little as three ACEs can lead to profound biologic changes, reducing life expectancy by 20 years.

The pandemic has introduced many changes that [exacerbate the impact of ACEs](#). One of the most profound and least recognized effects has been on normal play interactions by kids. The role of rough and tumble play is critical on children's development of executive function, on which social competency is based. It was hard enough to allow for rough and tumble play before the pandemic. Now? It's even harder. It has become increasingly clear that our society will not be able to transition into a healthy and robust new normal until the issue of COVID and safe childcare is addressed. Children are asymptomatic vectors for the disease presents a huge challenge, as those under 12 years of age cannot get vaccinated. Just the current practice of isolation of children from their grandparents alone is a daunting problem. The economic impact on daycare providers to reduce capacity and increased teacher ratios make the current situation unsustainable.

<https://playgroundguru.wordpress.com/2020/11/05/adverse-childhood-experiences-covid-19-and-play/>

Trauma Informed Practices

High-quality afterschool programs are uniquely positioned to provide trauma-informed care through four key elements of support, which are:

- building trusting relationships with caring adults,
- providing opportunities to learn social-emotional skills,
- a safe and supportive environment, and
- trained trauma-informed staff.

<https://www.pacesconnection.com/blog/afterschool-programs-and-a-trauma-informed-approach>

Western Educational EQUITY Assistance Center

Purposes for Program Evaluation

- Demonstrate program effectiveness to funders
- Improve the implementation and effectiveness of programs
- Better manage limited resources
- Document program accomplishments
- Justify current program funding
- Support the need for increased levels of funding
- Satisfy ethical responsibility to clients to demonstrate positive and negative effects of program participation (Short, Hennessy, & Campbell, 1996).
- Document program development and activities to help ensure successful replication

<https://mainwebv.musc.edu/vawprevention/research/programmeval.shtml> [Level - %20Program%20Evaluation%20101%20%201%20Contributed%20by%0ARobin](#)
[require%20funding%2C%20time](#) [Western Educational EQUITY Assistance Center](#)

Evaluation Framework & Steps Used By CDC



<https://www.cdc.gov/eval/framework/index.htm>

Western Educational EQUITY Assistance Center

Framework

Step 1: Engaging Stakeholders

Those persons involved in or affected by the program and primary users of the evaluation.

Step 2: Describe the program

Need, expected effects, activities, resources, stage, context, logic model.

Step 3: Focus the evaluation design

Purpose, users, uses, questions, methods, agreements.

Step 4: Gather credible evidence

Indicators, sources, quality, quantity, logistics.

Step 5: Justify conclusions

Standards, analysis/synthesis, interpretation, judgment, recommendations.

Step 6: Ensure use and share lessons learned

Design, preparation, feedback, follow-up, dissemination.

Standards for Effective Evaluation

- **Utility**

Serve the information needs of intended users.

- **Feasibility**

Be realistic, prudent, diplomatic, and frugal.

- **Propriety**

Behave legally, ethically, and with regard for the welfare of those involved and those affected.

- **Accuracy**

Reveal and convey technically accurate information to stakeholders (i.e., the persons or organizations having an investment in what will be learned from an evaluation and what will be done with the knowledge)

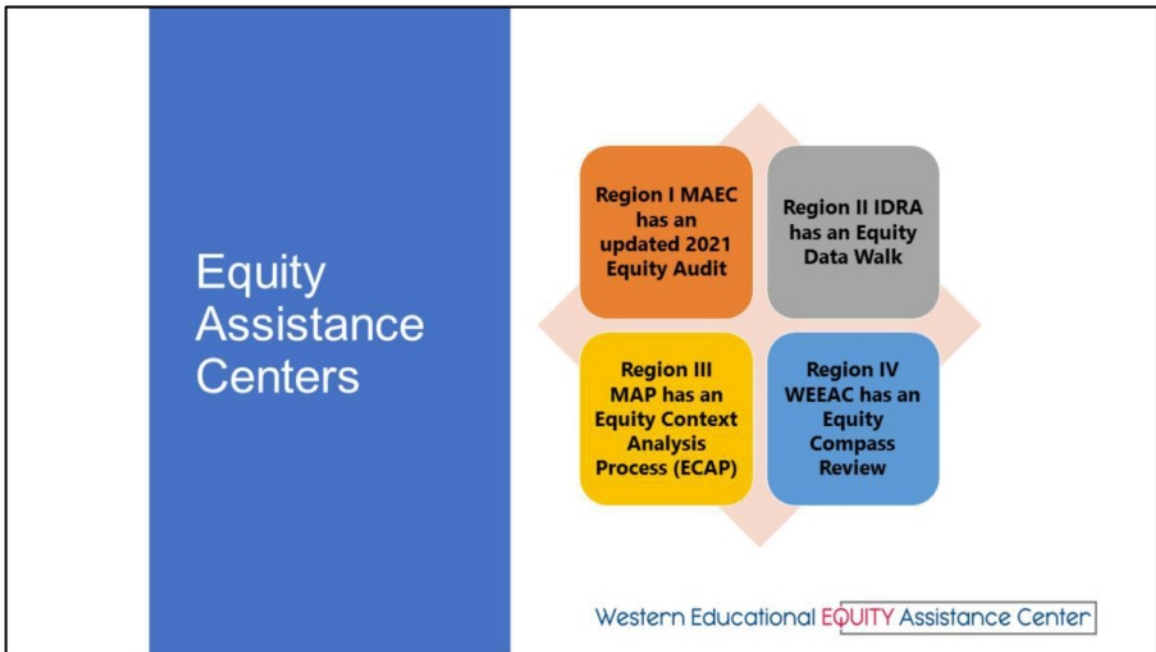
PROMOTING DIVERSITY, ACCESS, EQUITY & INCLUSION

(sample questions)

- Information is available in parents' and caregivers' home languages (e.g. in the home languages of 15% or more parents and caregivers).
- When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.
- Youth have opportunities to explore, share, and celebrate their heritage and culture with others.
- Staff and leadership make reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks.
- Staff adapt activities to be accessible to English learners and encourage their active participation in the program.

Western Educational **EQUITY** Assistance Center

Example from the California After-School Program Quality Self-Assessment Tool. Quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services. Quality programs understand, value, and respect the myriad backgrounds and experiences of youth and their families. This commitment is reflected in program vision and leadership, and is woven throughout the program.



All of the Equity Assistance Centers offer some form of Equity Audit or Equity Review to clients based on request. Two references that might be of interest are: Using Equity Audits in the Classroom to Reach and Teach All Students (2011), by Kathryn Bell McKenzie and Linda Skrla and Using Equity Audits to Create Equitable and Excellent Schools (2009) by Linda Skrla, Kathryn McKenzie and James Joseph Scheurich published by Corwin Press.

Culturally Competent and Diverse Workforce

Context: Why are school systems focusing on diversifying the educator workforce?

- Student Demographics:
 - A rapid growing diversity among student population
 - Nearly half of the current student population are students of color compared to 18% of educators of color (Partee, 2014).
- Policy:
 - Educator work force diversity has become a component in several federal (e.g., ESSA) and state policies (i.e., CO, CT, FL, IL, MN, OR, TX, RI, WA and WI) (Sun, 2018).
 - Council of Chief State School Officers started a program aimed at providing support to 9 states to address educator diversity including CO, DE, IL, MA, MS, NE, NM and NY (Camera, 2018)
- Research:
 - Emerging research demonstrate evidence of the benefits from a diverse teaching workforce for students, particularly students of color (Grissom, Kern, & Rodriguez, 2015).



Benefits of a diverse educator workforce in school and after school programs

For Students of Color

- Students of color (SOC) are more likely to see themselves as equal members of the school community, when they have teachers of color (TOC) (Warner & Duncan, 2018).
- When SOC have teachers of their same cultural background for both math and reading; scores have increased by at least four percentile points (Dee, 2001).
- Positive impacts of TOC for students of color include improved attendance, increased standardized test scores, higher representation in honors classes, and higher percentages of students attending college (Partee, 2014).
- Higher presence of African American teachers is linked to lower disproportionality of African American students in special education identification and suspension/expulsion rates (Partee, 2014).
- Exposure to at least one Black teacher decreased dropout rates and increased probability of students from disinvested communities attending a four-year college (Gershenson, Hart, Lindsay & Papageorge, 2017).



Benefits of a diverse educator workforce in school and after school programs - Students

Benefits for White Students

- Exposure to people from different backgrounds makes students smarter by challenging stereotypes, increasing critical thinking, and expanding problem solving (Warner & Duncan, 2018).
- Students will gain comfort in communicating and interacting cross culturally which will allow them to navigate a global, pluralistic society therefore increasing social-cohesion (Warner & Duncan, 2018).
- Increasing teacher diversity will ensure students are prepared for the future workforce (Partee, 2014).



Benefits of a diverse educator workforce in school and after school programs - Adults

Benefits for the educator workforce



A diverse educator workforce enable students of color to see teaching as a viable future career which would further diversify the profession (Bireda & Chait, 2011; Partee, 2014)



A diverse educator workforce allows teachers to work as members of a team, share their knowledge and skills, and contribute to the development of an inclusive school culture representing all students.



When a teaching workforce is diverse, teachers feel included and feel they are working as a community of professionals to plan instructional programs and experiences for all students.



Diversity amongst teacher workforce increases investment in equity work that address systemic inequities. (Warner & Duncan, 2018)



Schools and After School Programs benefit from diverse, effective and culturally responsive teaching staff.

Key practices for increasing diversity among educators

Diversity in the **recruitment and hiring** of equity-oriented educators

Intentional **focus on retention** of quality diverse educators through creating and sustaining positive and supportive climate and culture for staff and student.

Comprehensive equity-oriented **educator evaluation process and professional development**

Benefits of including all staff in culturally responsive PD to promote culturally responsive educators (CRE) (Muñiz, 2019).

CRE are able to draw from students' cultural knowledge and norms which contributes to reading comprehension and mathematical thinking (Fulton, 2009).

CRE connect academic concepts to the everyday lives of their students, making learning experiences more personally meaningful, engaging, and effective.

CRE build students' awareness of social justice issues encountered in their daily lives and communities through rigorous, project-based activities.

CRE center students' identities in the classroom and support the development of students' racial and ethnic pride.

CRE create a sense of belonging, safety, and support in school, critically important for learning. (Muñiz, 2019).



Contact Us

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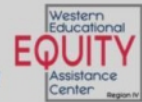
Region III

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Q & A

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- Johnson, P. (2020). An Interdisciplinary Approach to Developing Black Student Identity through Culturally Responsive Pedagogy. San Antonio, TX: Intercultural Development Research Association. Retrieved from: <https://www.idraeacsouth.org/wp-content/uploads/2020/10/Lit-Review-An-Interdisciplinary-Approach-to-Developing-Black-Students-Identity-through-Culturally-Responsive-Pedagogy-IDRA-EAC-South-2020.pdf>
- Paris, D., & Alim, S.H. (Eds.). (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York, NY: Teachers College Press.
- Petty, S. & Shaffer, S. (Eds.). (2016). *Equity centered capacity building: essential approaches for excellence and sustainable school system transformation*. Washington, DC: Education Trust. Retrieved from: <https://capacitybuildingnetwork.org/table-of-contents/>

IDRA

From: IDRA
Sent: Friday, October 15, 2021 10:06 AM
To: Meyer, Rebekka
Subject: Calculus for college readiness symposium; discipline data Facebook Live; digital redlining webinar

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 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

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

[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 Martínez Vega, IDRA chief technology strategist.



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October 15, 2021



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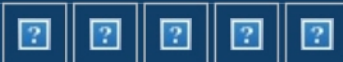
About Us

Website



5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
Phone: 210-444-1710

Reach Out To Us



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 creating self-renewing schools that value and promote the success of students of all backgrounds.

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IDRA

From: IDRA
Sent: Monday, October 18, 2021 10:05 AM
To: Meyer, Rebekka
Subject: Reminder: 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

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

[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:

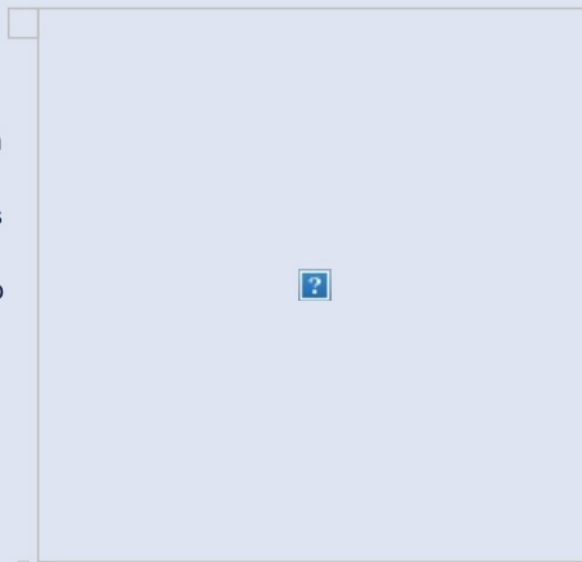
- Michelle Vega, IDRA chief technology officer
- Christina Quintanilla-Muñoz, IDRA research analyst
- Thomas Marshall, IDRA policy communications strategist

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!](#)

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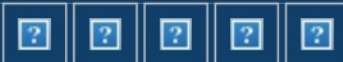
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Paula Johnson

From: Paula Johnson
Sent: Friday, October 22, 2021 5:16 PM
To: Vitelli, Edward; 'Susan Shaffer'; 'Daryl Williams'; Skelton, Seena Makeeba; 'Kyser, Tiffany S.'; Evenstad, Jan; Marquez, Michael
Cc: Meyer, Rebekka; James, Edward
Subject: Re: By COB Friday (10/22): Top LGBTQI+Resources

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Hello all! Below is our list of resources. We've listed our top five and included a few more.

1. The EAC convening webinar

- a. [Queer Students and Schools: Building Spaces of Belonging](#), Ms. Irene Gómez, Ed.M., IDRA Research Engagement Strategist, 2021

2. Infographic

- a. [School Climate Affects LGBTQ Student Well-being](#), IDRA

3. Newsletter articles (either or both)

- a. [Equity and Justice for LGBTQ Students – Teacher Responsibilities](#), Aurelio M. Montemayor, M.Ed., and Michelle Martínez Vega, IDRA Newsletter, February 28, 2018
- b. [Steps for Helping Students Become Activists – A Teen's Advice](#), by Melivia Mujia, IDRA Newsletter, August 2019

4. Podcasts (preferred order)

- a. [3 Ways to Make Schools Safe for LGBTQ Students](#) – Episode #189
- b. [Teacher Responsibilities in Supporting LGBTQ Students](#) – Episode #184

This slide deck and infographic are helpful as well!

- [Making Schools Safer for LGTBQ Students / Maneras de Hacer Más Seguras las Escuelas para los Estudiantes LGTBQ](#), Michelle Vega, parent, IDRA; Logan Vega, college student & communications specialist, Pasha Law; Dr. Linda Cuellar, retired professor, Northwest Vista College; Lauryn Farris, PFLAG, 2019
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[Ensuring a Safe and Inclusive School Environment for LGBTQ Students](#), September 20, 2017

Webpage

[Resources for Supporting LGBTQ Students](#)

Presentation Slidedecks

[Top 10 Ways to Make Schools Safer for LGTBQ Students](#), Irene Galindo-Cantu, Loan Officer; Movement Mortgage; Logan Vega, Technology Coordinator; Pasha Law; Michelle Vega; Technology Coordinator, Intercultural Development Research Association, 2018

Be well,
Paula

From: Vitelli, Edward <Edward.Vitelli@ed.gov>
Sent: Friday, October 22, 2021 3:58 PM
To: 'Susan Shaffer' <sshaffer@maec.org>; 'Daryl Williams' <daryl@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; 'Kyser, Tiffany S.' <tkyser@iupui.edu>; Jan Perry Evenstad <evenstad@msudenver.edu>; Marquez, Michael <marqmich@msudenver.edu>
Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>
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Good afternoon Directors,

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From: Vitelli, Edward
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To: Susan Shaffer <sshaffer@maec.org>; Daryl Williams <daryl@maec.org>; Paula Johnson <paula.johnson@idra.org>; Skelton, Seena Makeeba <smskelto@iupui.edu>; Kyser, Tiffany S. <tkyser@iupui.edu>; Evenstad, Jan <evenstad@msudenver.edu>; Marquez, Michael <marqmich@msudenver.edu>
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We appreciate your assistance with this. If you have any questions, please let us know.

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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



Vitelli, Edward

From: Vitelli, Edward
Sent: Monday, October 25, 2021 9:01 AM
To: Paula Johnson
Cc: Meyer, Rebekka; James, Edward
Subject: RE: By COB Friday (10/22): Top LGBTQI+Resources

Many thanks, Paula. We appreciate it!

Ed

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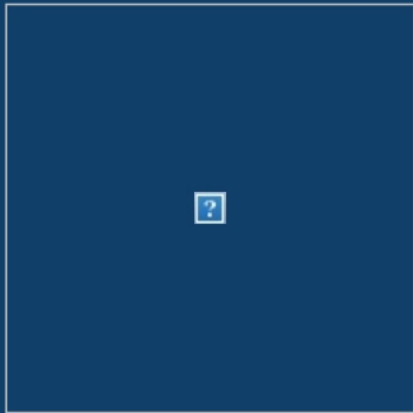


IDRA

From: IDRA
Sent: Friday, October 29, 2021 4:35 PM
To: Meyer, Rebekka
Subject: Using PBL & STEAM to Engage Students During the Pandemic; Students Don't Need Old-Style Remediation

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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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[LinkedIn](#)



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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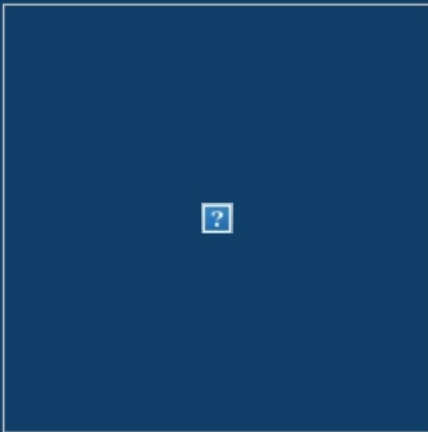
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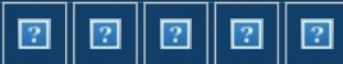
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October 29, 2021

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IDRA

From: IDRA
Sent: Thursday, November 4, 2021 11:41 AM
To: Meyer, Rebekka
Subject: Free e-courses are now available on ensuring equitable learning environments for all students

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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](#)

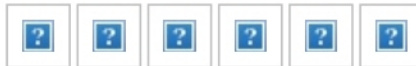
Knowledge is Power



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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Vitelli, Edward

From: Vitelli, Edward
Sent: Monday, November 15, 2021 3:51 PM
To: Paula Johnson
Cc: Meyer, Rebekka
Subject: Signed FY22 EAC Cooperative Agreement
Attachments: FY22 EAC Cooperative Agreement-IDRA.pdf

Hi Paula,

Please find attached your fully signed FY22 EAC cooperative agreement.

Thanks,
Ed



Ed Vitelli, Ed.D.

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>
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ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

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

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

(b)(6)
10/18/21
Date
Ed Vitelli
Group Leader, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

(b)(6)
9.28.2021
Date
Dr. Paula Johnson
Project Director
Region 2 Equity Assistance Center
Intercultural Development Research Association

(b)(6)
11/1/21
Date
Danielle Smith
Director, PGSS
Office of Elementary and Secondary Education
U. S. Department of Education

(b)(6)
9/28/2021
Date
Celina Moreno, J.D., M.P.P.
President & CEO
Intercultural Development Research Association



Paula Johnson

From: Paula Johnson
Sent: Thursday, February 10, 2022 2:32 PM
To: Meyer, Rebekka
Cc: sshaffer@maec.org; Evenstad, Jan; Marquez, Michael; Skelton, Seena Makeeba; King Thorius, Kathleen Ann; Smith, Danielle; Almquist, An; Kole, Adina; Kim, Daniel; Daryl Williams; Hector Bojorquez; Lizdelia Pinon
Subject: Re: follow up after 1/19/22 EAC Cohort Call
Attachments: Feb2022 IDRA EAC-South Response to ED-OESE Request for Information.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.

Hello Bekka, please find our response attached.

Be well,
Paula

On Fri, Jan 21, 2022 at 5:09 PM Meyer, Rebekka <rebekka.meyer@ed.gov> wrote:

Hello EAC Directors,

Thank you again for your time during the cohort call earlier this week, and for sharing candidly the challenges you are experiencing. As always, we are appreciative of your passion and professionalism and the expertise with which you approach your grant work to support students.

Pursuant to our conversation, we would like to request that each Center share some additional information about potential for impact on your projects and organizations. This information will help support and inform action steps from the Department. The Department is following up on numerous items that have come up in the discussion, including concerns regarding individual and organizational liability and related needs for legal advice.

Requests to submit to your Program Officer as soon as possible (preferably by 2/7/22)

1. Provide URLs for the state laws that have been passed/enacted in your region that could impact your work.
 - a. Please either provide direct links to state legislation OR
 - b. Refer us to public resources where they may already be compiled (such as [this compilation map](#))
 - i. If referring us to a publicly available source, please confirm the legislation status listed in the resource is accurate.
2. Provide a summary of any desegregation cases and/or OCR agreements in your region that are being impacted.
 - a. List the LEA you work with on a desegregation order or OCR agreement.
 - b. Provide the court order that governs the situation.

Additionally, we have included a reminder for documenting project requests, particularly for the universal

resources that you are developing, and sharing with you some potentially helpful resources from OCR.

Ongoing Task and Resources

3. Project Documentation

- a. Ensure that the genesis of current work is documented as authorized under the regulations, i.e. that it can be shown that work is performed “by request.”

- i. For example, can you point to a origin request for all projects? Document this origin point/request of each project, including for Universal TA projects. This info can be added to your Work Plans, if not already there.

4. OCR resources that could be helpful:

- a. [Policy Guidance Portal](#)
- b. [News Room](#)

Thank you in advance for your continued engagement and attention to this issue. Please reach out to your Program Officer if you have any questions.

The PGSS Team

Bekka Meyer

(she/her/hers)

Program Officer | Program & Grantee Support Services

Office of Elementary and Secondary Education (OESE)

U.S. Department of Education

400 Maryland Ave SW | Washington, DC 20202

rebekka.meyer@ed.gov | 202-453-5641 office



February 10, 2022

Re: IDRA EAC-South Response to ED-OESE Request for Information

Ms. Bekka Meyer
Program Officer | Program & Grantee Support Services (PGSS)
Office of Elementary and Secondary Education (OESE)
U.S. Department of Education
400 Maryland Ave SW, Washington, D.C. 20202

Dear Ms. Meyer:

The IDRA EAC-South would like to thank you for the opportunity to support and collaborate with the U.S. Department of Education in carrying out its responsibilities to ensure equal and equitable educational opportunities for all students. As you know, the Equity Assistance Centers were established by Title IV of the Civil Rights Act of 1964 and have played a key role in assisting LEAs and SEAs respond to desegregation and educational equity issues since the mid-1970s—even before the U.S. Department of Education was created as its own entity in 1979. For nearly 50 years, IDRA has responded to the challenges and opportunities encountered by educators, families, and students across the nation and in the U.S. South, and has observed and directly participated in the impact of equity interventions on student success.

We appreciate the opportunity to provide additional information to the Department to assist in its analysis of the impact of classroom censorship (commonly and misleadingly referred to as “anti-critical race theory”) legislation introduced and enacted across the country. Based on our research, educational practice, and policy advocacy experiences in the South, we respectfully write to provide additional, relevant context to this legislation that we hope you find useful.

It is crucial for stakeholders to understand that attacks on curriculum, pedagogy, literature, and DEI training are part of a larger agenda that aims to: (1) undermine and ultimately eliminate equity efforts in education, and (2) cast the Civil Right Act of 1964 as irrelevant legislation that has become un-American in practice. As outlandish as this may initially sound, a growing number of influential voices point to this legislation as “unconstitutional,” or as “extremism.” For example, in early 2020, Christopher Caldwell of the Claremont institute published “The Age of Entitlement: America Since the Sixties,” arguing that the Civil Rights Act of 1964 had the immediate effect of creating unlawful “racial preferences” and vehemently demanding its repeal. Caldwell published an additional article in May 2021 that asserted that equity is derived from so-called “critical race theory,” and that attempts to discredit equity as a “radical,” “racist” idea. While this sort of language is not new to a virulent type of political discourse, this response to equity interventions continues to gain traction. It is no coincidence, then, that in early 2021, “CRT” quickly became the target of certain policymakers.

Making the connection between attacking curriculum and pedagogy and discrediting equity and a cherished hallmark legislation of our democracy is critical. And those efforts are traceable to the legislation being filed and adopted across the country—the effects of which are acutely felt in Region II, which IDRA serves. The following are representative examples of such legislation:

- **Virginia – Executive Order 1:** Youngkin’s Executive Order—already in effect—seeks to “end the use of inherently divisive concepts” by directing the state’s top education executive to review, identify, and “end” all policies, guidelines, websites, best practices, trainings, programs, and curriculum within the State Department of Education and throughout Virginia public schools that purportedly “promote inherently divisive concepts” or “ideas,” including “Critical Race Theory.” **The order specifically targets Virginia’s Cultural Competency Training, EdEquityVA program, Virginia Math Pathways Initiative, and the Governor’s School program.**
- **Virginia – HB 781:** In addition to prohibiting teaching and training and purported “divisive concepts” (including implicit bias, systemic racism/bias, and affirmative action), **this proposed legislation would prohibit a school district from “creat[ing] a position or hir[ing] a consultant with the job title of equity director or diversity director or a substantially similar title”** if the professional services provided “includes any activity that would result in a violation” of the ban on “divisive concepts.” This vague provision will create confusion for diversity and inclusion officers and the private practitioners they engage to support their critical work. Additionally, if enacted, the bill would place schools and districts in the untenable situation of choosing either to comply with federal obligations to provide evidence-based equity interventions,¹ or with state law.
- **Florida – SB 7:** Among many other problematic mandates, SB 7 would go so far as to make it an illegal act of discrimination under the state’s civil rights law to “subject” an individual to any activity that “espouses, promotes, advances,” etc. “concepts” such as implicit bias, systemic racism/bias, and affirmative action. **Implementation of SB 7 will likely conflict with existing federal law and Department guidance.**
- **Texas – SB 3:** SB 3 censors classroom instruction and certain school conversations about race, gender, and systemic oppression. It limits the teaching of accurate, comprehensive, and truthful accounts of U.S. history, current events, and society. Significantly, since SB3 (and its predecessor, HB 3979) went into effect, **state lawmakers have begun demanding² the review and removal of books in schools that center the stories and experiences of historically marginalized communities**—and predominantly Black, LGBTQIA+, and Latino/a communities—all under the auspices of enforcing the law.

¹ See U.S. Dept. Ed., Using Evidence to Strengthen Education Investments (Sept. 16, 2016), <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.

² See https://static.texastribune.org/media/files/965725d7f01b8a25ca44b6fde2f5519b/krauseletter.pdf?_ga=2.167958177.1655224844.1635425114-1180900626.1635425114; <https://static.texastribune.org/media/files/94fee7ff93eff9609f141433e41f8ae1/krausebooklist.pdf>.

Students have also reported that their abilities to discuss and learn about topics of race, gender and current events implicating race and gender have been limited.³

- **Georgia – SB 377:** Introduced recently and heard in committee this week, SB 377 has many similar elements as legislation from other states, but it also applies to institutions of higher education. SB 377 is inherently contradictory and presents unworkable scenarios for educators attempting to teach accurate history and improve their school environments through diversity, equity, and inclusion efforts. The proposed legislation purports to allow education leaders to foster learning and workplace environments to promote diversity and inclusiveness (notably equity is missing from this conception), but it is impossible to teach about diversity, equity, and inclusion without an understanding of historical and current systems of oppression. **An institution in violation of the law would be “subject to the withholding of state funding or state administered federal funding,”** and “up to 10 percent of the state contributed” public education funds allotted to the infringing school or school system.

Based on our analysis and understanding of these laws, we urge the Department to consider the following in crafting a federal response:

1. **Many of the bills, policies, and agency actions proliferating across the country and, particularly in the U.S. South, likely conflict with the Department’s policy priorities relating to the enforcement of civil rights in education.** Schools’ compliance with state and federal civil rights laws is a foundational requirement for equal and equitable education. There is no credible evidence that teaching the truth about our history and current events or encouraging civic engagement violates antidiscrimination laws. To the contrary, there is ample evidence that students today continue to be impacted by racism, sexism, heterosexism, and other forms of discrimination in their schools, which is sometimes embedded in school district policies and often perpetrated by their fellow students, teachers, and/or campus staff. These impacts are particularly acute for Black, Latino, immigrant, and LGBTQIA+ students.

The Department recently issued its proposed policy priorities in education, which “focus on creating the conditions under which students have equitable access to opportunity.”⁴ As relevant here, these priorities include “closing the large gaps in funding and opportunity within school districts, schools, classrooms, and other learning environments;” “implementing effective approaches to teaching and learning;” “meeting the social, emotional, and academic needs of all students and creating safe, nurturing, and inclusive learning environments;” “improving educator diversity;” and “expanding opportunities for educators to receive the preparation, support, and respect they need and deserve.”

³ See https://www.idra.org/wp-content/uploads/2021/09/FINAL-AG-Letter_9_16.pdf.

⁴ See Proposed Priorities and Definitions—Secretary’s Supplemental Priorities and Definitions for Discretionary Grants Programs, 86 FR 34664, 34665 (June 30, 2021), <https://www.govinfo.gov/content/pkg/FR-2021-06-30/pdf/2021-14003.pdf>.

Proposed Priority 2 specifically aims to “remedy the deeply rooted inequities in this country’s education system which when addressed, will better allow access to educational opportunity for underserved students and enable educators to work toward closing achievement gaps.” The Department’s proposed remedies include programs that create “supportive, positive, and identity-safe education or work-based settings that provide racially, ethnically, culturally, and linguistically inclusive instruction;” “supporting students to engage in real-world, hands-on learning in community-based settings,” including “engaging in civic activities;” and “[p]roviding evidence-based professional development opportunities designed to reduce bias” to educators. Each of these practices and policy areas is negatively impacted by the implementation of state censorship legislation.

The Office of Civil Rights, in crafting resolution agreements with districts accused of violating Title VI, has also recently acknowledged ⁵ Bad-faith efforts to misconstrue so-called “critical race theory” will likely—and already have in several IDRA EAC-*South* jurisdictions—impact and/or limit schools and their partners’ ability to utilize tools and evidence-based best practices designed to remedy and prevent discrimination.

- 2. Legislation falsely equivocating “critical race theory” with equity interventions or discrimination are detrimental to the academic, social, and general well-being of children.** As we have tracked the onset of censorship legislation in the IDRA EAC-*South* region and across the nation, we have observed an increase of “legislative findings” and/or author/sponsor statements claiming that such legislation is necessary to vindicate certain children’s civil rights. In our experience in operating an EAC that has served schools in the U.S. South for over 45 years, IDRA believes there is no basis in law or fact to characterize “critical race theory”—or antiracism, equity, and inclusion measures labeled improperly as “CRT”—as violating the Equal Protection Clause or any state or federal civil rights law implementing Fourteenth Amendment protections. To the contrary, **laws that chill instruction, discussion, trainings, activities, or speech in schools operate to erase the lived reality, history, and experiences of historically-marginalized students**—particularly students of color, girls, LGBTQ+ students, and immigrant students. They also undermine legitimate and necessary efforts to create inclusive and culturally-sustaining schools.

It is critical to emphatically rebut intentional efforts to spread disinformation about equity interventions in schools. In the context of public elementary and secondary education, “critical race theory” is not a set “curriculum,” “program,” or “training”; rather, CRT is one of many lenses through which to examine and reflect on our state and nation’s history of racial discrimination and inequity. Contrary to claims that using a critical perspective results in the shaming or subjugation of any one person or class of people, CRT offers a

⁵ See, e.g., Office for Civil Rights, U.S. Dep’t of Educ., Resolution Agreement, Loleta Union Elementary School District, OCR Case No. 09-14-1111 at 6, 10 (Nov. 20, 2017), <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/more/09141111-b.pdf> (requiring school district to “assess[] implicit bias and cultural sensitivity and their possible role in disparities in school discipline and racial harassment” and to provide staff training on “how to administer discipline fairly and equitably, including ensuring nondiscrimination in discipline by eliminating any bias or implicit bias in discipline decision-making”).

framework to question why racial inequalities persist despite the promise of individual equality under the law. And although proponents of censorship laws promote a conception that no individual should feel discomfort, guilt, anguish, or any other form of psychological distress because of his or her race, proposed legislation that limits discussions and understanding of race and racism will likely do just that for students of color. Efforts to censor critical and truthful conversations about historical and current events negatively impact all students by creating school climates that will limit students' ability to create a positive self-identity, create a sense of belonging, and achieve academically.

3. **Invoking the Constitution as the basis for promoting and implementing classroom censorship policies is antithetical to the principles of freedom of speech, freedom to learn, and equal protection guaranteed by the First and Fourteenth Amendments.** Laws and policies that prohibit educators from teaching and speaking about the history and social impacts of systemic racism and sexism in the United States are harmful and counterproductive to constitutional and statutory civil rights mandates. Significantly, courts have found that governmental efforts to censor authentic and truthful discussions about race and sex violate the Fourteenth Amendment—particularly where the impact of such efforts disproportionately impact racial minorities. In *Arce v. Douglas*, for example, the court was asked to consider whether state executive action to eliminate Arizona's Mexican American Studies ("MAS") program was motivated by unlawful racial animus. [*Arce v. Douglas*, 793 F.3d 968, 978 \(9th Cir. 2015\)](#). The now-defunct Arizona law directly resulting in the targeting of the MAS program (which the court found unconstitutional as applied to the facts presented by the plaintiffs) echoed many of the elements of censorship legislation proposed and/or adopted in [Texas](#), [Georgia](#), [Florida](#), [Virginia](#), and several other states today, including a prohibition of instruction or classes that "promote resentment toward a race or class of people;" "are designed primarily for pupils of a particular ethnic group;" or "advocate ethnic solidarity instead of the treatment of pupils as individuals." *Id.* at 973.

Further, the First Amendment protects opportunities for students and educators to engage in dialogue and draw their own conclusions about why racial and other inequalities persist despite the promise of individual equality under the law. It has long been recognized that "First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students." *Tinker v. Des Moines Indep. Cmty. Sch. Dist.* 393 U.S. 503, 506 (1969). The U.S. Supreme Court has repeatedly reaffirmed that the First Amendment plays a key role "in fostering individual self-expression" and promoting "public access to discussion, debate, and the dissemination of information and ideas." *Bd. of Educ. Island Trees Union Free Sch. Dist. No. 26 v. v. Pico*, 457 U.S. 853, 866 (1982) (citation and quotation omitted). Students "may not be regarded as closed-circuit recipients of only that which the State chooses to communicate," and "school officials cannot suppress 'expressions of feeling with which they do not wish to contend.'" *Tinker*, 393 U.S. at 511. Accordingly, laws universally prohibiting reference to or discussion of concepts—particularly concepts predominantly developed by Black and Latino thought leaders—should be viewed with strict scrutiny, and the Department would be within its discretion to implement guidance to state and local educational leaders regarding the limits of governmental authorities to restrict student speech and learning.

The urgent need for careful review of the legality and harmful impact of these policies—many of which are already or are on track to become law—cannot be understated. IDRA has been tracking the following introduced and/or enacted legislation directly impacting Region II closely.⁶

Our technical assistance efforts are essential in providing educators support and guidance to be successful in the classroom and to move integration efforts forward. The current climate makes it difficult for many school leaders to pursue technical assistance and evidence-based services that are under attack. We hope to continue to serve as a resource to the Department to craft solutions that advance equity and protect students. We welcome additional discussion of the intent and impact of these policies on the IDRA EAC-*South's* work, on our shared mission of ensuring equal educational opportunity for all children, and on potential solutions to these challenges.

Thank you,
Paula

(b)(6)

Date 2/10/2022

Celina Moreno
IDRA President & CEO

(b)(6)

Date 2.10.2022

Paula N. Johnson
IDRA EAC-*South* Director

⁶ For a more comprehensive overview of legislation introduced across the country, see <https://www.edweek.org/policy-politics/map-where-critical-race-theory-is-under-attack/2021/06>.

Appendix A
List and Links to State Classroom Censorship Legislation

Alabama	
HB 8	http://alisondb.legislature.state.al.us/ALISON/SearchableInstruments/2022RS/PrintFiles/HB8-int.pdf
HB 9	http://alisondb.legislature.state.al.us/ALISON/SearchableInstruments/2022RS/PrintFiles/HB9-int.pdf
SB 7	http://alisondb.legislature.state.al.us/ALISON/SearchableInstruments/2022RS/PrintFiles/SB7-int.pdf
HB 11	http://alisondb.legislature.state.al.us/ALISON/SearchableInstruments/2022RS/PrintFiles/HB11-int.pdf
Arkansas	
SB 627	https://www.arkleg.state.ar.us/Bills/FTPDocument?path=%2FBills%2F2021R%2FPublic%2FSB627.pdf <i>Effective January 1, 2022</i>
Washington D.C.	
HR 3179	https://www.congress.gov/117/bills/hr3179/BILLS-117hr3179ih.pdf
HR 3937	https://www.congress.gov/117/bills/hr3937/BILLS-117hr3937ih.pdf
Florida	
HB 7	https://www.flsenate.gov/Session/Bill/2022/7/BillText/Filed/PDF
HB 57	https://www.flsenate.gov/Session/Bill/2022/57/BillText/Filed/PDF
SB 242	https://www.flsenate.gov/Session/Bill/2022/242/BillText/Filed/PDF
SB 148	https://www.flsenate.gov/Session/Bill/2022/148/BillText/Filed/PDF
Georgia	
SR 360	https://www.legis.ga.gov/legislation/61055
SB 327	https://www.legis.ga.gov/legislation/61054
HB 888	https://www.legis.ga.gov/legislation/61099
SB 375	https://www.legis.ga.gov/api/legislation/document/20212022/203936

SB 377	https://www.legis.ga.gov/legislation/61345
SB 226	https://www.legis.ga.gov/legislation/59932
Louisiana	
HB 352	https://legiscan.com/LA/text/HB352/id/2406636/Louisiana-2021-HB352-Engrossed.pdf
HB 564	https://legis.la.gov/legis/ViewDocument.aspx?d=1211990
Mississippi	
HB 437	http://billstatus.ls.state.ms.us/documents/2022/pdf/HB/0400-0499/HB0437IN.pdf
SB 2113	http://billstatus.ls.state.ms.us/documents/2022/pdf/SB/2100-2199/SB2113PS.pdf
North Carolina	
HB 324	https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H324v4.pdf
SB 700	https://www.ncleg.gov/Sessions/2021/Bills/Senate/PDF/S700v1.pdf
South Carolina	
HB 4343	https://www.scstatehouse.gov/sess124_2021-2022/bills/4343.htm
HB 4325	https://www.scstatehouse.gov/sess124_2021-2022/bills/4325.htm
HB 4605	https://www.scstatehouse.gov/sess124_2021-2022/bills/4605.htm
HB 4392	https://www.scstatehouse.gov/sess124_2021-2022/bills/4392.htm
HB 4799	https://www.scstatehouse.gov/sess124_2021-2022/bills/4799.htm
SB 534	https://www.scstatehouse.gov/sess124_2021-2022/bills/534.htm
Tennessee	
SB 623/ HB 580	https://s3.documentcloud.org/documents/20697058/tn-hb0580-amendment.pdf <i>Effective April 2021</i>
HB 800	https://www.capitol.tn.gov/Bills/112/Bill/HB0800.pdf
Texas	
HB 3979	https://capitol.texas.gov/tlodocs/87R/billtext/pdf/HB03979F.pdf#navpanes=0 <i>Effective August 2021</i>
SB 3	https://capitol.texas.gov/tlodocs/872/billtext/pdf/SB00003F.pdf#navpanes=0

	<i>Effective December 2021 (repealed and replaced HB 3979)</i>
Virginia	
EO 1	https://www.governor.virginia.gov/media/governorviriniagov/governor-of-virginia/pdf/74---eo/74---eo/EO-1---ENDING-THE-USE-OF-INHERENTLY-DIVISIVE-CONCEPTS,-INCLUDING-CRITICAL-RACE-THEORY,-AND-RESTORING-EXCELLEN.pdf <i>Effective January 15, 2022</i>
HB 781	https://lis.virginia.gov/cgi-bin/legp604.exe?221+ful+HB781

Appendix B

Summary of Region II Desegregation Cases Impacted by State Censorship Legislation

For the districts listed below, the IDRA EAC-South either has a comprehensive agreement, or one is in progress. Additionally, our staff conducts multiple outreach efforts yearly to other districts in Region II that are currently under resolution agreements or consent decrees. We utilize the Department of Justice's justice.gov website and those listed below to locate districts by federal priority in addition to the ones that contact us of their own accord.

The Century Foundation has compiled districts with integration orders as of 2020.

<https://tcf.org/content/report/school-integration-america-looks-like-today/?agreed=1>

ProPublica also conducted a national survey of school desegregation orders through 2014.

<https://projects.propublica.org/graphics/desegregation-orders>

<u>A.E. Phillips Laboratory School, LA</u>		Summary: A.E. Phillips, a K-8 lab school, located on the campus of Louisiana Tech University. Together the schools are under a consent decree from 2016 in the area of racial discrimination in the recruitment and retention of Black students.
Federal Priority	Race	
Total Student Enrollment	390	

<u>Horry County Schools, SC</u>		Summary: In this matter involving the Horry County Schools, the Section examined whether South Carolina's third-largest public school district was providing appropriate services to its rapidly growing population of English Learner ("EL") students, as required by the Equal Educational Opportunities Act of 1974 ("EEOA").
Federal Priority	National Origin	
Total Student Enrollment	44,479	

<u>Jackson County School District, FL</u>		Summary: Diverse Teacher Hiring, Disproportionate School Discipline, and Increasing Student Diversity in Dual Enrollment/Advanced Placement Programs
Federal Priority	Race	
Total Student Enrollment	6,248	

<u>Meridian Municipal School District, MS</u>		Summary: Under the consent decree, the district will take steps to create safe and inclusive learning environments in all Meridian schools, including providing students with supports and interventions before excluding them from school; limiting the use of discipline measures that remove students from the classroom; ensuring that discipline consequences are fair and consistent; establishing clear guidelines for when law enforcement intervention is appropriate; providing training to give teachers and administrators the tools necessary to manage their schools in a safe, effective and positive manner; and building data-driven monitoring and accountability systems.
Federal Priority	Race	
Total Student Enrollment	4,940	

<u>Nettleton Line Consolidated School District, MS</u>		Summary: The 2020 Consent Order requires the District to take steps to (i) increase its recruitment of Black applicants for teacher vacancies; (ii) conduct its hiring with the goal of eliminating any real or perceived racial barriers in hiring; (iii) retain qualified, Black faculty members who are employed by the District; (iv) eliminate overlapping or duplicative bus routes; and (v) eliminate or reduce the number of racially identifiable bus routes or at least mitigate the disparities between the percentages of Black and white students assigned to each racially identifiable bus.
Federal Priority	Race	
Total Student Enrollment	1,170	

<u>School District of Indian River, FL</u>		Summary: The Joint Agreement submitted by the District and the NAACP include: (1) the establishment of an Equity Committee; (2) strategies for recruitment of African American Teachers; and (3) increasing African American student achievement.
Federal Priority	Race	
Total Student Enrollment	17,570	

<u>Shelby County School District, LA</u>		Summary: The District is working on an agreement with the Department of Justice to analyze and address racial disparities in student discipline, among other desegregation-related issues.
Federal Priority	Race	
Total Student Enrollment	20,438	

Augustus Mays

From: Augustus Mays
Sent: Tuesday, March 8, 2022 7:30 AM
To: Meyer, Rebekka
Cc: Smith, Danielle
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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Smith, Danielle

From: Smith, Danielle
Sent: Tuesday, March 8, 2022 9:13 AM
To: Augustus Mays; Meyer, Rebekka
Cc: OESE.EACcompetition
Subject: RE: Question regarding EAC competition

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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Augustus Mays

From: Augustus Mays
Sent: Tuesday, March 8, 2022 9:38 AM
To: Smith, Danielle
Cc: Meyer, Rebekka; OESE.EACcompetition
Subject: Re: Question regarding EAC competition

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Thanks, Danielle. Much appreciated!

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OESE.EACcompetition

From: OESE.EACcompetition
Sent: Friday, March 18, 2022 8:45 PM
To: Augustus Mays; Smith, Danielle
Cc: Meyer, Rebekka; OESE.EACcompetition
Subject: RE: Question regarding EAC competition

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!

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Danielle

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

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Augustus

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by WestEd and may be unlawful. WestEd makes no warranty that this email is error- or virus-free.

Augustus Mays

From: Augustus Mays
Sent: Friday, March 18, 2022 10:03 PM
To: OESE.EACcompetition
Cc: Smith, Danielle; Meyer, Rebekka
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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Augustus Mays

From: Augustus Mays
Sent: Monday, May 2, 2022 10:13 PM
To: OESE.EACcompetition
Cc: Smith, Danielle; Meyer, Rebekka
Subject: Re: Question regarding EAC competition

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Thank you so much for your response to our question. This information will be quite helpful as we continue to work on our application.

Hope you all have a great rest of your week.

Take care,
Augustus

On Mon, May 2, 2022 at 9:34 PM OESE.EACcompetition <OESE.EACcompetition@ed.gov> wrote:

Dear Augustus,

Thank you again for submitting your question regarding the Equity Assistance Centers fiscal year 2022 grant competition. We apologize for the delay as we investigated a response to your inquiry. Please find a response to your question, below.

We received the following question from you: "Can an applicant bid co-directors for a particular region totaling 1 FTE?"

Response: While you provided an example of a personnel structure using the Comprehensive Centers program, the EAC program program regulations are more specific for the role of the project director. As outlined in 34 CFR 270.30 of the program regulations, recipients of a grant must have "a full-time project director." This means one individual at 100% FTE.

Additionally, we wanted to inform you that we have published additional [questions and answers](#) regarding the FY22 EAC grant competition on the [EAC Applicant Information webpage](#). Your question is addressed in number three (3). We hope this document helps answer any further questions you may have.

Warmly,
The EAC Team

From: Augustus Mays <amays@wested.org>
Sent: Saturday, March 19, 2022 2:02 AM
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.

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Have a great weekend!

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Sincerely,
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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!

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Good morning, Rebekka. I hope this email finds you well and enjoying a great start to your Tuesday.

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Keohane, Bryan

From: Keohane, Bryan
Sent: Monday, May 9, 2022 12:08 PM
To: Smith, Danielle; Newton, Esley; Meyer, Rebekka; Zevin, Sarah
Cc: Daley, Michelle
Subject: RE: REL Directors Email - Week of May 2, 2022

Danielle,

You have my utmost respect for persevering in your camping excursion despite a miserable forecast! I'm glad you didn't was/float away 😊

Thanks for providing these materials. These can certainly inform the next iteration of the EAC survey instrument and there is space as well for applicability to the SEAC, too.

-Bryan

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Monday, May 9, 2022 11:23 AM
To: Newton, Esley <esley.newton@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>; Zevin, Sarah <Sarah.Zevin@ed.gov>
Cc: Daley, Michelle <Michelle.Daley@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>
Subject: FW: REL Directors Email - Week of May 2, 2022

Hi team,

Good morning! I hope you all survived the wet weekend. Thanks to a few well-positioned tarps, I stayed mostly dry and unfrozen through two days of camping in the rain!

I wanted to flag this item for you all in relation to our own thinking about the client surveys for the CC and EAC programs (and perhaps the SEAC, too, Bryan). This may be an opportunity for us to create some alignment around similar customer service-related items in our survey tools. And at the very least, it is helpful to have an example of how RELs are collecting these client survey data.

Sarah – It may be useful for us to see whether the REL team is interested in any comparison/alignment activity as they plan to resubmit their survey tool for OMB clearance. Would this be an opportunity to settle on a few common items?

Esley – In addition to looking through the sample items for potential alignment with the CC items, this is a good example of a package developed for OMB clearance as we work on clearing our own for the CC eval.

Bekka & Bryan – An example to consider as we plan forward for the next iteration of the EAC client survey. In working through a survey redesign process, we should attempt to align client questions to the extent possible for comparable data across programs.

Please take a look, file away, and let's make sure to reference the next time we circle back to our eval tools. Thank you!

Danielle

From: Johnson, Amy <Amy.Johnson@ed.gov>

Sent: Friday, May 6, 2022 12:16 PM

To: 'Kochanek, Julie' <jkochanek@air.org>; 'Lenay Dunn' <ldunn@wested.org>; 'Deborah Jonas' <deborah.jonas@sri.com>; 'Brian Gill' <BGill@mathematica-mpr.com>; 'Aliya Pilchen' <aliya.pilchen@sri.com>; 'Christina Tydeman' <ctydeman@mcrel.org>; 'Riordan, Julie' <jriordan@edc.org>; 'Cduhon@air.org'; 'John Rice' <jrice@wested.org>; Dale Lewis <dlewis@mcrel.org>; 'AnnaMaria McCutcheon' <AMcCutcheon@mathematica-mpr.com>; 'hlavigne@edc.org' <hlavigne@edc.org>; kdrummo@wested.org; jdavenp@wested.org; Nicole Patton-Terry <npattonterry@fsu.edu>; John Hughes <jhughes@fcrr.org>; PHerman@mathematica-mpr.com; SVLopez@mathematica-mpr.com

Cc: Meyer, Rebekka <rebekka.meyer@ed.gov>; Newton, Esley <esley.newton@ed.gov>; Keohane, Bryan <Bryan.Keohane@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>; 'Joshua Haimson' <JHaimson@mathematica-mpr.com>; 'RELPeerReview' <RELPeerReview@mathematica-mpr.com>; Soldner, Matthew <Matthew.Soldner@ed.gov>; Zevin, Sarah <Sarah.Zevin@ed.gov>; Deysson, Sandra <sandra.deysson@ed.gov>; Gibbs, Joseph <Joseph.Gibbs@ed.gov>; Nolan, Elizabeth <Elizabeth.Nolan@ed.gov>; Boccanfuso, Christopher <Chris.Boccanfuso@ed.gov>; Sanders, Felicia <Felicia.Sanders@ed.gov>; Eisner, Elizabeth <Elizabeth.Eisner@ed.gov>; Gansen, Heidi <Heidi.Gansen@ed.gov>; Abrams, Andrew <Andrew.Abrams@ed.gov>; Lembo, Elisabeth <Elisabeth.Lembo@ed.gov>; Pollard, Erin <Erin.Pollard@ed.gov>; Daley, Michelle <Michelle.Daley@ed.gov>; Sands, Janelle <Janelle.Sands@ed.gov>; Johnson, Amy <Amy.Johnson@ed.gov>

Subject: REL Directors Email - Week of May 2, 2022

Greetings,

We have one request for you this week:

Feedback Requested on SFS

The OMB clearance for the REL Stakeholder Feedback Survey (SFS) modules expires in July. In preparation for a new clearance, please review the current SFS and let us know if the bank of items will meet your needs for collecting feedback on your partnerships and TCTS activities and for your partnership measurement plans. And as a reminder, back in March we shared ideas for SFS items that could be used for the Ask an Expert service. Please send any suggestions for new or revised SFS items to your COR by May 27. We will share the updated SFS modules and data reporting forms this summer.

For the REL Team,
Amy

Amy Johnson
Education Research Analyst
National Center for Education Evaluation and Regional Assistance (NCEE)
Tel: 303 844 4490
amy.johnson@ed.gov



1244 Speer Boulevard
Denver, CO 20204

U.S. Department of Education



Institute of
Education Sciences

IDRA

From: IDRA
Sent: Wednesday, June 1, 2022 12:55 PM
To: Meyer, Rebekka
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



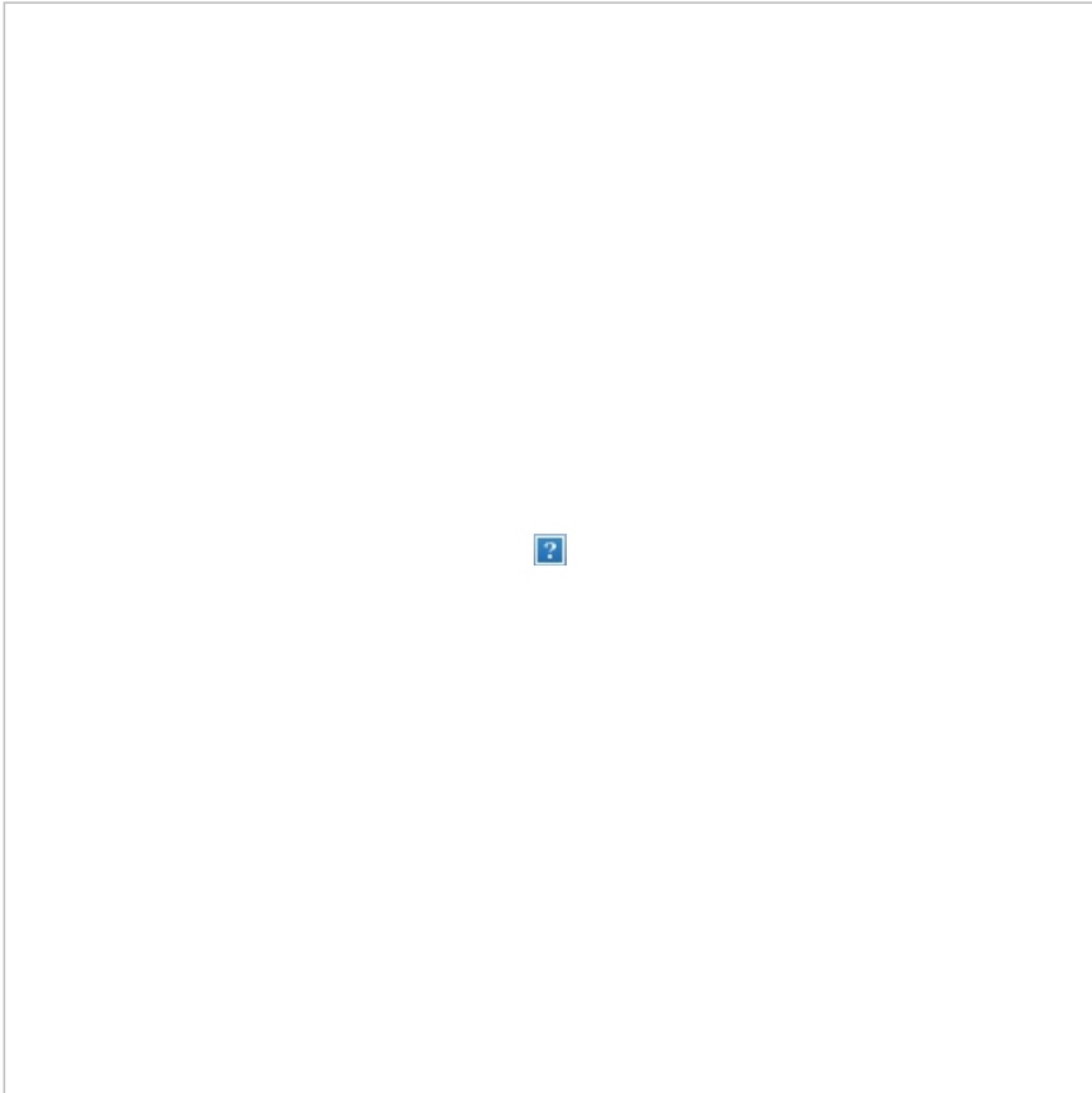
Dena Keeling, Ed.D.
?Member, IDRA Board of
Directors



Dr. Paula Johnson
Director,
IDRA EAC-South



Celina Moreno, J.D.
President & CEO
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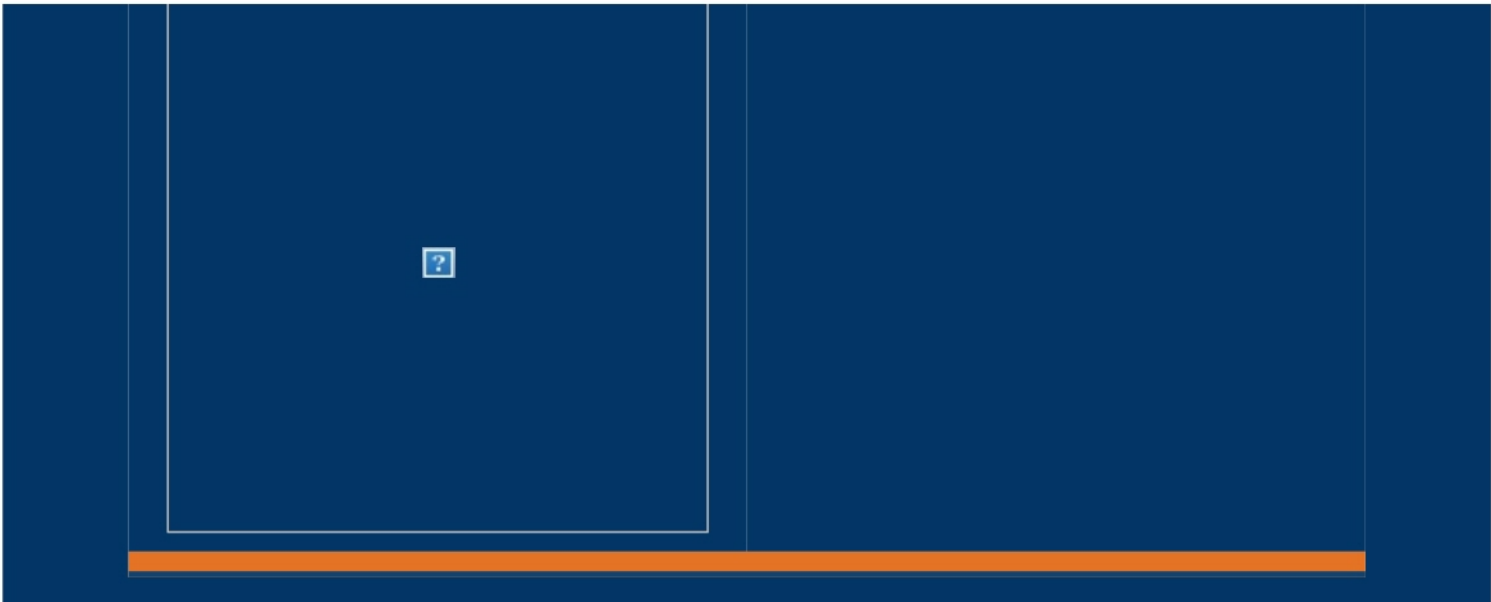
[Register Now!](#)

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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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IDRA

From: IDRA
Sent: Monday, June 13, 2022 9:07 AM
To: Meyer, Rebekka
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!](#)

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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







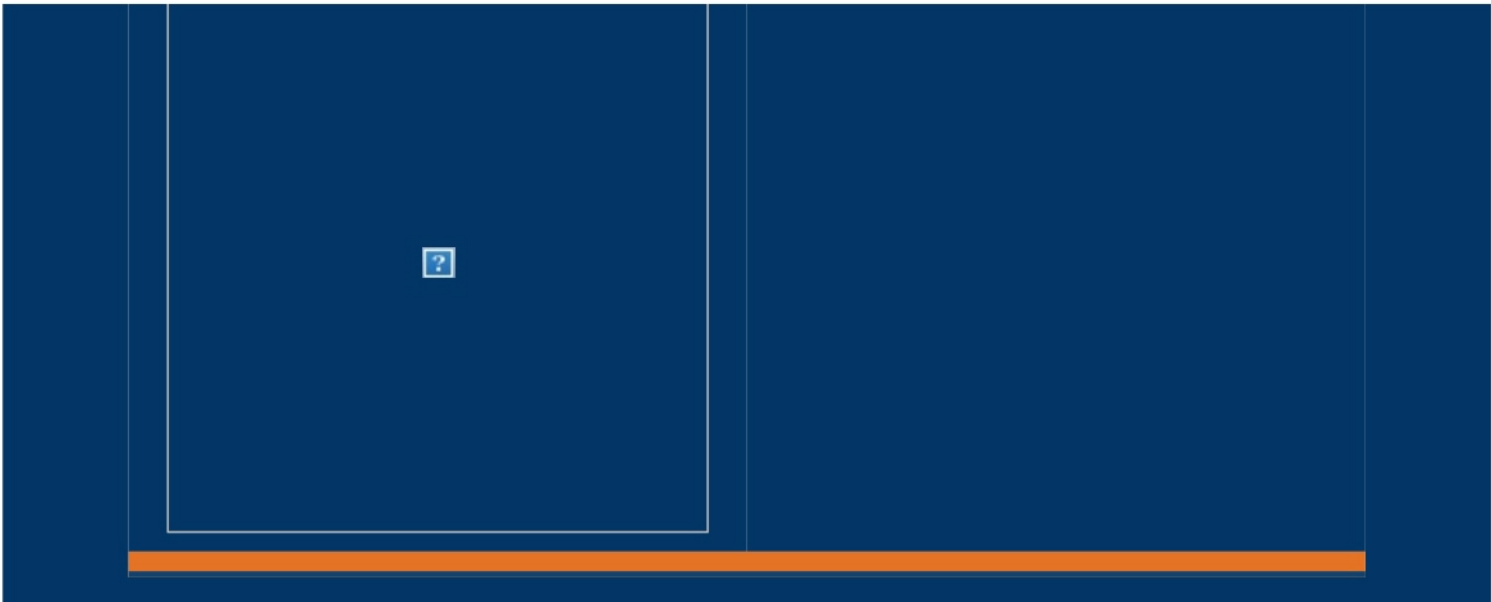
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June 13, 2022

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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Try email marketing for free today!

Bradley, Renee

From: Bradley, Renee
Sent: Tuesday, August 23, 2022 7:31 AM
To: Meyer, Rebekka
Subject: RE: TA Resources--combatting hate

Thank you

From: Meyer, Rebekka <rebekka.meyer@ed.gov>
Sent: Monday, August 22, 2022 9:20 PM
To: Keohane, Bryan <Bryan.Keohane@ed.gov>; Bradley, Renee <Renee.Bradley@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: TA Resources--combatting hate

Hello Renee,

Attached are resources provided by the Region II Equity Assistance Center, [EAC-South](#), managed by the Intercultural Development Research Association (IDRA).

Bekka

From: Keohane, Bryan <Bryan.Keohane@ed.gov>
Sent: Monday, August 22, 2022 4:01 PM
To: Bradley, Renee <Renee.Bradley@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>
Subject: RE: TA Resources--combatting hate

Renee,

Please see below additional resources from Equity Assistance Center Region I, managed by the Center of Education Equity at the Mid-Atlantic Equity Consortium

-Bryan

Below are some resources from Region I EAC (MAEC) that are relevant to the topics of combating hate, addressing discrimination, and creating positive school climates.

[Getting Started with Restorative Practices \(publication\)](#): Restorative practices is an approach that aims to build relationships within a community as well as prevent and respond to conflict and wrongdoing. A restorative practices approach is more than a collection of protocols and activities; it is a mindset and a belief in building and restoring community. This guide by the Center for Education Equity at MAEC is designed to help school leaders and educators use restorative approaches to build relationships and address conflict in their schools.

[How to Teach Culturally Responsive Social Studies When Everything Is Controversial \(webinar\)](#): At a time when it may be considered controversial to teach about the experiences and histories of diverse populations, it is more important than ever for teachers to support their students with culturally responsive pedagogy and practice. MAEC focuses on how social studies teachers can embed culturally responsive teaching practices into their curriculum. Expert panelists identified practices, norms, and activities and reflected on the importance of culturally responsive education for all students.

Thriving, Not Just Surviving (webinar series): As anti-trans laws clash with Pride month, trans and non-binary students need advocates at school now more than ever. This webinar series focuses on how to create and maintain positive, supportive school climates where LGBTQIA+ students can thrive.

- [Centering the Needs of Transgender and Non-binary Students at School](#)
- [How Teachers & Counselors Can Support Trans & Non-Binary Students at School](#)
- [How Administrators Can Support Trans & Non-Binary Students](#)

[Black Lives Matter at School: A Discussion with Educators on the Intersections of Activism and](#)

[Pedagogy \(webinar\):](#) As many of us have been captivated by the protests following George Floyd's murder in 2020, some educators may be wondering how or whether they should address these issues with their students. In this webinar, MAEC engaged in dialogue on the intersections of teacher pedagogy, civic engagement, activism, and public schooling, as they relate to the issues of systemic racism and police violence in Black communities.

From Voices to Action (webinar series): AAPI families speak about their experiences navigating racism and bias during COVID-19 and what schools can do to go to create safe, welcoming school environments for AAPI students amid the heightened discrimination during the pandemic.

- [A Conversation with AAPI Families](#)
- [Asian American Pacific Islander \(AAPI\) Families' Responses to Pandemic and School Reopening](#)

Talking about race: these resources identify how families and teachers can facilitate conversations about race with their students

- [How Do We Talk to Kids About Race and Racism?](#) (webinar)
- [Talking with Children About Race](#) (resource list)
- [Facilitating Race Talk in the Classroom: Lessons from Student Experiences](#) (publication)
- [Teaching Kids About Identity and Bias](#) (publication)

From: Keohane, Bryan

Sent: Friday, August 19, 2022 10:28 AM

To: Bradley, Renee <Renee.Bradley@ed.gov>

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

Subject: TA Resources--combatting hate

Renee,

Please find attached resources provided by Equity Assistance Center Region IV, the Western Educational Equity Assistance Center, managed by the Metropolitan University of Denver.

We'll continue to provide additional resources as they are provided to us by the project directors.

-Bryan

Meyer, Rebekka

From: Meyer, Rebekka
Sent: Thursday, August 25, 2022 1:10 PM
To: Bradley, Renee
Cc: Keohane, Bryan; Smith, Danielle
Subject: RE: TA Resources--combatting hate
Attachments: Region III_EAC_TA Resource Collection_rj.docx

Hi Renee,

Attached are resources provided by the Region III Equity Assistance Center, managed by Indiana University. They just told us they had prepared an email last week that was left in a draft folder by mistake. Let us know if it can still be included, and if you have any questions.

Bekka

From: Bradley, Renee <Renee.Bradley@ed.gov>
Sent: Tuesday, August 23, 2022 7:31 AM
To: Meyer, Rebekka <rebekka.meyer@ed.gov>
Subject: RE: TA Resources--combatting hate

Thank you

From: Meyer, Rebekka <rebekka.meyer@ed.gov>
Sent: Monday, August 22, 2022 9:20 PM
To: Keohane, Bryan <Bryan.Keohane@ed.gov>; Bradley, Renee <Renee.Bradley@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>
Subject: RE: TA Resources--combatting hate

Hello Renee,

Attached are resources provided by the Region II Equity Assistance Center, [EAC-South](#), managed by the Intercultural Development Research Association (IDRA).

Bekka

From: Keohane, Bryan <Bryan.Keohane@ed.gov>
Sent: Monday, August 22, 2022 4:01 PM
To: Bradley, Renee <Renee.Bradley@ed.gov>
Cc: Smith, Danielle <Danielle.Smith2@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>
Subject: RE: TA Resources--combatting hate

Renee,

Please see below additional resources from Equity Assistance Center Region I, managed by the Center of Education Equity at the Mid-Atlantic Equity Consortium

-Bryan

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- [How Teachers & Counselors Can Support Trans & Non-Binary Students at School](#)
- [How Administrators Can Support Trans & Non-Binary Students](#)

[Black Lives Matter at School: A Discussion with Educators on the Intersections of Activism and Pedagogy \(webinar\)](#): As many of us have been captivated by the protests following George Floyd's murder in 2020, some educators may be wondering how or whether they should address these issues with their students. In this webinar, MAEC engaged in dialogue on the intersections of teacher pedagogy, civic engagement, activism, and public schooling, as they relate to the issues of systemic racism and police violence in Black communities.

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- [Talking with Children About Race](#) (resource list)
- [Facilitating Race Talk in the Classroom: Lessons from Student Experiences](#) (publication)
- [Teaching Kids About Identity and Bias](#) (publication)

From: Keohane, Bryan

Sent: Friday, August 19, 2022 10:28 AM

To: Bradley, Renee <Renee.Bradley@ed.gov>

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

Subject: TA Resources--combatting hate

Renee,

Please find attached resources provided by Equity Assistance Center Region IV, the Western Educational Equity Assistance Center, managed by the Metropolitan University of Denver.

We'll continue to provide additional resources as they are provided to us by the project directors.

-Bryan

Center	Resource Title	Category	Short Description	Audience	Web link
Region III EAC	Centering Equity in Safe and Inclusive Schooling Environments	Bully prevention	<p>Open to educators and education stakeholders in the center’s thirteen-state region at no cost, this asynchronous, online course consist of 4 content rich, multi-media, interactive modules that participants can engage in at their own pace and in the comfort of their own setting.</p> <p>Through these modules, participants enhance their own understanding of the importance of educational equity as foundational for safe and inclusive school cultures and climate, free from bullying and harassment.</p>	Educators and education stakeholders	https://greatlakesequity.org/resource/centering-equity-safe-and-inclusive-schooling-environments
Region III EAC	EquiLearn Virtual Roundtable: Understanding and Resisting Antisemitism in School Board Meetings	Addressing Discrimination and harassment	As public-school meetings become more heated and contentious along a range of different issues, from disagreements on matters of protecting public health, to maintaining historical accuracy in the curriculum, the incidence of anti-Semitic statements, connections with tropes, and the enactment of behaviors have risen alongside these increasingly heated events.	Educators and education stakeholders	https://greatlakesequity.org/resource/equilearn-virtual-roundtable-understanding-and-resisting-antisemitism-school-board-meetings

			This <i>Virtual Roundtable</i> will help you recognize these anti-Semitic incidents when they occur, connect them with broader socio-historical contexts, and equip you with strategies for dealing with them.		
Region III EAC	Key Actions for Transformative Leadership in K-12 Athletics	Positive learning Climates: School-wide and classroom	The collective effort of superintendents, district administrators, building level leaders, athletic directors, coaches, and coaching staff (e.g. assistant coaches, trainers, managers, etc.) is central to achieving equity in public schools. A fundamental responsibility of adults in K-12 athletic programs is to create safe environments for students, including student athletes. Here are five key actions that support adults to stay the course towards realizing and increasing equitable and safe conditions for all students.	Educators and education stakeholders	https://greatlakesequity.org/resource/key-actions-transformative-leadership-k-12-athletics
Region III EAC	Equity Express: Transgender Awareness in Sports: A Choose Your Own Equitable Adventure	Addressing Discrimination and harassment	In this edition of <i>Equity Express</i> , we explore the different ways in which coaches may respond to negative pushback about transgender students' participation in school sports, and the intents and impacts different responses may illicit. Multiple	Educators, education stakeholders, coaches	https://greatlakesequity.org/resource/equity-express-transgender-awareness-sports-choose-your-own-equitable-adventure

			resources are embedded to assist in navigating these types of conversations, toward cultivating critical consciousness and inclusivity in school sports.		
Region III EAC	Using Title IX and Other Policies to Support and Affirm LGBTQIA+ Students	Preventing/confronting responding to hate	The purpose of this <i>Equity by Design</i> brief is to aid administrators in protecting sexual and gender minority students from discrimination and harassment. Specifically, this Brief presents Title IX's conceptualizations of sex and harassment to identify who is protected, and from what. Further, it discusses how to navigate backlash administrators might encounter.	Administrators	https://greatlakesequity.org/resource/using-title-ix-and-other-policies-support-and-affirm-lgbtqia-students
Region III EAC	Interrupting Microaggressions	Implicit Bias	The purpose of this document is to introduce the term microaggression, enumerating its taxonomies, impact, and how to begin addressing & disrupting microaggressions when they occur.	All audiences	https://greatlakesequity.org/resource/interrupting-microaggressions
Region III EAC	Recognizing Black LGBTQ Students in Schools	Preventing/confronting responding to hate	This <i>Equity Dispatch</i> enumerates issues Black LGBTQ students experience being marked as Black and queer, in a white supremacist and hetero- cisnormative society. Next, it examines what queerness,	Educators	https://greatlakesequity.org/resource/recognizing-black-lgbtq-students-schools

			<p>homophobia, and transphobia looks like among Black youth, reflecting on the consequences of societal oppression for these youth. Finally, this piece offers recommendations for what teachers, administrators, and community stakeholders can do to disrupt homophobia and transphobia in their school environments.</p>		
Region III EAC	<p>EquiLearn Virtual Roundtable: LGBTQ+ Black Youth in Schools and Communities</p>	<p>Preventing/confronting responding to hate</p>	<p>In this <i>EquiLearn Virtual Roundtable</i>, facilitated by Joselyn Parker, we discuss problems LGBTQ Black students experience being marked as Black in a white supremacist society—and being marked as queer in a hetero/cisnormative society. Together, we talk about what queerness, homophobia, and transphobia look like among Black youth in schools, and reflect upon consequences. We offer recommendations for what teachers, administrators, and community stakeholders can do to disrupt homophobia and transphobia in their school communities.</p>	Educators	<p>https://greatlakesequity.org/resource/equilearn-virtual-roundtable-lgbtq-black-youth-schools-and-communities</p>

Region III EAC	Community Stakeholder Support: Disrupting Anti-Blackness and Homophobia in Schools	Preventing/confronting responding to hate	This <i>Equity Digest</i> is a call to action for school community stakeholders to collaborate with educators to increase language, policies, and practices that center the lived experiences of students who hold the intersectional identities of being both Black and a member of the LGBTQ community. We will use this <i>Equity Digest</i> to define intersectionality, explain how anti-Blackness and homophobia show up in schools, and provide concrete next steps for creating caring and affirming schooling environments for students who identify as Black and queer.	Educators	https://greatlakesequity.org/resource/community-stakeholder-support-disrupting-anti-blackness-and-homophobia-schools
Region III EAC	EquiLearn Virtual Roundtable: Universal Design for Learning, and the Woope Sakowin (Seven Laws): Integrating Lakota Values into the Classroom	Positive learning Climates: School-wide and classroom	The Woope Sakowin (Seven Laws) are universal virtues of the Lakota people that are a foundation of Lakota culture. They align with the asset-based goals of Universal Design for Learning (UDL): to develop expert learners who are 1) purposeful and motivated, 2) resourceful and knowledgeable, and 3) strategic and goal-directed. This <i>EquiLearn Virtual Roundtable</i> will highlight how the Woope Sakowin and UDL can be used to	Educators	https://greatlakesequity.org/resource/equilearn-virtual-roundtable-universal-design-learning-and-woope-sakowin-seven-laws

			honor and engage every learner in a safe, adaptable, and creative learning environment.		
Region III EAC	Equity Express: How to Respond to Sensitive Issues in the Classroom: A Choose Your Own Equitable Adventure	Positive learning Climates: School-wide and classroom	In this edition of <i>Equity Express</i> , we explore the different ways in which educators may respond to sensitive conversations in the classroom, and the intents and impacts different responses may illicit. Multiple resources are embedded to assist in navigating these types of conversations, toward cultivating critical consciousness within a caring classroom community.	Educators	https://greatlakesequity.org/resource/equity-express-how-respond-sensitive-issues-classroom-choose-your-own-equitable-adventure
Region III EAC	EquiLearn Virtual Roundtable: Identifying and Disrupting Your Whiteness: A Workshop Addressing Power & Privilege toward Anti-Racist Spaces	Preventing/confronting responding to hate	This <i>EquiLearn Virtual Roundtable</i> , facilitated by Equity Fellow Dr. Sharon Radd, offers a space to examine one's "personal, local, and immediate" (Singleton, 2005) connections to whiteness and privilege, and consider how to identify and disrupt rather than perpetuate them.	Educators and education stakeholders	https://greatlakesequity.org/resource/equilearn-virtual-roundtable-identifying-and-disrupting-your-whiteness-workshop-addressing
Region III EAC	Critical Consciousness for Inquiry and Critique: The DAPP Tool	Implicit Bias	The <i>DAPP (Difference & Dissonance, Assumptions, Power, and Patterns) Tool</i> is intended to help educators, leaders, teams, schools, districts, education agencies, and other	Educators, leaders, teams, schools, districts, education agencies, other organizations	https://greatlakesequity.org/resource/critical-consciousness-inquiry-and-critique-dapp-tool

			<p>organizations to engage in the type of critical reflection necessary to build critical consciousness, and undertake more equitable and just actions, toward learning, planning, and change. More specifically, we look to see how power aligns with various dominant socio-cultural identities to advantage persons with those identities, and disadvantage and exclude those without them.</p>		
Region III EAC	<p>Recognizing Difference ≠ Being Divisive: Why Disrupting Oppression is Necessary</p>	<p>Preventing/confronting responding to hate</p>	<p>In this edition of <i>Equity Digest</i>, we discuss the importance of centering conversations around how race and racism has impacted history—especially racism in schooling.</p> <p>Ultimately, teaching accurate histories is an inclusive act, and can be healing, encouraging empathy towards enhancing social justice work.</p>	<p>Educators and education stakeholders</p>	<p>https://greatlakesequity.org/resource/recognizing-difference-being-divisive-why-disrupting-oppression-necessary</p>
Region III EAC	<p>Whiteness: An Unexplored Barrier to Your School’s Equity Goals</p>	<p>Preventing/confronting responding to hate</p>	<p>Whiteness –defined as structural arrangements and ideologies of race dominance – is a significant barrier to achieving educational equity in schools and districts, and</p>	<p>Educators and administrators</p>	<p>https://greatlakesequity.org/resource/whiteness-unexplored-barrier-your-schools-equity-goals</p>

			Whiteness functions in every aspect of schooling. Thus, this <i>Equity by Design</i> brief is intended for preK-12 school leaders who want to better understand the root causes of inequitable outcomes in their systems.		
Region III EAC	Acknowledging Difference and Disrupting Systemic Oppression is Inclusive, Not Divisive	Preventing/confronting responding to hate	There is currently a national debate surrounding what can and cannot be taught in K-12 public schools. In this <i>Equity Dispatch</i> we remember that centering equity and being able to recognize, name, and address the history of systemic racism and oppression in the United States is inclusive, not divisive.	Educators	https://greatlakesequity.org/resource/acknowledging-difference-and-disrupting-systemic-oppression-inclusive-not-divisive
Region III EAC	Equity Connect! Centering Student Voice in Leading for Equity	Positive learning Climates: School-wide and classroom	During this <i>Equity Connect!</i> session, our guest district, Community Unit School District 308 (Oswego, IL) discussed how they leveraged their partnership with the MAP Center, highlighted tools and resources that strengthened their work, and approaches they took, in partnership with the MAP Center, to more authentically center non-dominant student inputs and perspectives in leading for equity.	Educators and administrators	https://greatlakesequity.org/resource/equity-connect-centering-student-voice-leading-equity

Region III EAC	Inequities in Online Classrooms: How Do We Bridge the Distance (Learning)?	Positive learning Climates: School-wide and classroom	This edition of <i>Equity Digest</i> is a call to action for school community stakeholders to work alongside minoritized students and families (people with identities such as LGBTQ+, non-binary, women, disabled, non-Christian, people of Color, and/or emergent multilingual individuals) as they experience compounding inequities during this historic period of the COVID-19 pandemic. Here, we discuss inequities related to online/distance learning, and how schools and school communities can serve as resources and supports for minoritized students.	Educational stakeholders	https://greatlakesequity.org/resource/inequities-online-classrooms-how-do-we-bridge-distance-learning
Region III EAC	EquiLearn Virtual Roundtable: Oceti Sakowin Essential Understandings (OSEU): Lakota Language & Culture in an Elementary Classroom	Positive learning Climates: School-wide and classroom	South Dakota Department of Education adopted the Oceti Sakowin Essential for Understandings (OSEU) in 2018. This adoption by the state department of education demonstrated the importance of South Dakota citizens to understand the history and the cultural makeup of Indigenous people. How do we use these understandings to center Indigenous culture? How do we foster students'	Educators and administrators	https://greatlakesequity.org/resource/equilearn-virtual-roundtable-oceti-sakowin-essential-understandings-oseu-lakota-language

			<p>mathematical identity through the OSEU? In this <i>EquiLearn Virtual Roundtable</i>, we explore how the OSEU can be integrated into any classroom as a starting point to honor student voices, experiences, and identities by centering Indigenous culture in the learning environment.</p>		
Region III EAC	<p>Shifting from Surveillance and Control in Virtual Learning Environments: Utilizing Principles of Universal Design for Learning & Culturally Sustaining Pedagogy</p>	<p>Positive learning Climates: School-wide and classroom</p>	<p>In this edition of <i>Equity Dispatch</i>, we discuss equity implications around disciplinary policies in virtual learning contexts. We offer practical applications of principles of Universal Design for Learning & Culturally Responsive Pedagogy as proactive strategies for engaging students in virtual learning activities.</p>	Educators	<p>https://greatlakesequity.org/resource/shifting-surveillance-and-control-virtual-learning-environments-utilizing-principles</p>
Region III EAC	<p>The 20-Minute Talk: Episode 2-- Antiracism in the Age of COVID-19</p>	<p>Positive learning Climates: School-wide and classroom</p>	<p>This episode is a discussion of the importance of anti-racist practices in schools, particularly for school communities to advance safe and inclusive learning environments for students, students of Color, and students who possess the racial/ethnic identities of Black/African American and Asian American.</p>	Educators	<p>https://greatlakesequity.org/resource/20-minute-talk-episode-2-antiracism-age-covid-19-0</p>

Hector Bojorquez

From: Hector Bojorquez
Sent: Thursday, September 15, 2022 1:35 PM
To: Meyer, Rebekka
Subject: Budget uploads and progress uploads

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.

Hello Rebekka,
Hope all is well.

As we've been reviewing our uploads to the EAC site- I noticed that our budget uploads are correct and up to date.

I reviewed our progress uploads and some are missing. I don't remember the dates I logged in - But I will review our sheets and get them up there!

Thank you!

Hector Bojorquez
Director of Operations
(Pronouns: He/Him/They)
(Pronombres: él/ellos)

Intercultural Development Research Association
5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
210.444.1710 ph. • 210.444.1714 fax
Visit our website
<http://www.idra.org>

From: taandd@googlegroups.com
Sent: Tuesday, October 4, 2016 9:41 AM
To: taandd@googlegroups.com
Subject: FW: News from the Technical Assistance Team, September 30, 2016
Attachments: Public_Research Collaboration Matrix_Working Document as of September 30 2016.xlsx



News from the Department of Education

A biweekly newsletter for the Technical Assistance Centers and Department of Education Community



September 30, 2016

Dear Reader,

We would like to congratulate the recipients of the Equity Assistance Centers (EAC) program 2016 grant awards! The Office of School Support and Rural Programs (SSRP) commends our current EACs for the tremendous assistance that they have provided to districts and schools as they work to support all students regardless of race, color, national origin or zip code. Despite major progress in some areas, many students, especially students of color, continue to lack the opportunity of a quality education. As we welcome our new cohort of grantees, we know that there will be opportunities for collaboration in effecting changes that will provide all students with improved access to educational resources so that they may have the opportunity to succeed in school, careers and in life.

On behalf of the Technical Assistance Team,

Michael Quiroz

202-453-6894

Program Announcements

- The Department of Education announced through an [official press release](#) the more than \$6.5 million in grants awarded to fund four regional [Equity Assistance Centers](#) (EACs). These centers will 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. The following organizations will operate EACs from FY 2017 to FY 2021:
 - Region I: Mid-Atlantic Equity Consortium
 - Region II: Intercultural Development Research Association
 - Region III: Indiana University
 - Region IV: Metropolitan State University
- The U.S. Department of Education has announced a new FY 2016 grant for the National Comprehensive Center On Improving Literacy Program (CFDA 84.283D). The University of Oregon will be awarded \$1,449,831 to establish a comprehensive center for students at risk of not attaining full literacy skills due to a disability. For more information about this particular grant, please review the [original Federal Register Notice Inviting Applications](#).

Department Announcements

- On September 23rd, the Department released [non-regulatory guidance](#) to help states, districts, and schools provide effective services to improve the English language proficiency and academic achievement of English Learners (ELs) through Title III of the ESSA. The guidance touches upon the use of Title III funds to serve ELs; design and delivery of language instruction educational programs; and publications and resources for administrators and educators who work with ELs. The Office of State Support will host a webinar on the guidance on Wednesday, **October 5th, from 3-4 PM EDT**, which you are invited to attend. Register for this webinar [here](#). Due to the number of lines available for this webinar, we request that, to the extent possible, you join with your colleagues to participate together.
- Additionally, the Department released a dear colleague letter with frequently asked questions for district

requirements for Tribal consultation under section 8538 of the ESSA. For more information, visit the [ESSA guidance page](#).

- The Department of Education's Office of English Language Acquisition (OELA) announced the [awarding of \\$22,062,647](#) in grants under the [National Professional Development Program](#) (NPD). This Program provides grants for eligible entities to implement professional development activities intended to improve instruction for English Learners (ELs) and assists education personnel working with ELs to meet high professional standards.

New Resources

- The [Statewide Longitudinal Data Systems \(SLDS\) Team at IES](#) has created a spreadsheet containing links to each state's SLDS websites and research agendas as well as each state's SLDS grantee history. It also includes the [Common Education Data Standards \(CEDS\) websites](#) and alignment tool information which could be useful for researchers to gain some insight into the type of data that states might have. Please see the attached excel sheet containing this information.

Spotlight

This edition's spotlight comes from the Center on Great Teachers and Leaders. To learn more, visit <http://www.gtlcenter.org/>

Collaborative Seeks to Improve Educator Effectiveness Systems

The Center on Great Teachers and Leaders (GTL), the West Comprehensive Center (WCC), and a select group of states are collaborating on an initiative aimed at the continuous improvement of teacher evaluation systems to improve educator practice.

The Collaborative for Continuous Improvement of Educator Effectiveness Systems (Collaborative) includes Arizona, Colorado, Delaware, Louisiana, Massachusetts, Rhode Island, and Tennessee. These states seek to hone their systems to meet the ultimate goal of supporting teachers as they improve their practice. Many challenges were identified through interviews conducted by GTL and WCC staff at the launch of the project including the need to improve the measures of teaching practice within the system and the need to enhance the process for using evaluation data to provide feedback to educators.

The Collaborative, which runs from April 2016 to September 2017, seeks to achieve the following goals:

- States will identify and address pressing problems of educator evaluation implementation to help their systems evolve.
- States will leverage and bring coherence to educator evaluation work underway with other regional or national organizations and groups.
- The Collaborative will galvanize a community of like-minded states to reframe the national dialog about educator evaluation so that it focuses on providing educators opportunities for growth.
- The Collaborative will inform the field with lessons learned about how to continuously improve systems of evaluation and professional support.

To meet these goals, GTL and WCC will facilitate a community of practice that provides the participating states with the following technical assistance and support opportunities:

- *Individual state facilitator.* Each state will have a facilitator that supports and guides their work.
- *Steering committee.* A committee composed of one representative from each state meets regularly to discuss updates on state progress, identify areas of need from the Comprehensive Centers or SEA partners, and design the cross-state convenings.
- *In-person convenings.* The Collaborative will host three in-person convenings to build the community, make progress on work plans, hear from practitioners in the field, and engage in cross-state sharing.
- *Virtual convenings.* The Collaborative will host two types of virtual convenings:
 1. States will engage in information-exchange and support through a virtual platform.
 2. Collaborative facilitators will host one webinar to share information, expertise, and lessons learned.
- *Content-specific experts.* When needed, Collaborative facilitators will provide access to consultants or experts on

content-related or technical issues.

- *Online portal.* Collaborative facilitators will launch an online community for members of the Collaborative to network and share resources.

Participants in the Collaborative seek to use this initiative as a vehicle to focus on several unique approaches to technical assistance and support, including:

- **States are the drivers.** The steering committee is considered part of the overall design team, creating guiding principles, informing the overall scope of work and timelines, and suggesting focus areas for the virtual and in-person convenings.
- **Focus on *specific problems of practice*.** The Collaborative is unique in that it focuses on problems that are state specific and small in grain size. For example, states are exploring strategies to support the development of evaluators' capacity to give specific and meaningful feedback. Furthermore, states are considering opportunities for infusing content into the evaluation process to promote best practices that are content specific.
- **Maximize opportunities for cross-state work.** Collaborative facilitators have developed a "dance card" that compares and contrasts problems of practice and planned strategies that allow states to provide mutual support. In-person convenings are focused aligning cross-state work to the "dance card." In addition, states regularly engage in work which allows them to think through their key questions and desired outcomes before the convening, thereby better focusing work with other state colleagues.
- **Continuous improvement is key.** The Collaborative serves as a learning environment following a continuous improvement cycle whereby states help each other identify strategies to address problems of practice, implement those strategies and measure the impact, and then come together to discuss outcomes data with the goal of making adjustments to strategies along the way.
- At the end of the initiative, the Collaborative will document and disseminate lessons learned and principles for evaluation systems focused on professional growth and improving practice. One of the first topics the Collaborative plans to address is the concept of a "balance" between accountability and autonomy in educator evaluation and support systems.

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For more options, visit <https://groups.google.com/d/optout>.



The logo features the acronym 'SSSRP' in a large, bold, blue sans-serif font. Below the letters, there is a stylized illustration of green grass and various plants, including ferns and a flowering plant with white blossoms. At the bottom, the full name 'SCHOOL SUPPORT AND RURAL PROGRAMS' is written in a smaller, white, sans-serif font on a green rectangular background.

SSSRP
SCHOOL SUPPORT AND RURAL PROGRAMS

SSRP

The image shows the letters 'SSRP' in a large, bold, purple font. The letters are three-dimensional and appear to be standing on a patch of green grass. The background is a light, slightly blurred outdoor setting.



Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
AK	FY06, FY12	K-12 (FY06), Postsecondary & Workforce Data (FY12)	http://answersresults.alaska.gov/information-requests		http://acpe.alaska.gov/ANSWERS	http://acpe.alaska.gov
AL	N/A		https://www.alsde.edu/sec/comm/Pages/education-policy.aspx	https://www.alsde.edu/sec/rd/Plan%202020/Alabama%20PLAN%202020.pdf	http://alabamaschoolconnection.org/2015/09/28/alabama-moving-forward-on-p-20-database-without-federal-grant-money/	https://www.alsde.edu/
AR	FY06, FY09, ARRA	K12 (FY06) P-20 (FY09, ARRA)	https://adedata.arkansas.gov/drms/		https://arc.arkansas.gov/slds	http://www.arkansased.gov/
AS	FY15	Early Learning and College & Career Readiness (FY15)		http://relpacific.mcrel.org/research-alliances/american-samoa-alliance-for-college-and-career-readiness	https://lds.doe.as	http://www.asdoe.net/
AZ	FY07, FY12	K-12 (FY07), K-12 Data Ssystem (FY12)	http://www.azed.gov/data/data-requests-2/		http://www.azed.gov/aelas/az-dash/	http://www.azed.gov/
CA	FY06, FY09	K12 (FY06) Workforce, teacher prep. (FY09)	https://www2.cde.ca.gov/datarequest/index2.aspx	http://www.cde.ca.gov/ds/da/2015-18cderesearchpriorities.asp	http://www.cde.ca.gov/ds/sp/cl/index.asp	http://www.cde.ca.gov/
CNMI	N/A			https://www.cnmipss.org/strategic-priorities-plus/		https://www.cnmipss.org/
CO	FY07, ARRA	K-12 (FY07) P20 (ARRA)	http://www.cde.state.co.us/research/researchanddatarequests ; http://www.cde.state.co.us/cdereval/datarequest		https://www.cde.state.co.us/s	http://www.cde.state.co.us/
CT	FY06, FY09	K-12 (FY06), K-12 (FY09)	K-12: http://www.sde.ct.gov/sde/cwp/view.aspx?a=2758&q=334880 http://www.csde.state.ct.us/public/datarequest/form.pdf P-20W: http://www.ct.edu/files/pdfs/P20WIN-DataRequestProcedure-Final_01202015.pdf	http://www.sde.ct.gov/sde/cwp/view.aspx?a=2758&q=334520	http://edsight.ct.gov/SASPortal/main.do http://www.ct.edu/initiatives/p20win	http://www.sde.ct.gov/sde/site/default.asp
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

* Does not mean Portal Documents or Research Agendas are unavailable or inaccessible if not listed. Please reach out to state for further information on their website.

Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
DC	FY07 & FY12	K-12 (FY07), Postsecondary and Workforce Data (FY12)	https://osse.sp.dc.gov/osse/edm3/public/Pages/P.aspx	https://sled.osse.dc.gov/Docs/Statewide%20List%20of%20Research%20Priorities%20%201_25_2012.pdf	http://osse.dc.gov/service/statewide-longitudinal-education-data-system-sled	http://osse.dc.gov/
DE	FY12	K-12 Data System (FY12)	http://www.doe.k12.de.us/Page/2282	https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=190001&AID=7183&MID=335	www.doe.k12.de.us/slds	http://www.doe.k12.de.us/
FL	06, FY09, ARRA	K-12 (FY06, K-12 (FY09) P20W (ARRA)	http://www.fl DOE hub.org/Research/Pages/default.aspx	http://www.fl DOE hub.org/Research/Pages/default.aspx	http://www.fl DOE org/accountability/data-sys/statewide-longitudinal-data-sys/	http://www.fl DOE org/
GA	FY09	K-12 (FY09)	https://www.gadoe.org/Technology-Services/Data-Collections/layouts/SPApps/DataRequestForm.aspx		https://www.gadoe.org/TechServices/SLDS/Pages/SLDS.aspx	http://www.gadoe.org/Pages/Home.aspx
GU	N/A	N/A	https://sites.google.com/a/gdoe.net/rpe/home/request-for-information	unknown		https://sites.google.com/a/gdoe.net/gdoe/
HI	FY09, FY12 & FY15	K-12 (FY09), Postsecondary and Workforce Data (FY12), College and Career & Instructional Support	K-12: http://www.hawaii public schools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/Data-Requests.aspx P-20W: http://www.p20hawaii.org/programs/hawaii dxp/	K-12: https://www.hawaii public schools.org/DOE%20Forms/Advancing%20Education/StrategicPlan.pdf	P-20W: http://hawaiidxp.org/	http://www.hawaii public schools.org/Pages/Home.aspx
IA	FY09, FY12	K-12 and Postsecondary (FY09), Postsecondary and Workforce Data (FY12)	https://edinfo.ed.iowa.gov/requesttracking/datarequest.aspx			https://www.educateiowa.gov/

CEDS Website: <https://ceds.ed.gov/alignmenttool.aspx>

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Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
ID	FY09, FY12	K12 (FY09) P20W (FY12)	https://boardofed.idaho.gov/research_stats/documents/data_management_council/DMC%20Policies%20approved%2009-03-15.pdf		https://boardofed.idaho.gov/	http://sde.idaho.gov/
IL	FY09, ARRA, FY15	K-12 (FY09), P20W (ARRA), Financial Equity and Return on Investment & Instructional Support (FY15)	http://www.isbe.net/research/pdfs/data_inst_for_researchers.pdf	http://publish.illinois.edu/illinoiscollaborative/research/	http://www.isbe.net/ILDS/default.htm	http://www.isbe.net/
IN	FY07, FY12	K12 (FY07) P20W (FY12)	http://www.doe.in.gov/legal/data-and-public	http://in.gov/ink/files/INK_Research_Agenda.pdf	http://in.gov/ink/	http://www.doe.in.gov/
KS	FY07, FY09, ARRA	K-12 (FY07), K-12 (FY09), P20W (ARRA)	http://www.ksde.org/Data-Reports/Data-Requests/Request-for-Data	https://www.google.com/url?q=	http://www.ksde.org/Default.aspx?tabid=983	http://www.ksde.org/
KY	FY06, FY09 FY12, FY15	K12 (FY06, FY09) P20W (FY12, FY15)	https://kcews.ky.gov/(X(1)A(KC_mx0yt0QEAAAAM2FmZWVvkZGltMDU5ZC00OTRjLWJhMzEtMGY0ZTdIOWZmOTlxr4m9hv9Ft7lu8FB-otDplzfnFp8kt_sWHixl5VJl52l1))/DataRequests.aspx		https://kcews.ky.gov/(X(1)A(VN68zGWt0QEAAAAMjMwNzg1NGUtmWEyYi00MzYxLTkwY2YtMjJhNGUzNmEwMWIzjdAb2dXnHA3-T1YdW4yX7Q-6Y_MQ_WmAl-1nTN11l1l1)/	http://education.ky.gov/Pages/default.aspx
LA	FY09	K-12 (FY09)	http://www.louisianabelieves.com/lde/uploads/2799.doc	http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/district-planning-guide.pdf?sfvrsn=32	http://www.louisianabelieves.com/resources/library/data-center	http://www.louisianabelieves.com/
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

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Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
MA	FY09, ARRA FY15	K12 (FY09) P20 ARRA) P20W (FY15) Fiscal Equity and Return on Investment & College and Career Readiness	http://www.mass.gov/edu/public-records-request.html	http://www.doe.mass.edu/commissioner/default.html	http://www.doe.mass.edu/info/services/data/sif/	http://www.doe.mass.edu/
MD	FY06, FY09, FY12 & FY15	K-12 (FY06), K- 12 (FY09), Postsecondary and Workforce Data (FY12), Evaluation and Research & Instructional Support	https://mldscenter.maryland.gov/Research&Reporting.html	https://mldscenter.maryland.gov/ResearchAgenda.html	http://www.mldscenter.org/	http://www.marylandpublicschools.org/
ME	FY07, ARRA	K-12 (FY07), P20W (ARRA)	http://maine.gov/doe/data/submit-request.shtml	http://www.maine.gov/doe/plan/index.html	http://dw.education.maine.gov/DirectoryManager/Web/Maine_report/MaineLanding.aspx	http://www.maine.gov/doe/
MI	FY06, FY09, ARRA	K-12 (FY06), K- 12 (FY09), P20W (ARRA)	https://www.michigan.gov/mde/0,4615,7-140-22709_63924---,00.html	http://www.michigan.gov/documents/mde/Research_Agenda_436597_7.pdf	http://www.michigan.gov/cepi/0,4546,7-113-56472---,00.html	www.michigan.gov/mde
MN	FY06, ARRA, FY15	K-12 (FY06), P20W (ARRA), Early Learning & College and Career (FY15)	http://www.education.state.mn.us/MDE/Welcome/DataPractices/index.html	http://education.state.mn.us/MDE/Welcome/OfficeCom/BetterSchBetterMN/index.html	http://slds.mn.gov/	http://education.state.mn.us/mde/index.html
MO	FY09	K-12 (FY09)	https://apps.dese.mo.gov/datarequestform/requestform.aspx	http://dese.mo.gov/commissioner/vision-mission-goals	https://dese.mo.gov/data-system-management	https://dese.mo.gov/
MS	FY09, ARRA FY15	PK-16 (FY15) P20 (FY09, ARRA)	http://reports.mde.k12.ms.us/Form.aspx		http://www.mde.k12.ms.us/SLDS	http://www.mde.k12.ms.us/
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

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Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
MT	FY09, FY12, FY15	P20W (FY12, FY15) K12 (FY09)	http://gems.opi.mt.gov/_layouts/FormServer.aspx?XsnLocation=/FormServerTemplates/DataRequest.xsn%3Fopenin=browser		http://gems.opi.mt.gov/Pages	http://opi.mt.gov/
NC	FY07, FY12	K-12 (FY07), Postsecondary and Workforce Data (FY12)	http://www.ncpublicschools.org/data/management/research/	http://www.ncpublicschools.org/curriculum/lbc/06lbcrecommendations	http://www.ncpublicschools.org/data/ncp-20w/	http://www.dpi.state.nc.us/
ND	FY09, FY15 & FY12	K-12 (FY09), P20W (FY12), College and Career & Instructional Support (FY15)	https://slds.ndcloud.gov/public/SitePages/Research%20Home.aspx		https://slds.ndcloud.gov/SitePages/Default.aspx	https://www.nd.gov/dpi
NE	FY07, FY12	P20W	https://www.education.ne.gov/nssrs/docs/Nebraska_Data_Policy_December_2010.pdf		https://www.education.ne.gov/dataservices/SLDS_Grant/Indexes.html	https://www.education.ne.gov/
NH	FY07, FY12	K-12 (FY07), K-12 Data System (K-12)	http://education.nh.gov/data/ed_research.htm	http://education.nh.gov/data/queries_researchers.htm	http://www.nebhe.org/info/pdf/policy/slds/SLDS_NH_i4see_Initiative_for_School_Empowerment_and_Excellence.pdf	http://education.nh.gov/
NJ	FY12	Postsecondary and Workforce Data (FY12)	https://www16.state.nj.us/NJ_OPRA/opraRequest.jsp		https://www.njsmart.org	http://www.state.nj.us/education/
NM	N/A	N/A	http://www.ped.state.nm.us/AssessmentAccountability/dl10/IRC%20Data%20Request%20Form%20v2.pdf	http://ped.state.nm.us/ped/PEDDocs/2012NMPEDStrategicPlan.pdf		http://ped.state.nm.us/ped/index.html
NV	FY07, FY12	P20W (FY12) K12 (FY07)	http://www.doe.nv.gov/DataCenter/Data_Requests/	http://www.doe.nv.gov/About/Inside_NDE/	http://npwr.nv.gov/about	http://www.doe.nv.gov/
NY	FY09, ARRA	P-16 Data (FY09), P-20W (ARRA)	http://forms.datasupport.nysed.gov/datasupport/DataRequestp		http://data.nysed.gov	http://www.nysed.gov/
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

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Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
OH	FY06, FY09, ARRA	K-12 (FY06), K-12 and Postsecondary (FY09). Early Childhood and Postsecondary	http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Requesting-Student-Level-data		http://education.ohio.gov/Topics/Data/Accountability-Resources/Ohio-Report-Cards/State-Local-Report-Cards-and-Resources	http://education.ohio.gov/
OK	FY12	K-12 Data System (FY12)	http://sde.ok.gov/sde/open-records-request		http://sde.ok.gov/sde/student-information-system	http://sde.ok.gov/sde/
OR	FY07, FY09, & ARRA	K-12 (FY07), K-12 (FY09), P20W (ARRA)	http://www.ode.state.or.us/search/page/?id=396	http://www.ode.state.or.us/search/page/?id=3933	http://www.ode.state.or.us/search/results/?id=381	http://www.ode.state.or.us/home/
PA	FY09, ARRA, FY12, FY15	PK-12 (FY06, FY09) P20W (ARRA, FY15)	http://www.education.pa.gov/Documents/Teachers-Administrators/Pennsylvania%20Information%20Management%20System%20-%20PIMS/PDE%20Data%20Policy/PIMS%20Data%20Access%20Policy.pdf		http://www.education.pa.gov/Teachers%20-%20Administrators/PIMS/Pages/default.aspx#.VoE7XPkrKM9	http://www.education.pa.gov/Pages/default.aspx#.VzixHIQrLIU
PR	FY12	K-12 Data System (FY12)				http://www.de.gobierno.pr/
RI	FY09, FY12	PK-20 (FY09) P20W (FY12)	P-20W: http://ridatasharing.org/about/researchhub/		http://ridatasharing.org/about/	http://www.ride.ri.gov/
SC	FY06, ARRA	K-12 (FY06), P-20W (ARRA)	http://ed.sc.gov/scdoe/assets/File/data/data-security-privacy/Data%20Request%20Instructions.pdf	http://ed.sc.gov/instruction/career-and-technology-education/cate-administration/quality-review-measures/2020-vision-for-career-and-technology-education-in-south-carolina/2020-vision-goals-and-strategies/		http://ed.sc.gov/
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

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Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
SD	FY12	K-12 Data System (FY12)	http://doe.sd.gov/ofm/datarequest.aspx	http://doe.sd.gov/documents/15-16SuppsC.pdf	http://doe.sd.gov/ofm/lds.aspx	http://doe.sd.gov/
TN	FY06, FY15	K-12 Data System (FY06). Educator Talent Management and College & Career Readiness (FY15)	https://www.tn.gov/education/topic/request-data	https://www.tn.gov/education/topic/first-to-the-top		https://www.tn.gov/education/
TX	FY09, ARRA, FY15	K-12 and Postsecondary (FY09), P-20W (ARRA), Early Learning and Instructional Support (FY15)	http://tea4avwaylon.tea.state.tx.us/PIRTS/NewPendingPIR.aspx	http://tea.texas.gov/About_TEA/Welcome_and_Overview/Texas_Education_Agency_Strategic_Plan_and_Customer_Satisfaction_Survey/	http://www.texasstudentdata.system.org/; http://www.texaseducationinfo.org/	http://tea.texas.gov/
UT	FY07, ARRA, FY15	K-12 and Postsecondary (FY07), P-20W (ARRA), College & Career Readiness and Evaluation & Research (FY15)	http://www.schools.utah.gov/data/Data-Request.aspx		http://www.utahdataalliance.org/dashboards/	http://www.schools.utah.gov/main/
VA	FY07, ARRA	P-16 (FY07), P-20W (ARRA)	http://vlds.virginia.gov/about-vlds/contact-us	http://vlds.virginia.gov/insights/agency-research-agendas/		http://www.doe.virginia.gov/
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

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Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
VI	FY12	Early Childhood Data (FY12)	http://www.vide.vi/our-divisions/planning-research-and-evaluation.html	http://www.relnei.org/wp-content/uploads/2013/03/USVI-Research-Agenda.pdf	http://pre.vide.vi/pages/state-longitudinal-data-system-slds-virgin-islands-virtual-information-system-vivis-413	http://www.vide.vi/
VT	FY12	K-12 Data System (FY12)	http://education.vermont.gov/documents/edu-data-request-confidential-scope-of-work-application.pdf		http://education.vermont.gov/data	http://education.vermont.gov/
WA	FY09, ARRA, FY15	P20W (FY15) PK-20 (ARRA) K12 (FY09)	K-12: http://www.k12.wa.us/DataAdmin/DataSharing/default.aspx P-20W: http://www.ercd.wa.gov/request-data/data-request-process	K-12: http://www.k12.wa.us/Communications/EducationPriorities.aspx P-20W: http://www.ercd.wa.gov/about-us/critical-questions	K-12: http://data.k12.wa.us/PublicDWP/Web/WashingtonWeb/Home.aspx P-20W: http://www.ercd.wa.gov/	http://www.k12.wa.us/
WI	FY06, FY09, ARRA, FY15	K-12 Data System (FY06), Postsecondary and K-12 (FY09), Postsecondary and Early Learning (ARRA), Evaluation & Research and Instructional Support (FY15)	http://dpi.wi.gov/wise/data-requests/confidential-data-application		http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp	http://dpi.wi.gov/
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

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Research Collaboration Matrix

State	Grant Round History	Grant Focus Area	Link to Research Portal/Document *	Link to Research Agenda *	SLDS Website	State Education Website
WV	FY12	K-12 Data System (FY12)	http://wveis.k12.wv.us/nclb/pub/enroll/DataRequestForm.pdf ; http://static.k12.wv.us/tt/2014/datamanagement_guidance%20FINAL%201-21-14.pdf		http://zoomwv.k12.wv.us/Dashboard/portalHome.jsp	https://wvde.state.wv.us/
WY	N/A		http://fusion.edu.wyoming.gov/MySites/Directory/directory_OnlineDirectory_WDEProgramSearch.aspx	https://edu.wyoming.gov/board/board-documents/	http://doe.state.wy.us/lmi/ http://ets.wyo.gov/inside-ets/p20w-statewide-longitudinal-data-system	https://edu.wyoming.gov/
CEDS Website: https://ceds.ed.gov/alignmenttool.aspx						

* Does not mean Portal Documents or Research Agendas are unavailable or inaccessible if not listed. Please reach out to state for further information on their website.

From: taandd@googlegroups.com
Sent: Monday, October 31, 2016 8:34 AM
To: taandd@googlegroups.com
Subject: FW: News from the Technical Assistance Team, October 28, 2016

Subject: News from the Technical Assistance Team, October 28, 2016

	<h2>News from the Department of Education</h2> <p><i>A biweekly newsletter for the Technical Assistance Centers and Department of Education Community</i></p> <h3>October 28, 2016</h3>	
<p>Dear Reader,</p> <p>The Office of School Support and Rural Programs is pleased to host the recipients of the 2016 Equity Assistance Centers grant in Washington, D.C., next week. We look forward to two days of establishing network goals, identifying networking opportunities, and developing a collective plan for technical assistance, collaboration, and continuous improvement.</p> <p>On behalf of the Technical Assistance Team,</p> <p>Michael Quiroz 202-453-6894</p>		
Program Announcements		
<ul style="list-style-type: none">• Regional Comprehensive and Content Center Directors are reminded to submit a revised management plan and budget for Year 5 by October 31st, 2016, to the program office. Please contact your program officer if you have any questions or concerns.• The Department of Education has published the 2016 reports submitted by the Regional Advisory Committees (RAC). These reports present RAC members' assessments of the educational needs within each of the ten geographic regions of the Regional Educational Laboratories (RELs). The Secretary may take the members' recommendations for addressing regional needs into account in establishing priorities for the work of future Comprehensive Centers and RELs. To view the reports, visit http://www2.ed.gov/about/bdscomm/list/rac/index.html		
Department Announcements		
<ul style="list-style-type: none">• On October 12th, the Department of Education issued final regulations for Teacher Preparation to ensure new teachers are ready to succeed in the classroom and that every student is taught by great educators. Following the comment period, the final regulations aim to bring transparency to the effectiveness of teacher preparation programs, provide those programs with information to help them continuously improve, and respond to educators who do not feel ready to enter the classroom after graduation. The Department will host a webinar on November 7th, 2016, regarding these regulations. Please keep an eye out for more information.		
New Resources		
<ul style="list-style-type: none">• Early Learning Guidance: On October 20th, the Department of Education released guidance which expands on the provisions in the Every Student Succeeds Act (ESSA) to promote coordination in early learning among local communities, align preschool with early elementary school, and build the capacity of teachers, leaders, and others serving young children to provide the highest-quality early learning opportunities. The guidance is intended to remind state and local decision-makers about the importance of investing in early learning, spotlight the opportunities available under the new law to strengthen early education, and provide examples of how		

states and communities can support young children's success in school.

- **Student Support and Academic Enrichment Grants:** On October 21st, the Department released [guidance](#) to help states, school districts, and schools provide all students with access to a well-rounded education (including the arts, music, social studies, environmental education, and civics), bolster school conditions for student learning, and improve the use of technology to expand academic achievement and digital literacy. Under Title IV, Part A, ESSA authorizes new Student Support and Academic Enrichment grants and gives states and districts flexibility to tailor investments based on the unique needs of their student populations.
- **Early Learning and Educational technology:** On October 21st, the Departments of Education and Health and Human Services issued a [policy brief on early learning and the use of technology](#). The brief will help those who care for nearly 36 million children from birth to eight-years-old make wise decisions about media use, and presents four guiding principles on the use of technology with young children. It also includes a call to action for researchers, media, and application developers, highlighting topics for further research and encouraging the development of research-based products.

Other Announcements

This week we are featuring professional development opportunities from the Center on Enhancing Early Learning Outcomes (CEELO) and the California Comprehensive Center (CACC). Please reply to this newsletter if you would like us to feature any upcoming opportunities relevant to our network of TA providers.

- **Webinar on ESSA and Early Learning Guidance:** Join CEELO, state leaders from the [National Association of Early Childhood Specialists in State Department of Education \(NAECS-SDE\)](#) and representatives from the Department of Education's Office of Early Learning for a discussion on [non-regulatory guidance](#) regarding early childhood education. Please feel welcome to submit questions when you register below:
US DEPT OF ED GUIDANCE EARLY LEARNING IN ESSA
Monday, October 31, 2016
3:00pm - 4:00pm EASTERN
[Register for the Webinar by Clicking Here](#)
- **Supporting States in Effectively Implementing ESSA for English Learner Success:** The California Comprehensive Center, in collaboration with the Northwest Comprehensive Center and the Center on Standards & Assessment Implementation, will be hosting a series of online events designed for Comprehensive Center staff to share and learn from one another. The first session on [November 9th, 11-12:30 PST/2-3:30 PM EST](#) will focus on building awareness and reviewing issues and options related to ESSA implementation for ELs and identifying areas of interest for future discussion and support. If you have any questions, please email Julie Duffield at jduffie@wested.org.
- **Webinar on TA centers using CEDS to support states:** The National Center for Education Statistics' (NCES) Common Education Data Standards (CEDS) team is hosting a webinar on TA Centers using the CEDS to support states on [Monday, November 7, 2016 from 3-4pm \(EST\)](#). This webinar explores how three different centers are using CEDS to provide TA to states.
 - The Center for the Integration of IDEA Data (CIID)** – Learn how CIID is using the CEDS Normalized Data Schema to build a free tool for states called Generate for IDEA ED Facts, through which SEAs can create high quality files and reports for ED Facts submissions.
 - State Longitudinal Data System (SLDS) State-Driven Workgroups** – Learn how the SLDS State-Driven Workgroups are using the CEDS Connect tool to help inform states about current and future reporting requirements.
 - The Center for IDEA Early Childhood Data Systems (DaSy)** – Learn how DaSy is using CEDS Connect to inform states about the Part C APR indicators as well as answering critical questions related to early childhood special education.
[Click Here to Register](#)

Spotlight

As part of SSRP's special edition spotlight in the coming weeks, we intend to share brief excerpts from the Comprehensive Centers' Annual Performance Reviews. This edition's spotlight highlights presentations from the [Center on Standards & Assessments Implementation](#), the [Mid Atlantic Comprehensive Center](#), the [Northwest Comprehensive Center](#), and the [California Comprehensive Center](#).

CSAI: Nevada State and District Assessment Inventory

In its release of the Testing Action Plan, ED urged states to ensure that administered assessments are rigorous, fair, non-redundant, and tied to improved teaching and learning. As part of its support for states to evaluate their testing systems, ED has offered resources for states to conduct audits of their assessment systems that can determine their

efficacy in supporting the learning process.

The Nevada Department of Education (NDE) collaborated with the Center on Standards & Assessment Implementation (CSAI) and the West Comprehensive Center (WCC), to conduct an audit of Nevada's state and district required assessments. This assessment audit had three phases:

- A local education agency assessment inventory;
- An online survey for district assessment directors and charter school representatives; and
- Focus groups in three Nevada regions.

All three study phases collected information regarding the purpose, value, and burden of district and state assessments to capture a more comprehensive picture of current assessment practices in Nevada.

MACC: Delaware's Toolkit to Support Local Recruitment and Selection of Talented Educators

The Delaware Teacher Recruitment and Selection toolkit provides guidance to districts hiring personnel by helping them to define positions, judge among multiple applicants, and select new staff members. The toolkit aligns with the competency measures of the state's teacher evaluation system and features action steps, templates for organizing and documenting these steps, sample lesson frameworks, scales for assessing candidates, and Word documents for districts' use in various communications with and about candidates.

The materials were built from research examples from the Center for Great Teachers and Leaders as well as online sources. After being piloted in charter schools, revised with input from district human resource directors, and updated to align with state policy shifts, the toolkit is ready for wider use among districts and is now housed in the state's educator recruitment portal, [Join Delaware Schools](#).

NWCC: Supporting Improved Education for American Indian/Alaska Native (AI/AN) Students

The Northwest Comprehensive Center, SEA staff, and their partners work together to identify and report key initiatives in each state that are focused on improving K–12 educational opportunities for American Indian and Alaska Native students. NWCC disseminates information on these initiatives, including lessons learned, and engages SEAs in examining the implications for their states. Additionally, NWCC supports key state-level projects that:

- Increase the capacity of the SEA to meet the needs of AI/AN students;
- Elevate the importance of AI/AN education within the SEA; and
- Can provide lessons learned to other SEAs in the region.

California Comprehensive Center Project Briefing Abstract

In 2013, California started a process to overhaul its school finance and accountability system, which included eliminating most state categorical programs; increasing funding to local educational agencies with a focus on equity; and creating linkages between resources, planning, and accountability. The CACC has provided TA to support a system where all local education agencies (school districts, charter schools, and county offices of education) prepare annual plans that clearly identify goals, actions, and funding with an impact on equity. Examples of the CACC's technical assistance include:

- Partnering with the California Department of Education to plan and facilitate stakeholder engagement;
- Facilitating design sessions to create the components of the accountability and assistance system, including modeling scenarios and engaging research and practitioners as advisors;
- Providing content expertise on finance, equity, and English learner accountability; and
- Collaborating with REL West, Region IX EAC, the Center on Great Teachers and Leaders, and the Center on Standards & Assessment Implementation to support modeling of system components and bring examples and research into planning and design sessions.

Program Contacts

Lisa Ramírez, Acting Director, SSRP (Lisa.Ramirez@ed.gov)

Britt Jung, Group Leader, School Support and Technical Assistance (Britt.Jung@ed.gov)

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Mi-Mi Saunders, Program Officer, Technical Assistance Team (Mi-Hwa.Saunders@ed.gov)

Hannah Hodel, Program Officer, Technical Assistance Team (Hannah.Hodel@ed.gov)

Kylie Cafiero, Intern, Technical Assistance Team (Kylie.Cafiero@ed.gov)

This newsletter may contain hypertext links to information created and maintained by other public and private organizations. These links are provided for the user's convenience. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Furthermore, the inclusion of links is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered, on these sites, or the organizations sponsoring the sites.

If you would like to subscribe or unsubscribe to this newsletter, please send an email to Michael.Quiroz@ed.gov

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For more options, visit <https://groups.google.com/d/optout>.

The logo features the acronym 'SSSRP' in a large, bold, blue sans-serif font. The letters are partially obscured by a layer of stylized green plants, including tall grasses and various leafy herbs. Below the plants, the full name 'SCHOOL SUPPORT AND RURAL PROGRAMS' is written in a smaller, white, sans-serif font on a solid green rectangular background.

SSSRP
SCHOOL SUPPORT AND RURAL PROGRAMS



SSRP



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,

Just FYI – Candace said that no more than 3 events a day for the calendar and the space that is available.

Also, I cannot open the links in the document Victoria sent. It is in “Read Only” format. Can you please send the document in a format where the highlighted events can be accessed?

I’m unclear about what you are asking me to confirm with Candace. Do you want to know if the information in each event publicized in the TA Center newsletter is sufficient? Or, do you want Candace to make decisions regarding the sufficiency of finding all the event to be posted in the Clearinghouse in the TA Center newsletter?

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)

(b)(6) United States, Washington DC

Phone Conference ID (b)(6)

[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 (NCSSLE) 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](#). (b)(6) (b)(6)

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](#)

Savage, Cindy

From: Savage, Cindy
Sent: Wednesday, September 8, 2021 10:52 AM
To: Candace Ferguson
Cc: Ryder, Ruth; Kesner, Paul; Hammer, Victoria; Smith, Danielle; Foy Moss, Rita
Subject: Clearinghouse Calendar Events Exercise
Attachments: Event Calendar 9_13_21 (Weekly Digest Email 20210901_final).docx

Good morning Candace,

Please see in Danielle's email below some example events (from the attached document) that could be included in the Clearinghouse calendar when it is live. As an exercise, could your team review the events and let us know if there is enough information for each where you could pull a short description for the "Calendar List" tab of the calendar.

Maybe you could draft some example language that would be used so that Leadership can see what your team would develop?

Is there any additional information that your team would need from the Department? Are there any additional considerations from your perspective?

Thank you for your assistance,

Cindy

Cindy S. Savage
COR | Executive Office | Contracts Group
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW | Washington, DC 20202
cindy.savage@ed.gov | 202.453.5998

We want to provide you excellent customer service! Did we accomplish that goal for you today? Please share your feedback on your most recent experience with the OESE Executive Office at: [OESE Executive Office Customer Service Survey](#). Thank you for helping us to improve.

From: Smith, Danielle <Danielle.Smith2@ed.gov>
Sent: Wednesday, September 8, 2021 10:31 AM
To: Savage, Cindy <Cindy.Savage@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

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!](#)

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](#). Passcode: (b)(6)

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

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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: Rosenblum, Ian
Subject: TA docs per our discussion
Attachments: TA Coordinated Response to COVID-19_Policy Committee_20200917.pdf



Ruth E. Ryder
Deputy Assistant Secretary for Policy and Programs
Office of Elementary & Secondary Education | United States Department of Education
400 Maryland Avenue SW | Washington, D.C. 20202
Phone: (202) 657-2919
Email: ruth.ryder@ed.gov





Technical Assistance Coordination in response to COVID-19

U.S. Department of Education

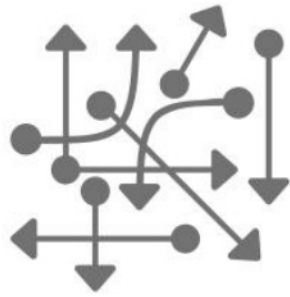
Policy Committee
September 17, 2020

Agenda

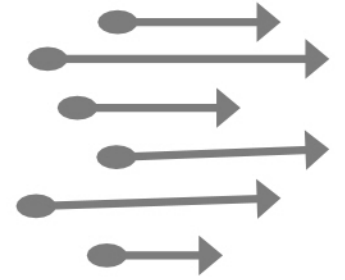
- Overview of Overall Cross-POC efforts
- OSEP TA Centers
- RELs, CC coordination
- OESE Resources
- Future Plans
- Q&A



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



Office of Elementary and Secondary Education

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



Office of Special Education Programs



Institute of Education Sciences

Regional Educational Laboratories
What Works Clearinghouse
ERIC



Department Coordination



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



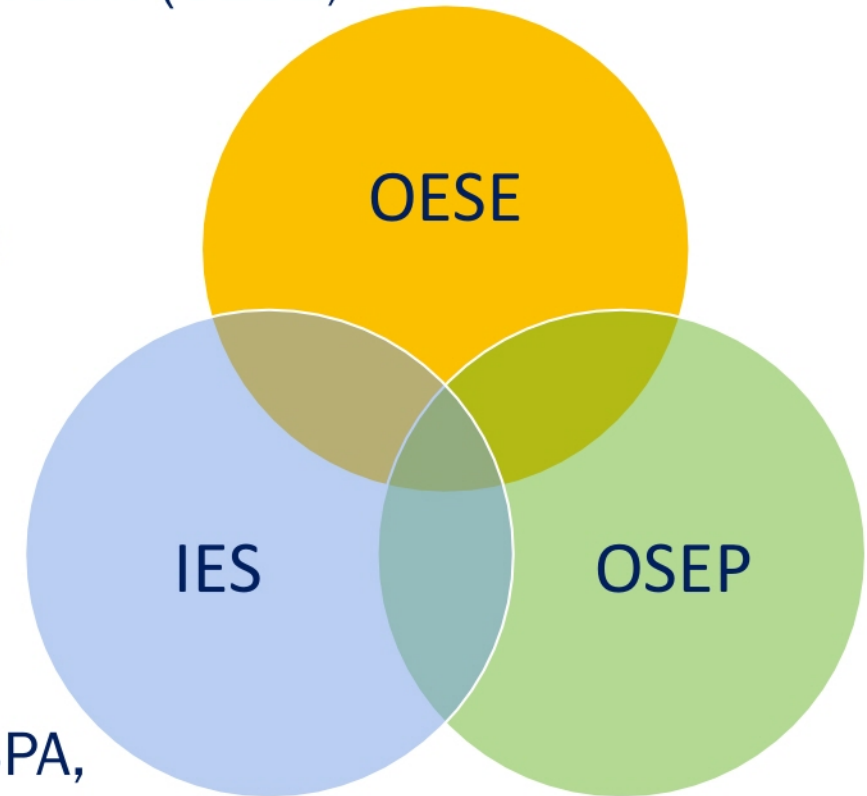
- Collecting and Disseminating Resources
 - Collected Continuity of Learning Resources
 - Created COVID-19 resource pages
 - Cross-posting and sharing resources
 - Hosting webinars with grantees



- 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

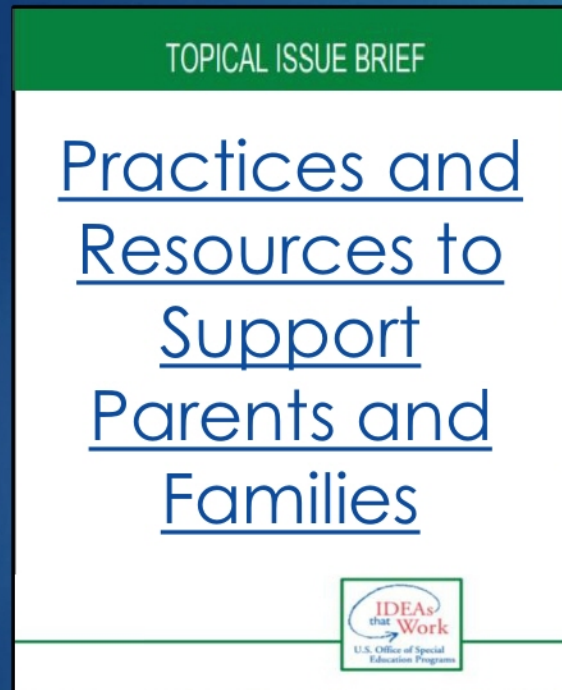
Early Childhood Technical Assistance Center (ECTA): COVID-19 Early Childhood Resources and Information Webpage

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

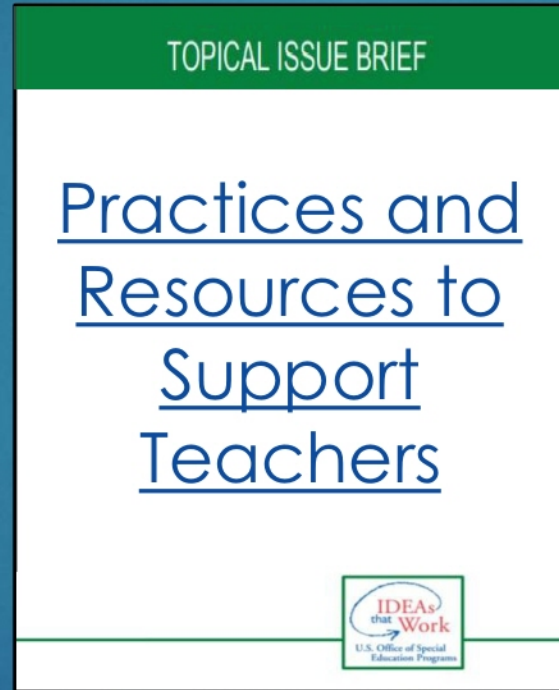
Webinar Series: Continuity of Learning During COVID-19

- ▶ 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
p4

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)


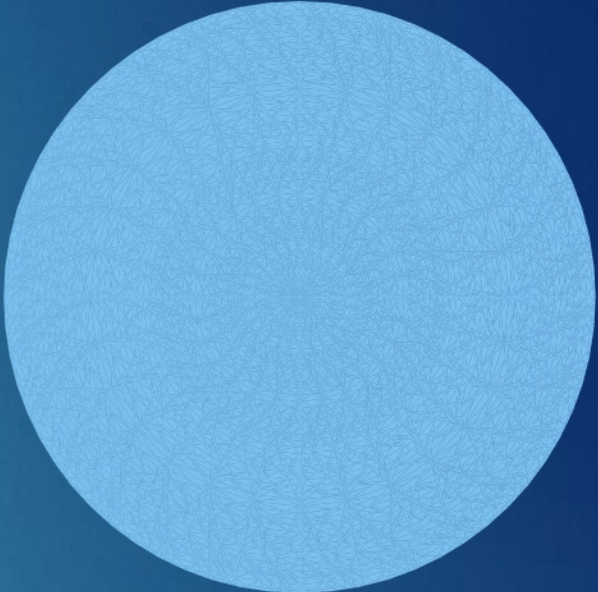
OSEP COVID-19 RESOURCES

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

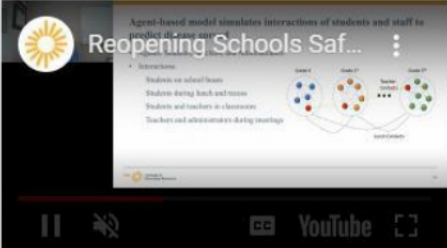
COVID-19: Evidence-Based Resources

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

Introduction

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



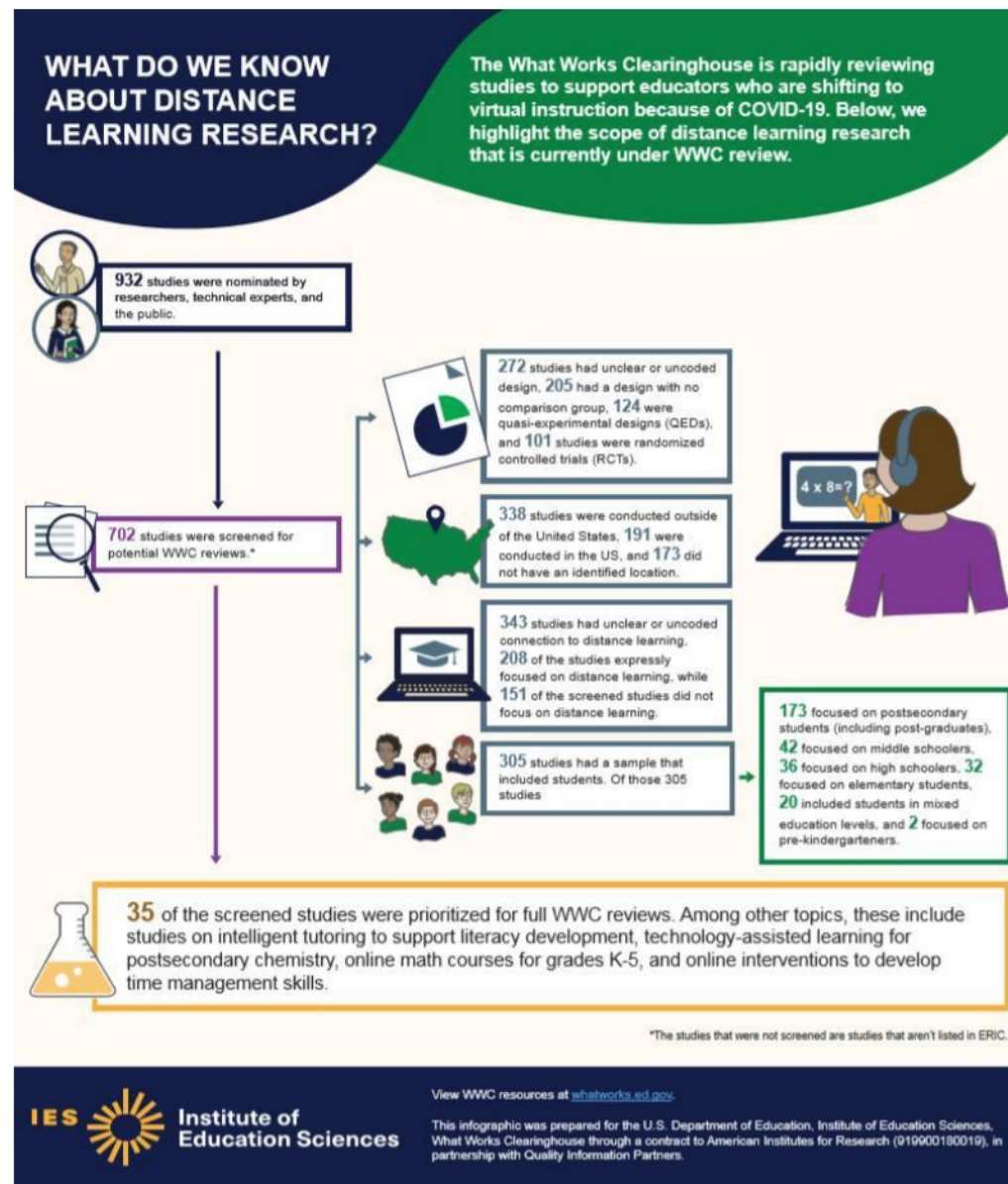
Key Points About the Video

- 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 Odango
Director

-This blog was authored by Emerson Lopez Odango (Region 18 Director), Christina Tydeman (REL-Pacific Director), Melly Wilson (Region 19 Director), and Kellie 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 18 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.



DETAILS

Type:
Blog

Associated Center:
Region 18
Region 19

ARCHIVED 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.

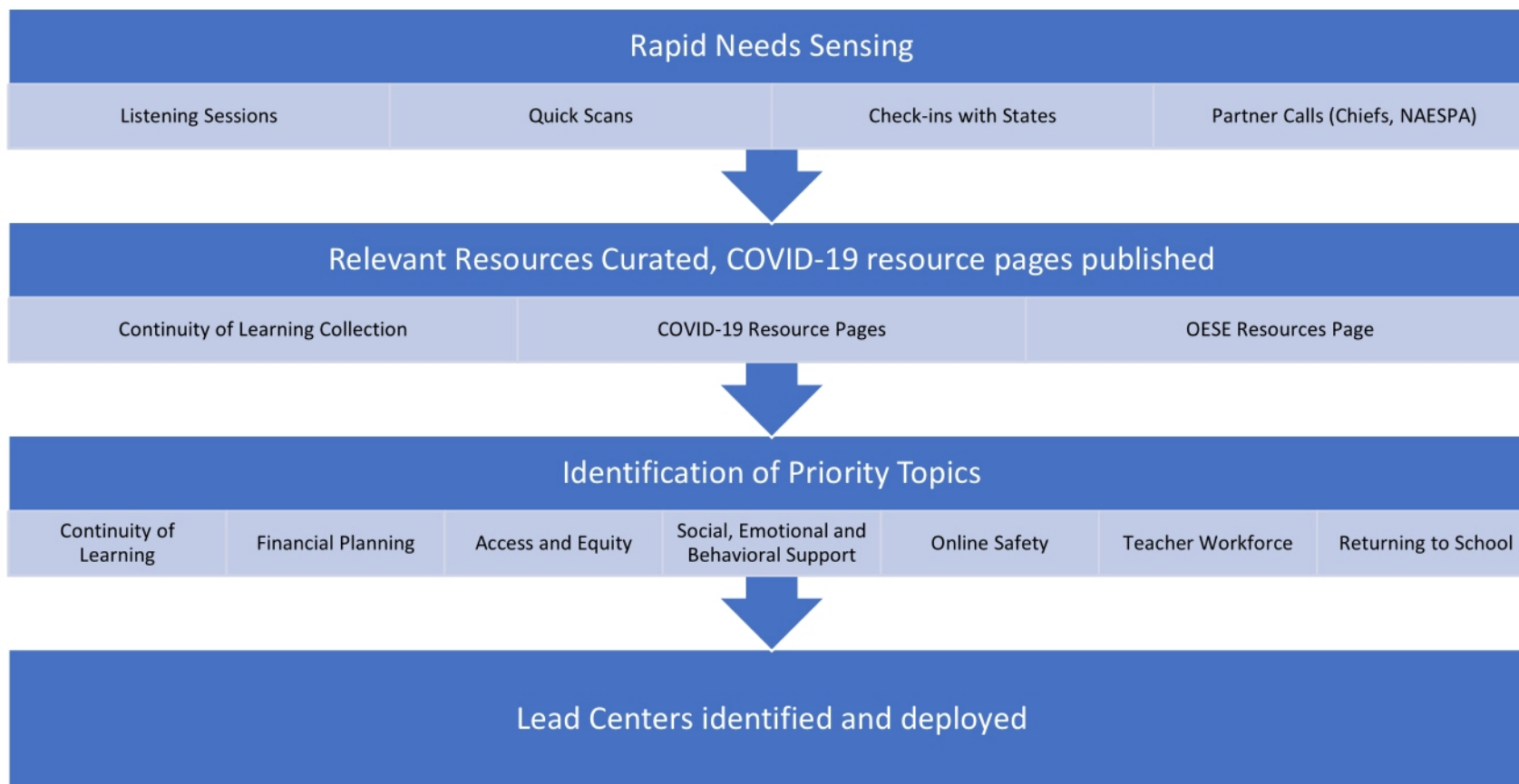
Panelists will share evidence-based information about social and emotional competencies that educators can use to rebuild conditions of success for students. Using a trauma-informed lens, strategies will address:

- 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

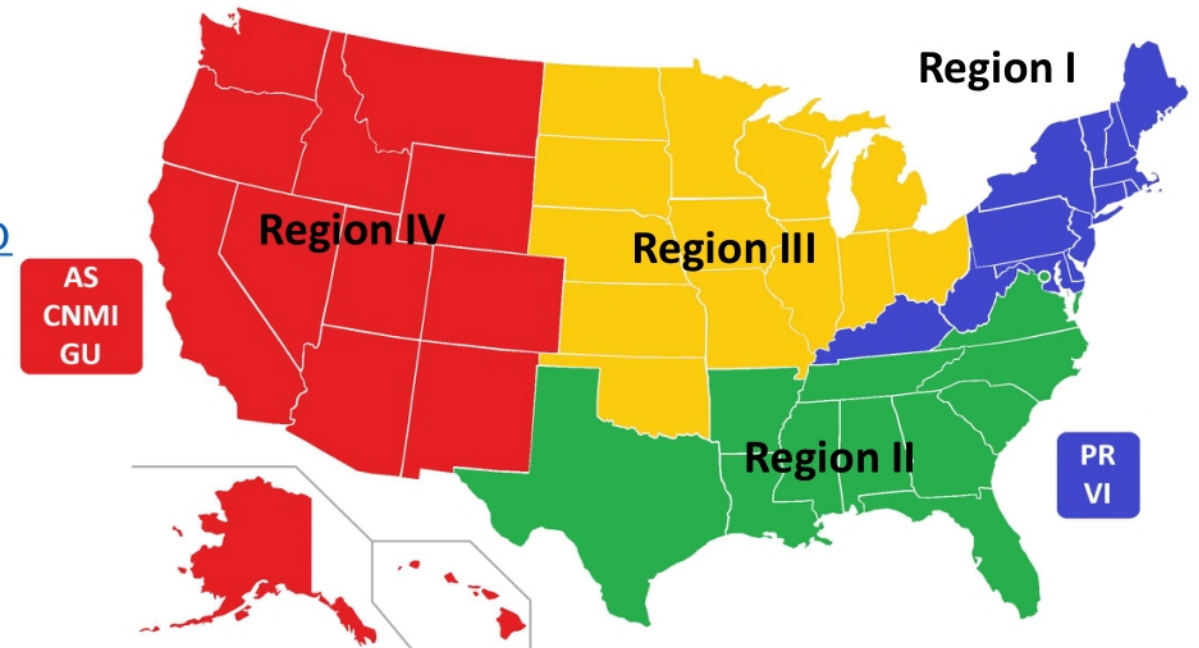


<https://safesupportivelearning.ed.gov/responding-covid-19-pandemic>



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

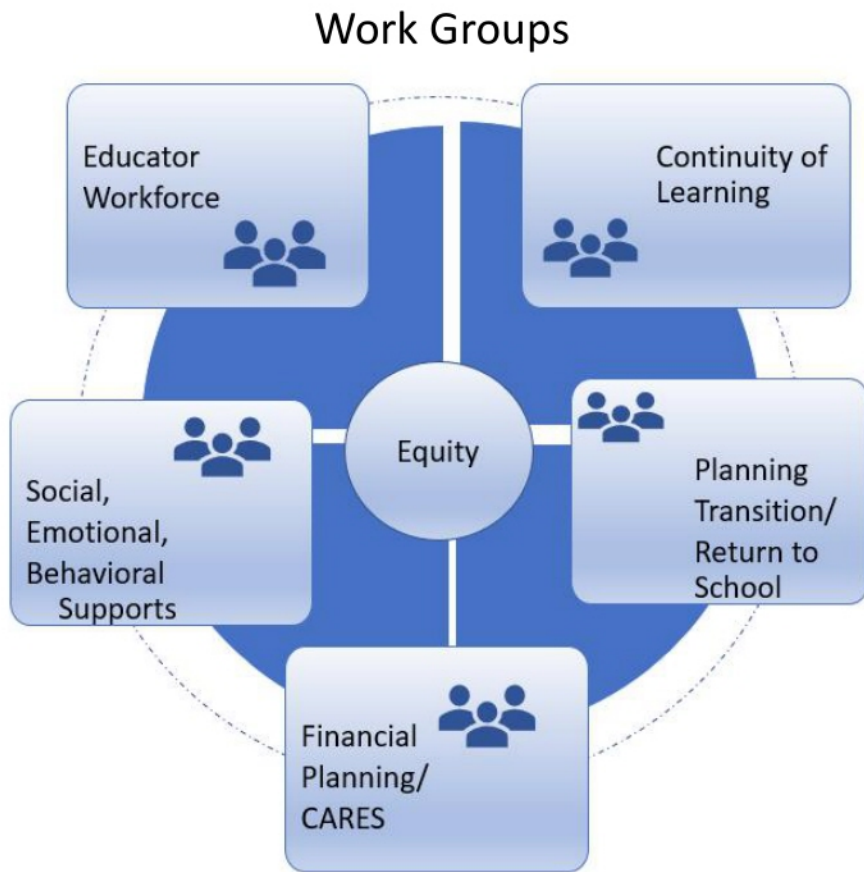
- More frequent information sharing and cross-promotion
 - SGPS Newsletter
 - PGSS Weekly Digest
 - Comprehensive Center Dashboard
 - REL weekly updates
- Coordination calls
 - Quarterly OSSS calls
 - Weekly Comprehensive Center Coordination Calls
 - Ongoing Monthly Calls among Centers



<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 as they 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 state 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, or 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: año 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 Bellwether 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 ESEA 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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[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](#)

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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

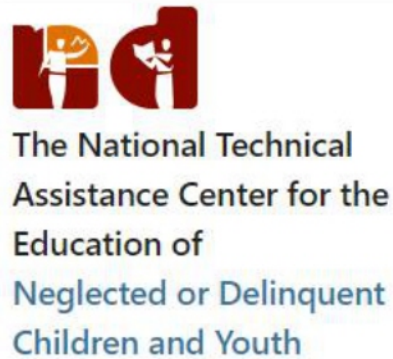
Resources for Districts

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



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 wooden desk with various school supplies. In the top left, there are several pens in green and silver. In the top right, there are purple and green sticky notes. In the bottom left, there are several paper clips in blue and green. In the bottom right, there are several colored pencils in blue, yellow, green, and purple. The word "Questions?" is written in white, bold, sans-serif font in the center of the desk.

Questions?