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**From:** Harmoush, Vanessa  
**Subject:** Re: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST  
**To:** Leon, Kelly S.; Lopez, Lynda; Webb, Jo Ann; Hartge, Anna  
**Cc:** Toney, LaWanda  
**Sent:** October 5, 2022 9:25 AM (UTC-04:00)

(b)(5) Thanks Lynda!

(b)(5)

Vanessa Harmoush  
Deputy Press Secretary  
U.S. Department of Education  
(b)(5) | [Vanessa.Harmoush@ed.gov](mailto:Vanessa.Harmoush@ed.gov)

---

**From:** Leon, Kelly S. <[Kelly.S.Leon@ed.gov](mailto:Kelly.S.Leon@ed.gov)>  
**Sent:** Wednesday, October 5, 2022 9:22:14 AM  
**To:** Lopez, Lynda <[Lynda.Lopez@ed.gov](mailto:Lynda.Lopez@ed.gov)>; Webb, Jo Ann <[JoAnn.Webb@ed.gov](mailto:JoAnn.Webb@ed.gov)>; Hartge, Anna <[Anna.Hartge@ed.gov](mailto:Anna.Hartge@ed.gov)>; Harmoush, Vanessa <[Vanessa.Harmoush@ed.gov](mailto:Vanessa.Harmoush@ed.gov)>  
**Cc:** Toney, LaWanda <[LaWanda.Toney@ed.gov](mailto:LaWanda.Toney@ed.gov)>  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

Good catch. (b)(5) @Webb, Jo Ann?

---

**From:** Lopez, Lynda <[Lynda.Lopez@ed.gov](mailto:Lynda.Lopez@ed.gov)>  
**Sent:** Tuesday, October 4, 2022 10:20 PM  
**To:** Webb, Jo Ann <[JoAnn.Webb@ed.gov](mailto:JoAnn.Webb@ed.gov)>; Leon, Kelly S. <[Kelly.S.Leon@ed.gov](mailto:Kelly.S.Leon@ed.gov)>; Hartge, Anna <[Anna.Hartge@ed.gov](mailto:Anna.Hartge@ed.gov)>; Harmoush, Vanessa <[Vanessa.Harmoush@ed.gov](mailto:Vanessa.Harmoush@ed.gov)>  
**Cc:** Toney, LaWanda <[LaWanda.Toney@ed.gov](mailto:LaWanda.Toney@ed.gov)>  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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**From:** Webb, Jo Ann <[JoAnn.Webb@ed.gov](mailto:JoAnn.Webb@ed.gov)>  
**Sent:** Tuesday, October 4, 2022 10:10 PM  
**To:** Leon, Kelly S. <[Kelly.S.Leon@ed.gov](mailto:Kelly.S.Leon@ed.gov)>; Hartge, Anna <[Anna.Hartge@ed.gov](mailto:Anna.Hartge@ed.gov)>; Harmoush, Vanessa <[Vanessa.Harmoush@ed.gov](mailto:Vanessa.Harmoush@ed.gov)>  
**Cc:** Toney, LaWanda <[LaWanda.Toney@ed.gov](mailto:LaWanda.Toney@ed.gov)>; Lopez, Lynda <[Lynda.Lopez@ed.gov](mailto:Lynda.Lopez@ed.gov)>  
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**To:** Hartge, Anna  
**Cc:** Leon, Kelly S.  
**Sent:** October 4, 2022 4:25 PM (UTC-04:00)

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**From:** U.S. Department of Education <ed.gov@public.govdelivery.com>  
**Sent:** Tuesday, October 4, 2022 3:13 PM  
**To:** Webb, Jo Ann <JoAnn.Webb@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
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Oct. 5, 2022

**CONTACT:**

Press Office, (202) 401-1576 or [press@ed.gov](mailto:press@ed.gov)

## **U.S. Department of Education Awards More Than \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students**

Today, the U.S. Department of Education (Department) announced 19 Magnet Schools Assistance Program (MSAP) awards totaling \$110 million and four new grant awards for the 2022 Equity Assistance Center (EAC) program totaling more than \$6.5 million.

The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, gender identity, disability, and religion. This funding also supports regional EACs that provide technical assistance and training

at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each Center provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12-15 states. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

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Last January, Secretary Cardona laid out his vision for education in America by boldly addressing opportunity and achievement gaps in education. That vision includes challenging states and districts to fix broken systems that may perpetuate inequities in our schools. When deciding on grantmaking, the Department centralizes its efforts around educational equity, including high-quality educational experiences for all students. This principle continues to guide discretionary grantmaking, especially for programs that support historically underserved communities and students such as reflected in the awards given to EACs and MSAPs.

Additional information about the EAC and MSAP programs and grantees are available [here](#).

A full list of awards can be found below:

#### **Magnet Schools Assistance Program Grants**

<b>Hope School District</b>	<b>AR</b>	<b>\$6,535,982</b>
<b>Livermore Valley Joint Unified School District</b>	<b>CA</b>	<b>\$6,638,932</b>
<b>Pasadena Unified School District</b>	<b>CA</b>	<b>\$6,660,864</b>
<b>Area Cooperative Educational Services (ACES)</b>	<b>CT</b>	<b>\$1,893,989</b>
<b>LEARN</b>	<b>CT</b>	<b>\$2,925,471</b>
<b>The School Board of Broward County, Florida</b>	<b>FL</b>	<b>\$6,315,229</b>
<b>The School Board of Miami-Dade County, Florida</b>	<b>FL</b>	<b>\$6,361,816</b>

The School Board of Polk County, Florida	FL	\$6,176,171
Clayton County Public Schools	GA	\$6,464,420
Cedar Rapids Community School District	IA	\$6,489,965
Board of Education of the City of Chicago	IL	\$5,893,904
Lansing School District	MI	\$6,103,227
Wake County Public School System	NC	\$5,511,127
NYC Department of Education - Community School District 32	NY	\$5,999,998
NYC Department of Education - Community School District 19	NY	\$5,999,998
NYC Department of Education - Community School District 28	NY	\$5,999,998
Georgetown County School District	SC	\$7,804,837
Richland County School District #1	SC	\$5,435,160
Kaleidoscope Youth Development Services, Inc.	TX	\$5,925,556
<b>Total</b>		<b>\$111,136,644</b>

#### Equity Assistance Centers Program

<b>Mid Atlantic Equity Consortium Inc</b>	<b>Region I:</b> Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	\$1,593,544
<b>Southern Education Foundation</b>	<b>Region II:</b> Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia	\$1,658,206
<b>Trustees of Indiana University</b>	<b>Region III:</b> Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	\$1,645,846



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**From:** Webb, Jo Ann  
**Subject:** RE: Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST  
**To:** Hartge, Anna  
**Cc:** Leon, Kelly S.  
**Sent:** October 4, 2022 4:58 PM (UTC-04:00)

Thanks, Anna.

The initial TEST went to Vanessa. I am sharing with YOU. 😊

---

**From:** Hartge, Anna <Anna.Hartge@ed.gov>  
**Sent:** Tuesday, October 4, 2022 4:56 PM  
**To:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Cc:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>  
**Subject:** RE: Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

Thanks, Jo Ann. This reflects the updates that I got from the WH. I'd like Vanessa to review once she is online but happy to share this looks good to me.

Thank you!

---

**From:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Sent:** Tuesday, October 4, 2022 4:25 PM  
**To:** Hartge, Anna <Anna.Hartge@ed.gov>  
**Cc:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>  
**Subject:** FW: Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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**Cc:** Toney, LaWanda; Lopez, Lynda  
**Sent:** October 4, 2022 6:52 PM (UTC-04:00)

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Thanks for putting this together @Webb, Jo Ann and @Harmoush, Vanessa. (b)(5)

(b)(5)

Kelly

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The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, gender identity, disability, and religion. This funding also supports regional EACs that provide technical assistance and training at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each **Center** provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12-15 states. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

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“Today, we’re investing in schools and communities that have shown a commitment to intentionally serving students and closing opportunity gaps based on race, place, and circumstance in America,” said U.S. Secretary of Education Miguel Cardona. “Every child has something to offer this country, and they deserve access to effective educators, inclusive and supportive learning environments, and innovative, engaging programs that unlock their potential and lead to success. These grant awards will help communities reimagine our schools through a more equitable lens and raise the bar for how we serve students who too often get left behind.”

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Additional information about the EAC and MSAP programs and grantees are available [here](#).

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#### **Magnet Schools Assistance Program Grants**

<b>Hope School District</b>	<b>AR</b>	\$6,535,982
<b>Livermore Valley Joint Unified School District</b>	<b>CA</b>	\$6,638,932
<b>Pasadena Unified School District</b>	<b>CA</b>	\$6,660,864
<b>Area Cooperative Educational Services (ACES)</b>	<b>CT</b>	\$1,893,989
<b>LEARN</b>	<b>CT</b>	\$2,925,471

The School Board of Broward County, Florida	FL	\$6,315,229
The School Board of Miami-Dade County, Florida	FL	\$6,361,816
The School Board of Polk County, Florida	FL	\$6,176,171
Clayton County Public Schools	GA	\$6,464,420
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NYC Department of Education - Community School District 19	NY	\$5,999,998
NYC Department of Education - Community School District 28	NY	\$5,999,998
Georgetown County School District	SC	\$7,804,837
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Kaleidoscope Youth Development Services, Inc.	TX	\$5,925,556
<b>Total</b>		<b>\$111,136,644</b>

#### Equity Assistance Centers Program

<b>Mid Atlantic Equity Consortium Inc</b>	<b>Region I:</b> Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	\$1,593,544
<b>Southern Education Foundation</b>	<b>Region II:</b> Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia	\$1,658,206

<b>Trustees of Indiana University</b>	<b>Region III:</b> Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	\$1,645,846
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**From:** Leon, Kelly S.  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST  
**To:** Lopez, Lynda; Webb, Jo Ann; Hartge, Anna; Harmoush, Vanessa  
**Cc:** Toney, LaWanda  
**Sent:** October 5, 2022 9:22 AM (UTC-04:00)

Good catch. (b)(5) @Webb, Jo Ann?

---

**From:** Lopez, Lynda <Lynda.Lopez@ed.gov>  
**Sent:** Tuesday, October 4, 2022 10:20 PM  
**To:** Webb, Jo Ann <JoAnn.Webb@ed.gov>; Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
**Cc:** Toney, LaWanda <LaWanda.Toney@ed.gov>  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

(b)(5)

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**From:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Sent:** Tuesday, October 4, 2022 10:10 PM  
**To:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
**Cc:** Toney, LaWanda <LaWanda.Toney@ed.gov>; Lopez, Lynda <Lynda.Lopez@ed.gov>  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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**Sent:** Tuesday, October 4, 2022 6:52 PM  
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**Cc:** Toney, LaWanda <LaWanda.Toney@ed.gov>; Lopez, Lynda <Lynda.Lopez@ed.gov>  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

++

Thanks for putting this together @Webb, Jo Ann and @Harmoush, Vanessa (b)(5)

(b)(5)

Kelly

---

**From:** U.S. Department of Education <ed.gov@public.govdelivery.com>  
**Sent:** Tuesday, October 4, 2022 5:32 PM  
**To:** Webb, Jo Ann <JoAnn.Webb@ed.gov>; Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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Oct. 5, 2022

**CONTACT:**

Press Office, (202) 401-1576 or [press@ed.gov](mailto:press@ed.gov)

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**From:** U.S. Department of Education  
**Subject:** Courtesy Copy: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Ryan, Sam; Betancourt, Alberto; Bates, Monica; Hammoush, Vanessa; Mould, Jim; Smigielski, Alan; Leon, Kelly S.; Harris, Sally; Bradshaw, Jim; Webb, Jo Ann; Huffman, Diana; Quesinberry, Elaine; Thomas, Rachel; Rodriguez, Fabiola; Ewart, Julie  
**Sent:** October 5, 2022 10:01 AM (UTC-04:00)

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This is a courtesy copy of an email bulletin sent by JoAnn Webb.

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of color, girls, equity, and students with disabilities within a geographic area of 12-13 states. The assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

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**From:** U.S. Department of Education  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Leon, Kelly S.  
**Sent:** October 5, 2022 10:03 AM (UTC-04:00)

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Oct. 5, 2022

**CONTACT:**

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(b)(5)

Kelly

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**Sent:** Tuesday, October 4, 2022 5:32 PM  
**To:** Webb, Jo Ann <JoAnn.Webb@ed.gov>; Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
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**U.S. Department of Education Awards More**

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The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, gender identity, disability, and religion. This funding also supports regional EACs that provide technical assistance and training at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each **Center** provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12-15 states. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

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Additional information about the EAC and MSAP programs and grantees are available [here](#).

A full list of awards can be found below:

**Magnet Schools Assistance Program Grants**

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Livermore Valley Joint Unified School District	CA	\$6,638,932
Pasadena Unified School District	CA	\$6,660,864
Area Cooperative Educational Services (ACES)	CT	\$1,893,989
LEARN	CT	\$2,925,471
The School Board of Broward County, Florida	FL	\$6,315,229
The School Board of Miami-Dade County, Florida	FL	\$6,361,816
The School Board of Polk County, Florida	FL	\$6,176,171
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Georgetown County School District	SC	\$7,804,837
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Kaleidoscope Youth Development Services, Inc.	TX	\$5,925,556
<b>Total</b>		<b>\$111,136,644</b>

**Equity Assistance Centers Program**

<b>Mid Atlantic Equity Consortium Inc</b>	<b>Region I:</b> Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	\$1,593,544
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**From:** Leon, Kelly S.  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST  
**To:** Webb, Jo Ann; Hartge, Anna; Harmoush, Vanessa  
**Cc:** Toney, LaWanda; Lopez, Lynda  
**Sent:** October 4, 2022 10:12 PM (UTC-04:00)

Thank you, Jo Ann!

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**From:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Sent:** Tuesday, October 4, 2022 10:10 PM  
**To:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
**Cc:** Toney, LaWanda <LaWanda.Toney@ed.gov>; Lopez, Lynda <Lynda.Lopez@ed.gov>  
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(b)(5)

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**Sent:** Tuesday, October 4, 2022 6:52 PM  
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**Cc:** Toney, LaWanda <LaWanda.Toney@ed.gov>; Lopez, Lynda <Lynda.Lopez@ed.gov>  
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Thanks for putting this together @Webb, Jo Ann and @Harmoush, Vanessa (b)(5)

(b)(5)

Kelly

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Oct. 5, 2022

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**From:** Lopez, Lynda  
**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST  
**To:** Webb, Jo Ann; Leon, Kelly S.; Hartge, Anna; Harmoush, Vanessa  
**Cc:** Toney, LaWanda  
**Sent:** October 4, 2022 10:20 PM (UTC-04:00)

(b)(5)

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**From:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Sent:** Tuesday, October 4, 2022 10:10 PM  
**To:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>; Hartge, Anna <Anna.Hartge@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
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Kelly

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[Link](#)

**Subject:** RE: Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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Thanks for putting this together @Webb, Jo Ann and @Harmoush, Vanessa (b)(5)

(b)(5)

Kelly

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**Sent:** Tuesday, October 4, 2022 5:32 PM

**To:** Webb, Jo Ann <[JoAnn.Webb@ed.gov](mailto:JoAnn.Webb@ed.gov)>; Leon, Kelly S. <[Kelly.S.Leon@ed.gov](mailto:Kelly.S.Leon@ed.gov)>; Hartge, Anna <[Anna.Hartge@ed.gov](mailto:Anna.Hartge@ed.gov)>; Harmoush, Vanessa <[Vanessa.Harmoush@ed.gov](mailto:Vanessa.Harmoush@ed.gov)>

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**From:** U.S. Department of Education  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Thomas, Rachel  
**Sent:** October 5, 2022 10:03 AM (UTC-04:00)

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The MSAP awards support efforts to develop and revitalize magnet schools with academically challenging and innovative instructional approaches designed to bring together students from different social, economic, ethnic, and racial backgrounds. These 19 grantees will implement a variety of curricular focus areas in 62 schools offering programming in all five areas of STEAM learning, career development, leadership skills, and language immersion.

"Today, we're investing in schools and communities that have shown a commitment to intentionally serving students and closing opportunity gaps based on race, class, and circumstances in America," said U.S. Secretary of Education Miguel Cardona.

"Every child has something to offer this country, and they deserve access to effective educators, inclusive and supportive learning environments, and innovative, engaging programs that unlock their potential and lead to success. These grant awards will help communities reimagine our schools through a more equitable lens and raise the bar for how we serve students who too often get left behind."

Last January, Secretary Cardona laid out his vision for education in America by boldly addressing opportunity and achievement gaps in education. That vision includes challenging states and districts to fix broken systems that may perpetuate inequities in our schools. When deciding on grantmaking, the Department centralizes its efforts around educational equity, including high-quality educational experiences for all students. This principle continues to guide discretionary grantmaking, especially for programs that support historically underserved communities and students such as reflected in the awards given to EACs and MSAPs.

Additional information about the EAC and MSAP programs and grantees are available [here](#).

A full list of awards can be found below:

**Magnet Schools Assistance Program Grants**

Hope School District	AR	\$6,535,982
Livermore Valley Joint Unified School District	CA	\$6,638,932
Pasadena Unified School District	CA	\$6,660,864
Area Cooperative Educational Services (ACES)	CT	\$1,893,989
LEARN	CT	\$2,925,471
The School Board of Broward County, Florida	FL	\$6,315,229
The School Board of Miami-Dade County, Florida	FL	\$6,361,816
The School Board of Polk County, Florida	FL	\$6,176,171
Clayton County Public Schools	GA	\$6,464,420
Cedar Rapids Community School District	IA	\$6,489,965
Board of Education of the City of Chicago	IL	\$5,893,904
Lansing School District	MI	\$6,103,227
Wake County Public School System	NC	\$5,511,127
NYC Department of Education - Community School District 32	NY	\$5,999,998
NYC Department of Education - Community School District 19	NY	\$5,999,998
NYC Department of Education - Community School District 28	NY	\$5,999,998
Georgetown County School District	SC	\$7,804,837

<b>Richland County School District #1</b>	<b>SC</b>	<b>\$5,435,160</b>
<b>Kaleidoscope Youth Development Services, Inc.</b>	<b>TX</b>	<b>\$5,925,556</b>
<b>Total</b>		<b>\$111,136,644</b>

**Equity Assistance Centers Program**

<b>Mid Atlantic Equity Consortium Inc</b>	<b>Region I:</b> Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	<b>\$1,593,544</b>
<b>Southern Education Foundation</b>	<b>Region II:</b> Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia	<b>\$1,658,206</b>
<b>Trustees of Indiana University</b>	<b>Region III:</b> Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	<b>\$1,645,846</b>
<b>WestEd</b>	<b>Region IV:</b> Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming	<b>\$1,628,613</b>
<b>Total</b>		<b>\$6,526,209</b>

###

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## **WEEKLY REPORT**

September 29, 2022

MEMORANDUM FOR THE CABINET SECRETARY

FROM: SHEILA NIX, U.S. DEPARTMENT OF EDUCATION, 202-286-4016

SUBJECT: U.S. DEPARTMENT OF EDUCATION WEEKLY REPORT |  
WEEK ENDING (September 29, 2022)

---

### **ECONOMY / LOWERING COSTS**

- N/A

### **UNITY AGENDA (Opioids, Mental Health, Cancer, Veterans)**

- N/A

### **INFRASTRUCTURE / AMERICAN RESCUE PLAN**

(b)(5)



**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

(b)(5)

**CLIMATE**

- N/A

**COVID-19**

(b)(5)



**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

(b)(5)



**FOREIGN POLICY**

- N/A

**EQUITY FOR UNDERSERVED COMMUNITIES**

(b)(5)



**Weekly Report – U.S. Department of Education**

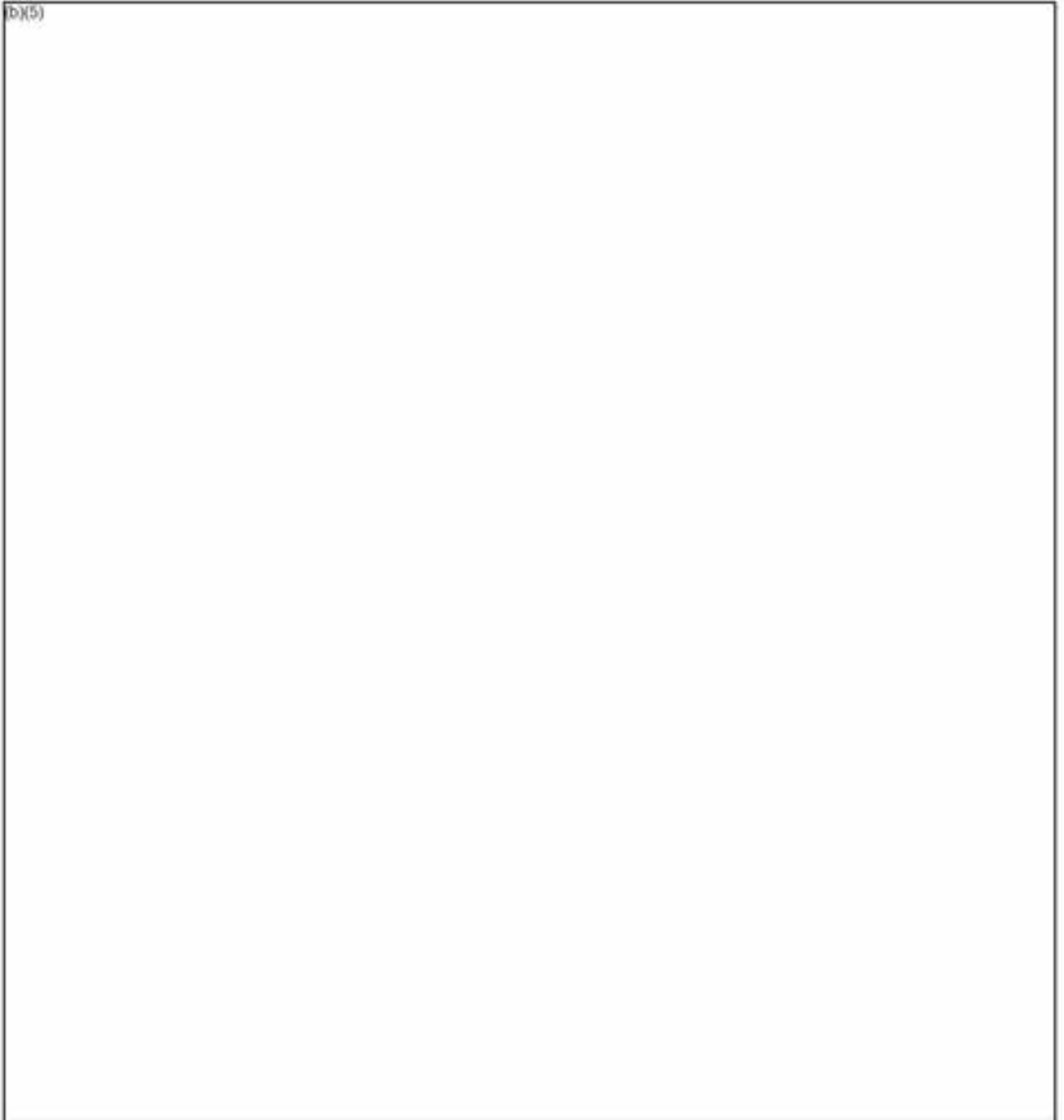
Submitted on 09/29/2022

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

(b)(5)



**SIGNIFICANT EXECUTIVE ORDER (EO) IMPLEMENTATION & ADDITIONAL AGENCY ACTIVITY**

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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**APPENDIX**

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## Weekly Report – U.S. Department of Education

Submitted on 09/29/2022

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- **Travel:**

- **Secretary Miguel Cardona's Past Travel:**

- On September 26th, 2022, Secretary Miguel Cardona traveled to New Castle, DE. He toured Eisenberg Elementary School with Sen. Tom Carper (D-DE), Sen. Chris Coons (D-DE), and Rep. Lisa Blunt Rochester (D-DE). They also participated in a conversation with local leaders on youth mental health that highlighted provisions in the Bipartisan Safer Communities Act (BSCA).
  - Status: Confirmed
  - Members of Congress invited:
    - Sen. Tom Carper (D-DE)
    - Sen. Chris Coons (D-DE)
    - Rep. Lisa Blunt Rochester (D-DE)
  - State and local electeds invited: None
  - Anything else you want us to know:
    - Katherine Neas, the Deputy Assistant Secretary delegated the authority to perform the functions and duties of the Assistant

- Secretary for the Department of Education's Office of Special Education and Rehabilitative Services (OSERS), accompanied the Secretary.
- Delaware Department of Education Secretary Dr. Mark Holodick participated in the conversation.
  - Delaware Department of Health and Social Services Secretary Molly Magarik participated in the conversation.
  - Delaware Department of Services for Children, Youth, and Their Families Secretary Josette Manning participated in the conversation.
  - Delaware Parent Teacher Association (Delaware PTA) President Carey Corbin participated in the conversation.
- On September 26th, 2022, Secretary Miguel Cardona traveled to Wilmington, DE with Sen. Tom Carper (D-DE), Sen. Chris Coons (D-DE), and Rep. Lisa Blunt Rochester (D-DE). They visited Delaware State University Riverfront and had a conversation with faculty and students who are part of the university's Early College High School program about a range of topics, including the school's teacher pipeline program and the recently announced Student Debt Relief plan.
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    - Members of Congress invited:
      - Sen. Tom Carper (D-DE)
      - Sen. Chris Coons (D-DE)
      - Rep. Lisa Blunt Rochester (D-DE)
    - State and local electeds invited: None
    - Anything else you want us to know:
      - Dietra Trent, Executive Director of the White House Initiative on Historically Black Colleges and Universities (HBCUs) accompanied the Secretary.

**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

- Delaware Department of Education Secretary Dr. Mark Holodick participated in the conversation.
- Delaware State University President Dr. Tony Allen participated in this visit. Dr. Allen also serves as the Chair of the White House HBCU Initiative's President's Board of Advisors.

○ **Secretary Miguel Cardona's Future Travel:**

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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## Weekly Report – U.S. Department of Education

Submitted on 09/29/2022

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- **Speeches:**

- **Secretary Miguel Cardona's Speeches:**

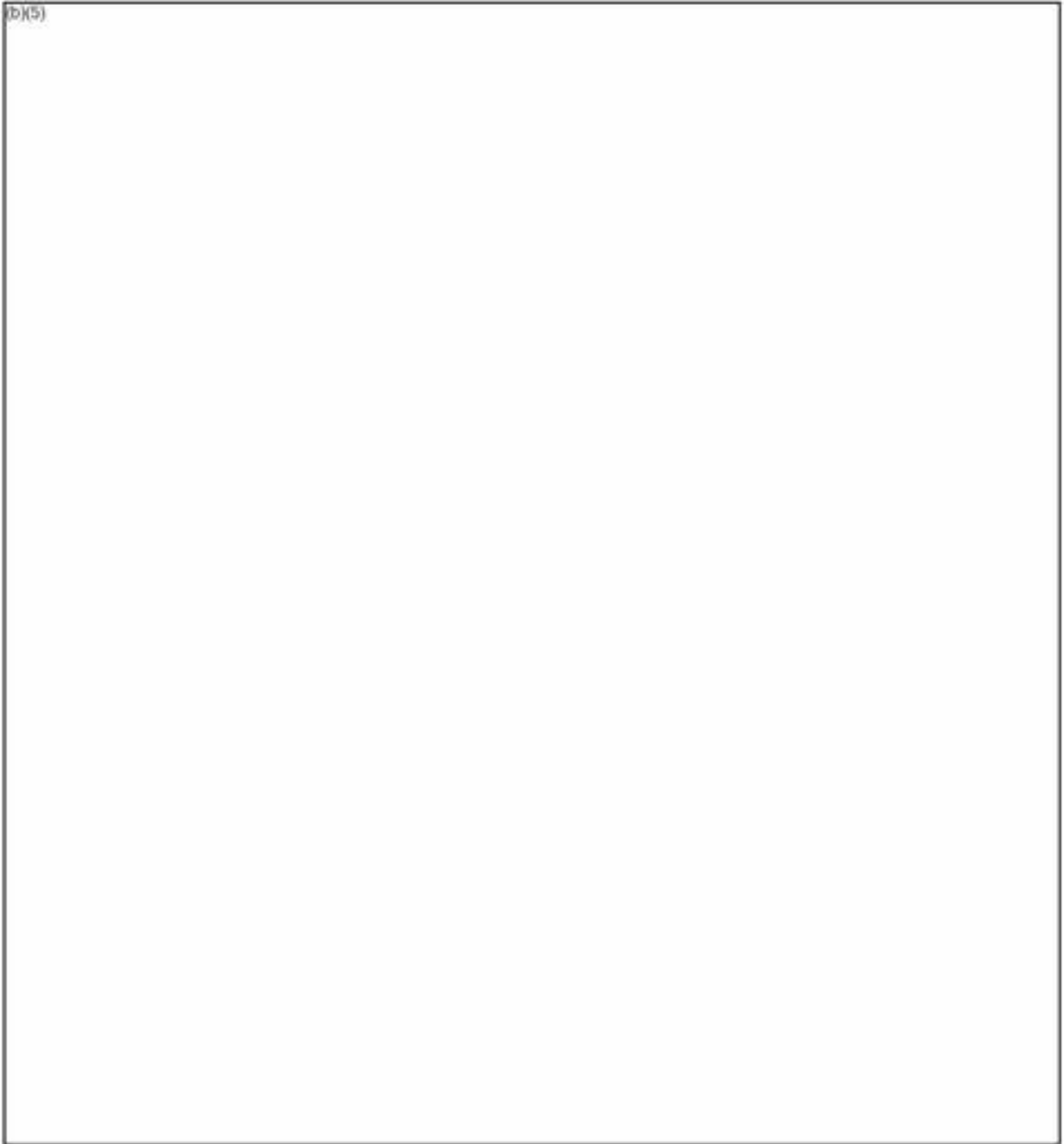
- **September 22nd** – Secretary Miguel Cardona delivered remarks at Univision's "Univisionarios Honrando Lo Nuestro" Gala in Washington, D.C. The gala honored U.S. Hispanics and their contributions to their communities and the world.
- **September 27th** – Secretary Miguel Cardona delivered remarks at the Kennedy Center's "A Celebration of 35 Years of Hispanic Heritage" event in Washington, D.C.
- **September 28th** – Secretary Miguel Cardona delivered remarks at the U.S. Department of Education's National Digital Equity Summit in Washington, D.C.

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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- **Other Principals' Speeches:**
  - **September 22nd** Department of Education Office of Postsecondary Education (OPE) Assistant Secretary Nasser Paydar delivered remarks at the Council for

Opportunity in Education's (COE) Annual Conference in San Diego, CA.

- **September 22nd** - Katherine Neas, the Deputy Assistant Secretary delegated the authority to perform the functions and duties of the Assistant Secretary for the Department of Education's Office of Special Education and Rehabilitative Services (OSERS), delivered keynote remarks at the National Head Start Association Fall Leadership Institute in Washington, D.C. The keynote conveyed the key role that Head Start and Early Head Start play in identifying and serving children with disabilities as well as highlighting partnership opportunities between the Head Start and early learning and school programs.
- **September 23rd** – Department of Education Office of Planning, Evaluation and Policy Development (OPEPD) Assistant Secretary Roberto Rodriguez delivered remarks focused on pandemic recovery and college access at Council for Opportunity in Education's Annual Conference.
- **September 24th** – Department of Education Office of Planning, Evaluation and Policy Development (OPEPD) Assistant Secretary Roberto Rodriguez delivered remarks at the Association of State Supervisors of Mathematics Annual Conference.
- **September 26th** - Melody Gonzales, Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics delivered remarks and moderated a panel for the Hispanic Heritage Foundation's Latino Youth Event at the Eisenhower Executive Office building in Washington, DC.
- **September 27th** – Department of Education Office for Career and Technical Education (OCTAE) Assistant Secretary Amy Loyd recorded remarks for a conference hosted by the Connecticut Business and Industry Association.

- **September 27th** – Department of Education Office for Civil Rights (OCR) Assistant Secretary Catherine Lhamon spoke at the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans Lunch and Learn.
- **September 27th** - Melody Gonzales, Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, delivered remarks at the Amigos de Administration for Children & Families (ACF) Hispanic Heritage Month event at the Department of Health, and Human Services.
- **September 28th** – Department of Education Office of Planning, Evaluation and Policy Development (OPEPD) Assistant Secretary Roberto Rodriguez delivered remarks at the National Digital Equity Summit hosted by the Office of Educational Technology.
- **September 28th** - Dietra Trent, Executive Director of the White House Initiative on Historically Black Colleges and Universities (HBCUs) provided closing remarks at the Congressional Black Caucus Foundation's 51st Annual Legislative Conference. She spoke during Rep. Alma Adams' (D-NC) HBCU infrastructure panel at the Washington Convention Center.
- **September 28th** - Katherine Neas, the Deputy Assistant Secretary delegated the authority to perform the functions and duties of the Assistant Secretary for the Department of Education's Office of Special Education and Rehabilitative Services (OSERS), delivered keynote remarks at the joint International Society for Early Intervention (ISEI) Division for Early Childhood Conference (DEC) in Chicago, IL.
- **September 28th** - Melody Gonzales, Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, delivered remarks at Hispanic Federation's Latino Digital Equity Symposium at the National Association of Broadcasters in Washington, DC.

**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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• **Media:**

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## Weekly Report – U.S. Department of Education

Submitted on 09/29/2022

- **Interview:** Department of Education Office for Civil Rights (OCR) Assistant Secretary Catherine Lhamon was interviewed on September 26th by the Associated Press and The Hechinger Report on the informal removal of students with disabilities and Section 504 discipline guidance the Office for Civil Rights released in July 2022.

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- **Press Release:** Issued press release announcing Supporting Effective Educator Development (SEED) grant awards totaling \$71.2 million on September 27th.

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- **Media Advisory:** Issued media advisory on September 23rd announcing Secretary Miguel Cardona's visit to New Castle Delaware with Sen. Tom Carper (D-DE), Sen. Chris Coons (D-

- DE), and Rep. Lisa Blunt Rochester (D-DE) on September 26th.
- **Blog Post:** Published a Homeroom blog post on September 15th about Deputy Secretary Cindy Marten's on the Road to Success Bus Tour the week of September 12th.
  - **Fairfax County Sch. Bd. v. Jane Doe (Supreme Court) Title IX Litigation:** The Plaintiffs filed a petition for certiorari in this case brought under Title IX of the Education Amendments of 1972, and in May the Court invited the Government's views on granting certiorari. The case involves the school's failure to address a sexual assault between two students on a bus during a band trip. The Fourth Circuit reversed the district court and remanded for a new trial, holding that the school had actual notice or knowledge under Title IX. The Government filed a brief on September 27th urging denial of the petition.
  - **Sweet v. Cardona (N.D. Cal.) Borrower Defense Litigation:** This case involves a challenge under the Administrative Procedures Act to the Department of Education's delay in issuing borrower defense decisions to borrowers not subject to the preliminary injunction order issued in *Calvillo Manriquez v. DeVos*. The parties recently filed a settlement agreement with the court for approval. The Plaintiff and the Department submitted their joint brief supporting approval of the settlement on September 22nd.
  - **Ascendium Education Solutions, Inc. v. Cardona (D.C. Circuit) Guaranty Agency Collection Costs Litigation:** In 2019, a guaranty agency in the Federal Family Education Loan (FFEL) Program filed suit challenging a regulation that limited the guaranty agency's authority to charge collection costs to borrowers during the first 60 days after the agency begins collection on the loan. The District Court issued a decision earlier this year, granting in part and denying in part the Department of Education's motion to dismiss and granting in part and denying in part the plaintiff's motion for summary judgment. On appeal, the parties filed their initial briefs. The Department of Justice asked for and received an extension of the deadlines on the reply briefs – the Government's brief is

now due October 19th, and Ascendium's brief is due November 9th.

- **Eastern Gateway Community College v. Cardona (SD OH) Student Loan Program Litigation:** On September 2nd, Eastern Gateway Community College filed for a preliminary injunction (PI) to stop the Department of Education's decision directing the institution to end a program that the Department determined violates the Higher Education Act (HEA) because the program resulted in Pell Grant recipients being charged higher costs than students who did not receive Federal student financial aid. A hearing is scheduled for October 11th.
- **America First Legal Foundation, et al. v. Cardona (D.D.C.) FACA Litigation:** The America First Legal Foundation (AFLF) and two other organizations (Fight for Schools and Families; Parents Defending Education) are challenging the establishment and implementation of the National Parents and Families Engagement Council, alleging that it violates the Federal Advisory Committee Act (FACA). The Department of Education launched the Council on June 14th to facilitate strong and effective relationships between schools and parents, families, and caregivers. The District Court issued an order on September 22nd, granting the Department summary judgment with respect to AFLF's lack of standing to challenge the Council's ideological balance, but denied the Department's remaining claims. The matter will now proceed to discovery.
- **Office of Inspector General Report on Allocation of Elementary and Secondary School Emergency Relief Funds Provided Under the Coronavirus Aid, Relief, and Economic Security Act Funds at Selected Local Educational Agencies:** The Department of Education's Office of Inspector General (OIG) conducted a review to describe how selected local educational agencies (LEA) allocated Elementary and Secondary School Emergency Relief funds provided under the Coronavirus Aid, Relief, and Economic Security Act (ESSER 1). Although several provisions of the Coronavirus Aid, Relief, and Economic Security (CARES) Act refer to but do not require using funds for activities that address the needs of low-income students and students with disabilities, the Department

of Education encouraged LEAs to allocate ESSER I funds to support remote learning for all students, especially disadvantaged and at-risk students. The OIG review found that as of March 2022, the 46 LEAs in its review spent over \$19.2 million, or about 95 percent, of the \$20.2 million in ESSER I funds that they were awarded. The majority of these funds were spent on district-wide programs, and about 26 percent of the funds were allocated to specific schools, with the majority of that portion allocated to Title I schools over non-Title I schools. Regardless of whether LEAs spent ESSER I funds at the district or school level, they may have used the funds for the benefit of all students, including children with disabilities. Further, LEAs designated a portion of funds to exclusively serve children with disabilities. [ESSER 1 Allocation Report](#)

- **Office of Inspector General Report on the Effectiveness of Charter School Programs in Increasing the Number of Charter Schools:** The Department of Education's Office of Inspector General (OIG) audit found that the Charter School Programs (CSP) office created processes for tracking and reporting on the charter schools that CSP grant recipients opened and expanded using CSP funds and the charter schools that remained open through the grant performance end date. However, after the CSP grant performance period ended, and the grants were closed, the CSP office did not track and report on whether charter schools that grant recipients opened and expanded with Federal funds remained open. In addition, OIG's analysis of the information that the CSP office collected showed that CSP grant recipients did not always open or expand the number of charter schools that they committed to opening or expanding. Although neither the CSP legislation nor any implementing regulations require the CSP office to track or report on the number of schools that remain open after CSP funding ends, obtaining and making such information available to the public would help the Department's Office of Elementary and Secondary Education (OESE) and other stakeholders assess the effectiveness of the CSP. Without such information, OESE, Congress, and the public cannot reach conclusions on whether the CSP increased the number of high-quality charter

schools in operation and taxpayers received a worthwhile return on their investments. The report was issued on September 21st. [CSP Report](#)

- **Office of Inspector General Report on Gulf Coast State College’s Use of 2019 Emergency Assistance to Institutions of Higher Education Program Fund:** The Department of Education’s Office of Inspector General (OIG) audit found that Gulf Coast used almost \$1.8 million in 2019 Emergency Assistance program funds for unallowable activities. This included about \$1.7 million for lost tuition revenue and about \$100,000 to purchase of equipment unrelated to the covered disaster. Gulf Coast State College identified these uses of funds in a revised budget for its grant that was approved by the Office of Postsecondary Education. The report was issued on September 22nd. [Gulf Coast Report](#)
- **Office of Inspector General Report on the Department of Education’s Compliance with the Geospatial Data Act:** The purpose of the report was to review the Department of Education’s compliance with the requirements outlined under Section 759(a) of the Geospatial Data Act. The Office of Inspector General (OIG) found that the Department complied with the requirements. The report was issued on September 23rd. [Geospatial Report](#)
- **Statistics on Achievement Gaps Between High- and Low-Performing Students in Math and Science:** On October 12th, the Department of Education’s National Center for Education Statistics (NCES) will release *Changes Between 2011 and 2019 in Achievement Gaps Between High- and Low-Performing Students in Mathematics and Science: International Results From TIMSS* (NCES 2022-041). This Statistics in Brief uses 4th- and 8th-grade mathematics and science data from the Trends in International Mathematics and Science Study (TIMSS) to explore how achievement (or score) gaps between high- and low-performing students have changed over time in the U.S. and other education systems. The findings show that, over the past decade, score gaps in the U.S. widened in both grades and subjects and, moreover, that the U.S. was unique in this respect among the 29 education systems that participated

in TIMSS 2011 and 2019 at both grades. The widening score gaps in the U.S. were due to decreases in the scores of low-performing students at the 4th grade and to a combination of decreases in the scores of low-performing students and increases in the scores of high-performing students at the 8th grade—a pattern of divergence.

- **Trends in International Mathematics and Science Study:** On October 17th, the Department of Education’s National Center for Education Statistics (NCES) will release U.S. public- and restricted-use datasets from the 2019 administration of the Trends in International Mathematics and Science Study (TIMSS), along with the *U.S. TIMSS 2019 Technical Report and User’s Guide* which provides an overview of the design and implementation of TIMSS 2019 in the U.S. TIMSS provides reliable and timely trend data on the mathematics and science achievement of U.S. students compared to that of students in other countries. TIMSS data have been collected from students at grades 4 and 8 every 4 years since 1995, with the U.S. participating in every administration. TIMSS is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and conducted in the U.S. by NCES.
  
- **Noteworthy public engagement:**
  - **Secretary Miguel Cardona’s Public Engagement Events:**
    - **September 22nd** - Secretary Miguel Cardona met with the Association for Educational Service Agencies (AESAs) Executive Committee.
    - **September 27th** – Secretary Miguel Cardona met with the Creative Artists Agency at the Department.
    - **September 29th** - Secretary Miguel Cardona will meet with West Virginia University (WVU) President E. Gordon Gee.
    - **October 11th** - Secretary Miguel Cardona will meet with the Family, Career, and Community Leaders of America (FCCLA) National Executive Council to discuss career and technical education.

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○ **Other Principals' Public Engagement Events:**

- **September 22nd** – Maggie Siddiqi, Director of the Center for Faith-Based and Neighborhood Partnerships at the Department of Education participated in the Department of Homeland Security's (DHS) interagency roundtable with faith leaders for the first ever Protecting Places of Worship National Week of Action.
- **September 22nd** - Dietra Trent, Executive Director of the White House Initiative on Historically Black Colleges and Universities (HBCUs) hosted a quarterly Presidents and Chancellors meeting and presented awards to HBCU Scholars at the Excellence in Innovation and Collaboration Acknowledgments (EICA) Award Ceremony & Luncheon at the National HBCU Week Conference. Dr. Trent also engaged with HBCU Scholars and locals at the conference's Career & Recruitment Fair. Speakers at the Presidents/Chancellors Quarterly Meeting included Kiran Ahuja (Office of Personnel Management), Harry Williams (President, TMCF), and Rep. Alma Adams (D-NC).
- **September 26th** - Dietra Trent, Executive Director of the White House Initiative on Historically Black Colleges and Universities (HBCUs) joined Secretary Miguel Cardona for his visit to Delaware State University Riverfront to meet with President Tony Allen and discuss HBCU investment and talent pipelines for educators of color.

**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

- **September 28th** – Department of Education Office of Postsecondary Education (OPE) Assistant Secretary Nasser Paydar participated in a fireside chat at the Lumina Foundation state policy retreat in Indianapolis, IN.

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- **Noteworthy rulemaking in the Federal Register:**

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- **September 26th** – The Department of Education’s Office for Civil Rights (OCR) published the proposed data elements for the 2021-22 Civil Rights Data Collection for a 30-day comment period, the second public comment period after a 60-day period earlier this year.

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- **Funding Announcements:**

- **Week of September 26th** – The Department of Education’s Office of Elementary and Secondary Education (OESE) will award 19 new grants totaling \$110,825,205 from the FY22 appropriation. The Magnet Schools Assistance Program (MSAP) provides grants to Local Education Agencies (LEAs) and consortia of LEAs to support magnet schools that are implementing a court ordered (or otherwise required) or voluntary desegregation plan.
- **September 27th** - The Department of Education’s Office of Elementary and Secondary Education (OESE) awarded four Equity Assistance Grants (EAC) totaling \$6,526,209. The EAC program awards grants through cooperative agreements to operate regional EACs that provide technical assistance at the request of school boards and other agencies to support the implementation of plans for the desegregation of public schools
- **September 28th** - The Department of Education’s Office of Elementary and Secondary Education (OESE) awarded 12 new awards under the updated Charter School Program (CSP)

## **WEEKLY REPORT**

September 29, 2022

MEMORANDUM FOR THE CABINET SECRETARY

FROM: SHEILA NIX, U.S. DEPARTMENT OF EDUCATION, 202-286-4016

SUBJECT: U.S. DEPARTMENT OF EDUCATION WEEKLY REPORT |  
WEEK ENDING (September 29, 2022)

---

### **ECONOMY / LOWERING COSTS**

- N/A

### **UNITY AGENDA (Opioids, Mental Health, Cancer, Veterans)**

- N/A

### **INFRASTRUCTURE / AMERICAN RESCUE PLAN**

(b)(5)



**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

(b)(5)

**CLIMATE**

- N/A

**COVID-19**

(b)(5)

**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

(b)(5)



**FOREIGN POLICY**

- N/A

**EQUITY FOR UNDERSERVED COMMUNITIES**

(b)(5)



**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

(b)(5)

**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

(b)(5)

**SIGNIFICANT EXECUTIVE ORDER (EO) IMPLEMENTATION & ADDITIONAL AGENCY ACTIVITY**

(b)(5)

**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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**APPENDIX**

(b)(5)

## Weekly Report – U.S. Department of Education

Submitted on 09/29/2022

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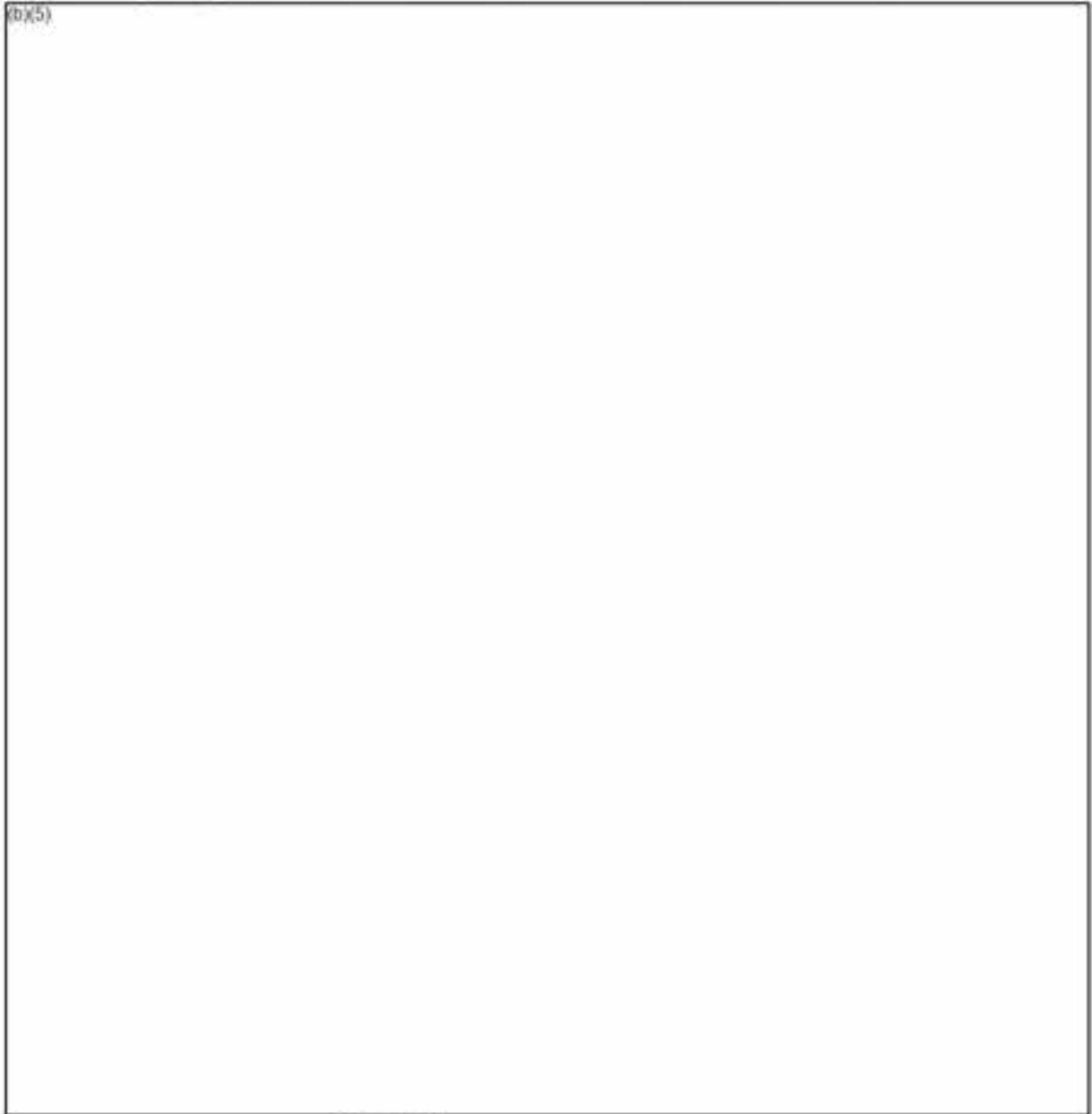
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Submitted on 09/29/2022

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- Delaware State University President Dr. Tony Allen participated in this visit. Dr. Allen also serves as the Chair of the White House HBCU Initiative's President's Board of Advisors.

○ **Secretary Miguel Cardona's Future Travel:**

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**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

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○ **Other Principals' Travel:**

(b)(5)



## Weekly Report – U.S. Department of Education

Submitted on 09/29/2022

(b)(5)

- **Speeches:**

- **Secretary Miguel Cardona's Speeches:**

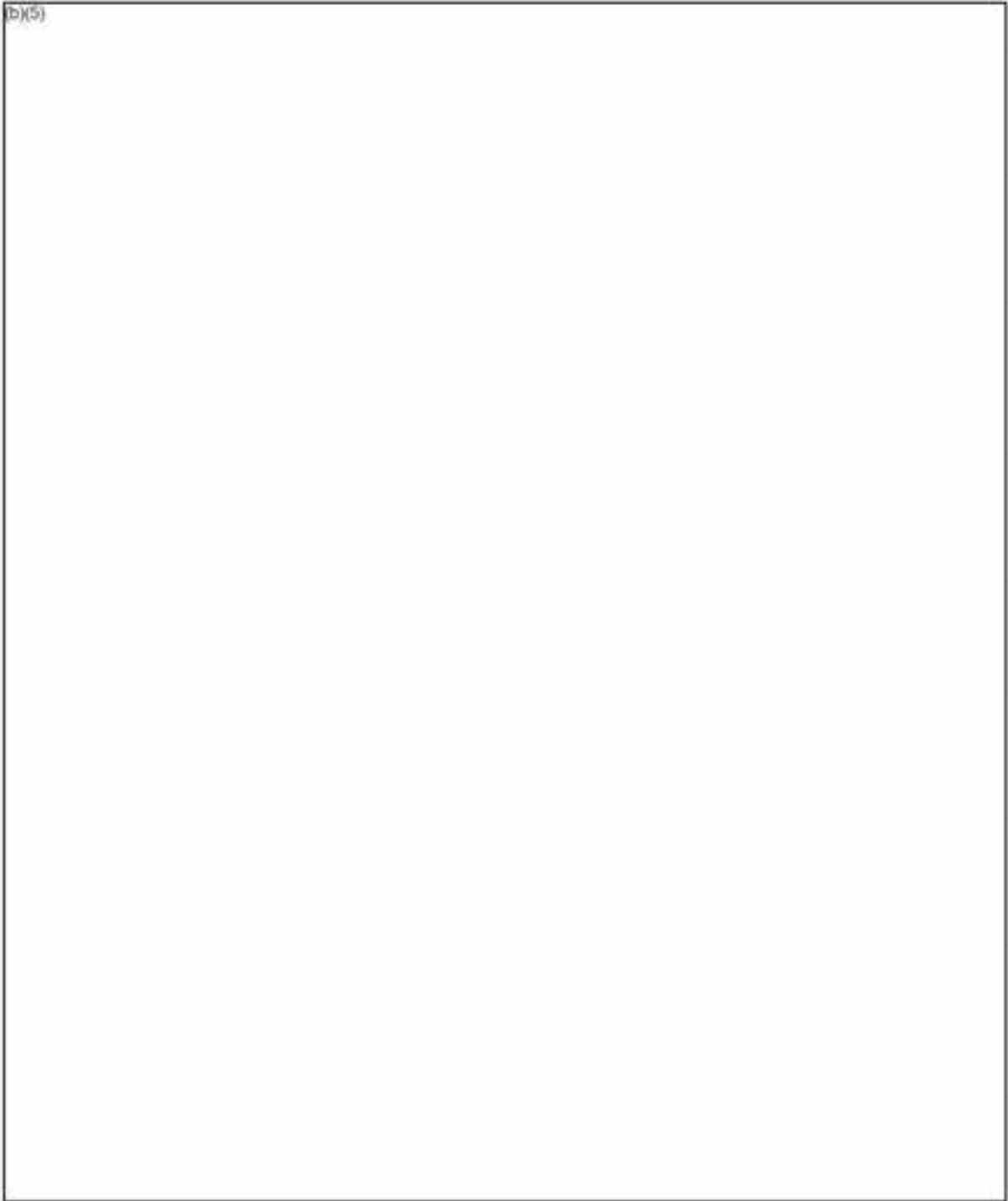
- **September 22nd** – Secretary Miguel Cardona delivered remarks at Univision's "Univisionarios Honrando Lo Nuestro" Gala in Washington, D.C. The gala honored U.S. Hispanics and their contributions to their communities and the world.
- **September 27th** – Secretary Miguel Cardona delivered remarks at the Kennedy Center's "A Celebration of 35 Years of Hispanic Heritage" event in Washington, D.C.
- **September 28th** – Secretary Miguel Cardona delivered remarks at the U.S. Department of Education's National Digital Equity Summit in Washington, D.C.

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**Weekly Report – U.S. Department of Education**

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- **Other Principals' Speeches:**
  - **September 22nd** Department of Education Office of Postsecondary Education (OPE) Assistant Secretary Nasser Paydar delivered remarks at the Council for

Opportunity in Education's (COE) Annual Conference in San Diego, CA.

- **September 22nd** - Katherine Neas, the Deputy Assistant Secretary delegated the authority to perform the functions and duties of the Assistant Secretary for the Department of Education's Office of Special Education and Rehabilitative Services (OSERS), delivered keynote remarks at the National Head Start Association Fall Leadership Institute in Washington, D.C. The keynote conveyed the key role that Head Start and Early Head Start play in identifying and serving children with disabilities as well as highlighting partnership opportunities between the Head Start and early learning and school programs.
- **September 23rd** – Department of Education Office of Planning, Evaluation and Policy Development (OPEPD) Assistant Secretary Roberto Rodriguez delivered remarks focused on pandemic recovery and college access at Council for Opportunity in Education's Annual Conference.
- **September 24th** – Department of Education Office of Planning, Evaluation and Policy Development (OPEPD) Assistant Secretary Roberto Rodriguez delivered remarks at the Association of State Supervisors of Mathematics Annual Conference.
- **September 26th** - Melody Gonzales, Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics delivered remarks and moderated a panel for the Hispanic Heritage Foundation's Latino Youth Event at the Eisenhower Executive Office building in Washington, DC.
- **September 27th** – Department of Education Office for Career and Technical Education (OCTAE) Assistant Secretary Amy Loyd recorded remarks for a conference hosted by the Connecticut Business and Industry Association.

- **September 27th** – Department of Education Office for Civil Rights (OCR) Assistant Secretary Catherine Lhamon spoke at the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans Lunch and Learn.
- **September 27th** - Melody Gonzales, Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, delivered remarks at the Amigos de Administration for Children & Families (ACF) Hispanic Heritage Month event at the Department of Health, and Human Services.
- **September 28th** – Department of Education Office of Planning, Evaluation and Policy Development (OPEPD) Assistant Secretary Roberto Rodriguez delivered remarks at the National Digital Equity Summit hosted by the Office of Educational Technology.
- **September 28th** - Dietra Trent, Executive Director of the White House Initiative on Historically Black Colleges and Universities (HBCUs) provided closing remarks at the Congressional Black Caucus Foundation's 51st Annual Legislative Conference. She spoke during Rep. Alma Adams' (D-NC) HBCU infrastructure panel at the Washington Convention Center.
- **September 28th** - Katherine Neas, the Deputy Assistant Secretary delegated the authority to perform the functions and duties of the Assistant Secretary for the Department of Education's Office of Special Education and Rehabilitative Services (OSERS), delivered keynote remarks at the joint International Society for Early Intervention (ISEI) Division for Early Childhood Conference (DEC) in Chicago, IL.
- **September 28th** - Melody Gonzales, Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, delivered remarks at Hispanic Federation's Latino Digital Equity Symposium at the National Association of Broadcasters in Washington, DC.

**Weekly Report – U.S. Department of Education**

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- **September 29th** - Katherine Neas, the Deputy Assistant Secretary delegated the authority to perform the functions and duties of the Assistant Secretary for the Department of Education's Office of Special Education and Rehabilitative Services (OSERS), will provide virtual keynote remarks at the Easterseals Annual Policy Symposium. Her remarks will convey the Department's priorities on issues that affect people with disabilities, including community-based services and competitive integrated employment.

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- **September 30th** – Alexis Holmes, Executive Director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans delivered remarks at the Congressional Black Caucus Foundation's 51st Annual Legislative Conference. She spoke during Rep. Frederica Wilson's (D-FL) brain trust, "Commission on the Social Status of Black Men and Boys: Disrupting the School to Prison Pipeline."

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- **Media:**

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- **Interview:** Department of Education Office for Civil Rights (OCR) Assistant Secretary Catherine Lhamon was interviewed on September 23rd by Hearst Media on the Civil Rights Data Collection (CRDC).

**Weekly Report – U.S. Department of Education**

Submitted on 09/29/2022

- **Interview:** Department of Education Office for Civil Rights (OCR) Assistant Secretary Catherine Lhamon was interviewed on September 26th by the Associated Press and The Hechinger Report on the informal removal of students with disabilities and Section 504 discipline guidance the Office for Civil Rights released in July 2022.

~~Interview: Melody Gonzalez, Executive Director of the White~~

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- **Press Release:** Issued press release announcing Supporting Effective Educator Development (SEED) grant awards totaling \$71.2 million on September 27th.

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- **Media Advisory:** Issued media advisory on September 23rd announcing Secretary Miguel Cardona's visit to New Castle Delaware with Sen. Tom Carper (D-DE), Sen. Chris Coons (D-

- DE), and Rep. Lisa Blunt Rochester (D-DE) on September 26th.
- **Blog Post:** Published a Homeroom blog post on September 15th about Deputy Secretary Cindy Marten's on the Road to Success Bus Tour the week of September 12th.
  - **Fairfax County Sch. Bd. v. Jane Doe (Supreme Court) Title IX Litigation:** The Plaintiffs filed a petition for certiorari in this case brought under Title IX of the Education Amendments of 1972, and in May the Court invited the Government's views on granting certiorari. The case involves the school's failure to address a sexual assault between two students on a bus during a band trip. The Fourth Circuit reversed the district court and remanded for a new trial, holding that the school had actual notice or knowledge under Title IX. The Government filed a brief on September 27th urging denial of the petition.
  - **Sweet v. Cardona (N.D. Cal.) Borrower Defense Litigation:** This case involves a challenge under the Administrative Procedures Act to the Department of Education's delay in issuing borrower defense decisions to borrowers not subject to the preliminary injunction order issued in *Calvillo Manriquez v. DeVos*. The parties recently filed a settlement agreement with the court for approval. The Plaintiff and the Department submitted their joint brief supporting approval of the settlement on September 22nd.
  - **Ascendium Education Solutions, Inc. v. Cardona (D.C. Circuit) Guaranty Agency Collection Costs Litigation:** In 2019, a guaranty agency in the Federal Family Education Loan (FFEL) Program filed suit challenging a regulation that limited the guaranty agency's authority to charge collection costs to borrowers during the first 60 days after the agency begins collection on the loan. The District Court issued a decision earlier this year, granting in part and denying in part the Department of Education's motion to dismiss and granting in part and denying in part the plaintiff's motion for summary judgment. On appeal, the parties filed their initial briefs. The Department of Justice asked for and received an extension of the deadlines on the reply briefs – the Government's brief is

now due October 19th, and Ascendium's brief is due November 9th.

- **Eastern Gateway Community College v. Cardona (SD OH) Student Loan Program Litigation:** On September 2nd, Eastern Gateway Community College filed for a preliminary injunction (PI) to stop the Department of Education's decision directing the institution to end a program that the Department determined violates the Higher Education Act (HEA) because the program resulted in Pell Grant recipients being charged higher costs than students who did not receive Federal student financial aid. A hearing is scheduled for October 11th.
- **America First Legal Foundation, et al. v. Cardona (D.D.C.) FACA Litigation:** The America First Legal Foundation (AFLF) and two other organizations (Fight for Schools and Families; Parents Defending Education) are challenging the establishment and implementation of the National Parents and Families Engagement Council, alleging that it violates the Federal Advisory Committee Act (FACA). The Department of Education launched the Council on June 14th to facilitate strong and effective relationships between schools and parents, families, and caregivers. The District Court issued an order on September 22nd, granting the Department summary judgment with respect to AFLF's lack of standing to challenge the Council's ideological balance, but denied the Department's remaining claims. The matter will now proceed to discovery.
- **Office of Inspector General Report on Allocation of Elementary and Secondary School Emergency Relief Funds Provided Under the Coronavirus Aid, Relief, and Economic Security Act Funds at Selected Local Educational Agencies:** The Department of Education's Office of Inspector General (OIG) conducted a review to describe how selected local educational agencies (LEA) allocated Elementary and Secondary School Emergency Relief funds provided under the Coronavirus Aid, Relief, and Economic Security Act (ESSER 1). Although several provisions of the Coronavirus Aid, Relief, and Economic Security (CARES) Act refer to but do not require using funds for activities that address the needs of low-income students and students with disabilities, the Department

of Education encouraged LEAs to allocate ESSER I funds to support remote learning for all students, especially disadvantaged and at-risk students. The OIG review found that as of March 2022, the 46 LEAs in its review spent over \$19.2 million, or about 95 percent, of the \$20.2 million in ESSER I funds that they were awarded. The majority of these funds were spent on district-wide programs, and about 26 percent of the funds were allocated to specific schools, with the majority of that portion allocated to Title I schools over non-Title I schools. Regardless of whether LEAs spent ESSER I funds at the district or school level, they may have used the funds for the benefit of all students, including children with disabilities. Further, LEAs designated a portion of funds to exclusively serve children with disabilities. [ESSER 1 Allocation Report](#)

- **Office of Inspector General Report on the Effectiveness of Charter School Programs in Increasing the Number of Charter Schools:** The Department of Education's Office of Inspector General (OIG) audit found that the Charter School Programs (CSP) office created processes for tracking and reporting on the charter schools that CSP grant recipients opened and expanded using CSP funds and the charter schools that remained open through the grant performance end date. However, after the CSP grant performance period ended, and the grants were closed, the CSP office did not track and report on whether charter schools that grant recipients opened and expanded with Federal funds remained open. In addition, OIG's analysis of the information that the CSP office collected showed that CSP grant recipients did not always open or expand the number of charter schools that they committed to opening or expanding. Although neither the CSP legislation nor any implementing regulations require the CSP office to track or report on the number of schools that remain open after CSP funding ends, obtaining and making such information available to the public would help the Department's Office of Elementary and Secondary Education (OESE) and other stakeholders assess the effectiveness of the CSP. Without such information, OESE, Congress, and the public cannot reach conclusions on whether the CSP increased the number of high-quality charter

schools in operation and taxpayers received a worthwhile return on their investments. The report was issued on September 21st. [CSP Report](#)

- **Office of Inspector General Report on Gulf Coast State College’s Use of 2019 Emergency Assistance to Institutions of Higher Education Program Fund:** The Department of Education’s Office of Inspector General (OIG) audit found that Gulf Coast used almost \$1.8 million in 2019 Emergency Assistance program funds for unallowable activities. This included about \$1.7 million for lost tuition revenue and about \$100,000 to purchase of equipment unrelated to the covered disaster. Gulf Coast State College identified these uses of funds in a revised budget for its grant that was approved by the Office of Postsecondary Education. The report was issued on September 22nd. [Gulf Coast Report](#)
- **Office of Inspector General Report on the Department of Education’s Compliance with the Geospatial Data Act:** The purpose of the report was to review the Department of Education’s compliance with the requirements outlined under Section 759(a) of the Geospatial Data Act. The Office of Inspector General (OIG) found that the Department complied with the requirements. The report was issued on September 23rd. [Geospatial Report](#)
- **Statistics on Achievement Gaps Between High- and Low-Performing Students in Math and Science:** On October 12th, the Department of Education’s National Center for Education Statistics (NCES) will release *Changes Between 2011 and 2019 in Achievement Gaps Between High- and Low-Performing Students in Mathematics and Science: International Results From TIMSS* (NCES 2022-041). This Statistics in Brief uses 4th- and 8th-grade mathematics and science data from the Trends in International Mathematics and Science Study (TIMSS) to explore how achievement (or score) gaps between high- and low-performing students have changed over time in the U.S. and other education systems. The findings show that, over the past decade, score gaps in the U.S. widened in both grades and subjects and, moreover, that the U.S. was unique in this respect among the 29 education systems that participated



in TIMSS 2011 and 2019 at both grades. The widening score gaps in the U.S. were due to decreases in the scores of low-performing students at the 4th grade and to a combination of decreases in the scores of low-performing students and increases in the scores of high-performing students at the 8th grade—a pattern of divergence.

**Trends in International Mathematics and Science Study (TIMSS)**



- **Noteworthy public engagement:**
  - **Secretary Miguel Cardona’s Public Engagement Events:**
    - **September 22nd** - Secretary Miguel Cardona met with the Association for Educational Service Agencies (AESAs) Executive Committee.
    - **September 27th** – Secretary Miguel Cardona met with the Creative Artists Agency at the Department.
    - **September 29th** - Secretary Miguel Cardona will meet with West Virginia University (WVU) President E. Gordon Gee.



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○ **Other Principals' Public Engagement Events:**

- **September 22nd** – Maggie Siddiqi, Director of the Center for Faith-Based and Neighborhood Partnerships at the Department of Education participated in the Department of Homeland Security's (DHS) interagency roundtable with faith leaders for the first ever Protecting Places of Worship National Week of Action.
- **September 22nd** - Dietra Trent, Executive Director of the White House Initiative on Historically Black Colleges and Universities (HBCUs) hosted a quarterly Presidents and Chancellors meeting and presented awards to HBCU Scholars at the Excellence in Innovation and Collaboration Acknowledgments (EICA) Award Ceremony & Luncheon at the National HBCU Week Conference. Dr. Trent also engaged with HBCU Scholars and locals at the conference's Career & Recruitment Fair. Speakers at the Presidents/Chancellors Quarterly Meeting included Kiran Ahuja (Office of Personnel Management), Harry Williams (President, TMCF), and Rep. Alma Adams (D-NC).
- **September 26th** - Dietra Trent, Executive Director of the White House Initiative on Historically Black Colleges and Universities (HBCUs) joined Secretary Miguel Cardona for his visit to Delaware State University Riverfront to meet with President Tony Allen and discuss HBCU investment and talent pipelines for educators of color.

- **September 28th** – Department of Education Office of Postsecondary Education (OPE) Assistant Secretary Nasser Paydar participated in a fireside chat at the Lumina Foundation state policy retreat in Indianapolis, IN.

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- **September 22nd** – The White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics launched its Hispanic Heritage Month webinar series, *Conversaciones con Líderes*, supporting the WH Hispanic Heritage Month weekly theme of Jobs and Economy.
- **September 27th** - The White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans hosted a webinar to engage black community stakeholders on the confluence of the economy, civil rights protections and enforcement, and distribution of equitable resources in serving the needs of black students, families, and communities.

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- **Noteworthy rulemaking in the Federal Register:**

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- **September 26th** – The Department of Education’s Office for Civil Rights (OCR) published the proposed data elements for the 2021-22 Civil Rights Data Collection for a 30-day comment period, the second public comment period after a 60-day period earlier this year.

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- **Funding Announcements:**

- **Week of September 26th** – The Department of Education’s Office of Elementary and Secondary Education (OESE) will award 19 new grants totaling \$110,825,205 from the FY22 appropriation. The Magnet Schools Assistance Program (MSAP) provides grants to Local Education Agencies (LEAs) and consortia of LEAs to support magnet schools that are implementing a court ordered (or otherwise required) or voluntary desegregation plan.
- **September 27th** - The Department of Education’s Office of Elementary and Secondary Education (OESE) awarded four Equity Assistance Grants (EAC) totaling \$6,526,209. The EAC program awards grants through cooperative agreements to operate regional EACs that provide technical assistance at the request of school boards and other agencies to support the implementation of plans for the desegregation of public schools
- **September 28th** - The Department of Education’s Office of Elementary and Secondary Education (OESE) awarded 12 new awards under the updated Charter School Program (CSP)

regulations, totaling more than \$65 million in funding, across 11 states.

- **Grant Notices (NOFA/NOFOs):**

- **September 22nd** – The Department of Education published a Notice of Inviting Applications (NIA) for fiscal year 2022 for the Center of Excellence in Spatial Computing (CESC) grant competition. The CESC program allows institutions of higher education the opportunity to apply for Federal funding to teach students the necessary skills to succeed in an ever-evolving high-tech economy. This NIA includes one absolute priority and one competitive preference priority (CPP) that both support the advancement of spatial computing in underrepresented communities. The CPP, however, only awards grants to projects designed to increase the proportion of underrepresented students with the skill sets necessary to meet industry demands in spatial computing.

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**From:** U.S. Department of Education  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Taber, Tiffany  
**Sent:** October 5, 2022 10:03 AM (UTC-04:00)

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**FOR IMMEDIATE RELEASE:**

Oct. 5, 2022

**CONTACT:**

Press Office, (202) 401-1576 or [press@ed.gov](mailto:press@ed.gov)

## **U.S. Department of Education Awards More Than \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students**

Today, the U.S. Department of Education (Department) announced 19 Magnet Schools Assistance Program (MSAP) awards totaling \$110 million and four new grant awards for the 2022 Equity Assistance Center (EAC) program totaling more than \$6.5 million.

The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, gender identity, disability, and religion. This funding also supports regional EACs that provide technical assistance and training at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each center provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12-15 states. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

The MSAP awards support efforts to develop and revitalize magnet schools with academically challenging and innovative instructional approaches designed to bring together students from different social, economic, ethnic, and racial backgrounds. These 19 grantees will implement a variety of curricular focus areas in 62 schools offering programming in all five areas of STEAM learning, career development, leadership skills, and language immersion.

"Today, we're investing in schools and communities that have shown a commitment to intentionally serving students and closing opportunity gaps based on race, class, and circumstances in America," said U.S. Secretary of Education Miguel Cardona.

“Every child has something to offer this country, and they deserve access to effective educators, inclusive and supportive learning environments, and innovative, engaging programs that unlock their potential and lead to success. These grant awards will help communities reimagine our schools through a more equitable lens and raise the bar for how we serve students who too often get left behind.”

Last January, Secretary Cardona laid out his vision for education in America by boldly addressing opportunity and achievement gaps in education. That vision includes challenging states and districts to fix broken systems that may perpetuate inequities in our schools. When deciding on grantmaking, the Department centralizes its efforts around educational equity, including high-quality educational experiences for all students. This principle continues to guide discretionary grantmaking, especially for programs that support historically underserved communities and students such as reflected in the awards given to EACs and MSAPs.

Additional information about the EAC and MSAP programs and grantees are available [here](#).

A full list of awards can be found below:

**Magnet Schools Assistance Program Grants**

Hope School District	AR	\$6,535,982
Livermore Valley Joint Unified School District	CA	\$6,638,932
Pasadena Unified School District	CA	\$6,660,864
Area Cooperative Educational Services (ACES)	CT	\$1,893,989
LEARN	CT	\$2,925,471
The School Board of Broward County, Florida	FL	\$6,315,229
The School Board of Miami-Dade County, Florida	FL	\$6,361,816
The School Board of Polk County, Florida	FL	\$6,176,171
Clayton County Public Schools	GA	\$6,464,420
Cedar Rapids Community School District	IA	\$6,489,965
Board of Education of the City of Chicago	IL	\$5,893,904
Lansing School District	MI	\$6,103,227
Wake County Public School System	NC	\$5,511,127
NYC Department of Education - Community School District 32	NY	\$5,999,998
NYC Department of Education - Community School District 19	NY	\$5,999,998
NYC Department of Education - Community School District 28	NY	\$5,999,998
Georgetown County School District	SC	\$7,804,837

<b>Richland County School District #1</b>	<b>SC</b>	<b>\$5,435,160</b>
<b>Kaleidoscope Youth Development Services, Inc.</b>	<b>TX</b>	<b>\$5,925,556</b>
<b>Total</b>		<b>\$111,136,644</b>

### Equity Assistance Centers Program

<b>Mid Atlantic Equity Consortium Inc</b>	<b>Region I:</b> Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	<b>\$1,593,544</b>
<b>Southern Education Foundation</b>	<b>Region II:</b> Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia	<b>\$1,658,206</b>
<b>Trustees of Indiana University</b>	<b>Region III:</b> Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	<b>\$1,645,846</b>
<b>WestEd</b>	<b>Region IV:</b> Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming	<b>\$1,628,613</b>
<b>Total</b>		<b>\$6,526,209</b>

###

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## Department Awards Over \$116 Million in Grants on Programs Focused on Equity and Accessibility for Students

Date: September 30, 2022

Today, the U.S. Department of Education (Department) announced 19 Magnet Schools Assistance Program (MSAP) awards totaling \$110 million and four new grant awards for the 2022 Equity Assistance Center (EAC) program totaling more than \$6.5 million.

The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, and religion. This funding also supports regional EACs that provide technical assistance and training at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each Center provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12-15 states. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

The MSAP awards support efforts to develop and revitalize magnet schools with academically challenging and innovative instructional approaches designed to bring students from different social, economic, ethnic, and racial backgrounds together. These nineteen grantees will be implementing a variety of curricular focus areas in 62 schools offering programming in all five areas of STEAM learning, career development, leadership skills, and language immersion.

"Today, we're investing in schools and communities that have shown a commitment to intentionally serving students and closing opportunity gaps based on race, place, and circumstance in America," said U.S. Secretary Miguel Cardona. "Every child has something to offer this country, and they deserve access to effective educators, inclusive and supportive learning environments, and innovative, engaging programs that unlock their potential and lead to success. These grant awards will help communities reimagine our schools through a more equitable lens and raise the bar for how we serve students who too often get left behind."

Last January, Secretary Cardona laid out his vision for education in America by boldly addressing opportunity and achievement gaps in education. That includes challenging states and districts to fix broken systems that may perpetuate inequities in our schools. When deciding on grantmaking, the Department centralizes its efforts around educational equity including high-quality educational experiences for all students. This principle continues to guide discretionary grantmaking, especially for programs that support historically underserved communities and students such as reflected in the awards given to EACs and MSAPs.

Additional information about the EAC and MSAP program and grantees are available [here](#).

A full list of awards can be found below:

**Magnet Schools Assistance Program Grants**

<b>Hope School District</b>	<b>AR</b>	\$6,535,982
<b>Livermore Valley Joint Unified School District</b>	<b>CA</b>	\$6,638,932
<b>Pasadena Unified School District</b>	<b>CA</b>	\$6,660,864
<b>Area Cooperative Educational Services (ACES)</b>	<b>CT</b>	\$1,893,989
<b>LEARN</b>	<b>CT</b>	\$2,925,471
<b>The School Board of Broward County, Florida</b>	<b>FL</b>	\$6,315,229
<b>The School Board of Miami-Dade County, FL</b>	<b>FL</b>	\$6,361,816
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<b>Clayton County Public Schools</b>	<b>GA</b>	\$6,464,420
<b>Cedar Rapids Community School District</b>	<b>IA</b>	\$6,489,965
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<b>Lansing School District</b>	<b>MI</b>	\$6,103,227
<b>Wake County Public School System</b>	<b>NC</b>	\$5,511,127

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NYC Department of Education - Community School District 19	NY	\$5,999,998
NYC Department of Education - Community School District 28	NY	\$5,999,998
Georgetown County School District	SC	\$7,804,837
Richland County School District #1	SC	\$5,435,160
Kaleidoscope Youth Development Services, INC.	TX	\$5,925,556
<b>Total</b>		<b>\$</b> <b>111,136,644</b>

#### Equity Assistance Centers Program

Mid Atlantic Equity Consortium Inc	<b>Region I:</b> Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	\$1,593,544
Southern Education Foundation	<b>Region II:</b> Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia	\$1,658,206
Trustees of Indiana University	<b>Region III:</b> Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	\$1,645,846
WestEd	<b>Region IV:</b> Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana	\$1,628,613

	Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming	
Total		\$6,526,209

**From:** Hartge, Anna  
**Subject:** FW: Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST  
**To:** Harmoush, Vanessa  
**Sent:** October 4, 2022 5:03 PM (UTC-04:00)

All good! Zev made one edit and it is reflected below.

---

**From:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Sent:** Tuesday, October 4, 2022 4:58 PM  
**To:** Hartge, Anna <Anna.Hartge@ed.gov>  
**Cc:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>  
**Subject:** RE: Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

Thanks, Anna.

The initial TEST went to Vanessa. I am sharing with YOU. 😊

---

**From:** Hartge, Anna <Anna.Hartge@ed.gov>  
**Sent:** Tuesday, October 4, 2022 4:56 PM  
**To:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Cc:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>  
**Subject:** RE: Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

Thanks, Jo Ann. This reflects the updates that I got from the WH. I'd like Vanessa to review once she is online but happy to share this looks good to me.

Thank you!

---

**From:** Webb, Jo Ann <JoAnn.Webb@ed.gov>  
**Sent:** Tuesday, October 4, 2022 4:25 PM  
**To:** Hartge, Anna <Anna.Hartge@ed.gov>  
**Cc:** Leon, Kelly S. <Kelly.S.Leon@ed.gov>  
**Subject:** FW: Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

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**From:** U.S. Department of Education <ed.gov@public.govdelivery.com>  
**Sent:** Tuesday, October 4, 2022 3:13 PM  
**To:** Webb, Jo Ann <JoAnn.Webb@ed.gov>; Harmoush, Vanessa <Vanessa.Harmoush@ed.gov>  
**Subject:** Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students: TEST

**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.**

Having trouble viewing this email? [View it as a Web page.](#)

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**From:** Lembo, Elisabeth  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=509f0ce250fa4cb38ec3f780ad61  
bfc8-lembo, elis>  
**To:** Loyd, Amy </o=exchangelabs/ou=exchange  
administrative group  
(fydibohf23spdlt)/cn=recipients/cn=1ef61a23fa394748896253f823d5  
7e4c-user\_8c326b>; Carr, Patrick </o=exchangelabs/ou=exchange  
administrative group  
(fydibohf23spdlt)/cn=recipients/cn=d47e5e293e3d491f939694445499  
c75f-carr, patri>  
**Cc:**  
**Bcc:**  
**Subject:** RE: Rural Strategy and Action Team: Call to Action  
**Date:** Tue Apr 19 2022 16:42:52 EDT  
**Attachments:** 20220419\_PGSS\_Rural Engagement Survey (1).docx

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Good afternoon Amy and Patrick,

Attached please find the Rural Engagement Survey for Program and Grantee Support Services.

Please don't hesitate to let me know if you have any questions.

Thank you,

Liz

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Elisabeth Lembo

Education Program Specialist, Program and Grantee Support Services

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

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

elisabeth.lembo@ed.gov <mailto:elisabeth.lembo@ed.gov>

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**From:** Loyd, Amy <Amy.Loyd@ed.gov>  
**Sent:** Wednesday, April 13, 2022 3:35 PM  
**To:** Lembo, Elisabeth <Elisabeth.Lembo@ed.gov>; Carr, Patrick <Patrick.Carr@ed.gov>  
**Subject:** RE: Rural Strategy and Action Team: Call to Action

**Item 3: Rural engagement survey (Due to RSAT by COB 4/19/22)**

**Program and Grantee Support Services**

- **What programs in your POC or division have a rural priority or focus?**

Program	Assistance Listing Number	Priority/Focus	FY 2022 Funding	Estimated Number of Grantees	Brief Program Description
Comprehensive Center Program (CC Program)	84.283B	Discretionary Grants - Cooperative Agreements	\$54,000,000	20	The Comprehensive Centers program supports the establishment of not less than 20 Comprehensive Centers (CCs) to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction. By statute, the Department is required to establish at least one center in each of the 10 geographic regions served by the Department's <a href="#">Regional Educational Laboratories (RELs)</a> .
Equity Assistance Centers (EAC) - also known as Training and Advisory Services	84.004D	Discretionary/Competitive Grants	\$6,575,000	4	Equity Assistance Centers (EACs) are funded by the U.S. Department of Education to 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 centers work in the areas of civil rights, equity, and school reform. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.
Student Engagement and Attendance Center (SEAC)	GS-10F-0136X	Contract	\$570,000	1	The Student Engagement and Attendance Center (SEAC) supports state education agencies (SEAs) and local education agencies (LEAs) in their efforts to reduce chronic absenteeism and increase student engagement. The SEAC is operated by Insight Policy Research and the American Institutes for Research. This technical assistance initiative is authorized under section 4103(a) of Title IV, Part A, Subpart 3, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended.

- **Do you interact with rural education organizations and/or stakeholders?**

Program/Division	Yes/No
Program and Grantee Support Services (PGSS)	Yes

- **If yes, which rural education organizations and/or stakeholders do you regularly communicate with?**

Rural education organizations and/or stakeholders
1) The four Equity Assistance Centers (Region I: <a href="#">Center for Education Equity, Mid-Atlantic Equity Consortium</a> ; Region II: <a href="#">Intercultural Development Research Association-South</a> ; Region III: <a href="#">Midwest and Plains EAC</a> ; and Region IV: <a href="#">Western</a>

<p><a href="#">Educational EAC</a> do work based on requests of a specific district. If they get a request from a rural district, the project will incorporate rural needs.</p>
<p>2) The <b>Student Engagement and Attendance Center (SEAC)</b> manages Peer to Peer Learning Series on topics such as Youth and Family engagement. When participating SEAs work closely with rural regions, they are able to share practices with one another.</p>
<p>3) <b>Regional Comprehensive Centers (CCs)</b> with rural-focused projects: <b>1, 6, 7, 8, 10, 11, 14, 15, 16, 17</b>  <a href="#">CC pc 0076project descriptions:</a></p>
<p><b>Region 1 Comprehensive Center: VT School Facilities Policy Recommendations:</b> The Region 1 Comprehensive Center (R1CC) will support the Vermont Agency of Education (AOE) in developing policy recommendations to the general assembly regarding new school facilities that will align to 21st Century student needs. Specifically, during this project, R1CC staff will review the research related to school facilities and specific student populations and rural schools.</p>
<p><b>Region 6 Comprehensive Center: Building Engineers in K-5 Classrooms:</b> The logic model for this project assumes building Human and Organizational Capacity at the LEA level by supporting LEAs which experience barriers to STEM implementation due to local capacity. For this reason, LEAs in rural settings where limited staff are designated in this area will be prioritized for Cohort I participation.</p>
<p><b>Region 7 Comprehensive Center: Implementation of Florida's Benchmarks for Excellent Student Thinking Standards:</b> Region 7 Comprehensive Center (R7CC), the Florida Department of Education (FDOE), and State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) will collaborate to support district and school implementation of the state's Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) and Math Standards within the state's implementation zone. Three medium to large districts and two small districts along with their rural consortium have partnered with the state in the implementation zone and are the primary focus of the work in Years 2 and 3. In Years 4 and 5, FDOE will begin to scale the support to districts and schools outside the implementation zone.</p>
<p><b>Region 8 Comprehensive Center: High School Pathways to Education and Youth Development Careers in Michigan:</b> High-quality education and care are critical to children's healthy development and success later in life. Yet, Michigan is facing an alarming shortage of qualified educators and youth workers across the educational ecosystem of early childhood education and care programs, K-12 schools, and afterschool and summer learning programs – even as many of these programs expand to address critical needs arising from the COVID-19 pandemic. (In the next three years, Michigan is poised to use federal relief funds to dramatically expand the Great Start Readiness so that every 4-year-old can attend.) Educator shortages are often most pronounced in rural areas and in areas serving large populations of low-income families, leading to inequities in access to quality education and care. This project is focused on addressing educator shortages in those areas.</p>
<p><b>Region 10 Comprehensive Center: WI- Rural School Engagement MTSS/SEL:</b> UW-Madison's Rural Education Research and Implementation Center (RERIC) has partnered with Tier 1 teams in rural districts to strengthen rural family-school partnerships around academic and social-emotional systems of support.</p>
<p><b>Region 10-WI- Rural School Engagement: Rural Advocacy Organizations:</b> R10 is engaging with rural education advocacy organizations in WI (the <b>Wisconsin Rural Schools Association</b>) and MN (the <b>MN Rural Education Association</b>) to identify topics of cross-state interest for further study and dissemination (example: shared service co-ops). The purpose of this project is to help rural school advocacy organizations meet research and dissemination needs, including identifying and publicizing examples of promising practices.</p>
<p><b>Region 11 Comprehensive Center:</b> Works with the regional education associations in the states they serve (Nebraska, North Dakota, South Dakota, Wyoming) which all have significant rural populations.</p>
<p><b>Region 14 Comprehensive Center: Increasing Equitable Access to Effective Educators through the Grow Your Own Grant Program in Texas:</b> Texas has experienced challenges in recruiting and retaining teacher candidates in hard-to-staff areas. There is a diminishing pool of teacher candidates from which to recruit, as well as a negative perception of the teaching profession. In addition, rural and small school districts in particular do not have the resources to dedicate to teacher recruitment and retention. Compounding this challenge is that the attrition rate for teachers in small districts nationally (those with fewer than 500 students) is double that of larger districts. Region 14 CC is working to improve the recruitment, development, and retention of effective educators through GYO programs will help ensure each student has access to diverse and effective teachers and ultimately high-quality learning experiences that will contribute to increased achievement.</p>
<p><b>Region 15 Comprehensive Center: Building Capacity in Rural Settings Community of Practice,</b> The Region 15 Comprehensive Center (R15CC) will continue to support the four-state (Arizona, California, Nevada, Utah) region through a Community of Practice (CoP) focused on understanding the economic and academic challenges that face rural schools and communities, their unique assets, and opportunities for improvement. I.e. With only 1-5 people growing up in a rural context there is a need for SEAs to understand "rurality" and its key effect on education policies and practice. To design systemic solutions using assets to address challenges faced by rural educators, this CoP is composed of representatives from each state that reflect the complete education delivery system: local education agency (LEA), state education agency (SEA), and support associations.</p>
<p><b>Region 16 Comprehensive Center: AKRIse: Support for Rural Educators through Alaska Rural Innovation and Student Engagement Project:</b> The Alaska Rural Innovation and Student Engagement (AKRISE) Project was created to help educators from small, rural schools across Alaska collaborate and connect to improve teaching and learning.</p>
<p><b>Region 17 Comprehensive Center: NW RISE: A Rural Collaborative:</b> The purpose of this project is to support rural schools by creating collaborative connections in and across states to identify and support implementation of evidence-based practices. NW RISE is noted in Montana's ARP as a support to rural school educators.</p>



- If yes, what concerns have they highlighted for your POC or division in the past year?

Concerns
Support for teacher development/mentoring in rural region
Teacher recruitment/retention
Geographic remoteness/accessibility
Broadband access
Rural states "don't trust outsiders", consultants come in and they leave when the project is done; the CC is trying to build a TA backbone/network within their heavily rural states
Building SEA support and recognition of needs for rural Native students in states with a high Native population
Rural states experienced COVID differently – i.e. some didn't have long periods of virtual school

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From: Rhodes, Christian  
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(fydibohf23spdlt)/cn=recipients/cn=d3a7c195840d4ab09a1386fc1bc6  
8e71-rhodes, chr>  
To: Rosenblum, Ian  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=d352d95c8fd94c1189ceb7be814e  
0360-rosenblum,>  
Cc:  
Bcc:  
Subject: Fwd: Afterschool Unused Funds Guidance  
Date: Wed Feb 24 2021 10:43:21 EST  
Attachments: 2020 Summer Symposium Agenda(02).docx  
7.20.2020\_SEA Coordinators Summer Meetings - Agenda 7-17-2020.docx  
Email\_WY\_Summer\_Programing.docx  
Y4Y\_SummerLearning.docx

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Here is some evidence of the conversations we've had with SEAs. There is no template email but it looks like through individual conversations. There is an email shows some of the conversations held.

CR

Sent from my iPhone

Begin forwarded message:

From: "Rooney, Patrick" <Patrick.Rooney@ed.gov>  
Date: February 24, 2021 at 10:21:55 AM EST  
To: "Rhodes, Christian" <Christian.Rhodes@ed.gov>  
Cc: "Lund, Miriam" <Miriam.Lund@ed.gov>  
Subject: Afterschool Unused Funds Guidance

Christian – My apologies for our delay in getting this to you. Miriam pulled all of this together last night but I didn't get a chance to look at it until now. While we have not been asked about whether unused grant funds can be used for summer learning, so we don't have templates that we have been sending to states, we do regularly emphasize summer school as a way to provide 21st CCLC programming. Attached are a few items that we think are helpful – an agenda from our meeting last summer with state directors and an agenda from our meeting with all 21st CCLC grantees and an email exchange recently with Wyoming regarding their remaining Federal funds. Finally, ED operates the You for Youth (Y4Y) website through our

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

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

**DAY 1 – TUESDAY JULY 14, 2020**

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

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

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

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

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

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



## DAY 2 – WEDNESDAY JULY 15, 2020

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

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

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

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

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

## DAY 3 – THURSDAY JULY 16, 2020

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

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

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



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

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

**From:** [Lund, Miriam](#)  
**To:** [Lund, Miriam](#)  
**Subject:** RE: FY19 Funds question  
**Date:** Tuesday, February 23, 2021 8:59:34 PM

**From:** Karen Bierhaus <[karen.bierhaus@wyo.gov](mailto:karen.bierhaus@wyo.gov)>  
**Sent:** Monday, February 22, 2021 3:26 PM  
**To:** Lund, Miriam <[Miriam.Lund@ed.gov](mailto:Miriam.Lund@ed.gov)>  
**Subject:** Re: FY19 Funds question

Thanks again, Miriam!

Talk to you soon,

Karen

On Mon, Feb 22, 2021 at 1:12 PM Lund, Miriam <[Miriam.Lund@ed.gov](mailto:Miriam.Lund@ed.gov)> wrote:

All good points, Karen. I appreciate you being proactive about the large carryover sums. If the subgrantees sent any remaining funds to you it would be possible for you to do a supplemental action that is not a competition to get funds to the subgrantees for PPE or possibly funds to subgrantees who want to do a summer program that hasn't before. There are lots of ways to utilize these funds if you know now how much you have.

You are a very wise and conscientious SEA, at least that is how I see you, I know you can get the funds to the right subgrantees if only you have all of the information. I am going to share your last email with Patrick as well so he can see the planning required to have a summer session.

Miriam

**From:** Karen Bierhaus <[karen.bierhaus@wyo.gov](mailto:karen.bierhaus@wyo.gov)>  
**Sent:** Monday, February 22, 2021 2:37 PM **To:**  
Lund, Miriam <[Miriam.Lund@ed.gov](mailto:Miriam.Lund@ed.gov)>  
**Subject:** Re: FY19 Funds question

Hi, Miriam,

When we have subgrantees with expected carryover (period of availability for original grant year end September 30), WDE has subgrantees consider an amendment to expand the planned summer learning programs to reach more students, offer expanded programming, etc. If not for COVID-19, most subgrantees in their Tydings period, would not have any issues expending the funds. Restriction that impacted enrollment, attendance, and facility availability added many barriers to those intended plans. I have only 5-6 subgrantees that I am concerned about, but I also have 3-4 subgrantees that have seen expenditures skyrocket in terms of staff needed to provide the same level of service they are used to. During COVID, I have been very proactive about communicating options for subgrantees to return funds without risk assessment issues, if it's done

early. I just didn't want to go through a reallocation process just as a notification of a FY19 extension was being made! We're 6 months out from the end of the period of availability so this is the best time to be making these types of process decisions.

Thanks for your help, Miriam!

Karen

On Mon, Feb 22, 2021 at 12:14 PM Lund, Miriam <[Miriam.Lund@ed.gov](mailto:Miriam.Lund@ed.gov)> wrote:

Karen,

Does WY do summer programing? A way to use some of these funds would be to put on summer programing.

Miriam

**From:** Karen Bierhaus <[karen.bierhaus@wyo.gov](mailto:karen.bierhaus@wyo.gov)>

**Sent:** Monday, February 22, 2021 1:08 PM

**To:** Lund, Miriam <[Miriam.Lund@ed.gov](mailto:Miriam.Lund@ed.gov)>

**Cc:** Little, Debra <[Debra.Little@ed.gov](mailto:Debra.Little@ed.gov)>

**Subject:** Re: FY19 Funds question

Thank you, Miriam! I very much appreciate it!

All the best,

Karen

On Mon, Feb 22, 2021 at 11:04 AM Lund, Miriam <[Miriam.Lund@ed.gov](mailto:Miriam.Lund@ed.gov)> wrote: Hi

Karen,

I passed your question on to Patrick as you are not the first State to ask this question and I don't think you'll be the last.

I don't know of any efforts to extend the FY19 funds; but, with that being said, a State can always request a Tydings waiver to extend the life of the funds.

Miriam

**From:** Karen Bierhaus <[karen.bierhaus@wyo.gov](mailto:karen.bierhaus@wyo.gov)>

**Sent:** Monday, February 22, 2021 12:50 PM

**To:** Lund, Miriam <[Miriam.Lund@ed.gov](mailto:Miriam.Lund@ed.gov)> **Cc:**

Little, Debra <[Debra.Little@ed.gov](mailto:Debra.Little@ed.gov)> **Subject:**

FY19 Funds question

Hi, Miriam,

I hope you are well and can imagine this is quite a busy time for you! I have a non- technical question about which you may or may not have any information, but I wanted to try anyway! Have you heard anything about a possible extension of ED FY19 funds similar to what was offered for FY18 funds? I am considering the timing of reallocating unspent carryover funds to meet the September 2021 deadline.

Thank you for considering,

Karen

**Karen Bierhaus**

Nita M. Lowey 21st CCLC Program Consultant  
Accountability Division  
Phone: 307.857.9284  
[karen.bierhaus@wyo.gov](mailto:karen.bierhaus@wyo.gov)

Wyoming Department of Education  
320 West Main Street  
Riverton, WY 82501

E-Mail to and from me, in connection with the transaction of public business, is subject to the Wyoming Public Records Act and may be disclosed to third parties.

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From: Foy Moss, Rita  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=bb8cc51e24a646ebafe4a8f420db  
8ad6-foy moss, r>  
To: Rhodes, Christian  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=d3a7c195840d4ab09a1386fc1bc6  
8e71-rhodes, chr>  
Cc: Hammer, Victoria  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=b3add83e281e47438fd1122214a5  
be2d-hammer, vic>  
Bcc:  
Subject: RE: Resource Database  
Date: Tue Apr 20 2021 11:30:37 EDT  
Attachments: Clearinghouse TA Center Submissions for Website Upload.xlsx

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Hi Christian,

Please find attached the list of TA resources (TAB 2), approved resources currently in review with 508. Let me know if this information is helpful.

Thanks

Rita

From: Foy Moss, Rita  
Sent: Tuesday, April 20, 2021 11:07 AM  
To: Rhodes, Christian <Christian.Rhodes@ed.gov>  
Cc: Hammer, Victoria <Victoria.Hammer@ed.gov>  
Subject: RE: Resource Database  
Importance: High

Victoria,

Thanks for pulling the resources for Christian.

Hi Christian,

The Resource Library has the 46 TA resources posted. All are in the link forwarded to you on yesterday. Hopefully, the resources Victoria listed are from that list.

There are no other approved resources that have been posted to look through at this moment. Currently there are no tags for the topic you are searching. Victoria has reviewed the documents and is familiar with these resources. I believe the list of resources Victoria provided are from the data base that have been vetted and approved by the PK12 vetting committee, but not yet approved by 508 office. So, those resources would not be posted on the site in the Resource Library.

The contractor is working with the IT team this morning to enter the remaining 500 or more field submissions, editing, moving resources from the staging site to the actual site, as well as tags that need to be removed, and working to correct 508 concerns. If the resources Victoria provided are helpful, the contractor can continue to work on the other issues I have listed. Also, if it would be helpful, I could forward the spreadsheet with the 70 TA Resources that are being review by 508. Let me know, I can forward that list to you for review.

Thanks

Rita

From: Hammer, Victoria <Victoria.Hammer@ed.gov <mailto:Victoria.Hammer@ed.gov> >  
Sent: Tuesday, April 20, 2021 10:36 AM  
To: Rhodes, Christian <Christian.Rhodes@ed.gov <mailto:Christian.Rhodes@ed.gov> >; Foy Moss, Rita <Rita.Foy.Moss@ed.gov <mailto:Rita.Foy.Moss@ed.gov> >  
Cc: Kesner, Paul <Paul.Kesner@ed.gov <mailto:Paul.Kesner@ed.gov> >; Ryder, Ruth <Ruth.Ryder@ed.gov <mailto:Ruth.Ryder@ed.gov> >  
Subject: RE: Resource Database

Sorry, please see the resources here, Christian.

Re-entry for students experiencing homelessness: [https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED\\_SupportDoc\\_HomelessHousingUnstableStudents.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_HomelessHousingUnstableStudents.pdf)

Re-entry for Migrant students: [https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED\\_SupportDoc\\_MigrantEducationProgram.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_MigrantEducationProgram.pdf)

Re-entry for New Mexico Public Schools on Tribal Lands: [https://webnew.ped.state.nm.us/wp-content/uploads/2020/08/NMPED\\_SupportDoc\\_PublicSchoolsOnTribalLands.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/08/NMPED_SupportDoc_PublicSchoolsOnTribalLands.pdf)

Thank you.

Victoria

From: Hammer, Victoria  
Sent: Tuesday, April 20, 2021 10:01 AM  
To: Rhodes, Christian <Christian.Rhodes@ed.gov <mailto:Christian.Rhodes@ed.gov> >; Foy Moss, Rita <Rita.Foy.Moss@ed.gov <mailto:Rita.Foy.Moss@ed.gov> >  
Cc: Kesner, Paul <Paul.Kesner@ed.gov <mailto:Paul.Kesner@ed.gov> >; Ryder, Ruth <Ruth.Ryder@ed.gov <mailto:Ruth.Ryder@ed.gov> >  
Subject: RE: Resource Database

Christian-all submitted by New Mexico:

ED02-335i is re-entry guidance for students experiencing homelessness

ED02-335j is re-entry guidance for Migrant students

ED02-335o is re-entry guidance for New Mexico Public Schools on Tribal Lands (don't love b/c pictures on page do not have students/staff with masks).

Let me know if I can help you to navigate in database. I can also look for more examples.

Victoria

From: Rhodes, Christian <Christian.Rhodes@ed.gov <mailto:Christian.Rhodes@ed.gov> >  
Sent: Tuesday, April 20, 2021 9:54 AM  
To: Hammer, Victoria <Victoria.Hammer@ed.gov <mailto:Victoria.Hammer@ed.gov> >; Foy Moss, Rita <Rita.Foy.Moss@ed.gov <mailto:Rita.Foy.Moss@ed.gov> >  
Cc: Kesner, Paul <Paul.Kesner@ed.gov <mailto:Paul.Kesner@ed.gov> >; Ryder, Ruth <Ruth.Ryder@ed.gov <mailto:Ruth.Ryder@ed.gov> >  
Subject: RE: Resource Database

Thanks.

From: Hammer, Victoria <Victoria.Hammer@ed.gov <mailto:Victoria.Hammer@ed.gov> >  
Sent: Tuesday, April 20, 2021 9:45 AM

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To: Foy Moss, Rita <Rita.Foy.Moss@ed.gov <mailto:Rita.Foy.Moss@ed.gov> >; Rhodes, Christian <Christian.Rhodes@ed.gov <mailto:Christian.Rhodes@ed.gov> >  
Cc: Kesner, Paul <Paul.Kesner@ed.gov <mailto:Paul.Kesner@ed.gov> >; Ryder, Ruth <Ruth.Ryder@ed.gov <mailto:Ruth.Ryder@ed.gov> >  
Subject: RE: Resource Database

Thanks, Rita. You will receive an email telling you that you have access to the Best Practices Database, Christian. I think New Mexico SEA has some materials that may be appropriate. Let me see if I can pull some of those ID#s and will send to you, Christian.

Victoria

From: Foy Moss, Rita <Rita.Foy.Moss@ed.gov <mailto:Rita.Foy.Moss@ed.gov> >  
Sent: Tuesday, April 20, 2021 9:41 AM  
To: Rhodes, Christian <Christian.Rhodes@ed.gov <mailto:Christian.Rhodes@ed.gov> >  
Cc: Kesner, Paul <Paul.Kesner@ed.gov <mailto:Paul.Kesner@ed.gov> >; Ryder, Ruth <Ruth.Ryder@ed.gov <mailto:Ruth.Ryder@ed.gov> >; Hammer, Victoria <Victoria.Hammer@ed.gov <mailto:Victoria.Hammer@ed.gov> >  
Subject: RE: Resource Database  
Importance: High

I will request from contractor.

From: Rhodes, Christian <Christian.Rhodes@ed.gov <mailto:Christian.Rhodes@ed.gov> >  
Sent: Tuesday, April 20, 2021 9:39 AM  
To: Hammer, Victoria <Victoria.Hammer@ed.gov <mailto:Victoria.Hammer@ed.gov> >; Foy Moss, Rita <Rita.Foy.Moss@ed.gov <mailto:Rita.Foy.Moss@ed.gov> >  
Cc: Kesner, Paul <Paul.Kesner@ed.gov <mailto:Paul.Kesner@ed.gov> >; Ryder, Ruth <Ruth.Ryder@ed.gov <mailto:Ruth.Ryder@ed.gov> >  
Subject: Resource Database

Hey team,,

Can you send me the resource library? I an asked if some items were in there that discusses how to build support in communities disproportionately impacted. I want to review and see what we have.

CR



Tracking			
Tracking Number	Resource Type	Date Approved	Date Submitted
43h-2	Best Practice	3/26/2021	3/26/2021
22a	Best Practice	3/29/2021	3/23/2021
22c	Best Practice	3/29/2021	3/23/2021
43a	Best Practice	3/26/2021	3/26/2021
43b	Best Practice	3/26/2021	3/26/2021

43c	Best Practice	3/26/2021	3/26/2021
43d	Best Practice	3/26/2021	3/26/2021
43e	Best Practice	3/26/2021	3/26/2021
43k	Best Practice	3/26/2021	3/26/2021
43w	Best Practice	3/26/2021	3/26/2021
44a	Implementation Tool	3/26/2021	3/26/2021
19a	Best Practice	3/25/2021	3/23/2021

19b	Best Practice	3/25/2021	3/23/2021
42o2	Best Practice	3/24/2021	3/24/2021
42p2	Best Practice	3/24/2021	3/24/2021
40a	Best Practice	3/25/2021	3/24/2021
40b	Best Practice	3/25/2021	3/24/2021
40c	Best Practice	3/25/2021	3/24/2021

30a	Best Practice	3/25/2021	3/23/2021
30b	Best Practice	3/25/2021	3/23/2021
18a	Best Practice	3/25/2021	3/23/2021
18b	Best Practice	3/25/2021	3/23/2021

18c	Lessons Learned	3/25/2021	3/23/2021
18d	State or local guidance, regulations, policies	3/25/2021	3/23/2021
18e	Best Practice	3/25/2021	3/23/2021
28a	Best Practice	3/25/2021	3/23/2021
28b	Best Practice	3/25/2021	3/23/2021

28c	Best Practice	3/25/2021	3/23/2021
20a	Best Practice	3/25/2021	3/23/2021
20b	Best Practice	3/25/2021	3/23/2021
20c	Best Practice	3/25/2021	3/23/2021
20d	Best Practice	3/25/2021	3/23/2021
20e	Best Practice	3/25/2021	3/23/2021
20f	Best Practice	3/25/2021	3/23/2021



16a	Best Practice	3/25/2021	3/23/2021
16b	Best Practice	3/25/2021	3/23/2021
25a	Best Practice	3/25/2021	3/24/2021
25b	Best Practice	3/25/2021	3/24/2021
25c	Best Practice	3/25/2021	3/24/2021
25d	Lessons Learned	3/25/2021	3/24/2021

25e	Best Practice	3/25/2021	3/24/2021
34b	Best Practice	3/25/2021	3/24/2021
34c	Best Practice	3/25/2021	3/24/2021
34d	Best Practice	3/25/2021	3/24/2021
27a	Best Practice	3/25/2021	3/23/2021
27b	Best Practice	3/25/2021	3/24/2021
43a-2	Best Practice	3/26/2021	3/26/2021
42b2	Best Practice	3/24/2021	3/24/2021

42z	Best Practice	3/24/2021	3/24/2021
42v	Best Practice	3/24/2021	3/24/2021

**Contact Information**

First Name	Last Name	Organization
Sandra	Deysson	Western Educational Equity Assistance Center (WEEAC)
Sheryl	Lazarus	TIES Center
Sheryl	Lazarus	TIES Center
<a href="#">Sandra</a>	Deysson	The National Center on Safe and Supportive Learning Environments (NCSSE)
Sandra	Deysson	The National Center on Safe and Supportive Learning Environments (NCSSE)

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Sandra	Deysson	The National Center on Safe and Supportive Learning Environments (NCSSE)
Sandra	Deysson	The National Center on Safe and Supportive Learning Environments (NCSSE)
Sandra	Williamson	The National Center on Safe and Supportive Learning Environments (NCSSE)
Bronwyn	Roberts	T4PA Center

Bronwyn	Roberts	T4PA Center
Lashawn	Richburg-Hayes	Student Engagement and Attendance Center
Lashawn	Richburg-Hayes	Student Engagement and Attendance Center
Janelle	Williams	REMS TA Center
Janelle	Williams	REMS TA Center
Janelle	Williams	REMS TA Center

Diana	Wogan	Regional Educational Laboratory Northeast & Islands
Diana	Wogan	Regional Educational Laboratory Northeast & Islands
John	Rice	Regional Education Laboratory West
John	Rice	Regional Education Laboratory West

John	Rice	Regional Education Laboratory West
John	Rice	Regional Education Laboratory West
John	Rice	Regional Education Laboratory West
Michael	Vaden-Kiernan	Regional Education Laboratory Southwest
Michael	Vaden-Kiernan	Regional Education Laboratory Southwest





Fiona	Hesel	Regional Education Laboratory Northwest
Fiona	Hesel	Regional Education Laboratory Northwest
Julie	Kochanek	Regional Education Laboratory Midwest
Julie	Kochanek	Regional Education Laboratory Midwest
Julie	Kochanek	Regional Education Laboratory Midwest
Julie	Kochanek	Regional Education Laboratory Midwest

Julie	Kochanek	Regional Education Laboratory Midwest
Trudy	Cherasaro	Regional Education Laboratory Central
Trudy	Cherasaro	Regional Education Laboratory Central
Trudy	Cherasaro	Regional Education Laboratory Central
Deborah	Jones	Regional Education Laboratory Appalachia
Deborah	Jones	Regional Education Laboratory Appalachia
Sandra	Deysson	Regional Education Laboratory (REL) Northwest
Aaron	Butler	Region 9 Comprehensive Center

Kandace	Jones	Region 8 Comprehensive Center
Sheryl	Turner	Region 7 Comprehensive Center

Email Address	Title
<a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a>	Reopening High School: Addressing Reopening Safely for Instruction after COVID-19
<a href="mailto:laza0019@umn.edu">laza0019@umn.edu</a>	5-15-45: Linking Available Time with Meaningful Collaboration
<a href="mailto:laza0019@umn.edu">laza0019@umn.edu</a>	Start Now to Plan for Students Transitioning Back to. School
<a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a>	Framework and Accompanying Tools
<a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a>	Creating A Safe and Respectful Environment in Our Nation's Classrooms - Learning Module

<a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a>	The School Climate Improvement Resource Package
<a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a>	The ED School Climate Surveys (EDSCLS)
<a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a>	The School Climate Survey Compendium
<a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a>	Mental Health Resources
<a href="mailto:sandra.Deysson@ed.gov">sandra.Deysson@ed.gov</a>	The National Center on Safe and Supportive Learning Environments (NCSSLE)
<a href="mailto:swilliamson@air.org">swilliamson@air.org</a>	Trauma Sensitive Schools Training Package
<a href="mailto:BRoberts@seiservices.com">BRoberts@seiservices.com</a>	Title IV, Part A Student Support and Academic Enrichment Program Profile

<a href="mailto:BRoberts@seiservices.com">BRoberts@seiservices.com</a>	Nebraska Title IV-A Implementation: Using Licensed Mental Health Professionals to Support School Mental Health Programs
<a href="mailto:lrichburg-hayes@insightpolicyresearch.com">lrichburg-hayes@insightpolicyresearch.com</a>	Promising Practices Brief: Improving Student Engagement and Attendance During COVID-19 School Closures
<a href="mailto:lrichburg-hayes@insightpolicyresearch.com">lrichburg-hayes@insightpolicyresearch.com</a>	Student Reengagement Learning Collaborative
<a href="mailto:jwilliams@seiservices.com">jwilliams@seiservices.com</a>	Developing Emergency Operations Plans (EOPs) IHE 101 Train-the-Educator
<a href="mailto:jwilliams@seiservices.com">jwilliams@seiservices.com</a>	Cybersecurity Considerations for Institutions of Higher Education Fact Sheet
<a href="mailto:jwilliams@seiservices.com">jwilliams@seiservices.com</a>	SITE ASSESS Application

<a href="mailto:dwogan@edc.org">dwogan@edc.org</a>	Social and Emotional Learning Coaching Series Guide
<a href="mailto:dwogan@edc.org">dwogan@edc.org</a>	Continuous Improvement in Education: A Toolkit for Schools and Districts
<a href="mailto:jrice@wested.org">jrice@wested.org</a>	Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic
<a href="mailto:jrice@wested.org">jrice@wested.org</a>	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



<a href="mailto:jrice@wested.org">jrice@wested.org</a>	Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students
<a href="mailto:jrice@wested.org">jrice@wested.org</a>	Engaging Parents and Students from Diverse Populations in the Context of Distance Learning
<a href="mailto:jrice@wested.org">jrice@wested.org</a>	Supporting Young English Learners at Home: Family and Caregiver Activities
<a href="mailto:mvaden-kiernan@air.org">mvaden-kiernan@air.org</a>	Evidence-Based Blended Learning Programs and Instructional Practices
<a href="mailto:mvaden-kiernan@air.org">mvaden-kiernan@air.org</a>	Supporting Young Children's Learning and Development at Home: Resources for Early Childhood Educators and Caregivers

<a href="mailto:mvaden-kiernan@air.org">mvaden-kiernan@air.org</a>	Supporting student mental health and responding to trauma
<a href="mailto:ctydeman@mcrel.org">ctydeman@mcrel.org</a>	How To Grow Teacher Wellbeing in Your Schools
<a href="mailto:ctydeman@mcrel.org">ctydeman@mcrel.org</a>	Fostering Teacher Wellbeing to Support Student Learning
<a href="mailto:ctydeman@mcrel.org">ctydeman@mcrel.org</a>	Culturally Sustaining Teaching Practices for Multilingual Students
<a href="mailto:ctydeman@mcrel.org">ctydeman@mcrel.org</a>	What Are the Freely Associated States of the Pacific?
<a href="mailto:ctydeman@mcrel.org">ctydeman@mcrel.org</a>	Reflecting on Teacher Wellbeing During the COVID-19 Pandemic
<a href="mailto:ctydeman@mcrel.org">ctydeman@mcrel.org</a>	Culturally Responsive Leading and Learning: Addressing Equity Through Student and Family Voice

<a href="mailto:Fiona.Helsel@educationnorthwest.org">Fiona.Helsel@educationnorthwest.org</a>	Shifting the Current School Climate: Sense of Belonging and Social and Emotional Learning
<a href="mailto:Fiona.Helsel@educationnorthwest.org">Fiona.Helsel@educationnorthwest.org</a>	Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools
<a href="mailto:jkochanek@air.org">jkochanek@air.org</a>	Toolkit for Assessing Learning Changes After Spring 2020 COVID-19 School Closures
<a href="mailto:jkochanek@air.org">jkochanek@air.org</a>	Supporting Student's Social and Emotional Learning
<a href="mailto:jkochanek@air.org">jkochanek@air.org</a>	COVID-19: Evidence-Based Resources
<a href="mailto:jkochanek@air.org">jkochanek@air.org</a>	Learning for a Lifetime

<p><a href="mailto:jkochanek@air.org">jkochanek@air.org</a></p>	<p>Healthy Students = Strong Learners</p>
<p><a href="mailto:Trudy.cherasaro@marzanoresearch.com">Trudy.cherasaro@marzanoresearch.com</a></p>	<p>Personalizing Instruction to Address COVID-19 Learning Gaps</p>
<p><a href="mailto:Trudy.cherasaro@marzanoresearch.com">Trudy.cherasaro@marzanoresearch.com</a></p>	<p>FAQ: How can districts and schools improve efforts to engage American Indian/Alaska Native families and support the social-emotional wellness of their students during COVID-19 school disruptions?</p>
<p><a href="mailto:Trudy.cherasaro@marzanoresearch.com">Trudy.cherasaro@marzanoresearch.com</a></p>	<p>Leveraging Partnerships to Address Unfinished Learning in K-3 Due to COVID-19</p>
<p><a href="mailto:REL.Appalachia@sri.com">REL.Appalachia@sri.com</a></p>	<p>Common Trauma Symptoms in Students and Helpful Strategies for Educators</p>
<p><a href="mailto:REL.Appalachia@sri.com">REL.Appalachia@sri.com</a></p>	<p>Research-Based Strategies for Effective Remote Learning</p>
<p><a href="mailto:Sandra.Deysson@ed.gov">Sandra.Deysson@ed.gov</a></p>	<p>Ways to Create Welcoming, Bully-Free Online Learning Environments.</p>
<p><a href="mailto:abutler@air.org">abutler@air.org</a></p>	<p>Illinois Superintendent Peer-to-Peer Focus Groups Report</p>

[Kandace.Jones@icf.com](mailto:Kandace.Jones@icf.com)

Evidence-Based Literacy Instruction within Remote Learning Environments

[sturner@rmcres.com](mailto:sturner@rmcres.com)

A Practitioners Guide to Responding to COVID-19 Series:  
Guides and Tools for State and Local School Administrators

Resource Details	
Rewritten Description	Format
<p>This toolkit contains a video and guide, providing educators with tools and resources for reopening high schools after the COVID-19 pandemic to ensure all groups of students achieve at high levels.</p>	<p>Video or Webinar</p>
<p>This tool guides education teams in using the time that is available to them (either 5, 15, or 45 minutes) to collaborate on content, instructional strategies, and barriers to learning for all students in the general education classroom, including students with significant cognitive disabilities.</p>	<p>Tool or technique</p>
<p>This article describes steps that schools and educators can take now to transition students back into buildings as smoothly as possible upon reopening. By building relationships, maintaining open and frequent communication, and by focusing on available student data, schools can ensure that all students, including students with significant cognitive disabilities are fully supported during schooling transitions.</p>	<p>Handbook or guide</p>
<p>This framework and supporting tools help educators identify key areas to focus on to create safe and supportive climates in their schools. Resources include parent and educator guides and school climate surveys to support states, districts and schools assess and improve conditions for learning.</p>	<p>Tool or technique</p>
<p>This tool provides support for educators to reduce instances of bullying behavior and to build a supportive classroom climate in which bullying is less likely to occur. The content is available in Train the Trainer and Individual formats.</p>	<p>tool or technique</p>

<p>This package includes a variety of resources to meet a range of needs among stakeholders interested in improving school climate. These resources include: Quick Guide on Making School Climate Improvements; School Climate Improvement Reference Manual; School Climate Improvement Action Guides; School Climate Data Interpretation Resources; and Online Modules.</p>	<p>Package</p>
<p>The ED School Climate Surveys (EDSCLS) allows States, local districts, and schools to collect and act on reliable, nationally validated school climate data in real-time.</p>	<p>Tool or technique</p>
<p>The School-Climate Survey Compendium maintained by NCSSE is a collection of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning.</p>	<p>Tool or technique</p>
<p>This online resource collection from NCSSE includes links to mental health resources to support the emotional and psychological wellbeing of students and families.</p>	<p>Website</p>
<p>This webpage includes a collection of linked resources to support schools in communicating key information and building a safe, supportive, virtual learning environment. The site includes the category, "Planning for an Appropriate Return to School", that provides district- and school leaders with several resources to support reopening.</p>	<p>Webpage</p>
<p>This training package offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach either school- or districtwide. The training package includes a variety of resources for educating school staff about trauma-sensitive practices and for providing school leaders with a step-by-step process for implementing a universal, trauma-informed framework.</p>	<p>Tool or technique</p>
<p>This program profile details the Title IV, Part A (Title IV-A) Student Support and Academic Enrichment program. The profile includes information about the Title IV-A priority content areas (well-rounded education, safe and healthy students, and the effective use of technology), and general information about allowable uses of funds.</p>	<p>Program profile</p>

<p>This program profile spotlights the work of the Nebraska Department of Education and eight of the SEA's smaller school districts. In 2019, the eight districts united their Title IV-A funds to create a consortium leveraging these dollars to deliver mental health services across the region.</p>	<p>Program profile</p>
<p>This brief explores research on monitoring and promoting attendance and engagement in online learning. The brief also summarizes findings from conversations with school districts about their transition to remote learning as a result of the COVID-19 pandemic.</p>	<p>Brief</p>
<p>This brief describes the K-12 Student Reengagement Learning Collaborative, convened by the SEAC for state education agencies to focus on strategies for reengaging students and families during the 2021-22 school year. This Collaborative will establish a collective understanding of emerging promising practices for reengaging students and create a framework to support the implementation of reengagement strategies.</p>	<p>Brief</p>
<p>This virtual training focuses on higher ed emergency operations plans (EOPs), including the recommended planning process and key considerations for creating, revising, and enhancing high quality EOPs. The six-step planning process, outlined in the accompanying guide, is flexible and can be adapted to accommodate an institution's unique characteristics and situation.</p>	<p>Video or webinar</p>
<p>This fact sheet describes cybersecurity considerations for institutions of higher education (IHEs). The fact sheet includes background information on threats facing IHE systems and networks and provides strategies to prepare for threats, respond to and recover from threats, as well as details on how this topic relates to overall emergency operations plan (EOP) development and school safety, security, emergency management, and preparedness.</p>	<p>Fact sheet or infographic</p>
<p>This mobile application for education agencies allows personnel to walk around buildings and grounds and conduct a site assessment. SITE ASSESS equips practitioners with information and knowledge about fundamental site assessment topics, allows users to add locality- and state-specific questions, and skip entire sections that are not applicable to their education agency, and exports site assessment data for data aggregation/analysis and recordkeeping.</p>	<p>Mobile Application</p>



<p>This document guides practitioners through a five-session coaching series on using Social Emotional Learning (SEL) research to identify evidence-based SEL interventions to implement in their districts. The slide presentation, exercises, and worksheets have been adapted as needed to meet the needs of self-guided learners.</p>	<p>Handbook or guide</p>
<p>This toolkit provides an overview of Continuous Improvement processes in education, with a focus on the use of Plan-Do-Study-Act cycles (PDSA). The toolkit leads educational practitioners through a series of PDSA cycles, using case examples to illustrate Continuous Improvement processes in an educational context.</p>	<p>Tool or technique</p>
<p>In this webinar, presenters discuss self-care for educators, underscoring the importance of self-care as a pathway for supporting students and the school community. Panelists provide strategies aligning with three themes: healthy mindsets, connectedness and belonging, and healthy, realistic boundaries and interactions.</p>	<p>Video or webinar</p>
<p>In this webinar, panelists share evidence and information about social and emotional competencies that educators can use to restore and rebuild conditions of success for students upon reopening. Using a trauma-informed lens, panelists provide strategies for: creating safe and supportive school environments, promoting family and community communication and collaboration, and fostering collective care.</p>	<p>Video or webinar</p>

<p>In this webinar, panelists share research on race equity mindsets, social and emotional well-being, and outcomes for Black, Latinx, and other students of color, providing evidence for equity focused program models in schools as a driver for improving student outcomes. Panelists provide practical strategies for school leaders to: advance equitable learning environments for Black, Latinx, and other students of color, promote positive relationships among educators, students, and families, and foster agency and belonging.</p>	<p>Video or webinar</p>
<p>This webinar presents district and school-based strategies to support student and family engagement, particularly among underserved populations, in the context of distance learning during the COVID-19 pandemic. Presenters use research and lessons learned to discuss strategies in three areas: cultivating a partnership orientation, practicing cultural responsiveness, and establishing two-way communication.</p>	<p>Video or webinar</p>
<p>These nine activity sheets, in both English and Spanish, provide fun activities that families and caregivers can use with children to strengthen language development. An educator's guide provides tips on making the most out of the activities.</p>	<p>Tool or technique</p>
<p>This evidence review is part of a project supporting schools during the COVID-19 pandemic. The project is focused on evidence-based instructional practices in blended learning in primary and secondary schools. This systematic evidence review was used with follow-up training sessions for staff.</p>	<p>Other</p>
<p>This Microsoft Excel document includes two searchable spreadsheets of resources that educators and caregivers can use to support young children's learning and development at home during the COVID-19 health crisis.</p>	<p>Tool or technique</p>

<p>This infographic highlights strategies and resources that educators and administrators can use to provide support to students experiencing COVID-19, racial, and/or other types of trauma, as well as a four-phase approach to guide self-reflection and discussion with colleagues around equity.</p>	<p>Fact sheet or infographic</p>
<p>This infographic describes how to achieve well-being through social emotional learning-focused activities that promote positive and supportive relationships with colleagues and students.</p>	<p>Fact sheet or infographic</p>
<p>This video provides an overview of research on teacher well-being and examines how supporting teacher well-being can create a positive and productive learning environment for students.</p>	<p>Video or webinar</p>
<p>This infographic illustrates best practices for culturally sustaining teaching of multilingual students and provides examples of how to implement the practices in the classroom.</p>	<p>Fact sheet or infographic</p>
<p>This infographic gives an overview of the Compacts of Free Association, including the historical and current social and political contexts necessary to understand experiences of some Pacific Island students in U.S. schools.</p>	<p>Fact sheet or infographic</p>
<p>This blog focuses on fostering teacher well-being during the COVID-19 pandemic, highlighting three ways to address the challenges that teachers face when adapting to change.</p>	<p>Blog post</p>
<p>This blog discusses the importance of acknowledging, respecting, and integrating student voice and family voice in building and sustaining collaborative relationships between educators and families.</p>	<p>Blog post</p>

<p>This infographic describes schoolwide and classroom-level actions that adults can take to foster a positive school climate, which will also help reduce teachers' exhaustion and stress.</p>	<p>Tool or technique</p>
<p>This resource toolkit is intended to help educators and other stakeholders identify research-based practices, policies, and procedures for welcoming, registering, and supporting newcomer immigrant and refugee students who are attending grades 6–12.</p>	<p>Tool or technique</p>
<p>This toolkit for district-level researchers provides the necessary information for them to engage in data collection and analysis to help public school districts understand how their students are faring after widespread school building closures resulting from the COVID-19 pandemic.</p>	<p>Handbook or guide</p>
<p>These two webinars will help districts and schools incorporate social and emotional learning practices into schoolwide practices.</p>	<p>Video or webinar</p>
<p>This website is a collaboration of the 10 Regional Educational Laboratories to provide evidence-based resources and guidance about teaching and learning in a remote environment.</p>	<p>Web page</p>
<p>This documentary focuses on the development of positive school climate, trust between students and staff, and the implementation of social emotional learning practices. It also discusses the fundamental concepts of social and emotional learning.</p>	<p>Video or webinar</p>

<p>This documentary shares information and evidence from a state's efforts to improve the health and academic outcomes of students in public schools through expanding access to health care.</p>	<p>Video or webinar</p>
<p>This webinar presents systemic supports that school leaders can implement or facilitate personalization, as well as specific actions for classroom teachers to take, to meet the needs of students whose learning has been disrupted. A flyer also provides personalization options and supports.</p>	<p>Video or webinar</p>
<p>This list of resources is intended to help school, district, and youth organization staff connect with American Indian and Alaskan Native families and support students' social and emotional needs during school closures.</p>	<p>Tool or technique</p>
<p>This webinar presents strategies and resources that participants can use to proactively address unfinished learning in their districts, schools, classrooms, and homes.</p>	<p>Video or webinar</p>
<p>This handout lists common trauma students that students may exhibit and presents "preventative," "in the moment," and "after the moment" strategies for working with students who may exhibit emotional or behavioral symptoms of trauma.</p>	<p>Other</p>
<p>This workshop series includes strategies for supporting student engagement in a virtual environment, monitoring academic progress and providing feedback to students, and designing instruction for a hybrid model that combines a mix of in-person and virtual learning.</p>	<p>Online course or workshop</p>
<p>This blog for school leaders and teachers provides strategies that prevent cyberbullying in schools and can be applied to online learning environments.</p>	<p>Webpage</p>
<p>This report shares an overview of focus groups made of a state's superintendents to discuss current challenges, share successes, examine strategies to deal with the reopening of schools and beyond, and identify and apply evidence-based resources.</p>	<p>Report</p>

<p>This paper provides a multidisciplinary perspective on providing all PreK-12 students with appropriate, standards-aligned, and evidence-based literacy instruction in blended/hybrid learning environments and addressing challenges presented by COVID-19.</p>	<p>Tool or Technique</p>
<p>This annotated bibliography identifies guides and tools that may be useful for state and local administrators when planning for offsetting out-of-school learning loss.</p>	<p>Guide</p>

		Equity
Topical Bucket	Audience	Equity
Teacher, faculty, and staff well-being, professional development, and supports	K-12 (high school specific)	all equity categories
Providing supports to students	PreK-12	students with disabilities
Providing supports to students	PreK-12	students with disabilities
Safe and healthy environments	PreK-12	
Providing supports to students	PreK-12	

Safe and healthy environments	PreK-12	
Safe and healthy environments	PreK-12	
Safe and healthy environments	PreK-12	
Providing supports to students	PreK-12	
Teacher, faculty, and staff well-being, professional development, and supports	PreK-12	
Teacher, faculty, and staff well-being, professional development, and supports	PreK-12	
Providing supports to students	PreK-12	



Providing supports to students	PreK-12	small school districts
Providing supports to students	PreK-12	
Providing supports to students	PreK-12	
Safe and healthy environments	Colleges & Universities	students, staff, and members of the whole campus community with disabilities and access/functional needs
Safe and healthy environments	Colleges & Universities	
Safe and healthy environments	PreK-12, Colleges & Universities	

<p>Providing supports to students</p>	<p>PreK-12</p>	<p>While intended to build the practitioners' capacity to identify and select evidence-based social and emotional learning interventions to be used with the general population of students, this guide also helps practitioners to understand and interpret evidence of effectiveness for specific populations, including: students from low-income backgrounds and other historically underserved populations.</p>
<p>Providing supports to students</p>	<p>PreK-12</p>	
<p>Teacher, faculty, and staff well-being, professional development, and supports</p>	<p>PreK-12</p>	
<p>Safe and healthy environments</p>	<p>PreK-12</p>	

Safe and healthy environments	PreK-12	Black, Latinx, and other students of color
Providing supports to students	PreK-12	Black, Latinx, and other students of color; students from low-income backgrounds
Providing supports to students	Early childhood providers, PreK-12	English Learners
Teacher, faculty, and staff well-being, professional development, and supports	PreK-12	
Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12	searchable fields for ELs and special education students

Teacher, faculty, and staff well-being, professional development, and supports	PreK-12	The context for this infographic is related to and framed specifically around the issue of equity, particularly for historically underserved populations that have experienced trauma
Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12, College & Universities	
Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12, College & Universities	
Providing supports to students	Early childhood providers, PreK-12, College & Universities	This infographic provides best practices for teachers working with multilingual students, especially English learners.
Providing supports to students	Early childhood providers, PreK-12, College & Universities	This infographic provides information about students from the states that comprise the Compact of Free Association, many of whom include English learners, students from low-income backgrounds, first-generation college students, and other underserved populations.
Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12, College & Universities	
Providing supports to students	PreK-12, Colleges & Universities	This blog focuses on students from diverse backgrounds, including those from races, cultures, and socioeconomic backgrounds that are traditionally underserved in the U.S. public education system.

Providing supports to students	PreK-12	
Providing supports to students	PreK-12	Newcomer immigrant and refugee students
Providing supports to students	PreK-12	Although the toolkit can be used for all student populations, it emphasizes examining variation in learning changes for students who face inequities. For example, it helps researchers formulate research questions about variation in learning changes by student characteristics, such as students who are economically disadvantaged, students with disabilities, English learner students, and students from different racial/ethnic groups.
Safe and healthy environments	PreK-12	
Safe and healthy environments	Early childhood providers, PreK-12, College & Universities	The website contains sections devoted to English learners, equitable learning opportunities, and students with disabilities.
Safe and healthy environments	PreK-12	This video addresses the benefits or social and emotional learning for addressing equity gaps and supporting students at risk of not completing high school degrees, including historically underserved populations.

Safe and healthy environments	PreK-12	This program features examples of how school-based healthcare programs have supported the needs of a range of students, including historically underserved populations and students from low-income backgrounds.
Teacher, faculty, and staff well-being, professional development, and supports	PreK-12	
Providing supports to students	PreK-12	American Indian and Alaskan Native families and students
Providing supports to students	PreK-12	
Providing supports to students	PreK-12	
Providing supports to students	PreK-12	
Teacher, faculty, and staff well-being, professional development, and supports	K-12	
Teacher, faculty, and staff well-being, professional development, and supports	PreK-12	general equity focus

Providing supports to students	PreK-12	
Providing supports to students	PreK-12	students from low-income backgrounds

Links

[https://www.msudenver.edu/weeac/resources/covid-19resources/guidanceonreopeningschoolssafely/?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.msudenver.edu/weeac/resources/covid-19resources/guidanceonreopeningschoolssafely/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

<https://tiescenter.org/inclusive-instruction/5-15-45-tool>

<https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/transition-back-to-school>

<https://safesupportivelearning.ed.gov/scirp/about>

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[https://t4pacenter.ed.gov/docs/T4PA\\_ProgramProfileFlyer\\_508C.pdf](https://t4pacenter.ed.gov/docs/T4PA_ProgramProfileFlyer_508C.pdf)

[https://t4pcenter.ed.gov/docs/T4PA\\_Nebraska\\_Spotlight.pdf](https://t4pcenter.ed.gov/docs/T4PA_Nebraska_Spotlight.pdf)

[https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES\\_COVID19\\_Whitepaper\\_Final\\_508.pdf](https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf)

<https://oese.ed.gov/student-engagement-and-attendance-technical-assistance-sea-center/>

[https://rems.ed.gov/docs/REMS\\_IHE\\_Guide\\_508.pdf](https://rems.ed.gov/docs/REMS_IHE_Guide_508.pdf)

[https://rems.ed.gov/docs/Cybersecurity\\_Considerations\\_for\\_Higher\\_ed\\_Fact\\_Sheet\\_508C.pdf](https://rems.ed.gov/docs/Cybersecurity_Considerations_for_Higher_ed_Fact_Sheet_508C.pdf)

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

<https://ies.ed.gov/ncee/edlabs/regions/northeast/OurWork/Resource/3>

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4591>

<https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w1>

<https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w2>

<https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w>

3

<https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/362>

<https://ies.ed.gov/ncee/edlabs/regions/west/Resources/CaregiverActivities>

[https://ies.ed.gov/ncee/edlabs/regions/southwest/publications/pdf/5.4.3\\_Blended-Learning-Evidence-508.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/publications/pdf/5.4.3_Blended-Learning-Evidence-508.pdf)

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[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_How\\_To\\_Grow\\_Teacher\\_Wellbeing\\_in\\_Your\\_Schools.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf)

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[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_Culturally\\_Sustaining\\_Teaching\\_Practices\\_for\\_Multilingual\\_Students.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Culturally_Sustaining_Teaching_Practices_for_Multilingual_Students.pdf)

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<https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/social-emotional-learning-for-a-lifetime.aspx>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/healthy-students-strong-learners.aspx>

<https://ies.ed.gov/ncee/edlabs/regions/central/events/covid-learning-gaps-personalized.asp>

[https://ies.ed.gov/ncee/edlabs/regions/central/pdf/RELCentral-ResourceMemo\\_American-Indian.pdf](https://ies.ed.gov/ncee/edlabs/regions/central/pdf/RELCentral-ResourceMemo_American-Indian.pdf)

<https://ies.ed.gov/whatsnew/calendar/?id=12410&tid=14&cid=6&va=18&ts=4-2021-1|m>

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es	
Additional Notes	Column1

Takes a few clicks to get to the resource.	










Takes a few clicks and takes you to a calendar of events to register for the webinar that has passed now, and a link to an archive not yet posted.	Ineligible- refer to later




Tracking				
Tracking Number	Resource Type	Date Approved	Date Submitted	First Name
43h-2	Best Practice	3/26/2021	3/26/2021	Sandra
22a	Best Practice	3/29/2021	3/23/2021	Sheryl
22c	Best Practice	3/29/2021	3/23/2021	Sheryl
43a	Best Practice	3/26/2021	3/26/2021	<a href="#">Sandra</a>

43b	Best Practice	3/26/2021	3/26/2021	Sandra
43c	Best Practice	3/26/2021	3/26/2021	Sandra
43d	Best Practice	3/26/2021	3/26/2021	Sandra
43e	Best Practice	3/26/2021	3/26/2021	Sandra
43k	Best Practice	3/26/2021	3/26/2021	Sandra
43w	Best Practice	3/26/2021	3/26/2021	Sandra

44a	Implementation Tool	3/26/2021	3/26/2021	Sandra
44ba	Other	3/26/2021	3/26/2021	Sandra
44bb	Other	3/26/2021	3/26/2021	Sandra
19a	Best Practice	3/25/2021	3/23/2021	Bronwyn
19b	Best Practice	3/25/2021	3/23/2021	Bronwyn
42o2	Best Practice	3/24/2021	3/24/2021	Lashawn

42p2	Best Practice	3/24/2021	3/24/2021	Lashawn
40a	Best Practice	3/25/2021	3/24/2021	Janelle
40b	Best Practice	3/25/2021	3/24/2021	Janelle
40c	Best Practice	3/25/2021	3/24/2021	Janelle

30a	Best Practice	3/25/2021	3/23/2021	Diana
30b	Best Practice	3/25/2021	3/23/2021	Diana
18a	Best Practice	3/25/2021	3/23/2021	John
18b	Best Practice	3/25/2021	3/23/2021	John

18c	Lessons Learned	3/25/2021	3/23/2021	John
18d	State or local guidance, regulations, policies	3/25/2021	3/23/2021	John
18e	Best Practice	3/25/2021	3/23/2021	John
28a	Best Practice	3/25/2021	3/23/2021	Michael
28b	Best Practice	3/25/2021	3/23/2021	Michael

28c	Best Practice	3/25/2021	3/23/2021	Michael
20a	Best Practice	3/25/2021	3/23/2021	Christina
20b	Best Practice	3/25/2021	3/23/2021	Christina
20c	Best Practice	3/25/2021	3/23/2021	Christina
20d	Best Practice	3/25/2021	3/23/2021	Christina
20e	Best Practice	3/25/2021	3/23/2021	Christina



20f	Best Practice	3/25/2021	3/23/2021	Christina
16a	Best Practice	3/25/2021	3/23/2021	Fiona
16b	Best Practice	3/25/2021	3/23/2021	Fiona
25a	Best Practice	3/25/2021	3/24/2021	Julie
25b	Best Practice	3/25/2021	3/24/2021	Julie
25c	Best Practice	3/25/2021	3/24/2021	Julie

25d	Lessons Learned	3/25/2021	3/24/2021	Julie
25e	Best Practice	3/25/2021	3/24/2021	Julie
34aa	Best Practice	3/25/221	3/24/2021	Trudy
34ab	Best Practice	3/25/221	3/24/2021	Trudy
34b	Best Practice	3/25/2021	3/24/2021	Trudy
34c	Best Practice	3/25/2021	3/24/2021	Trudy
34d	Best Practice	3/25/2021	3/24/2021	Trudy

27a	Best Practice	3/25/2021	3/23/2021	Deborah
27b	Best Practice	3/25/2021	3/24/2021	Deborah
27ca	Best Practice	3/25/2021	3/25/2021	Deborah
27cb	Best Practice	3/25/2021	3/25/2021	Deborah
43a-2	Best Practice	3/26/2021	3/26/2021	Sandra

43d-2	Best Practice	3/26/2021	3/26/2021	Sandra
42b2	Best Practice	3/24/2021	3/24/2021	Aaron
42z	Best Practice	3/24/2021	3/24/2021	Kandace
42v	Best Practice	3/24/2021	3/24/2021	Sheryl
42w	Best Practice	3/24/2021	3/24/2021	Sheryl
42s	Best Practice	3/24/2021	3/24/2021	George
42d	Best Practice	3/24/2021	3/24/2021	Jan

42e	Best Practice	3/24/2021	3/24/2021	Jan
42f	Best Practice	3/24/2021	3/24/2021	Jan
42g	Best Practice	3/24/2021	3/24/2021	Jan
42h	Best Practice	3/24/2021	3/24/2021	Jan
42i	Other	3/24/2021	3/24/2021	Jan
42k	Best Practice		3/24/2021	Jan
42l	Best Practice	3/24/2021	3/24/2021	Jan
42m	Best Practice	3/24/2021	3/24/2021	Jan
42o	Best Practice	3/24/2021	3/24/2021	Sarah
42p	Best Practice	3/24/2021	3/24/2021	Sarah

42l2	Best Practice	3/24/2021	3/24/2021	Emerson
42n2	Best Practice	3/24/2021	3/24/2021	Emerson
42j2	Best Practice	3/24/2021	3/24/2021	Deb
42k2	Best Practice	3/24/2021	3/24/2021	Deb
42c2	Other	3/24/2021	3/24/2021	Dale
43i	Best Practice	3/26/2021	3/26/2021	Sandra
43j	Best Practice	3/26/2021	3/26/2021	Sandra

43u	Best Practice	3/26/2021	3/26/2021	Sandra
7b	Best Practice	3/29/2021	3/23/2021	Tessie Rose
7c	Best Practice	3/29/2021	3/23/2021	Tessie Rose
7d	Best Practice	3/29/2021	3/23/2021	Tessie Rose
43f	Best Practice	3/26/2021	3/26/3031	Sandra
43g	Best Practice	3/26/2021	3/26/2021	Sandra
43h	Best Practice	3/26/2021	3/26/2021	Sandra

43l	Best Practice	3/26/2021	3/26/2021	Sandra
43m	Best Practice	3/26/2021	3/26/2021	Sandra
43s	Best Practice	3/26/2021	3/26/2021	Sandra
43t	Best Practice	3/26/2021	3/26/2021	Sandra
43x	Best Practice	3/26/2021	3/26/2021	Sandra
43c-2	Best Practice	3/26/2021	3/26/2021	Sandra



43f-2	Federal Guidance	3/26/2021	3/26/2021	Sandra
21a	Best Practice	3/29/2021	3/23/2021	Catherine
43i-2	Best Practice	3/26/2021	3/26/2021	Sandra
32	Best Practice	3/29/2021	3/24/2021	Rebecca
6a	Best Practice	3/29/2021	3/23/2021	Sarah

13a	Best Practice	3/29/2021	3/23/2021	Sheryl
13b	Best Practice	3/29/2021	3/23/2021	Sheryl
38b	Best Practice	3/29/2021	3/24/2021	Lise
43 e-2	Lessons Learned	3/26/2021	3/26/2021	Sandra
43v	Best Practice	3/26/2021	3/26/2021	Sandra
43y	Best Practice	3/26/2021	3/26/2021	Sandra

43b-2	Best Practice	3/26/2021	3/26/2021	Sandra
43g-2	Best Practice	3/26/2021	3/26/2021	Sandra
5a	Best Practice	3/29/2021	3/22/2021	Christina
5b	Best Practice	3/29/2021	3/22/2021	Christina
5c	Best Practice	3/29/2021	3/22/2021	Christina
17b	Best Practice	3/29/2021	3/23/2021	Mary

17d	Best Practice	3/29/2021	3/23/2021	Mary
43z	Best Practice	3/26/2021	3/26/2021	Sandra
43n	Best Practice	3/26/2021	3/26/2021	Sandra
43o	Best Practice	3/26/2021	3/26/2021	Sandra
43p	Best Practice	3/26/2021	3/26/2021	Sandra
43q	Best Practice	3/26/2021	3/26/2021	Sandra

43r	Best Practice	3/26/2021	3/26/2021	Sandra
4a	Best Practice	3/29/2021	3/22/2021	Brandi
4b	Best Practice	3/29/2021	3/22/2021	Brandi

4c	Best Practice	3/29/2021	3/22/2021	Brandi
45a	Best Practice	3/29/2021	3/23/2021	Rebecca
45b	Best Practice	3/29/2021	3/23/2021	Rebecca
46	Other	3/29/2021	3/26/2021	Diana

49a	Federal Guidance	4/7/2021	4/6/2021	Carrie
49b	Federal Guidance	4/7/2021	4/6/2021	Jeanne
49c	Federal Guidance	4/7/2021	4/6/2021	Siobhan
49d	Federal Guidance	4/7/2021	4/6/2021	Siobhan

49e	Federal Guidance	4/7/2021	4/6/2021	Sheri
49f	Federal Guidance	4/7/2021	4/6/2021	Melody
49g	Federal Guidance	4/7/2021	4/6/2021	Melody
49h	Federal Guidance	4/7/2021	4/6/2021	Ronna
49i	Federal Guidance	4/7/2021	4/6/2021	Ronna



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Resou	
Title	Rewritten Description
Reopening High School: Addressing Reopening Safely for Instruction after COVID-19	This toolkit contains a video and guide, providing educators with tools and resources for reopening high schools after the COVID-19 pandemic to ensure all groups of students achieve at high levels.
5-15-45: Linking Available Time with Meaningful Collaboration	This tool guides education teams in using the time that is available to them (either 5, 15, or 45 minutes) to collaborate on content, instructional strategies, and barriers to learning for all students in the general education classroom, including students with significant cognitive disabilities.
Start Now to Plan for Students Transitioning Back to School	This article describes steps that schools and educators can take now to transition students back into buildings as smoothly as possible upon reopening. By building relationships, maintaining open and frequent communication, and by focusing on available student data, schools can ensure that all students, including students with significant cognitive disabilities are fully supported during schooling transitions.
Framework and Accompanying Tools	This framework and supporting tools help educators identify key areas to focus on to create safe and supportive climates in their schools. Resources include parent and educator guides and school climate surveys to support states, districts and schools assess and improve conditions for learning.



<p>Creating A Safe and Respectful Environment in Our Nation's Classrooms - Learning Module</p>	<p>This tool provides support for educators to reduce instances of bullying behavior and to build a supportive classroom climate in which bullying is less likely to occur. The content is available in Train the Trainer and Individual formats.</p>
<p>The School Climate Improvement Resource Package</p>	<p>This package includes a variety of resources to meet a range of needs among stakeholders interested in improving school climate. These resources include: Quick Guide on Making School Climate Improvements; School Climate Improvement Reference Manual; School Climate Improvement Action Guides; School Climate Data Interpretation Resources; and Online Modules.</p>
<p>The ED School Climate Surveys (EDSCLS)</p>	<p>The ED School Climate Surveys (EDSCLS) allows States, local districts, and schools to collect and act on reliable, nationally validated school climate data in real-time.</p>
<p>The School Climate Survey Compendium</p>	<p>The School-Climate Survey Compendium maintained by NCSSLE is a collection of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning.</p>
<p>Mental Health Resources</p>	<p>This online resource collection from NCSSLE includes links to mental health resources to support the emotional and psychological wellbeing of students and families.</p>
<p>The National Center on Safe and Supportive Learning Environments (NCSSLE)</p>	<p>This webpage includes a collection of linked resources to support schools in communicating key information and building a safe, supportive, virtual learning environment. The site includes the category, "Planning for an Appropriate Return to School", that provides district- and school leaders with several resources to support reopening.</p>

<p>Trauma Sensitive Schools Training Package</p>	<p>This training package offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach either school- or districtwide. The training package includes a variety of resources for educating school staff about trauma-sensitive practices and for providing school leaders with a step-by-step process for implementing a universal, trauma-informed framework.</p>
<p>ED School Climate Surveys (EDSCLS)</p>	<p>The online platform includes a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and parents/guardians. The platform processes survey data and provides user-friendly reports in real-time. Education agencies administering the survey can store the data locally on their own data systems.</p>
<p>ED School Climate Surveys (EDSCLS) Collection</p>	<p>This survey collection contains a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and parents/guardians. These surveys can be downloaded and administered free of charge.</p>
<p>Title IV, Part A Student Support and Academic Enrichment Program Profile</p>	<p>This program profile details the Title IV, Part A (Title IV-A) Student Support and Academic Enrichment program. The profile includes information about the Title IV-A priority content areas (well-rounded education, safe and healthy students, and the effective use of technology),</p>
<p>Nebraska Title IV-A Implementation: Using Licensed Mental Health Professionals to Support School Mental Health Programs</p>	<p>This program profile spotlights the work of the Nebraska Department of Education and eight of the SEA's smaller school districts. In 2019, the eight districts united their Title IV-A funds to create a consortium leveraging these dollars to deliver mental health services across the region.</p>
<p>Promising Practices Brief: Improving Student Engagement and Attendance During COVID-19 School Closures</p>	<p>This brief explores research on monitoring and promoting attendance and engagement in online learning. The brief also summarizes findings from conversations with school districts about their transition to remote learning as a result of the COVID-19 pandemic.</p>

<p>Student Reengagement Learning Collaborative</p>	<p>This brief describes the K-12 Student Reengagement Learning Collaborative, convened by the SEAC for state education agencies to focus on strategies for reengaging students and families during the 2021-22 school year. This Collaborative will establish a collective understanding of emerging promising practices for reengaging students and create a framework to support the implementation of reengagement strategies.</p>
<p>Developing Emergency Operations Plans (EOPs) IHE 101 Train-the-Educator</p>	<p>This virtual training focuses on higher ed emergency operations plans (EOPs), including the recommended planning process and key considerations for creating, revising, and enhancing high quality EOPs. The six-step planning process, outlined in the accompanying guide, is flexible and can be adapted to accommodate an institution's unique</p>
<p>Cybersecurity Considerations for Institutions of Higher Education Fact Sheet</p>	<p>This fact sheet describes cybersecurity considerations for institutions of higher education (IHEs). The fact sheet includes background information on threats facing IHE systems and networks and provides strategies to prepare for threats, respond to and recover from threats, as well as details on how this topic relates to overall emergency operations plan (EOP) development and school safety, security, emergency management, and preparedness.</p>
<p>SITE ASSESS Application</p>	<p>This mobile application for education agencies allows personnel to walk around buildings and grounds and conduct a site assessment. SITE ASSESS equips practitioners with information and knowledge about fundamental site assessment topics, allows users to add locality- and state-specific questions, and skip entire sections that are not applicable to their education agency, and exports site assessment data for data aggregation/analysis and</p>

<p>Social and Emotional Learning Coaching Series Guide</p>	<p>This document guides practitioners through a five-session coaching series on using Social Emotional Learning (SEL) research to identify evidence-based SEL interventions to implement in their districts. The slide presentation, exercises, and worksheets have been adapted as needed to meet the needs of self-guided learners.</p>
<p>Continuous Improvement in Education: A Toolkit for Schools and Districts</p>	<p>This toolkit provides an overview of Continuous Improvement processes in education, with a focus on the use of Plan-Do-Study-Act cycles (PDSA). The toolkit leads educational practitioners through a series of PDSA cycles, using case examples to illustrate Continuous Improvement processes in an educational context.</p>
<p>Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic</p>	<p>In this webinar, presenters discuss self-care for educators, underscoring the importance of self-care as a pathway for supporting students and the school community. Panelists provide strategies aligning with three themes: healthy mindsets, connectedness and belonging, and healthy realistic boundaries and interactions.</p>
<p>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</p>	<p>In this webinar, panelists share evidence and information about social and emotional competencies that educators can use to restore and rebuild conditions of success for students upon reopening. Using a trauma-informed lens, panelists provide strategies for: creating safe and supportive school environments, promoting family and community communication and collaboration, and fostering collective care.</p>

<p>Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students</p>	<p>In this webinar, panelists share research on race equity mindsets, social and emotional well-being, and outcomes for Black, Latinx, and other students of color, providing evidence for equity focused program models in schools as a driver for improving student outcomes. Panelists provide practical strategies for school leaders to: advance equitable learning environments for Black, Latinx, and other students of color, promote positive relationships among educators, students, and families, and foster agency and belonging.</p>
<p>Engaging Parents and Students from Diverse Populations in the Context of Distance Learning</p>	<p>This webinar presents district and school-based strategies to support student and family engagement, particularly among underserved populations, in the context of distance learning during the COVID-19 pandemic. Presenters use research and lessons learned to discuss strategies in three areas: cultivating a partnership orientation, practicing cultural responsiveness, and establishing two-way communication.</p>
<p>Supporting Young English Learners at Home: Family and Caregiver Activities</p>	<p>These nine activity sheets, in both English and Spanish, provide fun activities that families and caregivers can use with children to strengthen language development. An educator's guide provides tips on making the most out of the activities.</p>
<p>Evidence-Based Blended Learning Programs and Instructional Practices</p>	<p>This evidence review is part of a project supporting schools during the COVID-19 pandemic. The project is focused on evidence-based instructional practices in blended learning in primary and secondary schools. This systematic evidence review was used with follow-up training sessions for staff.</p>
<p>Supporting Young Children's Learning and Development at Home: Resources for Early Childhood Educators and Caregivers</p>	<p>This Microsoft Excel document includes two searchable spreadsheets of resources that educators and caregivers can use to support young children's learning and development at home during the COVID-19 health crisis.</p>

Supporting student mental health and responding to trauma	This infographic highlights strategies and resources that educators and administrators can use to provide support to students experiencing COVID-19, racial, and/or other types of trauma, as well as a four-phase approach to guide self-reflection and discussion with colleagues around equity.
How To Grow Teacher Wellbeing in Your Schools	This infographic describes how to achieve well-being through social emotional learning-focused activities that promote positive and supportive relationships with colleagues and students.
Fostering Teacher Wellbeing to Support Student Learning	This video provides an overview of research on teacher well-being and examines how supporting teacher well-being can create a positive and productive learning environment for students.
Culturally Sustaining Teaching Practices for Multilingual Students	This infographic illustrates best practices for culturally sustaining teaching of multilingual students and provides examples of how to implement the practices in the classroom.
What Are the Freely Associated States of the Pacific?	This infographic gives an overview of the Compacts of Free Association, including the historical and current social and political contexts necessary to understand experiences of some Pacific Island students in U.S. schools.
Reflecting on Teacher Wellbeing During the COVID-19 Pandemic	This blog focuses on fostering teacher well-being during the COVID-19 pandemic, highlighting three ways to address the challenges that teachers face when adapting to change.

<p>Culturally Responsive Leading and Learning: Addressing Equity Through Student and Family Voice</p>	<p>This blog discusses the importance of acknowledging, respecting, and integrating student voice and family voice in building and sustaining collaborative relationships between educators and families.</p>
<p>Shifting the Current School Climate: Sense of Belonging and Social and Emotional Learning</p>	<p>This infographic describes schoolwide and classroom-level actions that adults can take to foster a positive school climate, which will also help reduce teachers' exhaustion and stress.</p>
<p>Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools</p>	<p>This resource toolkit is intended to help educators and other stakeholders identify research-based practices, policies, and procedures for welcoming, registering, and supporting newcomer immigrant and refugee students who are attending grades 6–12.</p>
<p>Toolkit for Assessing Learning Changes After Spring 2020 COVID-19 School Closures</p>	<p>This toolkit for district-level researchers provides the necessary information for them to engage in data collection and analysis to help public school districts understand how their students are faring after widespread school building closures resulting from the COVID-19 pandemic.</p>
<p>Supporting Student's Social and Emotional Learning</p>	<p>These two webinars will help districts and schools incorporate social and emotional learning practices into schoolwide practices.</p>
<p>COVID-19: Evidence-Based Resources</p>	<p>This website is a collaboration of the 10 Regional Educational Laboratories to provide evidence-based resources and guidance about teaching and learning in a remote environment.</p>

Learning for a Lifetime	This documentary focuses on the development of positive school climate, trust between students and staff, and the implementation of social emotional learning practices. It also discusses the fundamental concepts of social and emotional learning.
Healthy Students = Strong Learners	This documentary shares information and evidence from a state's efforts to improve the health and academic outcomes of students in public schools through expanding access to health care.
Using Assessments to Identify and Address COVID-19 Learning Gaps	This webinar presents considerations and strategies for conducting assessments when students return to school.
Using Assessments to Identify and Address COVID-19 Learning Gaps	This flyer accompanies a webinar, sharing considerations for conducting assessments when students return to school and describes what resources are needed to effectively implement assessments in different scenarios.
Personalizing Instruction to Address COVID-19 Learning Gaps	This webinar presents systemic supports that school leaders can implement or facilitate personalization, as well as specific actions for classroom teachers to take, to meet the needs of students whose learning has been disrupted. A flyer also provides personalization options and supports.
FAQ: How can districts and schools improve efforts to engage American Indian/Alaska Native families and support the social-emotional wellness of their students during COVID-19 school disruptions?	This list of resources is intended to help school, district, and youth organization staff connect with American Indian and Alaskan Native families and support students' social and emotional needs during school closures.
Leveraging Partnerships to Address Unfinished Learning in K-3 Due to COVID-19	This webinar presents strategies and resources that participants can use to proactively address unfinished learning in their districts, schools, classrooms, and homes.



<p>Common Trauma Symptoms in Students and Helpful Strategies for Educators</p>	<p>This handout lists common trauma students that students may exhibit and presents "preventative," "in the moment," and "after the moment" strategies for working with students who may exhibit emotional or behavioral symptoms of trauma.</p>
<p>Research-Based Strategies for Effective Remote Learning</p>	<p>This workshop series includes strategies for supporting student engagement in a virtual environment, monitoring academic progress and providing feedback to students, and designing instruction for a hybrid model that combines a mix of in-person and virtual learning.</p>
<p>Community Math Nights</p>	<p>This handout describes a Community Math Night event and includes a facilitator's guide with planning tools, activities and handouts, and a presentation on math attitudes and growth mindset that is intended to be shared with educators and families at the beginning of the event.</p>
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<p>Ways to Create Welcoming, Bully-Free Online Learning Environments.</p>	<p>This blog for school leaders and teachers provides strategies that prevent cyberbullying in schools and can be applied to online learning environments.</p>

<p>Re-opening Schools Safely: New Evidence on Mitigating COVID-19 Spread</p>	<p>This webinar identifies the emerging evidence on the COVID-19 pandemic, best practices in blended and remote learning, and findings from a simulation that estimated the level of COVID-19 transmission in schools under various strategies and mitigation strategies.</p>
<p>Illinois Superintendent Peer-to-Peer Focus Groups Report</p>	<p>This report shares an overview of focus groups made of a State's superintendents to discuss current challenges, share successes, examine strategies to deal with the reopening of schools and beyond, and identify and apply evidence-based resources.</p>
<p>Evidence-Based Literacy Instruction within Remote Learning Environments</p>	<p>This paper provides a multidisciplinary perspective on providing all PreK-12 students with appropriate, standards-aligned, and evidence-based literacy instruction in blended/hybrid learning environments and addressing challenges presented by COVID-19.</p>
<p>A Practitioners Guide to Responding to COVID-19 Series: Guides and Tools for State and Local School Administrators</p>	<p>This annotated bibliography identifies guides and tools that may be useful for State and local administrators when planning for offsetting out-of-school learning loss.</p>
<p>A Practitioners Guide to Responding to COVID-19 Series: Successful Initiatives that Offset Out-of-School Learning Loss</p>	<p>This annotated bibliography addresses the question "What initiatives have demonstrated success in offsetting out-of-school learning loss?"</p>
<p>Better Together: A Coordinated Response for Principal and District Leaders</p>	<p>This brief provides readers with a structured approach to manage the social-emotional well-being of the adults in the school building, post COVID-19 closures.</p>
<p>WEEAC Guidance for Reopening Schools</p>	<p>This video provides information that secondary school administrators need to consider as they reopen their school buildings.</p>

WEEAC Guide to Reopening High Schools	This guide provides and streamlines current information from many experts for building administrators as they begin the work of reopening.
Equitable and Empathetic Online Practices	This handout looks at the equitable and empathetic online practices that teachers can use with students while conducting class online.
Pandemic Supports for English Language Learners	The video covers some remote, hybrid, and in-person strategies teachers can use to help multilingual learners who are experiencing exacerbated educational disparities caused by online learning.
Supporting Asian American and Pacific Islander Students During COVID-19	This webinar, which includes a panel of Asian American educators, addresses the stereotypes and discrimination related to Asian students and the pandemic.
Remote Learning Support with Google Basics for Parents	This video recording for a webinar was conducted to support Native American families in handling technology needs for academic support at home.
Resilient Above Trauma During COVID 19	This webinar provides support for educators in managing the trauma related to the pandemic.
Digital Divide and COVID-19	This podcast addresses the digital divide created by COVID-19 and remote learning.
The Voices of Native American professionals, students, and parents	This webinar will be a panel discussion with Native American educators, students, and parents on the impact of COVID-19 on the learning experience; the challenges of different people in the Native American community; and ways to support them through the educational process.
Healthy Schools Start with Healthy Adults: Strategies to Support Educator Wellness; Care for the Caregiver	This brief, developed by subject matter experts, provides practical self-care strategies and resources for educators, school-based staff, and student support specialists.
Care for the Caregivers: Wellness Strategies for Student Support Service Providers	This brief, developed by subject matter experts, provides practical self-care strategies and resources for educators, school-based staff, and student support specialists.

<p>Continuity of Learning Community of Practice</p>	<p>This four-part webinar series discusses the needs of educational stakeholders in the Pacific Islands region, focusing on distance learning, student and community well-being, reopening schools, and aligning students' lived language experiences with education.</p>
<p>Distance Education: Best Practices in the Pacific Context</p>	<p>The webinar series discusses culturally relevant and sustaining approaches to distance education in the Pacific Islands region and showcases best practices from Pacific region teachers.</p>
<p>Digital Professional Learning for K–12 Teachers: Literature Review and Analysis</p>	<p>This brief provides support in developing online professional learning environments, exploring ways that virtual learning communities can engage educators and ensure continued access to professional learning opportunities and supports.</p>
<p>Supporting Multilingual and English Learner Students During Distance Learning</p>	<p>This 13-part webinar series addresses how educators can apply research-based and best practices for supporting multilingual and English Learner students in a distance learning setting.</p>
<p>Blog Series: Supporting Wellbeing and Learning Through a Concerns-Based Approach</p>	<p>This blog series provides guidance to school leaders on supporting teacher well-being through implementation of the Concerns-Based Adoption Model (Hall &amp; Hord, 2020).</p>
<p>Cyber Safety Quick Links for Protecting Youth: Empowering Students to Become Responsibly Digital Citizens and Engage Online Safely.</p>	<p>This TA Snapshot provides key preparedness and response considerations for COVID-19 and gives key practical steps and quick links to websites offering cyber safety resources, tools, and training.</p>
<p>Dear School Safety Partner: Cybersecurity and Cyber Safety.</p>	<p>This TA Snapshot describes cybersecurity for schools and steps education agencies can take, with the collaboration of parents, to protect student privacy while increasing the use of digital learning and video-sharing platforms in response to COVID-19.</p>

<p>10 Tips for Teaching the Psychological First Aid Model for K-12 Education Agencies.</p>	<p>This tip sheet provides 10 tips for educators and school personnel to support implementation of Psychological First Aid before, during, and after emergency events.</p>
<p>Tips for Facilitating Successful Virtual IEP Meetings During the Pandemic and Beyond</p>	<p>This webinar shares resources and tips for implementing successful virtual individualized education program meetings during and after the COVID-19 pandemic.</p>
<p>Virtual IEP Meeting Tip Sheets</p>	<p>This guide provides information on how to hold and participate in virtual individualized education program (IEP) meetings. The resource includes technology tips, tips for hosting virtual meetings, and tips for participating in virtual IEP meetings.</p>
<p>Promoting Progress for Students with Disabilities: Using the PLAAFP as the Foundation</p>	<p>This webinar reviews the Individuals with Disabilities Education Act's definition of Present Levels of Academic Achievement and Functional Performance (PLAAFP) and shares tips for developing effective PLAAFP statements that promote progress for students with disabilities.</p>
<p>Responding to the Novel Coronavirus (COVID-19) Outbreak Through PBIS</p>	<p>This practice brief contains a few simple recommendations on building prosocial skills educators can embed across a continuum of supports and families can try to encourage while students are at home.</p>
<p>Creating a PBIS Behavior Teaching Matrix for Remote Instruction.</p>	<p>This practice brief shares tips for maintaining continuity of learning through defining classroom expectations for remote (i.e., distance) instruction and online learning environments. With a few adaptations, teachers can use a Positive Behavior Interventions and Supports framework to make remote learning safe, predictable, and positive.</p>
<p>Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive.</p>	<p>This practice guide has six strategies that school teams may use to ensure a safe, predictable, and positive school year. They are beneficial for all students if the school has been closed, as well as for individual students returning from extended time away from school.</p>

<p>Responding to the Novel Coronavirus (COVID-19) Outbreak Through PBIS</p>	<p>This website provides simple recommendations educators can embed across a continuum of supports as they continue to address the COVID-19 pandemic.</p>
<p>Teaching Social-Emotional Competencies within a PBIS Framework.</p>	<p>This brief provides how school personnel can teach social-emotional competencies within a positive behavioral interventions and supports framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives.</p>
<p>Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year.</p>	<p>This guide describes the use of a multi-tiered systems of support framework to guide students, families, and educators during the transitions back to school during and following the global COVID-19 pandemic in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.</p>
<p>Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students.</p>	<p>This guide highlights five key practices for teachers and families to support all students, including students with disabilities, at school and home. For each practice, the guide provides (a) tips for teachers to support students with disabilities during instruction; (b) tips for families that educators can share to support or enhance learning at home, especially during periods of remote instruction; and (c) free-access resources that include strategies shown to be effective by research (e.g., informational guides, downloadable materials, research-based programs).</p>
<p>PBIS and Continuity of Learning: Getting Systems Back Up and Running.</p>	<p>This presentation describes establishing and maintaining systems to keep education safe, predictable, and positive, in the wake of school closures, trauma, and distance learning.</p>
<p>Effective Classroom Instructional &amp; Behavior Management Strategies</p>	<p>This presentation provides an overview of strategies for educators to use in creating supportive and positive classrooms using positive behavioral interventions and supports.</p>

<p>Resources and Practices to Support Back to School and Continuity of Learning During COVID-19 for Children with Disabilities</p>	<p>This webinar presents strategies and considerations for conducting instruction in remote, on-site, and hybrid educational settings and highlights exemplar resources and practices for teachers, leaders, and other providers to support students with disabilities from preschool through grade 12.</p>
<p>Secondary Transition Considerations and Guiding Questions for Youth Exiting from High School</p>	<p>This navigable guide was developed to support students and their family members who are exiting from school services during a period of limited in-person access to education and community services. It provides an organizing structure for a young person to identify potential areas of need and for service providers in their community to support immediate transition decisions.</p>
<p>Returning to School: A Toolkit for Principals</p>	<p>This toolkit provides school leaders resources to prepare for returning to school, whether the return is to in-person instruction, at home, or both. This toolkit includes suggested actions, recommended resources, and quick tip sheets that support school leaders with addressing change, communication, collaboration, and care in the time of COVID-19.</p>
<p>Academic and Behavior Intervention, Screening, and Progress Monitoring Tools Charts</p>	<p>This collection of tool charts for educators and school leaders is designed to assist educators and families in choosing academic and behavioral assessment tools and interventions that meet standards for technical rigor and that address their specific needs. The collection includes academic and behavior screening tools, academic and behavior progress monitoring charts, and academic and behavior intervention charts.</p>
<p>Remote Literacy Learning Implementation Toolkit</p>	<p>This toolkit helps schools and families join efforts to support children's literacy growth in remote or blended learning environments. It explains the features of remote literacy learning, roles that schools and families play, tips for planning and implementing remote literacy learning, and coaching steps to support literacy learning at home.</p>

<p>Pre-assessment to Plan Instruction for Students with Disabilities During</p>	<p>This brief describes how pre-assessment can be used to help guide the instructional planning process for students with disabilities, and presents 10 tools that can be used for pre-assessment. Pre-assessment and the 10 tools can be used during face-to-face learning to improve the student learning experience, as well as during hybrid and distance education.</p>
<p>Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities</p>	<p>This brief presents five formative assessment strategies teachers can use to engage students with disabilities with their learning processes. The information presented will help support learning as students with disabilities return to school, as well as during periods of hybrid and distance learning.</p>
<p>Equity Coaching Guide</p>	<p>This guide provides the classroom coach with a reflection tool to examine the implementation of social-emotional promotion, prevention, and intervention practices through the lens of culturally responsive practices and identification of implicit bias. The classroom coach would use this guide to identify when there are equity concerns related to practice implementation.</p>
<p>COVID-19, Racism and Xenophobia: A Discussion on How and Why the Pandemic is Affecting Asian Americans</p>	<p>In this webinar, panelists discuss the historical and current context of Anti-Asian American and Pacific Islander (AAPI) racism and xenophobia, distinguished between hate incidents and hate crimes, and identifying actions the general public can take to address bigotry and discrimination.</p>
<p>Student Perspectives on a Changing School Climate</p>	<p>In this webinar, student panelists outline the needs of their peers on issues such as COVID-19, school safety, immigration, and the Black Lives Matter and #MeToo movements.</p>
<p>School Reopening Webinar Series</p>	<p>This webinar series for school- and district leaders explores what the future holds for re-openings, mental health and emotional well-being in the wake of the myriad of issues facing today's students.</p>



<p>Guide to Ensuring Education Equity During and After COVID-19</p>	<p>The guide was developed for education leaders and state officials to provide specific recommendations for policy and best practices to ensure education equity during and after the COVID-19 pandemic.</p>
<p>Does your school reopening plan ensure educational equity?</p>	<p>This infographic provides district leaders with guiding prompts to ensure educational equity is built into reopening plans so all students' academic, health, and safety needs are met, with an emphasis on supporting historically underserved students.</p>
<p>Preschool During the Pandemic: Early Childhood Education in Extraordinary Times</p>	<p>This video series shares the experiences of practitioners and families from across the country, illustrating how the fields of early education and early childhood special education are successfully supporting preschoolers and their families during the pandemic and following return to in-person learning.</p>
<p>Considerations for Increasing In-Person Activities and Making Infrastructure Adjustments for Part C During COVID-19</p>	<p>This handbook outlines key considerations for State Part C programs, as governors and state leaders begin to lift stay-at-home orders issued as a result of COVID-19 and programs move through various stages of returning to in-person operations. These considerations are expected to evolve over time to address the changing landscape and impact of COVID-19 on children and families, personnel, and service delivery.</p>
<p>Recommendations for Re-Opening Face-to-Face Sessions for Inclusionary Preschools and Early Care Centers</p>	<p>This handbook supports program administrators, directors and classroom practitioners design educational environments as they return to in-person operation after the COVID-19 pandemic. The handbook outlines evidence-based practices and strategies that have proven effective across time and are supported by research on preschool inclusion.</p>
<p>Addressing Shortages of Educators in an Uncertain COVID-19 Landscape: Viewing Teacher Candidates as Assets</p>	<p>This brief offers concrete ways teacher candidates can be leveraged to better support veteran teachers during the shift to distance learning, or as a component of new education models as schools reopen.</p>

<p>Selecting Career Changers with Real Potential for Teaching and Designing a Program to Meet Their Needs</p>	<p>This handbook offers guidelines for school- and district leaders on alternative preparation programs for hiring and developing new teaching candidates from other fields, including applicants making a career change due to the COVID-19 pandemic. This resource supports leaders in selecting candidates who are more likely to be successful in the education field, and provides best practices on supporting new educators.</p>
<p>How Schools Ensure Social Connections During Physical Isolation.</p>	<p>This webinar explores the research foundations and practical realities of how distance learning offers both opportunities and imperatives to re-establishing relationships during school closures.</p>
<p>Investing in Evidence-Based Social and Emotional Learning.</p>	<p>This report provides guidance on how to assess local needs relative to Social Emotional Learning and how to identify appropriate evidence-based interventions that address those needs.</p>
<p>Navigating Social and Emotional Learning from the Inside Out.</p>	<p>This report provides an in-depth guide to 25 evidence-based programs aimed at elementary schools and Out of School Time (OST) providers, offering information about curricular content and programmatic features that practitioners can use to make informed choices about Social Emotional Learning programs.</p>
<p>Creating Coherent Safe and Supportive Environments Through SEL, Trauma Informed Practices, and Restorative Practices Alignment.</p>	<p>This video for education leaders outlines social emotional learning, trauma-informed and restorative practices, highlighting how these practices fit together to create one aligned, coherent system for creating safe and supportive learning environments.</p>
<p>Community-Care Strategies for Schools During the Coronavirus Crisis: Practical Tips for School Staff and Administrators.</p>	<p>This brief offers research and practical guidance for school leaders, educators, and staff to ensure that while coping with the stresses of social isolation, school closures, and changes to how services are provided, the culture and climate of school communities remain collaborative, effective, healthy, and sustainable.</p>

<p>Mindfulness in Education: An Approach to Cultivating Self-Awareness That Can Bolster Kids' Learning.</p>	<p>This brief introduces mindfulness as a strategy for facilitating Social Emotional Learning in school, explaining the potential benefits of mindfulness for both students and educators. The brief provides examples of mindfulness strategies and lists additional learning resources.</p>
<p>Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework</p>	<p>This guide describes the use of a multi-tiered systems of support (MTSS) framework to support students, families, and educators during the transitions back to school during and following the COVID-19 pandemic in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.</p>
<p>Supporting PBIS Implementation Through Phases of Crisis Recovery</p>	<p>This brief outlines how the Positive Behavioral Interventions and Supports (PBIS) framework can serve as a road map for school and district communities to support students, educators, and families during and after the COVID-19 pandemic. This brief provides strategies to guide implementation efforts through phases of crisis recovery for schools and districts that are (a) getting started or (b) strengthening and maintaining current implementation.</p>

<p>Building a Culture of Staff Wellness Through Multi-Tiered System of Supports</p>	<p>This brief provides recommendations to district and school leadership teams on how the components of Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.</p>
<p>Returning to School: Considerations for Students with the Most Intensive Behavioral Needs. A Guide to Supporting Students With Disabilities, Their Families, and Educators During the 2020–21 School Year</p>	<p>This guide and accompanying video for leadership teams includes strategies and key practices for supporting students with the most intensive behavioral needs, their families, and educators in their transitions back to school during and following the COVID-19 pandemic. These resources prioritize health and safety, social and emotional needs, and behavioral and academic growth and provide recommendations for supporting students with intensive needs in a variety of learning formats.</p>
<p>Social Emotional Learning and Intensive Intervention</p>	<p>This brief presents an overview of how Social Emotional Learning relates to intensive intervention and offers sample strategies for skill building among students in need of intensive learning, social, emotional, and behavioral supports.</p>
<p>COVID 19: Key Questions to Ask Before School Reopens</p>	<p>This discussion guide provides information on key questions for parents, students, and community members to ask during reopening discussions with local and district school leaders. Question topics include: school operations, academic recovery, social-emotional and health supports, remote learning, and family engagement.</p>

<p>Perspectives from Research and Practice: Limiting COVID-19 Transmission in Child Care Programs</p>	<p>This webinar shares guidance and perspectives from epidemiology, state human services and health departments, and child care providers about how Rhode Island was able to limit COVID-19 transmission in child care settings. Panelists also explore strategies for minimizing transmission moving forward based on CDC guidance, state requirements, and provider experiences offering care under new protocols to keep children, families, and child care staff healthy and safe.</p>
<p>Resource Guide for Developing Integrated Strategies to Support the Social and Emotional Wellness of Children</p>	<p>This resource toolkit highlights best practices through webinars, a guide, and additional articles on integrating social and emotional support strategies into early child care systems to support young children during and after the COVID-19 pandemic. The toolkit also provides examples of Child Care and Development Fund grantees that have leveraged partnerships and funding to support program implementation success.</p>
<p>NCASE Social Emotional Learning Resources</p>	<p>This resource toolkit for school- and district leaders focuses on supporting K-12 children's social and emotional learning during out-of-school time (OST). This collection includes webinars, guided reflections, best practices, real-world examples and action steps to support children and staff during COVID-19.</p>
<p>Out-of-School-Time (OST) Emergency Preparedness, Response, and Recovery Toolkit</p>	<p>This toolkit for Out-of-School-Time (OST) programs provides program leaders with multiple resources for supporting safe and healthy environments for school age children. The toolkit also contains a section providing guidance related to the COVID-19 pandemic.</p>

<p>CCDF Health and Safety Requirements Brief #1: Prevention and Control of Infectious Diseases</p>	<p>This brief for Licensing and Child Care and Development Fund (CCDF) administrators provides an overview of national guidelines and state requirements on the prevention and control of infectious disease in child care settings. The brief supports administrators considering revisions to state standards for both licensed and license-exempt providers, and guides school and home care provider efforts to improve the health and safety of their learning environments.</p>
<p>OCC &amp; OHS National Centers' COVID-19 Resources for Tribal Early Care and Education Programs</p>	<p>This report and resource compilation is designed for early care and education programs administered by Tribal Nations, Tribal consortia, and other entities who work with Tribal child care providers, Tribal Head Start or Early Head Start programs, and Tribal Home Visiting programs. These resources support program leaders in navigating the impact of the COVID-19 pandemic on Tribal children, families, providers, staff, and communities.</p>
<p>Trauma-Responsive Care: A Framework for Resilience for Tribes</p>	<p>This webinar provides guidance on how to: identify the impact of adverse childhood experiences on children, caregivers, and families; recognize the value of culturally responsive approaches to support resiliency in children, families, and Indigenous communities; and understand the elements of a trauma-responsive system of care.</p>
<p>Trauma Responsive Care: A Framework for Resilience</p>	<p>This webinar on the impact of trauma on children, caregivers, and families, highlights the value of responsive practices to support resiliency and build protective factors. Panelists further outline the implementation of trauma responsive systems.</p>
<p>Caring for Yourself: Foundational to Caring for Others</p>	<p>In this webinar, panelists provide an overview of chronic stress and the associated symptoms, causes, and effects. Panelists spotlight one state's approach to caregiver well-being, and provide resources for developing mindfulness and self-care practices.</p>

**Resource Details**

Format	Topical Bucket	Audience
Video or Webinar	Teacher, faculty, and staff well-being, professional development, and supports	K-12 (high school specific)
Tool or technique	Providing supports to students	PreK-12
Handbook or guide	Providing supports to students	PreK-12
Tool or technique	Safe and healthy environments	PreK-12

tool or technique	Providing supports to students	PreK-12
Package	Safe and healthy environments	PreK-12
Tool or technique	Safe and healthy environments	PreK-12
Tool or technique	Safe and healthy environments	PreK-12
Website	Providing supports to students	PreK-12
Webpage	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12



Tool or technique	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Survey	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Survey	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Program profile	Providing supports to students	PreK-12
Program profile	Providing supports to students	PreK-12
Brief	Providing supports to students	PreK-12

Brief	Providing supports to students	PreK-12
Video or webinar	Safe and healthy environments	Colleges & Universities
Fact sheet or infographic	Safe and healthy environments	Colleges & Universities
Mobile Application	Safe and healthy environments	PreK-12, Colleges & Universities

Handbook or guide	Providing supports to students	PreK-12
Tool or technique	Providing supports to students	PreK-12
Video or webinar	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Video or webinar	Safe and healthy environments	PreK-12

Video or webinar	Safe and healthy environments	PreK-12
Video or webinar	Providing supports to students	PreK-12
Tool or technique	Providing supports to students	Early childhood providers, PreK-12
Other	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Tool or technique	Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12

Fact sheet or infographic	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Fact sheet or infographic	Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12, College & Universities
Video or webinar	Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12, College & Universities
Fact sheet or infographic	Providing supports to students	Early childhood providers, PreK-12, College & Universities
Fact sheet or infographic	Providing supports to students	Early childhood providers, PreK-12, College & Universities
Blog post	Teacher, faculty, and staff well-being, professional development, and supports	Early childhood providers, PreK-12, College & Universities

Blog post	Providing supports to students	PreK-12, Colleges & Universities
Tool or technique	Providing supports to students	PreK-12
Tool or technique	Providing supports to students	PreK-12
Handbook or guide	Providing supports to students	PreK-12
Video or webinar	Safe and healthy environments	PreK-12
Web page	Safe and healthy environments	Early childhood providers, PreK-12, College & Universities

Video or webinar	Safe and healthy environments	PreK-12
Video or webinar	Safe and healthy environments	PreK-12
Video or webinar	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Handout/ Flyer	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Video or webinar	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Tool or technique	Providing supports to students	PreK-12
Video or webinar	Providing supports to students	PreK-12

Other	Providing supports to students	PreK-12
Online course or workshop	Providing supports to students	PreK-12
Handbook or guide	Providing supports to students	PreK-12
Handbook or guide	Providing supports to students	PreK-12
Webpage	Teacher, faculty, and staff well-being, professional development, and supports	K-12



Video or Webinar	Safe and healthy environments; Providing supports to students; Teacher, faculty, and staff well-being, professional development, and support.	K-12
Report	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Tool or Technique	Providing supports to students	PreK-12
Guide	Providing supports to students	PreK-12
Guide	Providing supports to students	PreK-12
Brief	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Video or webinar	Safe and Healthy Environments	PreK-12

Guide	Safe and Healthy Environments	PreK-12
Guide	Providing supports to students	PreK-12
Video or webinar	Providing supports to students	PreK-12
Video or webinar	Providing supports to students	PreK-12
Video or webinar	Providing supports to students	PreK-12
Video or webinar	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Podcast	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
video or webinar	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Guide	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Guide	teacher, faculty, and staff well-being, professional development, and supports	PreK-12

Video or Webinar	Teacher, faculty, and staff well-being, professional development, and supports	Early childhood; PreK-12
Video or Webinar	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Brief	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Video or Webinar	Providing supports to students	PreK-12
Blog series	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Website	Safe and healthy environments	PreK-12
Fact Sheet	Safe and healthy environments	PreK-12

Tool or technique	Providing supports to students	K-12
Video or webinar	Safe and healthy environments	PreK-12
Handbook or guide	Safe and healthy environments	PreK-12
Video or webinar	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Brief	Safe and healthy environments	PreK-12
Brief	Providing supports to students	PreK-12
Guide	Safe and healthy environments	PreK-12

Website	Providing supports to students	PreK-12
Brief	Providing supports to students	PreK-12
Guide	Safe and healthy environments; Providing supports to students; Teacher, faculty, and staff well-being, professional development, and support.	PreK-12
Guide	Providing supports to students	PreK-12
Presentation	Safe and healthy environments; Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
presentation	Safe and healthy environments; Teacher, faculty, and staff well-being, professional development, and supports	K-12

Video or Webinar	Teacher, faculty, and staff well-being, professional development, and supports	K-12
Handbook or guide	Providing supports to students	PreK-12
Tool or technique	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Tool or technique	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Tool or technique	Providing supports to students	PreK-12

Handbook or guide	Providing supports to students	PreK-12
Handbook or guide	Providing supports to students	PreK-12
Guide	Providing supports to students	Early childhood providers
Video or Webinar	Providing supports to students; Teacher, faculty, and staff well-being, professional development, and support	K-12; Postsecondary
Video or Webinar	Providing supports to students	K-12
Video or Webinar	Providing supports to students	PreK-12

Guide	Teacher, faculty, and staff well-being, professional development, and supports	K-12
Infographic	Providing supports to students	PreK-12
Video or webinar	Providing supports to students	Early childhood providers
Handbook or guide	Providing supports to students	Early childhood providers
Handbook or guide	Providing supports to students	Early childhood providers
Handbook or guide	Teacher, faculty, and staff well-being, professional development, and supports	Colleges & Universities



Handbook or guide	Teacher, faculty, and staff well-being, professional development, and supports	Colleges & Universities
Video or Webinar	Teacher, faculty, and staff well-being, professional development, and supports	K-12
Report	Providing supports to students	PreK-12
Report	Providing supports to students	PreK-12
Video or Webinar	Safe and healthy environments	PreK-12
Brief	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12

Brief	Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Tool or technique	Providing supports to students	PreK-12
Tool or technique	Providing supports to students	PreK-12

Tool or technique	Providing supports to students	PreK-12
Guide	Teacher, faculty, and staff well-being, professional development, and supports; Providing supports to students	PreK-12
Brief	Providing supports to students; Teacher, faculty, and staff well-being, professional development, and supports	PreK-12
Tool or technique	Safe and healthy environments	PreK-12

Webinar	Safe and healthy environments	Early childhood
Guide	Teacher, faculty, and staff well-being, professional development and supports	Early childhood
Tool or technique	Providing supports to students	Early childhood
Tool or technique	Safe and healthy environments	Early childhood

Brief	Safe and healthy environments	Early childhood
Report	Safe and healthy environments	Early childhood
Video	Safe and healthy environments	Early childhood
Video	Providing supports to students	Early childhood
Webinar	Teacher, faculty, and staff well-being, professional development and supports	Early childhood

Equity	Links &
Equity	Links
all equity categories	<a href="https://www.msudenver.edu/weeac/resources/covid-19resources/guidanceonreopeningschoolssafely/?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdelivery&amp;utm_term=">https://www.msudenver.edu/weeac/resources/covid-19resources/guidanceonreopeningschoolssafely/?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdelivery&amp;utm_term=</a>
students with disabilities	<a href="https://tiescenter.org/inclusive-instruction/5-15-45-tool">https://tiescenter.org/inclusive-instruction/5-15-45-tool</a>
students with disabilities	<a href="https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/transition-back-to-school">https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/transition-back-to-school</a>
	<a href="https://safesupportivelearning.ed.gov/scirp/about">https://safesupportivelearning.ed.gov/scirp/about</a>

	<a href="https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms">https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms</a>
	<a href="https://safesupportivelearning.ed.gov/scirp/about">https://safesupportivelearning.ed.gov/scirp/about</a>
	<a href="https://safesupportivelearning.ed.gov/edscls">https://safesupportivelearning.ed.gov/edscls</a>
	<a href="https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium">https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium</a>
	<a href="https://safesupportivelearning.ed.gov/topic-research/environment/mental-health">https://safesupportivelearning.ed.gov/topic-research/environment/mental-health</a>
	<a href="https://safesupportivelearning.ed.gov/responding-covid-19-pandemic">https://safesupportivelearning.ed.gov/responding-covid-19-pandemic</a>

	<p><a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a></p>
	<p><a href="https://safesupportivelearning.ed.gov/edscls/administration">https://safesupportivelearning.ed.gov/edscls/administration</a></p>
	<p><a href="https://safesupportivelearning.ed.gov/school-climate-survey-item-bank">https://safesupportivelearning.ed.gov/school-climate-survey-item-bank</a></p>
	<p><a href="https://t4pcenter.ed.gov/docs/T4PA_ProgramProfile_Flyer_508C.pdf">https://t4pcenter.ed.gov/docs/T4PA_ProgramProfile_Flyer_508C.pdf</a></p>
small school districts	<p><a href="https://t4pcenter.ed.gov/docs/T4PA_Nebraska_Spotlight.pdf">https://t4pcenter.ed.gov/docs/T4PA_Nebraska_Spotlight.pdf</a></p>
	<p><a href="https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf">https://insightpolicyresearch.com/wp-content/uploads/2020/08/NSAES_COVID19_Whitepaper_Final_508.pdf</a></p>



	<p><a href="https://oese.ed.gov/student-engagement-and-attendance-technical-assistance-sea-center/">https://oese.ed.gov/student-engagement-and-attendance-technical-assistance-sea-center/</a></p>
students, staff, and members of the whole campus community with disabilities and access/functional needs	<p><a href="https://rems.ed.gov/docs/REMS_IHE_Guide_508.pdf">https://rems.ed.gov/docs/REMS_IHE_Guide_508.pdf</a></p>
	<p><a href="https://rems.ed.gov/docs/Cybersecurity_Considerations_for_Higher_ed_Fact_Sheet_508C.pdf">https://rems.ed.gov/docs/Cybersecurity_Considerations_for_Higher_ed_Fact_Sheet_508C.pdf</a></p>
	<p><a href="https://rems.ed.gov/SITEASSESS.aspx">https://rems.ed.gov/SITEASSESS.aspx</a></p>

<p>While intended to build the practitioners' capacity to identify and select evidence-based social and emotional learning interventions to be used with the general population of students, this guide also helps practitioners to understand and interpret evidence of effectiveness for specific populations, including: students from low-income backgrounds and other historically underserved populations.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/OurWork/Resource/3">https://ies.ed.gov/ncee/edlabs/regions/northeast/OurWork/Resource/3</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4591">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4591</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w1">https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w1</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w2">https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w2</a></p>

Black, Latinx, and other students of color	<a href="https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w3">https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/361#w3</a>
Black, Latinx, and other students of color; students from low-income backgrounds	<a href="https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/362">https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/362</a>
English Learners	<a href="https://ies.ed.gov/ncee/edlabs/regions/west/Resources/CaregiverActivities">https://ies.ed.gov/ncee/edlabs/regions/west/Resources/CaregiverActivities</a>
	<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/publications/pdf/5.4.3_Blended-Learning-Evidence-508.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/publications/pdf/5.4.3_Blended-Learning-Evidence-508.pdf</a>
searchable fields for ELs and special education students	<a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/publications/covid19-ece-resources.aspx">https://ies.ed.gov/ncee/edlabs/regions/southwest/publications/covid19-ece-resources.aspx</a>

<p>The context for this infographic is related to and framed specifically around the issue of equity, particularly for historically underserved populations that have experienced trauma</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/infographics/relsw-infographic-trauma-508.aspx">https://ies.ed.gov/ncee/edlabs/regions/southwest/infographics/relsw-infographic-trauma-508.aspx</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/infographics/pdf/RELPA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf">https://ies.ed.gov/ncee/edlabs/infographics/pdf/RELPA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf</a></p>
	<p><a href="https://www.youtube.com/watch?v=1jr-dRdHIF8">https://www.youtube.com/watch?v=1jr-dRdHIF8</a></p>
<p>This infographic provides best practices for teachers working with multilingual students, especially English learners.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/infographics/pdf/RELPA_Culturally_Sustaining_Teaching_Practices_for_Multilingual_Students.pdf">https://ies.ed.gov/ncee/edlabs/infographics/pdf/RELPA_Culturally_Sustaining_Teaching_Practices_for_Multilingual_Students.pdf</a></p>
<p>This infographic provides information about students from the states that comprise the Compact of Free Association, many of whom include English learners, students from low-income backgrounds, first-generation college students, and other underserved populations.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/student-series/pdf/RELPA_WhatAretheFreelyAssociatedStates_508.pdf">https://ies.ed.gov/ncee/edlabs/regions/pacific/student-series/pdf/RELPA_WhatAretheFreelyAssociatedStates_508.pdf</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog28_reflecting-on-teacher-wellbeing-during-COVID-19-pandemic.asp">https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog28_reflecting-on-teacher-wellbeing-during-COVID-19-pandemic.asp</a></p>

<p>This blog focuses on students from diverse backgrounds, including those from races, cultures, and socioeconomic backgrounds that are traditionally underserved in the U.S. public education system.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog27_culturally-responsive-leading-and-learning_addressing-equity.asp">https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog27_culturally-responsive-leading-and-learning_addressing-equity.asp</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf">https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/social-emotional-learning.pdf</a></p>
<p>Newcomer immigrant and refugee students</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2021064.pdf">https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2021064.pdf</a></p>
<p>Although the toolkit can be used for all student populations, it emphasizes examining variation in learning changes for students who face inequities. For example, it helps researchers formulate research questions about variation in learning changes by student characteristics, such as students who are economically disadvantaged, students with disabilities, English learner students, and students from different racial/ethnic groups.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/training-and-coaching/covid-19-learning-changes-toolkit.aspx">https://ies.ed.gov/ncee/edlabs/regions/midwest/training-and-coaching/covid-19-learning-changes-toolkit.aspx</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/training-and-coaching/supporting-social-emotional-learning.aspx">https://ies.ed.gov/ncee/edlabs/regions/midwest/training-and-coaching/supporting-social-emotional-learning.aspx</a></p>
<p>The website contains sections devoted to English learners, equitable learning opportunities, and students with disabilities.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/projects/covid-19/">https://ies.ed.gov/ncee/edlabs/projects/covid-19/</a></p>

<p>This video addresses the benefits of social and emotional learning for addressing equity gaps and supporting students at risk of not completing high school degrees, including historically underserved populations.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/social-emotional-learning-for-a-lifetime.aspx">https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/social-emotional-learning-for-a-lifetime.aspx</a></p>
<p>This program features examples of how school-based healthcare programs have supported the needs of a range of students, including historically underserved populations and students from low-income backgrounds.</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/healthy-students-strong-learners.aspx">https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/healthy-students-strong-learners.aspx</a></p>
	<p><a href="https://youtu.be/LSqQ3-e8E8Y">https://youtu.be/LSqQ3-e8E8Y</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/central/pdf/ELCentral-WebinarHandout_Using-Assessment-to-Identify-COVID19-Learning-Gaps.pdf">https://ies.ed.gov/ncee/edlabs/regions/central/pdf/ELCentral-WebinarHandout_Using-Assessment-to-Identify-COVID19-Learning-Gaps.pdf</a></p>
	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/central/events/covid-learning-gaps-personalized.asp">https://ies.ed.gov/ncee/edlabs/regions/central/events/covid-learning-gaps-personalized.asp</a></p>
<p>American Indian and Alaskan Native families and students</p>	<p><a href="https://ies.ed.gov/ncee/edlabs/regions/central/pdf/ELCentral-ResourceMemo_American-Indian.pdf">https://ies.ed.gov/ncee/edlabs/regions/central/pdf/ELCentral-ResourceMemo_American-Indian.pdf</a></p>
	<p><a href="https://ies.ed.gov/whatsnew/calendar/?id=12410&amp;tid=14&amp;cid=6&amp;va=1&amp;ts=4-2021-1 m">https://ies.ed.gov/whatsnew/calendar/?id=12410&amp;tid=14&amp;cid=6&amp;va=1&amp;ts=4-2021-1 m</a></p>

	<a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout3_common-trauma-symptoms-and-helpful-strategies-for-educators.pdf">https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/04-8-20-Handout3_common-trauma-symptoms-and-helpful-strategies-for-educators.pdf</a>
	<a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_series_research-based-strategies-for-effective-remote-learning.asp">https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_series_research-based-strategies-for-effective-remote-learning.asp</a>
	<a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_4-10-19_math-nights.asp">https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_4-10-19_math-nights.asp</a>
	<a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_11-15-19_community-math-nights.asp">https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_11-15-19_community-math-nights.asp</a>
	<a href="https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/bully-free-online-learning.asp">https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/bully-free-online-learning.asp</a>

	<p><a href="https://youtu.be/8_OXzC8Mjzk">https://youtu.be/8_OXzC8Mjzk</a></p>
general equity focus	<p><a href="https://region9cc.org/sites/default/files/pdf/superintendent-focus-group-508.pdf">https://region9cc.org/sites/default/files/pdf/superintendent-focus-group-508.pdf</a></p>
	<p><a href="https://region8cc.org/resource/evidence-based-literacy-instruction-within-remote-learning-environments">https://region8cc.org/resource/evidence-based-literacy-instruction-within-remote-learning-environments</a></p>
students from low-income backgrounds	<p><a href="https://region7comprehensivecenter.org/wp-content/uploads/2020/09/LL04-IF-202004-Guides-and-Tools.pdf">https://region7comprehensivecenter.org/wp-content/uploads/2020/09/LL04-IF-202004-Guides-and-Tools.pdf</a></p>
students from low-income backgrounds	<p><a href="https://region7comprehensivecenter.org/wp-content/uploads/2020/09/LL03-IF-202003-Successful-Initiatives.pdf">https://region7comprehensivecenter.org/wp-content/uploads/2020/09/LL03-IF-202003-Successful-Initiatives.pdf</a></p>
	<p><a href="https://region6cc.uncg.edu/wp-content/uploads/2020/08/BetterTogether_ACoordinatedResponseForPrincipalsAndDistrictLeaders_RC6_20_008.pdf">https://region6cc.uncg.edu/wp-content/uploads/2020/08/BetterTogether_ACoordinatedResponseForPrincipalsAndDistrictLeaders_RC6_20_008.pdf</a></p>
	<p><a href="https://msudenver.yuja.com/V/Video?v=1328771&amp;node=5012033&amp;a=1245157177&amp;autoplay=1">https://msudenver.yuja.com/V/Video?v=1328771&amp;node=5012033&amp;a=1245157177&amp;autoplay=1</a></p>



	<a href="https://www.msudenver.edu/media/content/equityassistancecenter/documents/ReopeningHighSchoolGuide.pdf">https://www.msudenver.edu/media/content/equityassistancecenter/documents/ReopeningHighSchoolGuide.pdf</a>
general equity focus	<a href="https://www.msudenver.edu/media/content/equityassistancecenter/documents/EquitableandEmpathicOnlinePractices09.02.2020.pdf">https://www.msudenver.edu/media/content/equityassistancecenter/documents/EquitableandEmpathicOnlinePractices09.02.2020.pdf</a>
English language learners	<a href="https://msudenver.yuja.com/V/Video?v=2579339&amp;node=9301307&amp;a=1595625537&amp;autoplay=1">https://msudenver.yuja.com/V/Video?v=2579339&amp;node=9301307&amp;a=1595625537&amp;autoplay=1</a>
racial/ethnic subgroups	<a href="https://msudenver.yuja.com/V/Video?v=2079321&amp;node=7833566&amp;a=2124322471&amp;autoplay=1">https://msudenver.yuja.com/V/Video?v=2079321&amp;node=7833566&amp;a=2124322471&amp;autoplay=1</a>
racial/ethnic subgroups (specific to Native American communities)	<a href="https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:85654b9b-be69-492d-a93d-022a9460cb16#pageNum=4">https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:85654b9b-be69-492d-a93d-022a9460cb16#pageNum=4</a>
	<a href="https://msudenver.yuja.com/V/Video?v=1724456&amp;node=6218085&amp;a=449264246&amp;autoplay=1">https://msudenver.yuja.com/V/Video?v=1724456&amp;node=6218085&amp;a=449264246&amp;autoplay=1</a>
racial/ethnic minorities; LGBTQIA students, undocumented students; students from low-income backgrounds	<a href="https://msudenver.yuja.com/V/Video?v=1075825&amp;node=4080642&amp;a=818932678&amp;autoplay=1">https://msudenver.yuja.com/V/Video?v=1075825&amp;node=4080642&amp;a=818932678&amp;autoplay=1</a>
racial/ethnic subgroups (specific to Native American communities)	<a href="https://us02web.zoom.us/webinar/register/WN_0Mfj0gQOC3tHIRGRc_gg">https://us02web.zoom.us/webinar/register/WN_0Mfj0gQOC3tHIRGRc_gg</a>
	<a href="https://portal.ct.gov/-/media/SDE/COVID-19/CSDE_Healthy_Adults_Healthy_Schools.pdf">https://portal.ct.gov/-/media/SDE/COVID-19/CSDE_Healthy_Adults_Healthy_Schools.pdf</a>
	<a href="https://portal.ct.gov/-/media/SDE/COVID-19/CSDE_Wellness_for_Student_Support_Service_Providers.pdf">https://portal.ct.gov/-/media/SDE/COVID-19/CSDE_Wellness_for_Student_Support_Service_Providers.pdf</a>

<p>Pacific Island communities; historically underserved populations; English learners; students from low-income backgrounds; first-generation college students; and international students</p>	<p>5 PDFs provided in email as approved, but the webinar was listed as only having 4 parts.</p>
<p>Pacific Island communities; historically underserved populations; English learners; students from low-income backgrounds; first-generation college students; and international students</p>	<p><a href="https://mailchi.mp/prel.org/register-today-distance-education-focused-on-best-practices-in-the-pacific-context-webinar-series?e=5b73b51bbb">https://mailchi.mp/prel.org/register-today-distance-education-focused-on-best-practices-in-the-pacific-context-webinar-series?e=5b73b51bbb</a></p>
	<p><a href="https://csaa.wested.org/resource/digital-professional-learning-for-k-12-teachers-literature-review-and-analysis/">https://csaa.wested.org/resource/digital-professional-learning-for-k-12-teachers-literature-review-and-analysis/</a></p>
<p>English language learners</p>	<p><a href="https://www.wested.org/wested_event/supporting-multilingual-english-learners-during-distance-learning-webinar-series/">https://www.wested.org/wested_event/supporting-multilingual-english-learners-during-distance-learning-webinar-series/</a></p>
	<p><a href="https://region12cc.org/tag/wellbeing/">https://region12cc.org/tag/wellbeing/</a></p>
	<p>Could not open attached link.</p>
	<p><a href="https://rems.ed.gov/docs/TASnapshot_Cybersecurity_CyberSafety_508C.pdf">https://rems.ed.gov/docs/TASnapshot_Cybersecurity_CyberSafety_508C.pdf</a></p>

	<a href="https://rems.ed.gov/Docs/PFA_10_Tips_508C.pdf">https://rems.ed.gov/Docs/PFA_10_Tips_508C.pdf</a>
	<a href="https://promotingprogress.org/resources/tips-facilitating-successful-virtual-iep-meetings-during-pandemic-and-beyond">https://promotingprogress.org/resources/tips-facilitating-successful-virtual-iep-meetings-during-pandemic-and-beyond</a>
	<a href="https://promotingprogress.org/resources/virtual-iep-meeting-tip-sheets">https://promotingprogress.org/resources/virtual-iep-meeting-tip-sheets</a>
	<a href="https://promotingprogress.org/events/promoting-progress-students-disabilities-using-plaafp-foundation">https://promotingprogress.org/events/promoting-progress-students-disabilities-using-plaafp-foundation</a>
	<a href="https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis">https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis</a>
	<a href="https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction">https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction</a>
	<a href="https://www.pbis.org/resource/getting-back-to-school-after-disruptions-resources-for-making-your-school-year-safer-more-predictable-and-more-positive">https://www.pbis.org/resource/getting-back-to-school-after-disruptions-resources-for-making-your-school-year-safer-more-predictable-and-more-positive</a>

	<a href="https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis">https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis</a>
	<a href="https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework">https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework</a>
	<a href="https://www.pbis.org/resource/returning-to-school-during-and-after-crisis">https://www.pbis.org/resource/returning-to-school-during-and-after-crisis</a>
Children and students with disabilities	<a href="https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students">https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students</a>
	<a href="https://assets-global.website-files.com/5d3725188825e071f1670246/5ece8b300e73276c2d7ef80b_McIntosh_PBISandContinuityofLearning.pdf">https://assets-global.website-files.com/5d3725188825e071f1670246/5ece8b300e73276c2d7ef80b_McIntosh_PBISandContinuityofLearning.pdf</a>
	<a href="https://assets-global.website-files.com/5d3725188825e071f1670246/5f18cadb8281ff9cc8e3b062_Effective_Classroom_Management.pdf">https://assets-global.website-files.com/5d3725188825e071f1670246/5f18cadb8281ff9cc8e3b062_Effective_Classroom_Management.pdf</a>

Children and students with disabilities	<a href="https://www.youtube.com/watch?v=EhvKwny8TCI">https://www.youtube.com/watch?v=EhvKwny8TCI</a>
youth with disabilities and their families upon exit from services	<a href="https://www.parentcenterhub.org/wp-content/uploads/repo_items/guiding-questions-exiting-ntact.pdf">https://www.parentcenterhub.org/wp-content/uploads/repo_items/guiding-questions-exiting-ntact.pdf</a>
	Could not open attached link.
The tools charts include disaggregated data day where available for sub-populations including English Language Learners, racial/ethnic subgroups, and students from low-income backgrounds.	<a href="https://intensiveintervention.org/about-charts-resources">https://intensiveintervention.org/about-charts-resources</a>
Children and students with disabilities	<a href="https://improvingliteracy.org/kit/remote-literacy-learning">https://improvingliteracy.org/kit/remote-literacy-learning</a>

Students with disabilities	<a href="https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief21.pdf">https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief21.pdf</a>
Students with disabilities	<a href="https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief20.pdf">https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief20.pdf</a>
Racial/ethnic minorities; LGBTQIA students, culturally responsive classrooms	<a href="https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html">https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html</a>
Racial/ethnic subgroups; AAPI students and adults	<a href="https://maec.org/resource/covid-19-racism-and-xenophobia-a-discussion-on-how-and-why-the-pandemic-is-affecting-asian-americans/">https://maec.org/resource/covid-19-racism-and-xenophobia-a-discussion-on-how-and-why-the-pandemic-is-affecting-asian-americans/</a>
racial/ethnic subgroups	<a href="https://www.idra.org/events/reopen1/">https://www.idra.org/events/reopen1/</a>
	<a href="https://www.idra.org/services/equitable-practices-for-online-learning-free-webinar-series/">https://www.idra.org/services/equitable-practices-for-online-learning-free-webinar-series/</a>

<p>Specific focus on educational equity</p>	<p><a href="https://www.idra.org/education_policy/ensuring-education-equity-during-and-after-covid-19/">https://www.idra.org/education_policy/ensuring-education-equity-during-and-after-covid-19/</a></p>
<p>English language learners; racial/ethnic subgroups; students from low-income backgrounds</p>	<p><a href="https://www.idra.org/resource-center/does-your-school-reopening-plan-ensure-educational-equity-infographic/">https://www.idra.org/resource-center/does-your-school-reopening-plan-ensure-educational-equity-infographic/</a></p>
<p>The series of videos includes the perspectives and engagement of children, families, and providers with diverse racial, economic and ability identities. The videos focus on engaging families and including preschool children with disabilities.</p>	<p><a href="https://ectacenter.org/topics/disaster/preschoolpandemic.asp">https://ectacenter.org/topics/disaster/preschoolpandemic.asp</a></p>
<p>This resource focus on supporting return to face-to-face services for infants and toddlers with disabilities.</p>	<p><a href="https://ectacenter.org/topics/disaster/coronavirus-reopening-part-c.asp">https://ectacenter.org/topics/disaster/coronavirus-reopening-part-c.asp</a></p>
<p>This resource specifically addresses equity for inclusion of preschool children with disabilities.</p>	<p><a href="https://ectacenter.org/topics/disaster/coronavirus-reopening-preschool.asp">https://ectacenter.org/topics/disaster/coronavirus-reopening-preschool.asp</a></p>
	<p><a href="https://cedar.education.ufl.edu/wp-content/uploads/2020/06/Addressing-Shortages-COVID-Landscape.pdf">https://cedar.education.ufl.edu/wp-content/uploads/2020/06/Addressing-Shortages-COVID-Landscape.pdf</a></p>

	<p><a href="https://cedar.education.ufl.edu/wp-content/uploads/2020/06/Selecting-career-changers.pdf">https://cedar.education.ufl.edu/wp-content/uploads/2020/06/Selecting-career-changers.pdf</a></p>
	<p><a href="https://selcenter.wested.org/new-webinar-recording-on-how-schools-ensure-social-connections-during-physical-isolation/">https://selcenter.wested.org/new-webinar-recording-on-how-schools-ensure-social-connections-during-physical-isolation/</a></p>
	<p><a href="https://selcenter.wested.org/resource/investing-in-evidence-based-social-and-emotional-learning/#">https://selcenter.wested.org/resource/investing-in-evidence-based-social-and-emotional-learning/#</a></p>
	<p><a href="https://selcenter.wested.org/resource/navigating-social-and-emotional-learning-from-the-inside-out/">https://selcenter.wested.org/resource/navigating-social-and-emotional-learning-from-the-inside-out/</a></p>
	<p><a href="https://selcenter.wested.org/resource/alignment-and-coherence-series-aligning-sel-trauma-informed-practices-and-restorative-practices-into-one-coherent-system/">https://selcenter.wested.org/resource/alignment-and-coherence-series-aligning-sel-trauma-informed-practices-and-restorative-practices-into-one-coherent-system/</a></p>
	<p><a href="https://selcenter.wested.org/resource/community-care-strategies-for-schools-during-the-coronavirus-crisis/">https://selcenter.wested.org/resource/community-care-strategies-for-schools-during-the-coronavirus-crisis/</a></p>



	<p><a href="https://selcenter.wested.org/resource/mindfulness-in-education-an-approach-to-cultivating-self-awareness-that-can-bolster-kids-learning/">https://selcenter.wested.org/resource/mindfulness-in-education-an-approach-to-cultivating-self-awareness-that-can-bolster-kids-learning/</a></p>
<p>historically underserved populations including students with disabilities; English learners; students from low-income backgrounds; first-generation college students; students experiencing homelessness; students in or formerly in foster care; Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA) students; undocumented students; student veterans and military-connected students; student parents; and international students</p>	<p><a href="https://www.pbis.org/resource/returning-to-school-during-and-after-crisis">https://www.pbis.org/resource/returning-to-school-during-and-after-crisis</a></p>
<p>historically underserved populations including students with disabilities; English learners; students from low-income backgrounds; first-generation college students; students experiencing homelessness; students in or formerly in foster care; Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA) students; undocumented students; student veterans and military-connected students; student parents; and international students</p>	<p><a href="https://www.pbis.org/resource/supporting-pbis-implementation-through-phases-of-crisis-recovery">https://www.pbis.org/resource/supporting-pbis-implementation-through-phases-of-crisis-recovery</a></p>

<p>historically underserved populations including students with disabilities; English learners; students from low-income backgrounds; first-generation college students; students</p>	<p><a href="https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports">https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports</a></p>
<p>children and students with disabilities</p>	<p><a href="https://intensiveintervention.org/resource/returning-school-considerations-students-most-intensive-behavioral-needs">https://intensiveintervention.org/resource/returning-school-considerations-students-most-intensive-behavioral-needs</a></p>
<p>children and students with disabilities</p>	<p><a href="https://intensiveintervention.org/resource/social-emotional-learning-and-intensive-intervention">https://intensiveintervention.org/resource/social-emotional-learning-and-intensive-intervention</a></p>
	<p><a href="https://spanadvocacy.org/wp-content/uploads/2020/08/START_Roadback_Quick_Guide_8.pdf">https://spanadvocacy.org/wp-content/uploads/2020/08/START_Roadback_Quick_Guide_8.pdf</a></p>

	<p><a href="https://childcareta.acf.hhs.gov/resource/perspectives-research-and-practice-limiting-covid-19-transmission-child-care-programs">https://childcareta.acf.hhs.gov/resource/perspectives-research-and-practice-limiting-covid-19-transmission-child-care-programs</a></p>
students and children from low-income backgrounds	<p><a href="https://childcareta.acf.hhs.gov/resource-guide-developing-integrated-strategies-support-social-and-emotional-wellness-children">https://childcareta.acf.hhs.gov/resource-guide-developing-integrated-strategies-support-social-and-emotional-wellness-children</a></p>
students and children from low-income backgrounds	<p><a href="https://childcareta.acf.hhs.gov/ncase-resource-library/ncase-sel-resources">https://childcareta.acf.hhs.gov/ncase-resource-library/ncase-sel-resources</a></p>
students and children from low-income backgrounds	<p><a href="https://childcareta.acf.hhs.gov/resource/ost-emergency-preparedness-response-and-recovery-toolkit">https://childcareta.acf.hhs.gov/resource/ost-emergency-preparedness-response-and-recovery-toolkit</a></p>

Target population	<a href="https://childcareta.acf.hhs.gov/resource/ccdf-health-and-safety-requirements-brief-1-prevention-and-control-infectious-diseases">https://childcareta.acf.hhs.gov/resource/ccdf-health-and-safety-requirements-brief-1-prevention-and-control-infectious-diseases</a>
resources specifically for Native American communities	<a href="https://childcareta.acf.hhs.gov/resource/occ-and-ohs-national-centers-covid-19-resources-tribal-early-care-and-education-programs">https://childcareta.acf.hhs.gov/resource/occ-and-ohs-national-centers-covid-19-resources-tribal-early-care-and-education-programs</a>
resources specifically for Native American communities	<a href="https://childcareta.acf.hhs.gov/resource/trauma-responsive-care-framework-resilience-tribes">https://childcareta.acf.hhs.gov/resource/trauma-responsive-care-framework-resilience-tribes</a>
students and children from low-income backgrounds	<a href="https://childcareta.acf.hhs.gov/resource/trauma-responsive-care-framework-resilience">https://childcareta.acf.hhs.gov/resource/trauma-responsive-care-framework-resilience</a>
	<a href="https://childcareta.acf.hhs.gov/resource/caring-yourself-foundational-caring-others">https://childcareta.acf.hhs.gov/resource/caring-yourself-foundational-caring-others</a>

Notes		
Additional Attachments/ Notes	Additional Comments	

These resources were also sent in by another TA center and logged separately. See entries #44ba and #44bb	Submitted in first batch of 50.	
These resources were also sent in by another TA center and logged separately. See entries #44ba and #44bb	Submitted in first batch of 50.	

These resources were also sent in by another TA center and logged separately. See entries #43d and #43e	Did not submit to ED in first batch of 50; but resource from other TA Center was submitted in the first batch of 50. Need to determine which TA Center to assign the resource to.	
These resources were also sent in by another TA center and logged separately. See entries #43d and #43e	Did not submit to ED in first batch of 50; but resource from other TA Center was submitted in the first batch of 50. Need to determine which TA Center to assign the resource to.	









	Not originally submitted in first batch of 50- Needs to be 508C reviewed.	
Takes a few clicks and takes you to a calendar of events to register for the webinar that has passed now, and a link to an archive not yet posted.	Ineligible- refer to later.	

	Not originally submitted in first batch of 50- Needs to be 508C reviewed.	

<p><a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Events/REL_MA_Reopening_Schools_Webinar_Slides_508.pdf">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Events/REL_MA_Reopening_Schools_Webinar_Slides_508.pdf</a></p>	<p>You tube video to webinar provided along with slides; may need to separate to two resources, but ED may check with the TA Center to revise their submission to go to the home page where the resources are located instead of a direct link to the resource without reference.</p> <p>Ineligible- refer to later.</p>	
	<p>Sent in first batch of 50.</p>	
	<p>Sent in first batch of 50.</p>	
	<p>Sent in first batch of 50.</p>	

Takes you to a webinar event registration page; event to be held 5/6/21.	Ineligible- refer to later.	



<p><a href="https://drive.google.com/drive/folders/1DlRymw73vQ_ouFjvsk1x5UuPRNUJJoLu?usp=sharing">https://drive.google.com/drive/folders/1DlRymw73vQ_ouFjvsk1x5UuPRNUJJoLu?usp=sharing</a></p>	<p>These are not technically ineligible- but do need further review before determining how to post. These were included in an e-mail from Danielle Smith that had many resources, but not all were approved, so it has proven a bit tricky. We had to create a shared folder in order to access the resources as one but we can also break them out by 5 resources instead of the series as it was submitted.</p>	
<p>This was the correct link that came with the original description. This is a link to a Mailchimp newsletter that was sent out regarding a Webinar series: one has passed, the others have not. This page only takes you to an overview with sign-up links.</p>	<p>Ineligible- refer to later.</p>	
	<p>Ineligible- refer to later.</p>	

Weinbar registration page; event to be held 4/12.	Ineligible- refer to later	



<p><a href="https://osepideasthatwork.org/sites/default/files/Transcript_August%204_Final.pdf">https://osepideasthatwork.org/sites/default/files/Transcript_August%204_Final.pdf</a></p>	<p>The You tube video link is not working, it says unavailalbe. The transcript is also provided, we can post the transcript but the submissions says video/ webinar.</p> <p>Ineligible- refer to later.</p>	
	<p>Ineigible - refer to later.</p>	

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From: Bohanan, Levi  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=574d63989b2d4d158ec1a984c195  
745e-bohanan, be>  
To: Harris-Aikens, Donna  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=9fc031603fd04cfa9761737feaff  
4811-harris-aike>  
Cc: Rosenblum, Ian  
</o=exchangelabs/ou=exchange administrative group  
(fydibohf23spdlt)/cn=recipients/cn=d352d95c8fd94c1189ceb7be814e  
0360-rosenblum,>  
Bcc:  
Subject: OESE Weekly state contact report  
Date: Thu Apr 22 2021 06:36:55 EDT  
Attachments: Weekly state contact report 041921- 042621 final.docx

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Morning Donna,

Hope you've had a good week- passing along this week's state contact report submission here.  
Please let me know if you have any questions.

Best,

Levi

Levi Bohanan

Special Assistant OESE

Week of 04/19/21- 04/25/21

Pandemic related State and Grantee Relations interfaces (from a combination of formal/informal communication with state contacts, state program websites/public materials, responding to drawdown requests, responding to state policy questions, monthly FFATA reporting or initial reports from grantees):

- The Indiana Department of Education (IDOE) announced this week the estimated funds that public school districts across the state will receive as part of the American Rescue Plan (ARP). Together, these school allocations total nearly \$1.8 billion.
- In Tennessee, ESSER relief funding is slated to be used for filling virtual teacher positions, buying new textbooks and materials and continuing a 1:1 student instructor program.
- Governor Kim Reynolds and the Iowa Department of Education announced this week that more than \$11.5 million in federal relief funding (GEER II) is available to assist public school districts in providing mental health support and other wraparound services to pre-K-12 students, and support community college efforts in expanding programming to help more lowans earn short-term credentials needed for in-demand careers.
- The Guilford County Board of Education in North Carolina is soliciting competitive proposals for the selection of a technical assistant partner to provide consulting services to community stakeholder engagement and to discuss the academic impact of lost instructional time and the best uses of Elementary and Secondary School Emergency Relief (ESSER) II and III funds. The goal of this work is to coordinate dialogue between Guilford County Schools and the larger community, focus on the academic impact of lost instructional time and addressing racial wealth gaps and mental health supports. Facilitation of the work, graphic design, and a culminating plan are the deliverable products that will be requested. This work will run from May 2021 - December 2024.
- The Wyoming Department of Education announced this week an opportunity for school districts to apply for remaining ESSER I SEA reserve funds, so schools may receive additional funding from the state to address the impact of COVID-19 in elementary and secondary schools.
- Washington, D.C. will be holding its first-ever Family Advocacy and Leadership Summit early next month, in an effort to prepare children and families return to full-time, in-person schooling across the city.
- Hastings Public Schools in Nebraska is planning to add to a new staff member who specific role is to address the academic impact of lost instructional time in each of their buildings. Funds for this effort is expected to come out of the ESSER II funds allocated to the school. Other school districts appear to be considering this use of funds as well.
- In New Hampshire, Conway School District has reported using ESSER II funds to help offset the cost of a facilities improvement project at high schools in the district.
- A school district in Vermont is using ESSER funds to implement a free, five-week summer camp is part of a broader, still-evolving plan designed to help students make up academic ground that may have been lost as a part of the COVID-19 pandemic.
- Milford Schools District in Connecticut has reported using ESSER relief funds to purchase personal protective equipment, sanitizing tools, and transportation.
- The Arkansas Department of Education released preliminary ESSER III allocations.

#### Pandemic-related TA activities:

- On April 26 and 27, the Department will be hosting the launch event for the Summer Learning and Enrichment Collaborative National Convening, designed to bring education leaders together as they develop summer learning and enrichment plans and to kick off the Summer Learning & Enrichment Collaborative. The National Convening will provide an opportunity for national education leaders, state team members, and other interested partners to collectively discuss the importance of evidence-based summer learning and enrichment programs that address the urgent needs of students, including those students disproportionately affected by the COVID-19 pandemic—which exacerbated the pre-existing inequities in our education system. More than 40 states have already signed up to participate.
- The National Comprehensive Center has launched Education Stories from the Field, providing inside, frontline, real-time insights and lessons on how state and local education leaders have responded to the pandemic. A building timeline illustrates how leaders in four states—Missouri, New Mexico, Pennsylvania, and Wyoming—are setting priorities, making decisions, working with partners, and providing support for district and school leaders during this time of educational upheaval and innovation. As the pandemic, and our recovery from it, is ongoing, so are these stories. Check back for updates as the National Center documents how the approaches these states, and the districts within them, continue to unfold.
- The National Comprehensive Center has released a series of short videos and other materials that explain the features of successful “advancement academies” (a tool used to focus intensely on the learning of small groups of students), reports on research about the impact of academies on student achievement, and describes ways to adapt the academies to address interrupted learning caused by the pandemic.
- Designing for Diversity is a three-part whitepaper series by the National Comprehensive Center that addresses the challenges of moving diversity, equity, and inclusion from abstract ideas to actions that demonstrate the transformation of traditional thinking and practices in education. *Where is Equity and Inclusion in Curriculum Design?* is the first paper that explains the need for equity and inclusion in standardized curriculum materials and introduces the Equity and Inclusion Framework for Curriculum Design (EI-CD) approach to involve various stakeholders at the state and local levels in the design, development, and adaptation of science, technology, engineering, mathematics, and computer science (STEM+CS) curriculum materials. *The Equity and Inclusion Framework for Curriculum Design* is the second paper that provides a step-by-step process for the EI-CD approach; describing how this approach can be used for designing and adapting STEM+CS curriculum materials. The third paper, *Implementation of the Equity and Inclusion Curriculum Development Approach: The Role of State and Local Education Agencies* provides suggestions to state and local education leaders for implementing the EI-CD to ensure the integration of equity and inclusion into the design and adaptation of STEM+CS curriculum materials.
- A new Equity by Design brief the Region III Midwest and Plains Equity Assistance Center (MAP Center) highlights equity issues that may arise as schools reopen to students, families, and educators. As school and district leaders develop and revise reopening policies, the guidance outlined in this brief may inform the way those policies are implemented and may help highlight issues around equity that district and school personnel may not have considered in planning for reopening

- On Thursday, April 22, the Region III Midwest and Plains Equity Assistance Center (MAP Center) will host a virtual coffee house session in which they will explore the ways in which virtual learning during the pandemic has impacted, or could impact, policies and procedures in K-12 schools. Presenters will explore the impact of those policies on students and parents.
- Region 18 Comprehensive Center and Region 19 Comprehensive Center will host a webinar series, Distance Education: Best Practices in the Pacific Context. The webinar series will build educator knowledge of distance education theory and research and will showcase best practices from Pacific region teachers. The second module: Active Engagement in Virtual Learning Environments will be held on Friday, April 23.
- On Saturday, April 24, the Region III Midwest and Plains Equity Assistance Center (MAP Center) will host its second Families Learning from Families Virtual Roundtable session. During this session, parents/caregivers from different backgrounds and experts will discuss supporting the social emotional needs of students and families during the pandemic and beyond. This session will be dedicated to idea sharing, resources, and advice around supporting the mental health needs of families.
- On Wednesday, April 28, the Mid-Atlantic Equity Consortium, which operates the EAC Region I Center for Education Equity, will host a webinar with its partners to bring together Asian American and Pacific Islander (AAPI) parents to speak about their experiences navigating racism and bias during the COVID-19 pandemic, and to share action steps to support AAPI communities.



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From: Garcia, John </o=exchangelabs/ou=exchange administrative group (fydibohf23spdlt)/cn=recipients/cn=5e23946902d64a35b68f0ee92f00da24-garcia, joh>  
To: Tamayo, Joaquin R. </o=exchangelabs/ou=exchange administrative group (fydibohf23spdlt)/cn=recipients/cn=5db0de0b5b154e1e920bb48e70da9fc3-tamayo, joa>; Goldberg, Suzanne </o=exchangelabs/ou=exchange administrative group (fydibohf23spdlt)/cn=recipients/cn=3f3e0d681464410dae522b70e5a0238b-goldberg, s>  
Cc: Siddiqi, Margaret </o=exchangelabs/ou=exchange administrative group (fydibohf23spdlt)/cn=recipients/cn=8d97f39f0f394bc18711d5370ece8998-siddiqi, ma>; Smith, Mekka </o=exchangelabs/ou=exchange administrative group (fydibohf23spdlt)/cn=recipients/cn=d7919630004d4967a3a9dbf427df50a2-smith, mekk>  
Bcc:  
Subject: Fwd: TA Resource Collection  
Date: Wed Aug 24 2022 13:45:58 EDT  
Attachments: TA Resource Collection.docx

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Thanks Renee! Flagging for others as well.

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From: Ryder, Ruth <Ruth.Ryder@ed.gov>  
Sent: Wednesday, August 24, 2022 1:35:49 PM  
To: Bradley, Renee <Renee.Bradley@ed.gov>  
Cc: Garcia, John <Johnny.Garcia@ed.gov>; Schott, Adam <Adam.Schott@ed.gov>  
Subject: Re: TA Resource Collection

Thanks Renee! So much great work!

Adding Adam

Sent from my iPhone

On Aug 24, 2022, at 1:24 PM, Bradley, Renee <Renee.Bradley@ed.gov> wrote:

John

Attached is the initial collection of resources. Given the time frame I was only able to request and compile the list. Resources are included from OESE, OSERS, IES. There are @218 included on this initial collection. Based on prior experience, I recommend the following next steps to curate the list making sure the resources included are most helpful to stakeholders. Recent feedback indicates the need for more organized and curated resources and not a laundry list.

Curate the attached list:

Organize based on topical groups

Specific related topics included:

Bully prevention

Belonging/relationships

Positive learning Climates: School-wide and classroom

Preventing/confronting responding to hate

Trauma

SEL

Addressing Discrimination and harassment

Implicit Bias

Maybe others as they are sorted

COVID documents

Suggest eliminate virtual specific documents

Only include recovery focused

Dated documents

Limit to last 5-10 years

Exception being seminal or timeless resources

I will be glad to assist with this effort moving forward but we will need to involve some

other hands as well. Look forward to meeting you in person tomorrow

Center	Resource Title	Short Description	Audience	Web link
NCSSLE	<a href="#">Creating a Safe and Respectful Environment in Our Nation's Classrooms</a>	Includes resources for promoting positive classroom climates, available in two formats depending on whether the user is conducting a group training of teachers, or whether the user is engaging in self-study. Includes workbooks, guides, handouts, and presentation slides to support teachers in intervening in bullying behavior and creating a supportive classroom climate.	teachers	<a href="https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdelivery&amp;utm_term=">https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdelivery&amp;utm_term=</a>
T4PA	<a href="#">Strategies to Support Student Engagement Webinar Series – Reducing Exclusionary Discipline</a>	<p>Strategies to Support Student Engagement webinar series. The third webinar in the series:</p> <ul style="list-style-type: none"> <li>○ Provided a brief overview of what we know about exclusionary discipline and what can be done to reduce it,</li> <li>○ Shared lessons learned from districts that have made progress in reducing exclusionary discipline,</li> <li>○ Considered current discipline challenges LEAs and schools are facing (e.g., addressing inequities, COVID-19 related issues), and</li> <li>○ Reflected on how Title IV-A SCs can use this information when working with their LEAs.</li> </ul> <p>Information about this webinar and supporting documents can be found in the portal section of the website at <a href="#">Strategies to Support Student Engagement Webinar Series – Reducing Exclusionary Discipline</a>.</p>	teachers	<p><a href="https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdelivery&amp;utm_term=">https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms?utm_content=&amp;utm_medium=email&amp;utm_name=&amp;utm_source=govdelivery&amp;utm_term=</a></p> <p>(LOG IN Required????)</p>
T4PA	<a href="#">Addressing Exclusionary Discipline</a>	The T4PA Center created a resource on reducing exclusionary discipline. If a local education agency (LEA) expresses a need in addressing exclusionary discipline, Title IV, Part A State coordinators can use the following information to support LEAs (Local Education Agencies) as they conduct their needs assessment, prepare their LEA application, consider how to evaluate their effort, and/or seek additional information. This resource includes data on how LEAs can better understand their needs in this area and common approaches LEAs are using to	LEAs	<p><a href="https://t4pacenter.ed.gov/T4PAUploadFiles/ProductResource/AddressExclusionDiscipline508C.pdf">https://t4pacenter.ed.gov/T4PAUploadFiles/ProductResource/AddressExclusionDiscipline508C.pdf</a></p> <p>May require log in???</p>

		<p>address the issue. The T4PA Center compiled resources within the following topics to assist LEAs in reducing exclusionary discipline.</p> <ul style="list-style-type: none"> <li>• Revising code of conduct</li> <li>• Improving classroom management</li> <li>• Improving school climate</li> <li>• Implementing multi-tiered systems of supports</li> <li>• Implementing social emotional learning</li> <li>• Implementing restorative practices</li> <li>• Building trauma-sensitive schools</li> </ul>		
CPIR	Resources on Bullying and Cyberbullying of Native Youth	Audiences can use the list to connect with agencies and organizations, publications, bullying prevention programs, and websites that address bullying and cyberbullying.	Families, Teachers	<a href="https://www.parentcenterhub.org/resources-bullying-cyberbullying-native-youth/">https://www.parentcenterhub.org/resources-bullying-cyberbullying-native-youth/</a>
CPIR	Bullying: What American Indian and Alaska Native Parents Need to Know	This article provides current information about bullying in general, and specific information about bullying of Native youth and those with disabilities. It also offers action steps for parents to take.	Families, Teachers	<a href="https://www.parentcenterhub.org/wp-content/uploads/repo_items/naptac/bullying2020.pdf">https://www.parentcenterhub.org/wp-content/uploads/repo_items/naptac/bullying2020.pdf</a>
CPIR	Bullying	Listing of resources listed are useful to families. Also in Spanish.	Families, Teachers	<a href="https://www.parentcenterhub.org/bullying/">https://www.parentcenterhub.org/bullying/</a>
CPIR	Behavior Suite	Listing of resources for helping children who have behavior challenges, including in school. Also in Spanish	Families, Teachers	<a href="https://www.parentcenterhub.org/behavior/">https://www.parentcenterhub.org/behavior/</a>
CPIR	Talking about Race with Our Children	Listing of resources that can help guide parents and educators as they talk to children. Also in Spanish.	Families, Teachers	<a href="https://www.parentcenterhub.org/race-matters-children/">https://www.parentcenterhub.org/race-matters-children/</a>
Equity Assistance Center Region I	<a href="#">How to Teach Culturally Responsive Social Studies When Everything Is Controversial</a>	<b>(webinar):</b> 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,	Teachers	<a href="#">How to Teach Culturally Responsive Social Studies When Everything Is Controversial</a>

		norms, and activities and reflected on the importance of culturally responsive education for all students.		
Equity Assistance Center Region I	<b>Thriving, Not Just Surviving (webinar series)</b>	<b>(webinar series):</b> 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.	Teachers/Leaders	<ul style="list-style-type: none"> <li>- <a href="#">Centering the Needs of Transgender and Non-binary Students at School</a></li> <li>- <a href="#">How Teachers &amp; Counselors Can Support Trans &amp; Non-Binary Students at School</a></li> <li>- <a href="#">How Administrators Can Support Trans &amp; Non-Binary Students</a></li> </ul>
Equity Assistance Center Region I	<a href="#">Black Lives Matter at School: A Discussion with Educators on the Intersections of Activism and Pedagogy</a>	<a href="#">Black Lives Matter at School: A Discussion with Educators on the Intersections of Activism and Pedagogy (webinar):</a> 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.	Teachers	<a href="#">Black Lives Matter at School: A Discussion with Educators on the Intersections of Activism and Pedagogy</a>
Equity Assistance Center Region I	<b>From Voices to Action</b>	<b>(webinar series):</b> 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.	Families Teachers/ Leaders	<ul style="list-style-type: none"> <li>- <a href="#">A Conversation with AAPI Families</a></li> <li>- <a href="#">Asian American Pacific Islander (AAPI) Families' Responses to Pandemic and School Reopening</a></li> </ul>
Equity Assistance Center Region I		<b>Talking about race:</b> these resources identify how families and teachers can facilitate conversations about race with their students	Teachers/ Families	<ul style="list-style-type: none"> <li>- <a href="#">How Do We Talk to Kids About Race and Racism? (webinar)</a></li> <li>- <a href="#">Talking with Children About Race (resource list)</a></li> <li>- <a href="#">Facilitating Race Talk in the Classroom: Lessons from Student Experiences (publication)</a></li> </ul>

				<a href="#">- Teaching Kids About Identity and Bias (publication)</a>
Region IV	Introduction to Equity Traps and Tropes	A webinar from August 2022 that was presented by Dr. Jamila Dugan, author of Street Data. The book provides an introduction to equity traps and tropes in education.	Teachers Leaders	<a href="#">Introduction to Equity Traps and Tropes</a>
Region IV	Anti-Racism for White Educators Podcast	A podcast from 2021 that provides guidance to white educators on how to be anti-racist in their schools and classrooms.	Teachers Leaders	<a href="#">Anti-Racism for White Educators Podcast</a>
Region IV	How To Be An Ally In Collaboration with Black Colleagues	Webinar from 2021 that addresses bias in the workplace and how to be an ally to Black colleagues in schools and districts.	Teachers Leaders	<a href="#">How To Be An Ally In Collaboration with Black Colleagues</a>
Region IV	Who Has Bias? We All Do!	Online course in the WEEAC Virtual College. Anti-bias tools, reflection, and assessment will support participants in identifying and changing negative biases.	Teachers Leaders	<a href="#">Who Has Bias? We All Do!</a>
Region IV	Nondiscrimination and Civil Rights Laws You Should Know	This webpage provides resources and information on specific Civil Rights Laws that are focused on preventing discrimination.	Leaders	<a href="#">Nondiscrimination and Civil Rights Laws You Should Know</a>
Region IV	Equity Tools and Artifacts for Districts and Schools	The webpage compiles a list of resources that provide guidance to districts and schools to prevent discrimination and provide an equitable learning environment.	Leaders	<a href="#">Equity Tools and Artifacts for Districts and Schools</a>
Region IV	What You Need to Know About Religious Discrimination in Schools	This webinar panel for educators provides an in-depth discussion about the experiences of many Muslim, Jewish, Sikh, Hindu, and LDS students, including harassment, bullying and exclusion in school curriculum.	Teachers Leaders	<a href="#">What You Need to Know About Religious Discrimination in Schools</a>
Region IV	The New Title IX Regulations: Gender Identity and Sexual	An overview of the changes to Title IX policies and procedures for K-12. The webinar provides details and interpretations of the changes to the law.	Teachers Leaders	<a href="#">The New Title IX Regulations: What K-12 Educators Need to Know</a>

	Orientation What K-12 Educators Need to Know			
Region IV	What Administrators Need to Know About Trans Student Rights	Webinar with a panel of experts providing guidance about Trans student rights. This includes an emphasis on athletics and activities from the perspectives of an attorney and longtime athletic administrator.	Leaders	<a href="#">What Administrators Need to Know About Trans Student Rights</a>
Region IV	"Can We Talk About That Here?" How to Teach About World Religions in Schools	This webinar helps teachers navigate the challenges of talking about religion in schools by addressing the constitutional role of religious education as an academic discipline rather than a devotional one.	Teachers Leaders	<a href="#">"Can We Talk About That Here?" How to Teach About World Religions in Schools</a>
Region IV	Turning Equity Talk Into Equity Walk Part 1	First webcast in a series on implementing equity practices on the district, school, and classroom levels.	Teachers Leaders	<a href="#">Turning Equity Talk Into Equity Walk Part 1</a>
Region IV	Turning Equity Talk Into Equity Walk Part 2	Second webcast in a series on implementing equity practices on the district, school, and classroom levels.	Teachers Leaders	<a href="#">Turning Equity Talk Into Equity Walk Part 2</a>
Region IV	Addressing Hate and Bias at School: Guidance for Districts and Schools	A document created to provide guidance in addressing hate and bias for school and district leaders.	Leaders	<a href="#">Addressing Hate and Bias at School: Guidance for Districts and Schools</a>
Region IV	Equitable Classroom Practices	A webcast presentation that outlines best practice for creating an equitable classroom.	Teachers Leaders	<a href="#">Equitable Classroom Practices</a>
Region IV	GESA Best Practices	A webcast overview of the Generating Expectations for Student Achievement (GESA) approach in the classroom.	Teachers Leaders	<a href="#">GESA Best Practices</a>
Region IV	The Importance of Culturally Responsive Education in	This webcast provides guidance and emphasizes the importance of Culturally Responsive Education for African American Students.	Teachers Leaders	<a href="#">The Importance of Culturally Responsive Education in African American Student</a>



	African American Student			
Region IV	Empowering English Language Learners (ELLs) through Equity PLCs	A webcast that provided guidance on how Equity Professional Learning Communities (PLC's) can empower English Language Learners.	Teachers Leaders	<a href="#">Empowering English Language Learners (ELLs) through Equity PLCs</a>
Region IV	Día del Niño & Intersectionality: how to build innovative solutions through community initiatives for English Language Learners	A webinar that featured a panel that provided guidance on innovative ways to include community initiatives in educating English Language Learners.	Teachers Leaders	<a href="#">how to build innovative solutions through community initiatives for English Language Learners</a>
Region IV	Connected Literacy Layering Texts for Inquiry and Advocacy	First webcast in a series on utilizing texts in the classroom to build an equitable learning community.	Teachers Leaders	<a href="#">Connected Literacy Layering Texts for Inquiry and Advocacy</a>
Region IV	Connected Literacy Leveraging Texts for Belonging and Community	Second webcast in a series on utilizing texts in the classroom to build an equitable learning community.	Teachers Leaders	<a href="#">Connected Literacy Leveraging Texts for Belonging and Community</a>
Region IV	Hurt, Healing, and Hope: Trauma May Not Be Your Fault, But It Is Your Responsibility To Heal From It	This is a webinar providing guidance to district leaders and educators on the impact of trauma on student learning.	Teachers Leaders	<a href="#">Hurt, Healing, and Hope</a>
Region IV	Culturally Responsive Parent and Family Engagement	A webinar presentation to district leaders and teachers that addresses parent and family engagement with an emphasis on culturally responsive approaches.	Teachers Leaders	<a href="#">Culturally Responsive Parent and Family Engagement</a>

Region IV	Getting It Done: 3 Strategies to Increase Parent Engagement at Your School	A webinar presentation to district leaders and teachers that provides guidance on increasing parent and family engagement.	Teachers Leaders	<a href="#">3 Strategies to Increase Parent Engagement at Your School</a>
Region IV	Teachers: Psychological Effects of COVID-19 on Teachers, Students, and Families	This webinar was presented by psychologists and gives guidance to teachers on managing the effects of COVID-19.	Teachers Leaders	<a href="#">Teachers: Psychological Effects of COVID-19 on Teachers, Students, and Families</a>
Region IV	Being Resilient In a Pandemic	This webinar provides guidance to managing the impact of the pandemic and developing resiliency.	Teachers Leaders	<a href="#">Being Resilient In a Pandemic</a>
Region IV	Parents: Psychological Effects of COVID-19 on Children and Families	This webinar was presented by psychologists and gives guidance to parents on managing the effects of COVID-19.	Families	<a href="#">Parents: Psychological Effects of COVID-19 on Children and Families</a>
Region IV	How Is Your School Preparing for Bullying Prevention Month? Fostering inclusive environments in classrooms that safeguard and enhance Muslim students' experiences in K-12 schools.	This webinar discusses strategies and resources for educators and administrators to foster inclusive environments in their classrooms that safeguard and enhance Muslim students' experiences in K-12 schools.	Teachers Leaders	<a href="#">How Is Your School Preparing for Bullying Prevention Month?</a>
IRIS	<a href="#">Classroom Behavior Management (Part 1): Key Concepts and</a>	This self-paced module overviews important key concepts and foundational practices related to effective classroom behavior management, including cultural influences on behavior and the creation of positive climates and structured classrooms.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/beh1/">https://iris.peabody.vanderbilt.edu/module/beh1/</a>

	<a href="#">Foundational Practices</a>			
IRIS	<a href="#">Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan</a>	Developed specifically with primary and intermediate elementary teachers in mind (e.g., K-5th grade), this self-paced module reviews the major components of a classroom behavior management plan (including rules, procedures, and consequences) and guides users through the steps of creating their own culturally responsive classroom behavior management plan.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/beh2_elem/">https://iris.peabody.vanderbilt.edu/module/beh2_elem/</a>
IRIS	<a href="#">Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan</a>	Developed specifically with middle and high school teachers in mind (e.g., 6th-12th grade), this self-paced module reviews the major components of a classroom behavior management plan (including rules, procedures, and consequences) and guides users through the steps of creating their own culturally responsive classroom behavior management plan.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/beh2_sec/">https://iris.peabody.vanderbilt.edu/module/beh2_sec/</a>
IRIS	<a href="#">Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle</a>	The first in a two-part series, this self-paced module discusses challenging behavior in terms of the phases of the acting-out cycle and offers strategies and tips for responding to students in each phase.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/bi1-elem/">https://iris.peabody.vanderbilt.edu/module/bi1-elem/</a>
IRIS	<a href="#">Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies</a>	The second in a two-part series, this self-paced module describes strategies that teachers can implement to prevent or address challenging behaviors.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/bi2-elem/">https://iris.peabody.vanderbilt.edu/module/bi2-elem/</a>

IRIS	<a href="#">Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan</a>	This self-paced module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/fba/">https://iris.peabody.vanderbilt.edu/module/fba/</a>
IRIS	<a href="#">Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction</a>	This self-paced module, first in a two-part series, outlines the instructional and behavioral challenges frequently encountered by teachers in juvenile corrections settings. It discusses some of the ways to address these challenges, including key instructional and behavioral foundations and recommendations for working with students with disabilities.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/jj1/">https://iris.peabody.vanderbilt.edu/module/jj1/</a>
IRIS	<a href="#">Youth with Disabilities in Juvenile Corrections (Part 2): Transition and Reentry to School and Community</a>	This self-paced module, second in a two-part series, addresses considerations and recommendations for effectively transitioning youth from juvenile corrections facilities back to community, school, and workplace settings.	Teachers, others	<a href="https://iris.peabody.vanderbilt.edu/module/jj2/">https://iris.peabody.vanderbilt.edu/module/jj2/</a>
IRIS	IRIS Fundamental Skill Sheet series	IRIS Fundamental Skill Sheets offer quick primers about discrete skills and positive, proactive educator practices. Each sheet provides a brief explanation of the skill, steps and tips for implementation, demonstration videos of both correct and incorrect implementation, as well as a full reference list and additional resources for those interested in more in-depth study.	Teachers, others	Behavior-Specific Praise: <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_behaviro_specific_praise.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_behaviro_specific_praise.pdf</a>  Choice Making: <a href="https://iris.peabody.vanderbilt.edu">https://iris.peabody.vanderbilt.edu</a>

				<p><a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_choice_making.pdf">/wp-content/uploads/misc_media/fss/pdfs/2018/fss_choice_making.pdf</a></p> <p><b>High-Probability Requests:</b> <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_high_p.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_high_p.pdf</a></p> <p><b>Proximity Control:</b> <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_proximity_control.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_proximity_control.pdf</a></p> <p><b>Virtual Instruction: Behavior-Specific Praise:</b> <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2021/fss_Virtual_Instruction_behavior_specific_praise.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2021/fss_Virtual_Instruction_behavior_specific_praise.pdf</a></p> <p><b>Virtual Instruction: Precorrection:</b> <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2022/FSS_Virtual_Precorrection.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2022/FSS_Virtual_Precorrection.pdf</a></p>
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IDRA EAC- South	Interrupting Bullying & Harassment in Schools, IDRA EAC-South Online Technical Assistance Package	Bullying prevention does not happen without deliberate action. This online technical assistance toolkit is designed to give educators and school leaders the tools that they need to prevent bullying and harassment by fostering a positive school climate.	Educators and school leaders	<a href="https://idra.news/webInterrupt">https://idra.news/webInterrupt</a>
IDRA EAC- South	Family Engagement, IDRA EAC-South Online Technical Assistance Package	Few people question the value of parents being involved in schools. But many school leaders labor with traditional strategies that have little meaning or success. Families can be their children's strongest advocates for promoting quality neighborhood schools and to ensure excellent academic instruction – where children are safe, happy, learning and engaged. This IDRA EAC-South's Family Engagement Online Technical Assistance Package is designed to provide educators tools for embracing what, for many, is a new vision for engaging with families and community members.	Families, educators, school leaders	<a href="https://idra.news/webFamEngage">https://idra.news/webFamEngage</a>
IDRA EAC- South	Culturally Responsive Instruction and Leadership, IDRA EAC-South Online Technical Assistance Package	To educate our growing diverse student population, educators must foster learning environments that are inclusive of students from dramatically different backgrounds from themselves and fellow students. Gaps in cultural understanding have the effect of widening disparities in academic performance of students among different groups.	Educators, school leaders	<a href="https://idra.news/webCRI">https://idra.news/webCRI</a>
IDRA EAC- South	We All Belong – School Resource Hub (just launched this month by IDRA)	IDRA's new resource hub is designed for educators, families and policy advocates, particularly in the U.S. South, who want to make sure students receive a strong, truthful education in our public schools. It provides lesson plans for all grades, instructional best practices, historical resources, policy updates and data maps to support educators and advocates in promoting culturally-sustaining schools and fighting harmful censorship policies.	Students, families, educators, school leaders	<a href="https://idrased.org/hub/">https://idrased.org/hub/</a>

IDRA EAC- South	Article: Using Textured Teaching in the Culturally Sustaining Classroom	This article explores “textured teaching” strategies, which are designed for engaging all students, welcoming their whole selves while integrating social justice throughout middle and high school learning. The framework has four components (“traits”) that are outlined in the article, and explored further in the resource <a href="#">Textured Teaching: A Framework for Culturally Sustaining Practices</a> , by Lorena Escoto Germán.	Educators, school leaders	<a href="https://www.idra.org/resource-center/using-textured-teaching-in-the-culturally-sustaining-classroom/">https://www.idra.org/resource-center/using-textured-teaching-in-the-culturally-sustaining-classroom/</a>
IDRA EAC- South	Resource List for Supporting LGBTQ Students	Available on the IDRA EAC-South website, this list includes articles, podcast episodes and other resources, including IDRA’s infographic, “School Climate Affects LGBTQ Student Well-being.”	Educators, school leaders, students, families	<a href="https://www.idraeacsouth.org/resources/">https://www.idraeacsouth.org/resources/</a>
IDRA EAC- South	Understanding and Addressing Racial Trauma and Supporting Black Students in Schools –IDRA Policy Brief	This document explains the particular history of racial trauma in the Black community, how this trauma may show up in schools, and how schools must prepare to support all students and adults in their community. The resources were developed by IDRA in collaboration with the Excellence and Advancement Foundation, a nonprofit organization dedicated to transforming how communities combat the school-to-prison pipeline.	Educators, school leaders, students, families	<a href="https://idra.news/RJbrief">https://idra.news/RJbrief</a>
CISELS	Race and Equity Resources	This website provides a list of resources addressing race and equity.	Educators, school leaders,	<a href="https://selcenter.wested.org/resource/selected-race-equity-resources/">https://selcenter.wested.org/resource/selected-race-equity-resources/</a>
PBIS	Center on PBIS   Bullying Prevention	Bullying is frequently noted as an example of disrespectful and aggressive behavior. The majority of bullying and harmful behavior happens in order to get attention, praise, or social status from bystanders, peers, or even the victim. An effective social culture has a formal process for limiting the social rewards available for bullying, and harmful behavior. We call this bullying prevention.	Teachers, Leaders, Families, others	<a href="http://www.pbis.org/topics/bullying-prevention">www.pbis.org/topics/bullying-prevention</a>
PBIS	Resource: Bullying Prevention Self-Assessment	Word Doc: This 12-item self-assessment may be used by school teams (typically with their coach) to determine if the core features of an effective bullying prevention system are in place. The self-assessment may be used to: proactively to identify what a school is already doing well, to select components that need to be adopted/added, and as a	Teachers, Leaders	<a href="http://www.pbis.org/resource/bullying-prevention-self-assessment">www.pbis.org/resource/bullying-prevention-self-assessment</a>

		way to assess/evaluate if implementation efforts result in the core features of bullying prevention being adopted and used successfully.		
PBIS	Resource: Reducing the Effectiveness of Bullying Behavior in Schools	PDF: The purpose of this document is to provide an overview of how school-wide positive behavioral interventions and supports (PBIS) as a framework for improving the effectiveness, efficiency, and relevance of practices to prevent school violence and bullying behavior, in particular. This overview is organized around eight questions.	Teachers, Leaders	<a href="http://www.pbis.org/resource/reducing-the-effectiveness-of-bullying-behavior-in-schools">www.pbis.org/resource/reducing-the-effectiveness-of-bullying-behavior-in-schools</a>
PBIS	Resource: Bully Prevention: In Positive Behavior Support	Slide Deck: Presentation on bully prevention in PBIS	Teachers, Leaders	<a href="http://www.pbis.org/resource/bully-prevention-in-positive-behavior-support">www.pbis.org/resource/bully-prevention-in-positive-behavior-support</a>
PBIS	Resource: Bully Prevention within PBIS	Slide Deck: Bullying and variables that sustain bullying are defined. Student skills and instructional/implementation process to build those skills are discussed.	Teachers, Leaders	<a href="http://www.pbis.org/resource/bully-prevention-within-pbis">www.pbis.org/resource/bully-prevention-within-pbis</a>
PBIS	Resource: Bully Prevention Manual (Elementary Level)	PDF: This handbook focuses on reducing bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct.	Teachers, Leaders	<a href="http://www.pbis.org/resource/bully-prevention-manual-elementary-level">www.pbis.org/resource/bully-prevention-manual-elementary-level</a>
PBIS	Resource: Bullying Prevention in PBIS: Expect Respect (Middle & High School Level)	PDF: The purpose of this handbook is to improve the success of schools as effective learning environments.	Teachers, Leaders	<a href="http://www.pbis.org/resource/bullying-prevention-in-pbis-expect-respect-middle-high-school-level">www.pbis.org/resource/bullying-prevention-in-pbis-expect-respect-middle-high-school-level</a>
PBIS	Resource: Addressing School Climate: 5 Ways Schools Can Positively and Proactively Support All Students	PDF: Bullying incidents and other concerning behaviors present educators with significant, immediate challenges in supporting students. Rather than waiting for these behaviors to occur and reacting, we encourage educators to adopt positive and proactive practices to support students and prevent these behaviors from occurring.	Teachers, Leaders	<a href="http://www.pbis.org/resource/addressing-school-climate-5-ways-schools-can-positively-and-proactively-support-all-students">www.pbis.org/resource/addressing-school-climate-5-ways-schools-can-positively-and-proactively-support-all-students</a>



PBIS	Center on PBIS   Why Implement PBIS?	PBIS is so much more than rewards and tokens. It is a framework for creating safe, positive, equitable schools where everyone feels successful and seen. By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone. Why should you implement PBIS? Because it is good for kids and makes schools better. We know this because research shows it does, time and time again.	Teachers, Leaders	<a href="http://www.pbis.org/pbis/why-implement-pbis">www.pbis.org/pbis/why-implement-pbis</a>
PBIS	Resource: Layering Mental Health Interventions within PBIS	PDF: This presentation addresses the scaling up of mental health and suicide prevention efforts as part of a comprehensive multi-tiered system of support (MTSS). Tools, resources, and strategies that infuse mental wellness efforts into the PBIS framework will be shared. This model will be demonstrated via a sample high school.	Teachers, Leaders	<a href="http://www.pbis.org/resource/layering-mental-health-interventions-within-pbis">www.pbis.org/resource/layering-mental-health-interventions-within-pbis</a>
PBIS	Center on PBIS   PBIS in the NEWS	How to Stop Bullying in Schools. February 27, 2019. A growing body of research shows that schools can prevent bullying – and ensure that all kids go to school each day without fear of being physically hurt or socially targeted.	Teachers, Leaders, Families, others	<a href="http://www.pbis.org/about/pbis-in-the-news">www.pbis.org/about/pbis-in-the-news</a>
PBIS	Resource: Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide	PDF: This implementation guide provides step by step process with examples, activities, and resources for district and school teams to install and implement an Interconnected Systems Framework.	Teachers, Leaders	<a href="http://www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2">www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2</a>
PBIS	Resource: PBIS State Systems Fidelity Inventory	PDF: This self-assessment is designed to assist State Leadership Teams and similar organizational units with (a) initial assessments of the extent to which there is the capacity to implement Positive Behavioral	Teachers, Leaders	<a href="http://www.pbis.org/resource/pbis-state-systems-fidelity-inventory-ssfi-pilot-version-v0-1">www.pbis.org/resource/pbis-state-systems-fidelity-inventory-ssfi-pilot-version-v0-1</a>

	(SSFI) - PILOT VERSION v0.1	Interventions and Supports (PBIS); (b) action planning to guide resource allocation during the process of PBIS implementation; and (c) periodic assessments of the capacity of a state or region to sustain PBIS implementation and expansion.		
PBIS	Resource: Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS (Versión en español)	PDF: One of the key principles of Positive Behavioral Interventions and Supports (PBIS) is to focus on building prosocial skills, not simply attempting to eliminate challenging or problem behavior. We encourage all schools to continue that focus, as well as other key principles of PBIS, as you address the COVID-19 pandemic. The following are a few simple recommendations educators can embed across a continuum of supports.	Teachers, Leaders	<a href="http://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis-spanish-translation">www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis-spanish-translation</a>
PBIS	Resource: Obtaining Stakeholder Feedback to Improve the Middle to High School Transition	PDF: In this practice brief, we explore feedback from a group of eighth and ninth grade students, families, and educators on what has been challenging, what has been missing, and what is needed during the transition from middle to high school for students with emotional and behavioral disorders. We also discuss the process for gathering stakeholder feedback and some feasible next steps for schools and districts who are interested in utilizing such valuable input for improving their systems of support.	Teachers, Leaders	<a href="http://www.pbis.org/resource/obtaining-stakeholder-feedback-to-improve-the-middle-to-high-school-transition">www.pbis.org/resource/obtaining-stakeholder-feedback-to-improve-the-middle-to-high-school-transition</a>
PBIS	Resource: Reducing the Effects of Implicit Bias in School Discipline	PDF: Research is showing that disproportionality in school discipline is related to implicit (unconscious) bias. This presentation will provide an overview of this concept and describe a training approach for reducing the effects of implicit bias in discipline decision making based on the data-based approach described in the previous session in the strand.	Teachers, Leaders	<a href="http://www.pbis.org/resource/reducing-the-effects-of-implicit-bias-in-school-discipline">www.pbis.org/resource/reducing-the-effects-of-implicit-bias-in-school-discipline</a>
PBIS	Resource: Neutralizing Implicit Bias in School Discipline	PDF: Presentation describes data driven prevention and intervention approaches to enhance equity in school discipline. (NYU TAC-D Summer Institute, New York, NY)	Teachers, Leaders	<a href="http://www.pbis.org/resource/neutralizing-implicit-bias-in-school-discipline">www.pbis.org/resource/neutralizing-implicit-bias-in-school-discipline</a>
PBIS	Video: [Session D2] PBIS Forum 2020: Centering Equity to Reduce	This session will share Michigan's MTSS Technical Assistance Center Equity Pilot that utilizes the Center on PBIS' five-point approach to prevent and reduce school disproportionality. Technical and adaptive strategies used by the equity specialists to support a school leadership	Leaders	<a href="http://www.pbis.org/video/session-d2-pbis-forum-2020-centering-equity-to-reduce-the-impact-of-implicit-bias-in-school-discipline">www.pbis.org/video/session-d2-pbis-forum-2020-centering-equity-to-reduce-the-impact-of-implicit-bias-in-school-discipline</a>

	the Impact of Implicit Bias in School Discipline	team in increasing equitable discipline practices and intentional interventions will be shared.		
PBIS	Resource: The Pyramid Equity Project: Promoting Social Emotional Competence and Addressing Disproportionate Discipline in Early Childhood Programs	PDF: This fact sheet was developed to raise awareness of the issue of implicit bias and preschool suspensions/expulsions. The purpose is to provide information to change adult responses to challenging behaviors in order to reduce preschool suspensions/expulsions and create safe and nurturing environments for young children, particularly children of color.	Teachers, Leaders	<a href="http://www.pbis.org/resource/the-pyramid-equity-project">www.pbis.org/resource/the-pyramid-equity-project</a>
PBIS	Center on PBIS   Equity	Topic Page: Educational systems cannot not be considered effective until they are effective for all student groups. PBIS provides an ideal framework for increasing equity in student outcomes. Research shows that schools implementing PBIS with fidelity have greater equity in school discipline, specifically for African American students. However, PBIS teams may need to include equity-focused strategies in their action plans to achieve equitable outcomes for all student groups.	Teachers, Leaders	<a href="http://www.pbis.org/topics/equity">www.pbis.org/topics/equity</a>
PBIS	Resource: Have Schools Increased Their Use of the SWIS School Ethnicity Report?	PDF: To ensure an equitable education for all students, there is a need for school teams to review their data informing whether the implementation of PBIS has improved the outcomes for each racial-ethnic minority group. The Schoolwide Information System (SWIS) and the SWIS School Ethnicity Report may help in the use of such data. Any school that uses SWIS has real-time access to the School Ethnicity Report.	Teachers, Leaders	<a href="http://www.pbis.org/resource/have-schools-increased-their-use-of-the-swis-school-ethnicity-report">www.pbis.org/resource/have-schools-increased-their-use-of-the-swis-school-ethnicity-report</a>
PBIS	Resource: Education and Treatment of Children	PDF: Special Issue: PBIS as Prevention for High-Risk Youth in Alternative Education, Residential and Juvenile Justice settings. The goal of this special issue is to provide empirical and practical information on the PBIS framework to educators and a wide-range of service providers (e.g., behavior specialists, counselors, mental health, advocacy, and policy organization personnel) who work with high-risk youth in AE,	Teachers, Leaders, others	<a href="http://www.pbis.org/resource/education-and-treatment-of-children">www.pbis.org/resource/education-and-treatment-of-children</a>

		residential and JJ setting to improve youth outcomes and teacher effectiveness.		
PBIS	Resource: Do Wisconsin Schools Implementing an Integrated Academic and Behavior Support Framework Improve Equity in Academic and School Discipline Outcomes?	PDF: This evaluation brief describes how Wisconsin is implementing an equitable multi-level system of supports (MLSS) framework, also known as a multi-tiered system of supports (MTSS), and how schools implementing this framework with both a behavior and reading focus have shown positive outcomes for all students. The data analyzed in this brief were derived from a small, Wisconsin RtI Center staff directed project. The focus was on the impact of an equitable multi-level system of supports (MLSS).	Teachers, Leaders	<a href="http://www.pbis.org/resource/do-wisconsin-schools-implementing-an-integrated-academic-and-behavior-support-framework-improve-equity-in-academic-and-school-discipline-outcomes">www.pbis.org/resource/do-wisconsin-schools-implementing-an-integrated-academic-and-behavior-support-framework-improve-equity-in-academic-and-school-discipline-outcomes</a>
PBIS	Resource: Wise Use of Coordinated Early Intervening Services (CEIS) to Achieve Equity in School Discipline	PDF: Disproportionality in exclusionary school discipline is a longstanding challenge in general and special education. To reduce disproportionality in discipline in a way that produces measurable results, federal law provides a mechanism referred to as Coordinated Early Intervening Services (CEIS). Whether a school district has been cited for significant disproportionality, is out of compliance, or is voluntarily directing funds to reducing disproportionality in discipline, this brief provides background on CEIS and outlines best practices for how state, district, and building administrators can invest these funds most effectively to achieve equity in school discipline.	Teachers, Leaders	<a href="http://www.pbis.org/resource/wise-use-of-coordinated-early-intervening-services-ceis-to-achieve-equity-in-school-discipline">www.pbis.org/resource/wise-use-of-coordinated-early-intervening-services-ceis-to-achieve-equity-in-school-discipline</a>
PBIS	Presentations	Neutralizing Implicit Bias in School Discipline. Equity. Ethnicity. Presentation describes data driven prevention and intervention approaches to enhance equity in school discipline. (NYU TAC-D Summer Institute, New York, NY). Last Updated: 5/19/2017	Teachers, Leaders	<a href="http://www.pbis.org/resource-type/presentations">www.pbis.org/resource-type/presentations</a>
PBIS	Center on PBIS   PBIS Leadership Forum	Centering Equity to Reduce the Impact of Implicit Bias in School Discipline. Watch Recorded Session. Ruthie Payno-Simmons, Beth Hill. Presentation. Handout. Take Session. Evaluation. Equity. Discipline. Sustainability.	Teachers, Leaders, others	<a href="http://www.pbis.org/conference-and-presentations/pbis-leadership-forum">www.pbis.org/conference-and-presentations/pbis-leadership-forum</a>

PBIS	Materials	This fact sheet was developed to raise awareness of the issue of implicit bias and preschool suspensions/expulsions	Teachers, Leaders, others	<a href="http://www.pbis.org/resource-type/materials">www.pbis.org/resource-type/materials</a>
PBIS	Center on PBIS   Video	[Session D2] PBIS Forum 2020: Centering Equity to Reduce the Impact of Implicit Bias in School Discipline. 77:33. min. Equity. Tier 1. Climate.	Teachers, Leaders	<a href="http://www.pbis.org/video-examples/video">www.pbis.org/video-examples/video</a>
PBIS	Video: [Session J1] PBIS Forum 2021: Implementing Tier 1 PBIS Systems with Cultural Responsiveness	Disproportionality in school discipline begins at the point of referral. That means that bias and punitive discipline policies are among the more significant issues that lead to disproportionality and are most likely to be strongest in the classroom. This session will introduce participants to the core features of classroom PBIS systems and offer specific ways to approach these changes with an equity mindset in order to make them more culturally responsive.	Teachers, Leaders, others	<a href="http://www.pbis.org/video/session-j1-pbis-forum-2021-implementing-tier-1-pbis-systems-with-cultural-responsiveness">www.pbis.org/video/session-j1-pbis-forum-2021-implementing-tier-1-pbis-systems-with-cultural-responsiveness</a>
PBIS	Resource: Maintaining a Positive Learning Climate in the Aftermath of Tragedy: Lessons Learned in the Ferguson-Florissant School District	Slide Deck: Presentation explaining the steps the Ferguson Florissant School District took to maintain a positive learning climate using trauma informed practice and PBIS after Michael Brown was fatally shot in their community.	Teachers, Leaders, others	<a href="http://www.pbis.org/resource/maintainin-g-a-positive-learning-climate-in-the-aftermath-of-tragedy-lessons-learned-in-the-ferguson-florissant-school-district">www.pbis.org/resource/maintainin-g-a-positive-learning-climate-in-the-aftermath-of-tragedy-lessons-learned-in-the-ferguson-florissant-school-district</a>
PBIS	Resource: Positive and Proactive Classroom Management: Focus on Positive Classroom Behavior Supports (PCBS)	PDF: Why positive classroom behavior support (PCBS)? What are the critical features of PCBS? Where can I find resources to support my LEA? How does this apply in my work in my LEA?	Teachers, Leaders	<a href="http://www.pbis.org/resource/positive-and-proactive-classroom-management-focus-on-positive-classroom-behavior-supports-pcbs">www.pbis.org/resource/positive-and-proactive-classroom-management-focus-on-positive-classroom-behavior-supports-pcbs</a>
PBIS	Resource: Providing Access	PDF: This brief discusses ways to design PBIS systems that are accessible to all students. It describes the importance of including all	Teachers, Leaders	<a href="http://www.pbis.org/resource/providing-access-to-school-wide-positive-">www.pbis.org/resource/providing-access-to-school-wide-positive-</a>

	to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities	students in PBIS structures, gives practical strategies to help schools achieve this goal, and includes the story of a student who benefited from full access to his school's PBIS system.		<a href="https://www.pbis.org/resource/behavioral-interventions-and-supports-for-students-with-significant-cognitive-disabilities">behavioral-interventions-and-supports-for-students-with-significant-cognitive-disabilities</a>
PBIS	Resource: Cultivating Positive Student-Teacher Relationships	PDF: The significance of the student-teacher relationship is substantial. The brief discusses key elements of positive student-teacher relationships and approaches for strengthening teachers' relational skills with students.	Teachers, Leaders	<a href="https://www.pbis.org/resource/cultivating-positive-student-teacher-relationships">www.pbis.org/resource/cultivating-positive-student-teacher-relationships</a>
PBIS	Video: [Session G1] PBIS Forum 2020: Best Practices to Support a Positive, Safe, & Predictable Classroom	Effective management of learning environments is critical for student success and teacher well-being. This session will describe best classroom practices within the context of our current reality of remote instruction and the increasing social emotional needs of students. Examples of how classroom practices support students with or at-risk of trauma will be included.	Teachers, Leaders	<a href="https://www.pbis.org/video/session-g1-pbis-forum-2020-best-practices-to-support-a-positive-safe-predictable-classroom">www.pbis.org/video/session-g1-pbis-forum-2020-best-practices-to-support-a-positive-safe-predictable-classroom</a>
PBIS	Resource: Integrating Social and Emotional Learning into your School-Wide Positive Behavior Interventions and Supports Framework	PDF: A state example of recommendations to practitioners for aligning SEL and PBIS.	Teachers, Leaders, others	<a href="https://www.pbis.org/resource/integrating-social-and-emotional-learning-into-your-school-wide-positive-behavior-interventions-and-supports-framework">www.pbis.org/resource/integrating-social-and-emotional-learning-into-your-school-wide-positive-behavior-interventions-and-supports-framework</a>
PBIS	Resource: Effective Use of	PDF: The presentation was made to enhance understanding and use of positive reinforcement	Teachers, Leaders,	<a href="https://www.pbis.org/resource/effective-use-of-positive-reinforcement">www.pbis.org/resource/effective-use-of-positive-reinforcement</a>

	Positive Reinforcement		Families, others	
PBIS	Resource: Positive Greetings at the Door	PDF: Positive greetings at the door is an effective strategy for increasing academic engagement, decreasing unwanted behavior, and improving student-teacher relationships. This strategy brief breaks it down into easy steps for daily implementation.	Teachers, Leaders, Families, others	<a href="http://www.pbis.org/resource/positive-greetings-at-the-door">www.pbis.org/resource/positive-greetings-at-the-door</a>
PBIS	Center on PBIS   A Commitment to Racial Equity from the Center on PBIS	A collection of resources to guide using PBIS to increase racial and ethnic equity in schools. This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS	Teachers, Leaders, others	<a href="http://www.pbis.org/announcements/resources-for-using-pbis-to-increase-racial-equity">www.pbis.org/announcements/resources-for-using-pbis-to-increase-racial-equity</a>
NCPMI	Vital Conversations with Young Children about Race Part 1 and Part 2	In this two-part conversation, Dr. Phil Strain and Dr. Rosemarie Allen tackle some challenging topics and have a frank and important discussion about equity, black lives, and racism. They invite you to listen as they discuss the impact of racism on black children and their families, how to talk to children and families about race, what does it mean to be anti-racist early educator, and the importance of the Pyramid Model practices in efforts to be anti-racist.	Leaders, Teachers, Families	Part 1: <a href="https://www.youtube.com/watch?v=r7Hzr_QzKEM">https://www.youtube.com/watch?v=r7Hzr_QzKEM</a> Part 2: <a href="https://www.youtube.com/watch?v=90BE7lJNCgQ">https://www.youtube.com/watch?v=90BE7lJNCgQ</a>
NCPMI	Creating Anti-Racist Early Childhood Spaces	Children notice race at a very early age and can begin to categorize people according to skin color. This webinar presents strategies for creating an anti-racist environment to promote the development of healthy racial identities	Leaders, Teachers, Families	<a href="https://challengingbehavior.org/webinar/creating-anti-racist-early-childhood-spaces/">https://challengingbehavior.org/webinar/creating-anti-racist-early-childhood-spaces/</a>
NCPMI	Tips for Responding to Challenging Behavior in Young Children	Tips for how to respond to challenging behavior when it occurs in the classroom	Teachers	<a href="https://challengingbehavior.org/docs/PEP_Tips-responding-challenging-behavior.pdf">https://challengingbehavior.org/docs/PEP_Tips-responding-challenging-behavior.pdf</a>
NCPMI	Expelling Expulsion: Using the Pyramid Model to prevent suspension, expulsion, and disciplinary	This fact sheet summarizes current research findings about suspension and expulsion of children—particularly children of color—from early childhood settings. Recommendations and suggestions are offered for using the Pyramid Model to address this national problem.	Teachers, Leaders	<a href="https://challengingbehavior.org/document/expelling-expulsion/">https://challengingbehavior.org/document/expelling-expulsion/</a>

	inequities in early childhood programs			
NCPMI	Pyramid Model Equity Coaching guide	The Pyramid Model Equity Coaching Guide provides the classroom coach with a reflection tool to examine the implementation of social-emotional promotion and classroom climate practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation	Classroom coaches, Leaders	<a href="https://challengingbehavior.org/implementation/equity-coaching-guide/">https://challengingbehavior.org/implementation/equity-coaching-guide/</a>
NCPMI	Behavior Incident Report System	The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program and their use of exclusionary discipline. These data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issue by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual language learners.	Leaders	<a href="https://challengingbehavior.org/implementation/data-decision-making/behavior-incident-report-system/">https://challengingbehavior.org/implementation/data-decision-making/behavior-incident-report-system/</a>
NCPMI	I can be a Super Friend	This scripted story for social situations help children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules.	Teachers, families	English: <a href="https://challengingbehavior.org/docs/SuperFriend_Story.pdf">https://challengingbehavior.org/docs/SuperFriend_Story.pdf</a>  Spanish: <a href="https://challengingbehavior.org/document/i-can-be-a-super-friend-spanish/">https://challengingbehavior.org/document/i-can-be-a-super-friend-spanish/</a>
NCPMI	Helping young children learn social problem-solving skills	For young children, learning how to solve social problems is pivotal to their ability to interact calmly and productively with peers. The We can be problem solvers scripted story, Suri Spider selects a Solution, and the solution kit materials provide teachers and families with resources.	Teachers and Families	Collection: <a href="https://challengingbehavior.org/implementation/program-wide/practical-strategies/#socialEmotional">https://challengingbehavior.org/implementation/program-wide/practical-strategies/#socialEmotional</a>



				<p>Scripted Story on “We can be Problem Solvers” and “We can be Problem Solvers at Home” in multiple languages  <a href="https://challengingbehavior.org/implementation/program-wide/practical-strategies/#scriptedStories">https://challengingbehavior.org/implementation/program-wide/practical-strategies/#scriptedStories</a></p>
NCPMI	Helping young children learn self-regulation skills	For young children, learning how to regulate strong emotions is pivotal to their ability to interact calmly and productively with peers. The calm down thermometer, Tucker the Turtle scripted story and calm down steps, and guidance related to calm down strategies provide teachers and families with materials.	Teachers Families	<p>Scripted Story on “Tucker the Turtle Takes Time to Tuck and Think” in multiple languages and for home can be found here  <a href="https://challengingbehavior.org/implementation/program-wide/practical-strategies/#scriptedStories">https://challengingbehavior.org/implementation/program-wide/practical-strategies/#scriptedStories</a></p> <p>Resources and materials for teaching self-regulation skills for families and teachers can be found here  <a href="https://challengingbehavior.org/implementation/program-wide/practical-strategies/#socialEmotional">https://challengingbehavior.org/implementation/program-wide/practical-strategies/#socialEmotional</a></p>
NCPMI	Training Materials for implementing practices (Pyramid Model) that promote the development of social-emotional skills in young	These modules provide the types and content of training that would be most useful in addressing the social-emotional needs of young children. Each module package includes a presentation script, slides, videos, activity descriptions, and handouts.	Leaders, professional development personnel, teachers	<p><a href="https://challengingbehavior.org/training/for-trainers/modules-and-kits-for-trainers/">https://challengingbehavior.org/training/for-trainers/modules-and-kits-for-trainers/</a></p>

	children and prevent challenging behavior			
21 <sup>st</sup> CCLC	<a href="#">Prevent Bullying, Improve Learning</a>	This blog offers steps and resources for schools, families and communities to engage in bully prevention.	Teachers Families	<a href="#">Prevent Bullying, Improve Learning</a>
21 <sup>st</sup> CCLC	<a href="#">Building Relationships with Students Webinar</a>	This two-part series explored facilitation methods, structures and activities that provide a variety of pathways to increase student engagement and learning. Successful strategies from the field were shared on how to build trusting relationships with students and community members. After this webinar, you should be able to explore the impact of developmental stages on student learning, develop structures and processes that support the building of trusted relationships with students, and utilize Y4Y resources to create an inclusive out-of-school learning environment.	Teachers	<a href="#">Building Relationships with Students Webinar</a>
21 <sup>st</sup> CCLC	<a href="#">Building Trusting Relationships Through Student Voice and Choice Webinar</a>	This webinar series explores facilitation methods, structures and activities that provide a variety of pathways to increase student engagement and learning. You will learn how to use student voice and choice to cater to the varying learning styles, backgrounds and experiences of your students. After this webinar, you should be able to: define "Student Voice and Choice"; prepare staff and students for voice and choice opportunities that build trusted relationships; build trusted relationships using voice and choice strategies and activities; and, utilize Y4Y resources to infuse student voice and choice.	Teachers	<a href="#">Building Trusting Relationships Through Student Voice and Choice Webinar</a>
21 <sup>st</sup> CCLC	<a href="#">Creating a Positive Learning Environment</a>	Go step-by-step through planning, designing, implementing and assessing a program environment that enables your staff and students to do their best work. You'll get tips and tools to help you create and sustain an environment where students, their families and program staff feel safe and supported, which will translate to increased engagement.	Teachers Leaders	<a href="#">Creating a Positive Learning Environment</a>
21 <sup>st</sup> CCLC	<a href="#">Positive Learning Environments Webinar</a>	This webinar discusses program culture and climate, as well as tools needed to foster a positive environment in your 21 <sup>st</sup> CCLC program. After this webinar, you should be able to explain what it means to	Teachers	<a href="#">Positive Learning Environments Webinar</a>

		create a positive learning environment, implement strategies to create and sustain a positive learning environment, and identify Y4Y resources that assist with facilitating positive relationships among staff and students.		
21 <sup>st</sup> CCLC	<a href="#">Positive Youth Development Webinar</a>	This three-part series focused on the supporting skills and staff development necessary to meeting Every Student Succeeds Act (ESSA) objectives. After this webinar, you should be able to: describe the five C's of positive youth development; adapt youth development activities to the virtual environment; develop youth leadership in out-of-school time; and identify Y4Y tools to support positive youth development.	Teachers	<a href="#">Positive Youth Development Webinar</a>
21 <sup>st</sup> CCLC	<a href="#">An Artfully Formed Positive Environment (Four-Part Series)</a>	This webinar series discusses program culture and climate, as well as tools needed to foster a positive environment in your 21 <sup>st</sup> CCLC program. After this webinar, you should be able to explain what it means to create a positive learning environment, implement strategies to create and sustain a positive learning environment, and identify Y4Y resources that assist with facilitating positive relationships among staff and students.	Teachers	<a href="#">An Artfully Formed Positive Environment (Four-Part Series)</a>
21 <sup>st</sup> CCLC	<a href="#">Building a Community in a Virtual Environment</a>	This three-part series focused on the supporting skills and staff development necessary to meeting Every Student Succeeds Act (ESSA) objectives. Three vital areas for creating a virtual learning environment built to succeed were discussed — positive youth development; building a community virtually; and staff recruitment, retention and training. After this webinar, you should be able to: define community in a virtual environment; create a learning environment where children feel safe, welcome and seen; and facilitate virtual programming to create community and connection even while children learn at home.	Teachers Leaders	<a href="#">Building a Community in a Virtual Environment</a>
21 <sup>st</sup> CCLC	<a href="#">Strategies for Creating a Positive Learning Environment</a>	Brief of six strategies for creating a positive learning environment.	Teachers Leaders	<a href="#">Strategies for Creating a Positive Learning Environment</a>
21 <sup>st</sup> CCLC	<a href="#">Creating a Positive</a>	Checklist for progress on creating a positive learning environment.	Teachers and Leaders	<a href="#">Creating a Positive Environment Checklist</a>

	<a href="#">Environment Checklist</a>			
21 <sup>st</sup> CCLC	<a href="#">Creating a Safe Learning Environment for English Learners Training</a>	Strategies for inclusion of English Learners to increase engagement, address classroom management and create safe learning environments.	Teachers	<a href="#">Creating a Safe Learning Environment for English Learners Training</a>
NDTAC	Professional Development: Safe and Supportive Learning Environments in Juvenile Justice Systems	This brief focuses on fostering a shared understanding of the fundamentals for creating and sustaining safe and supportive learning environments in juvenile justice settings and includes potential ideas for professional development offerings that may enhance the conditions for learning plus social and emotional learning opportunities.	Teachers	<a href="#">NDTAC Brief: Professional Development: Safe and Supportive Learning Environments in Juvenile Justice Systems</a>
NDTAC	Improving Conditions for Learning for Youth Who Are Neglected or Delinquent	This brief focuses on four conditions for learning: safety, support, social and emotional learning, and engagement and challenge. The brief defines these conditions for learning, cites relevant research, provides strategies to foster each condition, and resources to further the reader's knowledge and development of these conditions.	Teachers	<a href="#">Improving Conditions for Learning for Youth Who Are Neglected or Delinquent</a>
NDTAC	Understanding and Building Trauma-Sensitive Schools - Part 1: Understanding Why Schools are Addressing Trauma	This webinar focuses on defining what a trauma-sensitive school is and why a trauma-sensitive approach is needed in educational settings. Presenters discuss how they see trauma manifest in their settings and why schools are moving toward a more comprehensive approach to addressing trauma.	Teachers and Families	<a href="#">Understanding and Building Trauma-Sensitive Schools - Part 1: Understanding Why Schools are Addressing Trauma</a>

NDTAC	Understanding and Building Trauma-Sensitive Schools - Part 2: Building Trauma-Sensitive Schools	This webinar focuses on exploring how educators are supporting schools in adopting a trauma-sensitive approach. Presenters discuss strategies for building staff awareness and knowledge of trauma and supporting schools in adopting trauma-sensitive practices.	Teachers	<a href="#">Understanding and Building Trauma-Sensitive Schools - Part 2: Building Trauma-Sensitive Schools</a>
NDTAC	Supporting Children of Incarcerated Parents in School	This webinar focuses on the needs of children who have a parent who is incarcerated. Presenters address how schools and school personnel can support the child, his/her caregiver, and parent in a positive manner. Presenters provide data on student impact of incarceration and real-life examples of how community-based organizations and other organizations support children of incarcerated parents.	Leaders and families	<a href="#">Supporting Children of Incarcerated Parents in School</a>
NDTAC	Trauma-Informed Education in the COVID Era: Challenges and Strategies for Supporting Students and Staff	This webinar focuses on the impact of COVID- 19 and related school policies and procedures on students who have experienced trauma and find themselves in the neglect or delinquent systems. The presenter offers recommendations for educators in addressing the combined challenges associated with COVID-19 and the impact of trauma on learning and classroom engagement.	Leaders and leaders	<a href="#">Trauma-Informed Education in the COVID Era: Challenges and Strategies for Supporting Students and Staff</a>
NDTAC	2022 U.S. Department of Education Title I, Part D Coordinators Conference: Engaging Families in the Educational Life of Youth, roundtable 2	Presenters from BreakFree Education facilitate a discussion with NDTAC State Coordinators and subgrantees on the importance of parental involvement in the lives of youth who are in facilities. This session includes examples of activities and processes for increasing family engagement.	Leaders and families	<a href="#">2022 U.S. Department of Education Title I, Part D Coordinators Conference</a>

NDTAC	2022 U.S. Department of Education Title I, Part D Coordinators Conference: A Word from Youth on Family Engagement and Reentry, roundtable 3	In this session, panelists include alumni from Casey's Youth Council who lived the experience of returning to a traditional high school setting upon reentry from a residential facility. The panel discussed transitioning back to schools in the community from secure placements, with a special focus on the importance of, and potential barriers to, including families, youth voice, and other supportive persons in the process.	Leaders and families	<a href="#">2022 U.S. Department of Education Title I, Part D Coordinators Conference</a>
NDTAC	2022 U.S. Department of Education Title I, Part D Coordinators Conference: Integrating Positive Youth Development and Racial Equity, Inclusion, and Belonging Approaches Across the Child Welfare and Justice Systems, panel 3	Presenters provide an overview of the positive youth development approach – a strength-based approach to achieving youth outcomes – while considering developmental differences among youth served. This session also highlights the importance of embedding racial equity and inclusion in youth-serving programs.	Teachers and families	<a href="#">2022 U.S. Department of Education Title I, Part D Coordinators Conference:</a>
NDTAC	Understanding and Meeting the	This webinar explores the connection between the child welfare and juvenile justice systems. A disproportionate amount of child welfare-	Leaders and Families	<a href="#">Understanding and Meeting the Needs of Crossover Youth</a>

	Needs of Crossover Youth	involved youth have contact with the juvenile justice system. Challenges and strategies for supporting crossover youth are provided.		
National Center for Homeless Education (NCHE)	Viewing Your McKinney-Vento Homeless Education Program through an Equity Lens	This introductory training from NCHE, offered as a virtual presentation at the 2020 annual conference for the National Association for the Education of Homeless Children and Youth, discusses equity within the context of Education for Homeless Children and Youth (EHCY) programs. The training covers definitions of equity-related terms, why equity is important in EHCY programs, school and school district considerations (e.g., outreach and identification of children and youth experiencing homelessness, service delivery, and policy review), using data to review equity of access for children and youth experiencing homelessness, and framing equity in your community.	School district educators and administrators, local homeless liaisons, state coordinators for Education for Homeless Children and Youth programs	<a href="https://www.youtube.com/watch?v=EX9nXgJsPZU">https://www.youtube.com/watch?v=EX9nXgJsPZU</a>
National Center for Homeless Education (NCHE)	Ensuring Full Participation in Extracurricular Activities for Students Experiencing Homelessness	Extracurricular activities provide children and youth experiencing homelessness with a sense of belonging and community, stability, responsibility, and accomplishment. However, many barriers make it difficult for these students to participate in extracurricular activities. This NCHE brief covers the rights in the McKinney-Vento Act for students who are homeless to participate fully in school activities, including extracurricular activities, and features strategies to remove barriers to their participation in extracurricular activities.	School district educators and administrators, local homeless liaisons, state coordinators for Education for Homeless Children and Youth programs	<a href="https://nche.ed.gov/wp-content/uploads/2018/10/extra_curr.pdf">https://nche.ed.gov/wp-content/uploads/2018/10/extra_curr.pdf</a>
WWC	<a href="#"><i>Reducing Behavior Problems in the</i></a>	The 2008 practice guide on <a href="#"><i>Reducing Behavior Problems in the Elementary School Classroom</i></a> addresses bullying.	Teachers Leaders	<a href="#"><i>Reducing Behavior Problems in the Elementary School Classroom</i></a>

	<a href="#"><i>Elementary School Classroom</i></a>			
Appalachia REL	Handle With Care Resources	Handle With Care (HWC) fosters collaboration among local law enforcement, first responders, mental health providers, and school staff to identify and support students who have experienced trauma. This portfolio of materials introduces an approach for monitoring HWC program implementation, analyzing data, and engaging in reflection and planning, which can serve as a model for school staff implementing other programs as well.	Teachers and leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100646">https://ies.ed.gov/ncee/rel/Products/Resource/100646</a>
Appalachia REL	Strengthening School Culture in Simulated Workplaces: New Resources to Support Leaders' Program Improvement Efforts	Positive school culture is at the heart of the Simulated Workplace model. This webinar introduces participants to facilitator materials for a workshop series on leading school teams to use school culture survey data to identify and plan for program improvements. Participants learn how to embed the resources into their planning processes to identify opportunities for improvement, identify evidence-based practices aligned with those opportunities, and plan to implement the practices.	CTE leaders and teachers	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/10350">https://ies.ed.gov/ncee/rel/Products/Resource/10350</a>
Appalachia REL	Creating a Culture of Respect	This REL Corner shares resources on social emotional learning and growth mindset that help educators celebrate who their students are as people and as learners and support a culture of respect.	School and district leaders, teachers	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/10133">https://ies.ed.gov/ncee/rel/Products/Resource/10133</a>
Appalachia REL	Social and Emotional Learning	This REL Corner shares resources on social emotional learning.	School and district leaders, teachers	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/-89814">https://ies.ed.gov/ncee/rel/Products/Resource/-89814</a>
Appalachia	Navigating the Road to Positive School Culture	This infographic presents research on the benefits of positive school culture and ways schools can use a continuous improvement approach to improve school culture.	School leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100366">https://ies.ed.gov/ncee/rel/Products/Resource/100366</a>
Appalachia REL	Classroom Strategies to Support Students	Students across the country are facing increased stressors and trauma stemming from the consequences of the opioid epidemic, racial injustices, and the recent COVID-19 pandemic. This blog discusses	School leaders and teachers	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/100317">https://ies.ed.gov/ncee/rel/Products/Blog/100317</a>



	Experiencing Trauma	trauma-informed strategies and practices that educators can implement in the classroom to effectively support students experiencing trauma.		
Appalachia REL	Trauma Support for Schools Virtual Summit 2021 Resources	This page includes a collection of featured resources from the Trauma Support for Schools Virtual Summit 2021.	School and district leaders, teachers	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/-89657">https://ies.ed.gov/ncee/rel/Products/Resource/-89657</a>
Appalachia REL	Embedding Culturally Responsive Practices into Trauma-Informed Schools	Recent national events have catalyzed and amplified conversations around systemic racism in our country. Although school leaders and educators may have little control over much of the trauma students experience, they can take concrete steps to identify and dismantle racist practices that may exist within schools and contribute to student racial trauma. This July 2021 blog post discusses strategies to build culturally responsive trauma-informed schools.	School and district leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/-89666">https://ies.ed.gov/ncee/rel/Products/Blog/-89666</a>
Appalachia REL	Addressing Trauma in Educational Settings	REL Appalachia held a total of three webinars in which they shared research, resources, and strategies to support students and educators in the context of trauma.	School and district leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/-89687">https://ies.ed.gov/ncee/rel/Products/Resource/-89687</a>
Appalachia REL	Virtual preventative strategies to support students' social-emotional and mental health needs associated with trauma	This infographic shares everyday preventative strategies that educators can implement in virtual settings to support students' social-emotional and mental health needs associated with trauma.	Teachers	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/-89735">https://ies.ed.gov/ncee/rel/Products/Resource/-89735</a>
Central REL	FAQ: How can districts and schools improve efforts to engage American Indian/Alaska Native families	REL Central has compiled a list of resources to help school, district, and youth organization staff connect with American Indian (AI)/Alaska Native (AN) families and support students' social-emotional needs during school closures. The list includes resources specifically designed for AI/AN students and families as well as resources intended for broader audiences.	Teachers, leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/20161">https://ies.ed.gov/ncee/rel/Products/Resource/20161</a>

	and support the social-emotional wellness of their students during COVID-19 school disruptions?			
Central REL	Maintaining School Culture to Support Students' Social-Emotional Learning	A June 2020 blog post on meeting students' social-emotional learning needs as they continue to adjust to life in a COVID-19 world.	Teachers, leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/20059">https://ies.ed.gov/ncee/rel/Products/Blog/20059</a>
Central REL	Supporting Emotion Regulation in Early Childhood	This archived webinar includes research-based strategies for creating supportive environments and using specific teaching strategies to foster the development of emotion regulation skills in early childhood settings. Crystal Day-Hess, assistant director for the Marsico Institute for Early Learning and Literacy at the University of Denver, presented strategies to implement Recommendations 2 and 3 from the What Works Clearinghouse (WWC) practice guide <i>Reducing Behavior Problems in the Elementary School Classroom</i> .	Teachers, leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/851">https://ies.ed.gov/ncee/rel/Products/Event/851</a>
Midwest REL	Introducing the Data-Informed Leadership for Equity Partnership: Using data to improve student sense of belonging	This blog introduces the Data-Informed Leadership for Equity (DILE) partnership, which will partner with multiple school districts in Iowa to build school leaders' capacity in using data to reduce disparities among student groups in their sense of belonging, disciplinary actions, and absenteeism	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/100734">https://ies.ed.gov/ncee/rel/Products/Blog/100734</a>
Midwest REL	Culture in our classrooms	This documentary, produced in partnership with Twin Cities Public Television, highlights efforts in Minnesota to integrate culturally responsive practices into the classroom.	Teachers, Leaders, Families	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/40040">https://ies.ed.gov/ncee/rel/Products/Resource/40040</a>

Midwest REL	Measuring the use of culturally responsive practices	This infographic highlights an approach to measure the use of culturally responsive practices. It builds on a REL Midwest study that examined a Wisconsin professional development program on culturally responsive practices and its reach across the state.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/10358">https://ies.ed.gov/ncee/rel/Products/Resource/10358</a>
Midwest REL	Resource roundup: Equity	This resource roundup blog highlights resources from across the RELs relating to opportunity gaps, teacher diversity and equity, culturally responsive practice and equity, social-emotional learning, school discipline, and equity, and remote learning and equity.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10027">https://ies.ed.gov/ncee/rel/Products/Blog/10027</a>
Midwest REL	All discipline is not equal: Reducing district disparities in suspensions and expulsions	This blog describes a REL Midwest coaching project for the Minnesota Department of Human Rights and the Minnesota Department of Education. The coaching covers how to use district and school discipline data to identify behavioral interventions and activities most associated with reducing suspension and expulsion disparities between White students and students of color.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10030">https://ies.ed.gov/ncee/rel/Products/Blog/10030</a>
Midwest REL	Resource roundup: Equitable school discipline	This resource roundup gathers materials related to more equitable school discipline, which is particularly important for groups like male students, Black students, and students with disabilities, who are disciplined at higher rates compared to peers.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10040">https://ies.ed.gov/ncee/rel/Products/Blog/10040</a>
Midwest REL	Promising practices to increase the academic success of Black students	This infographic highlights key findings from REL Midwest's systematic review of research on interventions that may improve academic outcomes for Black students. These interventions include implementing high expectations, developing student-teaching relationships, and developing social-emotional learning programs.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10070">https://ies.ed.gov/ncee/rel/Products/Blog/10070</a>
Midwest REL	Using data to achieve equitable outcomes	In this Q&A blog, two REL Midwest researchers discuss how they coach partner districts and organizations on the use of data and improvement science methods to promote equity in education.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10436">https://ies.ed.gov/ncee/rel/Products/Blog/10436</a>
Midwest REL	Confronting Bias and Building Trust: Strategies to Create Inclusive	This Regional Educational Laboratory (REL) Midwest webinar showcases how retaining Black teachers is a high-leverage strategy for improving student outcomes, particularly for Black students.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/1304">https://ies.ed.gov/ncee/rel/Products/Event/1304</a>

	Environments for Black Teachers			
Midwest REL	New report examines a state professional development program on using culturally responsive practices to support Black students	This blog describes a REL Midwest report on the effectiveness of a statewide professional development program that guided schools in implementing culturally responsive practices in improving Black students' experience in school.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10012">https://ies.ed.gov/ncee/rel/Products/Blog/10012</a>
Midwest REL	Nurture the soil while planting the seeds: Three actions for creating inclusive and antiracist environments for Black teachers	This blog describes three strategies to foster inclusive and antiracist teaching environments, which in turn can help support the experience students of color in school.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10018">https://ies.ed.gov/ncee/rel/Products/Blog/10018</a>
Midwest REL	Resource roundup: Culturally responsive practices	To effectively serve diverse students, educators must understand and be responsive to their students' unique contexts and needs. This resource roundup provides evidence-based recommendations to support culturally responsive practices.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10019">https://ies.ed.gov/ncee/rel/Products/Blog/10019</a>
Midwest REL	School Boards and Educational Equity: Bridging Research, Policy, and Practice	This virtual training for school board members and district superintendents raised awareness about opportunity and achievement gaps experienced by Wisconsin's Black students and helped identify resources and strategies to increase their educational opportunities	Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/10411">https://ies.ed.gov/ncee/rel/Products/Resource/10411</a>

Midwest REL	The power of centering equity in social and emotional learning	This blog discusses barriers to equitable social-emotional learning and provides guidance on addressing possible barriers in the classroom to benefit all students.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10071">https://ies.ed.gov/ncee/rel/Products/Blog/10071</a>
Midwest REL	Integrating a focus on equity into social and emotional learning	This infographic highlights strategies for grounding social and emotional learning in a focus on equity to help all children reach their full potential.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/10359">https://ies.ed.gov/ncee/rel/Products/Resource/10359</a>
Midwest REL	Connecting across contexts: Promising practices to support Black students	This blog compiles resources draws on research to help educators across the Midwest region support Black students in achieving their full potential.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10093">https://ies.ed.gov/ncee/rel/Products/Blog/10093</a>
Midwest REL	Resource roundup: Improving outcomes for students of color	The resource roundup compiles research reports, infographics, and webinars from the REL network related to improving outcomes for students of color.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10129">https://ies.ed.gov/ncee/rel/Products/Blog/10129</a>
Midwest REL	Cultural awareness in the classroom: American Indian education and cultural competency in Minnesota	This blog provides insight on improving a school community's cultural competence to make a better environment for American Indian students.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10143">https://ies.ed.gov/ncee/rel/Products/Blog/10143</a>
Midwest REL	Culturally responsive	This blog describes culturally responsive instruction and its importance in allowing educators to address social barriers that cause disparities in	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/10146">https://ies.ed.gov/ncee/rel/Products/Blog/10146</a>

	instruction: Best practices and supports	student achievement; by tailoring instruction to be mindful of these barriers, educators can help students overcome obstacles and succeed.		
Midwest REL	Learning for a lifetime and the power of relationships	This blog highlights a research relating to relationship between thriving learners and (a) environments filled with safety and belonging; (b) rich learning experiences; (c) the development of skills, habits, and mindsets; (d) integrated support systems; and (e) positive developmental relationships .	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/40016">https://ies.ed.gov/ncee/rel/Products/Blog/40016</a>
Midwest REL	Supporting Students' Social and Emotional Learning	REL Midwest and the Indiana Department of Education co-hosted two webinars with districts and schools in Indiana that were interested in incorporating social and emotional learning into their schoolwide practices.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/10406">https://ies.ed.gov/ncee/rel/Products/Resource/10406</a>
Midwest REL	Learning for a lifetime	This documentary, produced in partnership with Twin Cities Public Television, highlights efforts across Minnesota to implement social and emotional learning for high school students.	Teachers, Leaders, Families	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/10374">https://ies.ed.gov/ncee/rel/Products/Resource/10374</a>
Midwest REL	New report examines the use of discipline reform plans to reduce inequities in discipline in Minnesota	This blog describes a REL Midwest study that built on a series of coaching sessions that REL Midwest provided to staff at the Minnesota Department of Human Rights (MDHR) and the Minnesota Department of Education (MDE) on how to use district and school discipline data to identify behavioral interventions and activities most associated with reducing suspension and expulsion disparities.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/100286">https://ies.ed.gov/ncee/rel/Products/Blog/100286</a>
Mid-Atlantic REL	Disproportionality in School Discipline: An Assessment in Maryland through 2018.	The purpose of this report was to describe trends in disciplinary removals in Maryland from the 2009/10 to 2017/18 school years and apply the Maryland State Department of Education's (MSDE) definition of discipline disproportionality to identify and describe disproportionate schools. The report presents an analysis of administrative data from Maryland to identify trends in school removals (out of school suspensions and expulsions) from 2009/10 to 2017/18	Teachers, school leaders	<a href="#">REL Publication   Disproportionality in School Discipline: An Assessment in Maryland through 2018. (ed.gov)</a>

		and determine whether schools with and without discipline disproportionalities differ in significant ways.		
Mid-Atlantic REL	Eliminating School Discipline Disparities: What We Know and Don't Know About the Effectiveness of Alternatives to Suspension and Expulsion	This research suggests that school discipline reforms must address decision making and implicit bias at both stages of the disciplinary process. Findings from a Regional Educational Laboratory (REL) Mid-Atlantic study on exclusionary discipline (that is, removal from the classroom) in Maryland public schools corroborate these patterns. We partnered with the Maryland State Department of Education to help the state refine its definition and measurement of discipline disparities, use discipline data to identify and deliver technical support to school systems with disproportionately high suspension and expulsion rates, and assess progress toward eliminating those disparities.	Teachers, school leaders	<a href="#">REL Blog   Eliminating School Discipline Disparities: What We Know and Don't Know About the Effectiveness of Alternatives to Suspension and Expulsion</a>
Mid-Atlantic REL	It's not just academic—social and emotional stress from the pandemic is taking its toll on students, families, teachers, and leaders	Blog post on the challenges educators face with the return to in-person learning after two years of virtual schooling. Educators must manage the effects of trauma and set expectation for behavior and learning while also building a sense of community and belonging. Strategies are offered for schoolwide layers of support and scaffolding at all levels.	Teachers, school leaders	<a href="#">REL Blog   It's not just academic—social and emotional stress from the pandemic is taking its toll on students, families, teachers, and leaders (ed.gov)</a>
Mid-Atlantic REL	Trauma-informed strategies to support students' transition back to school in the COVID era	For many students, especially the most vulnerable such as those experiencing chronic homelessness and food insecurity, the COVID-19 pandemic has taken a considerable social and emotional toll. This blog post provides strategies to support students' transition back to school in the COVID era.	Teachers, school leaders	<a href="#">REL Blog   Trauma-informed strategies to support students' transition back to school in the COVID era</a>

Mid-Atlantic REL	Using School Climate Index Data to Improve Social-Emotional Learning, Student Engagement and Support, and School Safety	Students, their families, and educators all desire a safe and supportive school climate. Research has demonstrated that school climate can influence student outcomes including academic achievement, school success, effective violence prevention, students' healthy development, and teacher retention. Check out this new fact sheet to learn about the recent findings in a REL project with Pennsylvania schools.	Teachers, school leaders, families, others	<a href="#">REL Resource   Using School Climate Index Data to Improve Social-Emotional Learning, Student Engagement and Support, and School Safety (ed.gov)</a>
Mid-Atlantic REL	Eliminating Disproportionate Impact: Evidence-based and promising alternatives to exclusionary discipline	REL Mid-Atlantic provided the Maryland State Department of Education (MSDE) with coaching and consultation to support the implementation of local education agency (LEA) school discipline disproportionality action plans. This presentation sought to help build MSDE's capacity to infuse their ongoing technical assistance to LEAs with new and emerging knowledge of evidence-based approaches and promising practices in place in demographically similar school systems nationwide.	Teachers, school leaders	<a href="#">REL Resource   Eliminating Disproportionate Impact: Evidence-based and promising alternatives to exclusionary discipline</a>
Mid-Atlantic REL	Development of a School Survey and Index as a School Performance Measure in Maryland: A REL-MSDE Research Partnership	The REL worked with MSDE to build its internal capacity to effectively employ the newly developed measure of school climate and its associated index by analyzing data from the spring 2019 survey. REL staff worked with MSDE staff to build skills to independently validate and revise the survey, develop a school climate index, and develop school-level reports on the student and staff surveys.	Teachers, school leaders	<a href="#">REL Resource   Development of a School Survey and Index as a School Performance Measure in Maryland: A REL-MSDE Research Partnership (ed.gov)</a>



Mid-Atlantic REL	Using a survey of social and emotional learning and school climate to inform decision making	Students' SEL competencies and school experiences are the most favorable in elementary school and the least favorable in middle school and the beginning of high school. This pattern suggests that schools might provide targeted supports before or during grades 6–10 to promote SEL competencies and school experiences when students need the most support. Of the SEL competencies and school experiences in DCPS's survey, self-management—how well students control their emotions, thoughts, and behavior—is most related to students' later academic outcomes.	Teachers, school leaders	<a href="#">REL_2021114REV.pdf (ed.gov)</a>
Mid-Atlantic REL	Fostering Social and Emotional Learning Competencies	This infographic shares findings from a REL Mid-Atlantic study that explains why schools or districts should measure SEL competencies, what they should measure, and how to get started measuring and developing these competencies for their students.	Teachers, school leaders	<a href="#">REL Resource   Fostering Social and Emotional Learning Competencies (ed.gov)</a>
Mid-Atlantic REL	Development of Pennsylvania Department of Education School Climate Index Summary	This project explores the properties of Pennsylvania Department of Education school climate surveys with the aim of developing a summary index of school climate that could be calculated for each school using the surveys. Data to develop measures of school climate were gathered from surveys of students, teachers, other staff, parents, and community members. Survey results are intended to provide Pennsylvania schools and educators with information that can be used for needs assessments, program development, and short- and long-term improvement planning. The measures of school climate resulting from surveys can also be used to compare schools in the state.	Teachers, school leaders	<a href="#">REL Resource   Development of Pennsylvania Department of Education School Climate Index Summary</a>
Northwest REL	Creating Caring and Culturally Responsive Classrooms for Students in Pre-Kindergarten to Grade 3	The early elementary years lay the foundation for school and life outcomes. This webinar explores strategies to create culturally responsive and emotionally supportive pre-K–3 classrooms for children from diverse racial and cultural backgrounds. Featuring Dr. Sharon Ritchie, national researcher, and principal investigator for the FirstSchool initiative, this webinar will offer practical advice for using data and evidence to improve early school experiences and set all students up for success.	Teachers, school leaders	<a href="#">REL Event   Creating Caring and Culturally Responsive Classrooms for Students in Pre-Kindergarten to Grade 3 (ed.gov)</a>

North west REL	Ways to Create Welcoming, Bully-free Online Learning Environments	Given our current educational reality, many students are spending a lot more time online with varying levels of adult supervision—a situation that emphasizes the need to prevent cyberbullying and ensure students who are targets of bullying get help. There is limited research on preventing cyberbullying in virtual learning, but many strategies that prevent cyberbullying in schools can be applied to online learning environments.	Teachers, school leaders	<a href="#">REL Blog   Ways to Create Welcoming, Bully-free Online Learning Environments (ed.gov)</a>
North west REL	Improving Racial Equity in School Discipline through Culturally Responsive SEL	With these resources, educators can proactively build student SEL skills, improve culturally affirming practices, and strengthen educator-student relationships. This can reduce cultural misunderstandings that may result in unnecessary exclusionary discipline, particularly for students of color.	Teachers, school leaders	<a href="#">REL Blog   Improving Racial Equity in School Discipline through Culturally Responsive SEL (ed.gov)</a>
North west REL	Shifting the Current School Climate: Sense of Belonging and Social and Emotional Learning	A positive school climate promotes belonging, which is the foundation for social and emotional well-being. When people in a school treat one another with respect and cultivate a welcoming physical and emotional space, students are more likely to feel like they belong. This sets them up for both SEL and academic success. The purpose of this infographic was to describe both schoolwide and classroom-level actions that adults can take to foster a positive environment that supports a sense of belonging.	Teachers, school leaders	<a href="#">REL Resource   Shifting the Current School Climate: Sense of Belonging and Social and Emotional Learning (ed.gov)</a>
North west REL	Promoting a Positive School Environment for All Students	Positive discipline approaches help students learn—and practice—social and emotional skills, develop healthy relationships with peers and adults, and resolve disagreements in socially acceptable ways. Although exclusionary discipline plays an important role in maintaining school safety, we now know suspending or expelling students for nonviolent behaviors (such as truancy, failure to follow directions, or disrespect) removes them from important learning opportunities.	Teachers, school leaders	<a href="#">REL Blog   Promoting a Positive School Environment for All Students (ed.gov)</a>

North west REL	Changing the Conversation: How Educators Can Support Social and Emotional Learning by Creating a Positive School Climate	Reframes the conversation around “what can we do to make school feel safe, and more engaging for each student.” Blog post offers strategies for how educators can support social emotional learning by creating and positive school climate.	Teachers, school leaders	<a href="#">REL Blog   Changing the Conversation: How Educators Can Support Social and Emotional Learning by Creating a Positive School Climate</a>
North west REL	Strengthening Relationships with Students from Diverse Backgrounds	At North Salem High School, one of the most diverse high schools in Oregon, teachers and school leaders have made building positive relationships with students a school priority. In this video by REL Northwest, two teachers share successful strategies they have used to connect to students and build authentic relationships.	Teachers, school leaders	<a href="#">REL Resource   Strengthening Relationships with Students from Diverse Backgrounds (ed.gov)</a>
North west REL	Building Connections with Students from Diverse Cultural Backgrounds Through Perspective-taking	If we don’t know students well, cultural differences can contribute to misunderstandings that lead to feelings of disrespect, which ultimately weaken relationships. This blog post offers five-perspective taking strategies to consider if you are working to improve relationships with students from cultural backgrounds different from your own.	Teachers, school leaders	<a href="#">REL Blog   Building Connections with Students from Diverse Cultural Backgrounds Through Perspective-taking (ed.gov)</a>
North west REL	Using Data to Promote Equity in School Discipline	REL Northwest developed this training series to help schools and districts improve their school discipline policies and practices. The series provides resources to help school and district teams use data to identify areas of concern related to the overuse of exclusionary discipline or disproportionality in assigning discipline to student	Teachers, school leaders	<a href="#">REL Resource   Using Data to Promote Equity in School Discipline (ed.gov)</a>

		groups, such as students of color or students with disabilities. The training series also helps teams use evidence to identify interventions, develop an action plan, track their effectiveness, and inform improvement decisions.		
North west REL	Changes in Exclusionary and Nonexclusionary Discipline in Grades K-5 Following State Policy Reform in Oregon	Racial equity is a high priority in Oregon, which along with many other states has enacted reforms in the past decade to improve racial equity in school discipline practices. One common approach has been to focus on reducing the use of exclusionary discipline, which removes students from classroom instruction. In 2015 the Oregon legislature limited the use of exclusionary discipline for students in grades K-5 to situations that pose a direct threat to the safety of other students and adults. This study was conducted in response to a request from Oregon education leaders for information on the association between the 2015 state policy reform and school discipline and how the association differed by student race/ethnicity.	Teachers, school leaders	<a href="https://www.ies.ed.gov/ncee/rel/Publications/2021/01/Changes-in-Exclusionary-and-Nonexclusionary-Discipline-in-Grades-K-5-Following-State-Policy-Reform-in-Oregon">REL Publication   Changes in Exclusionary and Nonexclusionary Discipline in Grades K-5 Following State Policy Reform in Oregon (ed.gov)</a>
Pacific REL	An Introduction to Social and Emotional Learning (SEL): Navigating Definitions, Frameworks, and Best Practices	This webinar examined what social and emotional learning is, how it can be used to inform best practice in schools, and its potential impact on academic outcomes, including college and career readiness. The webinar provided participants with a deeper understanding of the role that social and emotional competencies (SECs) and other “non-cognitive” skills play in student outcomes. In addition, participants were able to learn about ways in which educators can promote SEL across various levels of the school system and gain insight into future directions for SEL research and practice.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/1045">https://ies.ed.gov/ncee/rel/Products/Event/1045</a>
Pacific REL	Balanced Systems of Assessment: Supporting Students’ Social and Emotional Learning	This blog is based on a REL Pacific webinar titled “Creating Balanced Systems of Assessment to Support Equitable Opportunities to Learn and Child Well-being” hosted on July 28, 2021, and presented by Katie Buckley from Teach for America, W. Christopher Brandt from the Center for Assessment, and Fern Yoshida from the Hawai’i Department of Education.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/100259">https://ies.ed.gov/ncee/rel/Products/Blog/100259</a>

Pacific REL	Connecting Social and Emotional Learning, School Climate, and Student Voice	Strategies to promote social and emotional learning (SEL), school climate, and student voice have been connected with improvements in student academic achievement, well-being, and college and career readiness. Check out this infographic to learn more.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/70112">https://ies.ed.gov/ncee/rel/Products/Resource/70112</a>
Pacific REL	Consider Student Voices: Striving to Understand Student Experiences to Support Learning and Growth	Incorporating student voice into the classroom and in school, district, and state-level decision-making is a topic of growing interest for educators. This blog post provides a definition of student voice, explains its importance, and shares models for engaging students' voice.	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/70082">https://ies.ed.gov/ncee/rel/Products/Blog/70082</a>
Pacific REL	Creating Balanced Systems of Assessment to Support Equitable Opportunities to Learn and Child Well-being	This second webinar in a three-part series examined the impacts of explicitly teaching social and emotional learning skills in schools on student academic and non-academic outcomes. Additionally, this presentation shared evidence-based practices for incorporating SEL measures into a balanced system of assessments to support SEL skill development and explained how Hawai'i educators are using SEL assessment as part of a multi-tiered system of support to improve students' SEL skills and well-being.	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/70183">https://ies.ed.gov/ncee/rel/Products/Event/70183</a>
Pacific REL	Creating Balanced Systems of Assessment to Support	This infographic presents how holistic assessment systems can support more equitable learning environments and improve students' academic, social, and emotional learning outcomes.	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100462">https://ies.ed.gov/ncee/rel/Products/Resource/100462</a>

	Equitable Opportunities to Learn and Child Well-Being			
Pacific REL	Culturally Informed Social and Emotional Learning in the Pacific Region: Prioritizing Local Voices to Meet Local Needs	This blog post provides an overview of social and emotional learning and discusses how the cultural context might inform choices during implementation.	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/70094">https://ies.ed.gov/ncee/rel/Products/Blog/70094</a>
Pacific REL	Exploring How Social and Emotional (SEL) Competencies Influence College and Career Readiness in the REL Pacific Region	REL Pacific stakeholders are interested in learning how social and emotional learning competencies impact students' academic success and college readiness. Through coaching, trainings, and research, REL Pacific and its partnerships are examining intrapersonal and interpersonal competencies that may be related to student success.	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/70118">https://ies.ed.gov/ncee/rel/Products/Resource/70118</a>
Pacific REL	Implementing SEL to Meet Local Needs: Aligning Frameworks and Assessments	Research has shown that exposure to social and emotional learning (SEL) programming can have a positive impact on student outcomes, and many schools and school systems in the United States and abroad have begun to implement SEL programs and practices. The goal of this presentation was to increase participants' understanding of key strategies for schoolwide SEL	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/70160">https://ies.ed.gov/ncee/rel/Products/Event/70160</a>

	Across Contexts (Innovative Schools Summit Cross-REL Presentation)	implementation and to provide examples of how schools have aligned such strategies to meet their students' needs.		
Pacific REL	Leveraging Teacher Voice to Promote Teachers' Social and Emotional Learning	Research suggests that promoting teacher voice supports the successful implementation of SEL programs and practices. By implementing teacher voice strategies, leaders may be able to better understand how to identify and support the SEL needs of their teachers, which can also support the implementation of student SEL strategies. During this cross-REL webinar, a researcher and practitioner discussed three potential teacher voice strategies for supporting teacher SEL and engaged in a discussion about how these strategies can be used by school leaders.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/1285">https://ies.ed.gov/ncee/rel/Products/Event/1285</a>
Pacific REL	Social and Emotional Learning, School Climate, and Student Voice: Understanding the Intersections to Improve Student Outcomes	This webinar provided an overview of research on social and emotional learning, school climate, and student voice, and examined how these strategies can help promote student success in school, college, and careers. The webinar also examined how REL Pacific's stakeholders are supporting the use of social and emotional learning, school climate, and student voice in schools and districts.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/1180">https://ies.ed.gov/ncee/rel/Products/Event/1180</a>
South west REL	Supporting Student Mental Health and Responding to Trauma	This REL Southwest infographic highlights strategies and resources that educators and administrator can use to provide support to students experiencing COVID-19, racial, and/or other types of trauma. The infographic also describes a four-phase	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/90116">https://ies.ed.gov/ncee/rel/Products/Resource/90116</a>

		approach to guide self-reflection and discussion with colleagues around equity.		
South west REL	How Can Trusting Relationships with Adults Boost Student Success?	This REL Southwest infographic features case study, qualitative, and correlational research on outcomes associated with relationship building in the school environment.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/90121">https://ies.ed.gov/ncee/rel/Products/Resource/90121</a>
South west REL	Research-Based, Trauma-Responsive Education Practices	This REL Southwest webinar examined trauma in schools, current research on the topic, and strategies for creating a trauma-responsive school environment.	Teachers, Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/90144">https://ies.ed.gov/ncee/rel/Products/Event/90144</a>
South west REL	Resource roundup: Trauma-responsive practices	Identifying trauma and understanding its effects is critical for supporting student success. To assist educators, this article includes resources on trauma-informed care and trauma-responsive practices from across the <a href="#">Regional Educational Laboratory (REL) Program</a> .	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/90091">https://ies.ed.gov/ncee/rel/Products/Blog/90091</a>
South west REL	How School Climate and Social-Emotional Learning Can Support Education Transitions and Student Outcomes	This webinar explores how school climate and social-emotional learning (SEL) can support education transitions and student outcomes. REL Southwest researchers, present the key findings from their study on noncognitive skills and school environments in students' transitions to high school.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/90149">https://ies.ed.gov/ncee/rel/Products/Event/90149</a>
South west REL	Addressing Collective Trauma and Supporting the	This REL Southwest webinar on collective trauma in the context of COVID-19 and social injustice discussed how collective trauma may affect staff and students. provided a four-step model for working through collective trauma, particularly racial trauma, and information	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/90157">https://ies.ed.gov/ncee/rel/Products/Event/90157</a>



	Well-Being of Students and School Staff	on integrating trauma-sensitive strategies and SEL for a holistic approach to meeting student and staff needs.		
West REL	Culturally Affirming Care for Rural Students During the Pandemic: A Karuk Perspective	This blog discusses the impact of COVID-19 on the Karuk tribe in a small rural, area in Northern California and how culturally affirming student supports can bolster positive student outcomes.	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/100010">https://ies.ed.gov/ncee/rel/Products/Blog/100010</a>
West REL	Research in Brief: School-Based Law Enforcement	This research brief summarizes the evidence on school-based law enforcement and its impact on school safety as well as racial differences in how school-based law enforcement is experienced. It also includes strategies for districts that are considering, or that already have, a law enforcement presence on school campuses.	Teachers, Leaders, Families, others	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100193">https://ies.ed.gov/ncee/rel/Products/Resource/100193</a>
West REL	Advancing Equity: Five Districts Focus on Improving Outcomes of Black and Latinx students	This blog describes REL West's Equity in Action project which involved five California school districts committed to racial equity change. The overarching goal for these districts was to increase the safety, well-being, and engagement of Black and Latinx students and their families. More specifically, each district identified its own improvement area focused on racial equity change for Black and Latinx stakeholders and developed a theory of action for that improvement area.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Blog/100235">https://ies.ed.gov/ncee/rel/Products/Blog/100235</a>
West REL	Equity in Action Resource: Bias-Based Beliefs Reflection	This resource includes a worksheet with guiding questions for forming a district equity team with members representing different identities, roles, knowledge, and skills. This material was developed for REL West's Equity in Action coaching project for five districts, each engaged in addressing a racial inequity in their district.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100602">https://ies.ed.gov/ncee/rel/Products/Resource/100602</a>
West REL	Equity in Action: Building a District Equity Team	This foundational activity includes a link to an article and a reflection protocol to guide individuals or a team through examination of their own biased-based beliefs and behaviors and how they frame a systems' policies, procedures, and practices to establish commitments to address bias-based beliefs and guide accountability within equity	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100603">https://ies.ed.gov/ncee/rel/Products/Resource/100603</a>

		efforts. This material was developed for REL West's Equity in Action coaching project for five districts, each engaged in addressing a racial inequity in their district.		
West REL	Equity in Action Resource: Communication and Engagement Plan	This tool contains a framework, guiding questions, and worksheets for developing a communications and engagement plan to challenge long held policies and beliefs to create a more equitable education experience for all students. This material was developed for REL West's Equity in Action coaching project for five districts, each engaged in addressing a racial inequity in their district.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100604">https://ies.ed.gov/ncee/rel/Products/Resource/100604</a>
West REL	Equity in Action: Targeted Improvement Efforts Toward Racial Equity in Five School Districts	This slide deck presents a comprehensive look at how the district teams, involved in the Equity in Action project, engaged in equity-centered processes to improve engagement of Black and Latinx students and families in their districts.	Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Event/100616">https://ies.ed.gov/ncee/rel/Products/Event/100616</a>
West REL	Creating Culturally Affirming Spaces: School and Classroom Practices	In the first webinar of a two-part series, presenters shared practical, evidence-based examples of systems, policies, and practices that are culturally affirming - what they are and what they are not - to inform instruction, school climate-related practices, and everyday decisions that shape the academic and social-emotional well-being of students and their families.	Teachers, Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/100220">https://ies.ed.gov/ncee/rel/Products/Event/100220</a>
West REL	Creating Culturally Affirming Spaces: A Systems Orientation	In the second webinar of a two-part series, presenters and practitioners discussed the practical knowledge and leadership skills necessary to begin creating culturally affirming spaces to make schools more safe and supportive environments for culturally, linguistically, and gender-diverse students.	Teachers, Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/100221">https://ies.ed.gov/ncee/rel/Products/Event/100221</a>
West REL	Understanding Youth Suicide and Effective Prevention,	The recording and transcript from this virtual event presentation, Postvention is Prevention: Considerations for Responding to Youth Suicide, shares practical information and resources for understanding,	Teachers, Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/100211">https://ies.ed.gov/ncee/rel/Products/Event/100211</a>

	Intervention, and Postvention Strategies: 4th Annual Central Valley Convening	responding to, and preventing youth suicide for educators and other youth-serving professionals.		
West REL	Self-Affirmation: A Powerful Tool for Addressing Stereotype Threat	This infographic illustrates how self-affirmation, an intervention aimed at reducing stereotype threat, can significantly mitigate its effects on academic outcomes, and generate significant improvements in grade point average (GPA) and test scores.	Teachers, Leaders	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/100581">https://ies.ed.gov/ncee/rel/Products/Resource/100581</a>
West REL	Speak Out, Listen Up! Tools for Using Student Perspectives and Local Data for School Improvement	Listening closely to what students say about their school experiences can be beneficial to educators for understanding and addressing school-related topics and problems and rethinking policies and practices. The purpose of this toolkit is to provide educators with a purposeful and systematic way to elicit and listen to student voice to inform school improvement efforts.	Teachers, Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Resource/3605">https://ies.ed.gov/ncee/rel/Products/Resource/3605</a>
West REL	Short-term impacts of student listening circles on student perceptions of school climate and of their own competencies	An activity for eliciting student involvement in collaborative decision-making and problem-solving with adults--the student listening circle workshop--is examined for the first time through an experimental study of its effects on participating students.	Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Publication/3856">https://ies.ed.gov/ncee/rel/Products/Publication/3856</a>
West REL	Identifying and Transforming Educational Inequities: Webinar 1	This webinar recording is the first in a two-part webinar series on how educators can engage in a transformation process to reduce the psychological harm that microaggressions--the manifestations of attitudes and stereotypes that unconsciously affect peoples' perceptions, actions, and decisions--can have on school culture and students' overall education experience and achievement.	Teachers, Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/701">https://ies.ed.gov/ncee/rel/Products/Event/701</a>

West REL	Identifying and Transforming Educational Inequities: Webinar 2	This webinar recording is the second in a two-part webinar series on how educators can engage in a transformation process to reduce the psychological harm that microaggressions—the manifestations of attitudes and stereotypes that unconsciously affect peoples' perceptions, actions, and decisions—can have on school culture and students' overall education experience and achievement.	Teachers, Leaders, others	<a href="https://ies.ed.gov/ncee/rel/Products/Event/702">https://ies.ed.gov/ncee/rel/Products/Event/702</a>
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**From:** Vitelli, Edward  
**Subject:** PGSS Weekly Digest on Coordinated Response to Coronavirus (COVID-19)  
**To:** Therriault, Susan; Cushing, Ellen; sbarzee@wested.org; Lockwood, John H; Brenda Turnbull; Jeanine Hildreth; Kimberly Hambrick; George Hancock; Priscilla Maynor; Sheryl Turner; Everett Barnes; Jones, Kandace; Horwood, T.J.; Butler, Aaron; kgibbons@umn.edu; ALISIA M MOUTRY; Joe Simpson; Susan Shebby; Dale Lewis; Marie Mancuso; Kristin Nafziger; Sigman, Deborah; Peterson, Mary; bernies@serrc.org; Beth Geiger; jeneen.hartley@douglasesd.k12.or.us; Kimberly Barnes; Emerson Odango; Melly Wilson; Dean Nafziger; Jill Lammert; sshaffer@maec.org; Paula Johnson; Skelton, Seena Makeeba; King Thorius, Kathleen Ann; Evenstad, Jan; Marquez, Michael; LRichburg-Hayes@insightpolicyresearch.com; jscala@air.org; jcrocker@insightpolicyresearch.com  
**Sent:** July 21, 2021 5:47 PM (UTC-04:00)

Good evening Directors,

This week's Digest includes an updated list of approved American Rescue Plan (ARP) ESSER State Plans, [a recording from last week's Lessons from the Field webinar](#), [information on this week's Summer Learning and Enrichment Collaborative session](#), and [a new podcast](#) that highlights innovative and promising school practices across the country that enhance outcomes for students with disabilities.

Also included are registration links to the following upcoming webinars:

- [Summer Learning & Enrichment Collaborative \(July 22\)](#)
- [Distance Education: Focused on Best Practices in the Pacific Context Webinar Series: Early Childhood and Distance Education \(July 23\)](#)
- [Thriving, Not Just Surviving: How Administrators Can Support Trans & Non-Binary Students \(July 27\)](#)
- [Advanced Manufacturing: Jobs of the Future \(July 28\)](#)
- [Creating Balanced Systems of Assessment to Support Equity \(July 28\)](#)
- [Parent Town Hall with the U.S. Department of Education \(July 29\)](#)
- [Ensuring Equitable Learning Environments for All Students \(July 29 and 30\)](#)
- [Optimizing Educational Equity: Where Best and Evidence-Based Instructional Practices Intersect with Indigenous Pedagogy \(August 3\)](#)
- [All Data on Deck! Using Data to Improve Education Through the Pandemic \(August 16 – August 20\)](#)
- [Improving Civic Readiness Through Research, Policy, and Practice \(August 17\)](#)

## **U.S. Department of Education Updates**

### **American Rescue Plan (ARP) ESSER State Plans**

The U.S. Department of Education (Department) announced the approval of 12 more 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.

### **Lessons from the Field: Strategies for Safely Returning to School: The Latest Federal Guidance**

This [webinar](#) by the U.S. Department of Education (ED), the Office of Elementary and Secondary Education's Office of Safe and Supportive Schools, and the [National Center on Safe Supportive Learning Environment \(NCSSLE\)](#) featured updates from the CDC and ED on preparing to return to school for the 2021-22 school year. Following the federal agency updates, practitioner questions were addressed by the CDC and ED staff to allow field personnel to better understand and ultimately operationalize guidance. To access the webinar materials click [here](#).

### **Notice for Public Comment on EANS Data Collection Form and GEER Data Collection Form**

The Office of State and Grantee Relations (SGR) would like to inform you of an opportunity to provide public comment regarding the Emergency Assistance to Non-Public Schools (EANS) program Recipient Data Collection Form and the Governor's Emergency Education Relief (GEER) Fund Recipient Data Collection Form. To access and review all the documents related to the EANS and GEER information collection listed in this notice, please click [here](#) and [here](#). The public comment period for both the EANS and the GEER program data collection forms close on **September 13, 2021**.

### **Summer Learning and Enrichment Collaborative**

Join the [Summer Learning and Enrichment Collaborative](#) on **Thursday, July 22<sup>nd</sup> from 3:00pm to 5:00pm EDT**. The opening plenary will feature community schools as a model for supporting equitable and comprehensive learning opportunities, providing innovative examples of how the community school strategy has been used to support students and families and organize comprehensive summer and out-of-school programming. Following the opening plenary, participants can choose to participate in Tabletop Discussions on one of six topics. To view the agenda and register for the July 22<sup>nd</sup> webinar, click [here](#). Please visit the webpage, [Summer Learning & Enrichment Collaborative Events](#) to see all upcoming virtual sessions as well as an archive to view recordings of all the past convenings.

### **U.S. Department of Education All-TA Center Call: Supporting School Reopening and Implementation of the American Rescue Plan**

Save the date on **Wednesday, July 28<sup>th</sup> from 3:00pm to 4:30pm ET** for the next All-TA Center Call. The Department will highlight several "Back to School" initiatives planned in the coming month, and will discuss the ongoing Equity Summit Series, the Secretary's Supplemental Priorities, the [Safer Schools and Campuses Best Practices Clearinghouse](#) and how TA Centers can support these initiatives. The Department would also like to discuss ways Centers can help clarify for our state and local clients the expectations for using evidence-based practices with [American Rescue Plan](#) funds.

*Registration coming soon.*

### **Advanced Manufacturing: Jobs of the Future**

On **Wednesday, July 28<sup>th</sup> from 12:30pm to 2:00pm ET** the U.S. Department of Education will host a webinar, *Advanced Manufacturing*, which includes both new manufacturing methods and production of innovative products—is an engine of America's economic power and a pillar of its national security. To register for the webinar and learn how to further develop advanced manufacturing workforce skills, click [here](#).

### **Parent Town Hall with the U.S. Department of Education**

On **Thursday, July 29<sup>th</sup> from 8:00pm to 9:00pm ET** join the U.S. Department of Education for a Parent Town Hall that will give parents the opportunity to share their ideas and concerns, and to get their questions answered. During this event, panelists from the U.S. Department of Education and the Centers for Disease Control and Prevention (CDC) will answer parents' questions and address concerns around the return to in-person instruction. To register for this event, click [here](#).

### **All Data on Deck! Using Data to Improve Education Through the Pandemic**

On **Monday, August 16<sup>th</sup> through Friday, August 20<sup>th</sup> from 11:00am to 3:00pm ET each day**, the U.S. Department of Education's 2021 National Center for Education Statistics' (NCES) will hold its STATS-DC Data Conference. To learn more about this conference and register for the event click [here](#).

### **Applications for New Awards; National Comprehensive Center on Improving Literacy for Students with Disabilities**

On July 13, 2021, the Department issued a notice inviting applications for a new award for fiscal year (FY) 2021 for a National Comprehensive Center on Improving Literacy for Students with Disabilities, Assistance Listing Number 84.283D. The deadline for transmittal of applications is **September 1, 2021**. For additional information on this application click [here](#).

### **Request for Information on Supporting the Reopening and Continuing Operation of Schools, Colleges and Universities, and Early Childhood Education Providers**

The Department welcomes lessons learned and best practices from the field for consideration for the Safer Schools and Campuses Clearinghouse, including those with an educational equity focus. Submissions should be sent via email to: [Bestpracticesclearinghouse@ed.gov](mailto:Bestpracticesclearinghouse@ed.gov). Please find additional submission information in the [Federal Register notice](#).

### **PGSS Center Updates**

### **Partnerships to Implement Evidence-Based Practices**

This [blog](#) from the [Region 5 Comprehensive Center](#) describes how Region 5, Virginia, and SISEP are supporting sustained and scaled use of evidence-based practices by the State, districts and schools to improve outcomes for students with disabilities.

### **Sharpening the Focus on Tennessee's Priorities**

This [blog](#) from the [Region 5 Comprehensive Center](#) describes a partnership between the Region 5 Comprehensive Center and the Tennessee Department of Education to implement projects that address the state's biggest education priorities and meet its goals to do what's "Best for All" students.

### **Key Levers for Successful School-Family Relationships**

This [blog](#) by the [Region 9 Comprehensive Center](#) highlights four "levers" that school and district leaders can employ to promote effective family engagement. These levers were determined as Region 9 Comprehensive obtained recommendations from Illinois stakeholders on how to improve the educational experience for students and their families and then mapped the recommendations with current research on equitable family engagement practices.

### **Distance Education: Focused on Best Practices in the Pacific Context Webinar Series: Early Childhood and Distance Education**

On Friday, July 23<sup>rd</sup> at 1:00pm to 4:00pm HST and 7:00pm to 10:00pm ET join [Region 18 Comprehensive Center](#) and [Region 19 Comprehensive Center](#) for their ninth module, *Early Childhood and Distance Education*, within their webinar series intended to build educator knowledge of distance education theory and research, and to showcase best practices from Pacific region teachers. To view the flyer, click [here](#). To register for this webinar, click [here](#).

### **Thriving, Not Just Surviving: How Administrators Can Support Trans & Non-Binary Students**

On Tuesday, July 27<sup>th</sup> from 2:00pm to 3:30pm ET, the [Center for Education Equity \(EAC Region I\)](#) will host a webinar featuring a discussion with school and district administrators on the policies and practices they have implemented to support LGBTQIA+ students at school. The webinar will identify and describe actionable steps to create LGBTQIA+ friendly school climates, discuss how to address pushback from stakeholders, and provide implementation and dissemination strategies for administrators to turn policies into sustainable practice. Please [click here](#) for additional details, including registration information.

### **Ensuring Equitable Learning Environments for All Students**

On Thursday, July 29<sup>th</sup> and Friday, July 30<sup>th</sup> from 9:30am to 3:00pm CT [IDRA EAC-South \(EAC Region II\)](#) will virtually host its free annual convening, entitled "ReOpen – ReConnect – ReClaim – Ensuring Equitable Learning Environments for All Students." During this event, school teams will get research-based practices, frameworks, and recommendations to provide a common language to address equity, student achievement, social emotional learning, and trauma responsive education. To register for this conference, click [here](#).

### **Optimizing Educational Equity: Where Best and Evidence-Based Instructional Practices Intersect with Indigenous Pedagogy**

On Tuesday, August 3<sup>rd</sup> at 10:00am MT/12:00pm ET, the [Western Educational Equity Assistance Center \(EAC Region IV\)](#) will conduct a webinar exploring how cultural bridges foster greater equity and optimize self-determination within Indigenous learners. Such topics as equity in relationships, relevance, holistic methodologies, circular reflection, embracing strengths-based education, and experiential learning will be covered. Please [click here](#) for registration information.

### **Updates from Our Partners**

#### **Schools On the Move Podcast**

This [podcast](#) from the [National Center for Systemic Improvement](#) highlights innovative and promising school practices across the country that enhance outcomes for students with disabilities and create teaching and learning opportunities for educators.

## **Predicting Teacher Candidate Performance on the Praxis at University of Guam**

This [report](#) by the [Regional Educational Laboratory Pacific](#) examined which student demographic and academic preparation characteristics predict passing the Praxis Core test and each of its subtests. The study examined two groups of students who attempted at least one subtest within three years of enrolling at the University of Guam: students who graduated from a Guåhan public high school, and all students regardless of the high school from which they graduated. To learn the key findings and read the report in its entirety, click [here](#).

## **Selecting Career Changers with Real Potential for Teaching and Designing a Program to Meet Their Needs**

This [brief](#) by the [Collaboration for Effective Education Development, Accountability, and Reform \(CEEDAR\) Center](#) provides guidelines for leveraging the candidate pool of career changers to enter the teaching workforce to address critical shortage areas.

## **Creating Balanced Systems of Assessment to Support Equity**

On **Wednesday, July 28<sup>th</sup>** from 11:00am to 12:30pm HST (5:00pm to 6:30pm ET) the [Regional Educational Laboratory Pacific](#) will host a webinar in which participants will learn about the research on guiding the development of a balanced system of assessments to promote more equitable learning environments and child well-being, address key problems of practice, and support student success. To learn more about and register for the event click [here](#).

## **Improving Civic Readiness Through Research, Policy, and Practice**

On **Tuesday, August 17<sup>th</sup>** from 12:00 to 1:00pm MT the [Regional Educational Laboratories Central](#) will host a webinar in which they will provide an overview of research on trends in civic readiness, education, and participation and introduce our new tool, [Measuring Civic Readiness: A Review of Survey Scales](#). To register for this webinar, 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](mailto:Sandra.Deysson@ed.gov)) by COB each Friday.



**From:** Corbett, Una  
**Subject:** FW: An invitation for Dr. Cardona  
**To:** Cardona, Miguel  
**Sent:** June 18, 2021 9:41 AM (UTC-04:00)

---

**From:** Margarita Benitez <(b)(6)@aol.com>  
**Sent:** Friday, June 18, 2021 8:35 AM  
**To:** Corbett, Una <Una.Corbett@ed.gov>  
**Subject:** Fwd: An invitation for Dr. Cardona

**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.**

Sent from my iPhone

Begin forwarded message:

**From:** Margarita Benitez <(b)(6)@aol.com>  
**Date:** June 18, 2021 at 8:32:53 AM AST  
**To:** Una Corbett <ucorbett@jbrpt.org>  
**Cc:** Nilka Aviles <nilka.aviles@idra.org>  
**Subject:** Fwd: An invitation for Dr. Cardona

Hi, Una! If you skip the first paragraph in Spanish, you will find news of a very interesting convening and an invitation for the Secretary.

(b)(6) but wanted to make sure you got this invitation to the Secretary. Please respond to Nilka and copy me.

Thanks!

Margarita Benitez  
Executive Director FPH

Sent from my iPhone

Begin forwarded message:

**From:** Nilka Avilés <nilka.aviles@idra.org>  
**Date:** June 17, 2021 at 6:42:35 PM AST  
**To:** Margarita Benitez <(b)(6)@aol.com>  
**Subject:** Hola Camarada

Hola Margarita,  
Como has estado? Espero que al recibo de este email te encuentres de maravilla. Me habias dicho que tienes contactos que tienen comunicacion con Dr. Cardona. Si es así, por favor dejame saber

. IDRA is leading a conference and convening, and we would like Dr. Cardona to be aware and would like his support. Below is some information for your consideration. I secured Dr. Muhammed Khalifa and Dr. Paul Gorski to be the keynote speakers. Please let me know your thoughts. call me if you need additional information. My number (210) 363-0730. Thanks!

Title of conference: 2021 IDRA EAC-South Region II Convening

Date and time: July 29, 2021, 9:30-10:00a CT

Description, and expected number of attendees: Our initial expected attendance is over 500 for this year's IDRA EAC-South 2021 Virtual Convening. The 12-state region serves educational stakeholders from 3,189 school districts. Representatives from both district and state-level education agencies, community organizations, and universities will engage in sessions and keynotes focused on promoting educational equity. This 2-day event will feature live and pre-recorded sessions that the public will be able to access through the conference website and app. Content will be available for download and recorded sessions may be viewed for up to six months following the event. The potential impact for preparing administrators and teachers to create safe, culturally responsive environments for students' return is endless.

Length of presentation and message/topic: 15-minute address (live or prerecorded);  
Topic: Ensuring educational equity for all (in the wake of the pandemic) - promoting a culture of care for teachers, students, and families.

We would be so appreciative of the Secretary's support at our 2021-22 launch event for educators, instructional leaders, and equity partners across the South. Thank you for your support.

#### **Dr. Nilka Avilés**

Senior Education Associate  
Director of Reenergize (RLSS)... Project  
Equity Specialist, IDRA EAC-South  
Valued Youth Partnership Lead  
Ventanilla de Orientación Educativa (VOE) Lead  
Intercultural Development Research Association

5815 Callaghan Road, Suite 101  
San Antonio, Texas 78228  
210.444.1710 ph. Ext: 1721 • 210.444.1714 fax  
[nilka.aviles@idra.org](mailto:nilka.aviles@idra.org) • [www.idra.org](http://www.idra.org)

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

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

**From:** Nilka Avilés  
**Subject:** Re: IDRA EAC Happenings & Links  
**To:** Cardona, Miguel; Catoe, Tracy  
**Sent:** July 6, 2021 1:49 PM (UTC-04:00)

**CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.**

Dear Ms. Catoe & Dr. Cardona,

I trust you had a great 4th of July weekend. Thank you so much for reaching out and letting me know the status of our request to Dr. Cardona's participation in IDRA's Equity Assistance Center - *South* conference to be held on July 29-30. I thank you in advance for your efforts and look forward to your response or any questions the team might have. You have an awesome rest of the day and week. Please let me know how I can be of service.

#### Dr. Nilka Avilés

Senior Education Associate  
Director of Reenergize (RLSS)... Project  
Equity Specialist, IDRA EAC-*South*  
Valued Youth Partnership Lead  
Ventanilla de Orientación Educativa (VOE) Lead  
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[nilka.aviles@idra.org](mailto:nilka.aviles@idra.org) • [www.idra.org](http://www.idra.org)

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Check out IDRA [Classnotes Podcasts](#).

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

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

---

**From:** Catoe, Tracy <Tracy.Catoe@ed.gov> on behalf of Cardona, Miguel <Miguel.Cardona@ed.gov>

**Sent:** Tuesday, July 6, 2021 12:33 PM

**To:** Nilka Avilés <nilka.aviles@idra.org>

**Subject:** FW: IDRA EAC Happenings & Links

Dear Ms. Avilés –

Thank you for your e-mail to Secretary of Education Miguel Cardona. Your request has been forwarded to the Secretary's scheduling staff for review. The staff there will evaluate your request and be in touch if there are any questions.

If you have any questions regarding the status of your request, the scheduling staff can be reached at 202-401-3043.

Sincerely,

T. Tracy Catoe (Ms.)  
Director of Correspondence  
Office of the Secretary  
Washington, DC 20202

---

**From:** Baer, Elizabeth <Elizabeth.Baer@ed.gov>

**Sent:** Tuesday, July 6, 2021 12:02 PM

To: Cardona, Miguel <Miguel.Cardona@ed.gov>  
Subject: FW: IDRA EAC Happenings & Links

Request forwarded to me, thanks!

---

From: Margarita Benitez <(b)(6)@aol.com>  
Sent: Tuesday, July 6, 2021 12:00 PM  
To: Baer, Elizabeth <Elizabeth.Baer@ed.gov>  
Subject: Fwd: IDRA EAC Happenings & Links

**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.**

The original email. Thanks again.

MB  
MB

Sent from my iPhone

Begin forwarded message:

From: Nilka Avilés <nilka.aviles@idra.org>  
Date: June 23, 2021 at 11:06:12 PM AST  
To: Margarita Benitez <(b)(6)@aol.com>

As per our discussion, in our website <https://www.idra.org/> if you click on Menu and scroll down you find IDRA EAC - South. when you click there, you will find a full description of the project. Below please scroll down as I am also including a few youtube video links of some of the work that we have been doing.

It will be awesome if Dr. Cardona can record a message so that we can use it as the opening of the virtual conference to be held on July 29th and 30th. The topic is Ensuring educational equity for all (in the wake of the pandemic) promoting a culture of care for teachers, students, and families. We are having Muhammed Khalifa and Paul Gorski as our keynote speakers.

We can talk some more later this weekend or whenever you can. I truly appreciate you taking the time to support us in this work. We passionately are pushing to make a difference in the 11 states plus the District of Columbia we are working with. This is referred to as Region 2 of the 4 US EAC's.

Please scroll down below to see the videos. Have a great evening and rest of the week. I look forward to talking to you again. Be well!! Thanks!

**Dr. Nilka Avilés**  
Senior Education Associate  
Director of Reenergize (RLSS)... Project  
Equity Specialist, IDRA EAC-South  
Valued Youth Partnership Lead  
Ventanilla de Orientación Educativa (VOE) Lead  
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Check out IDRA [Classnotes Podcasts](#).  
Sign up for [IDRA eNews](#), for occasional news updates.

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---

**From:** Paula Johnson <[paula.johnson@idra.org](mailto:paula.johnson@idra.org)>  
**Sent:** Wednesday, June 23, 2021 9:09 PM  
**To:** Nilka Avilés <[nilka.aviles@idra.org](mailto:nilka.aviles@idra.org)>  
**Subject:** EAC Happenings

Here are a few links..

<https://www.idraeacsouth.org/equitable-practices-for-online-learning-free-webinar-series/>



### [Equitable Practices for Online Learning – Free Webinar Series - IDRA](https://www.idraeacsouth.org/equitable-practices-for-online-learning-free-webinar-series/)

Our webinars are part of the IDRA EAC-South's free webinar series on Equitable Practices for Online Learning to support educators as you continue student learning during this unprecedented coronavirus

[www.idraeacsouth.org](http://www.idraeacsouth.org)

<https://www.idraeacsouth.org/dra-eac-south-assists-virginia-commission-on-african-american-history-education-in-the-commonwealth/>



## [IDRA EAC-South Assists Virginia Commission on African American History Education in the Commonwealth - IDRA](#)

The governor's office asked the IDRA EAC-South to assist the commission's work sessions and report creation between now and July 2020, when the commission's recommendations will be submitted to

[www.idraeacsouth.org](http://www.idraeacsouth.org)

<https://www.idraeacsouth.org/ensuring-educational-equity-in-your-school-reopening-plan/>



## [Ensuring educational equity in your school reopening plan - IDRA](#)

The IDRA EAC-South can help you address inequitable policies and practices in your district through equity audits, training, coaching, policy and code of conduct reviews, and other resources and services.

[www.idraeacsouth.org](http://www.idraeacsouth.org)

<https://www.idraeacsouth.org/event/student-perspectives-on-a-changing-school-climate-webinar/>



## [Student Perspectives on a Changing School Climate - Webinar - IDRA](#)

First Webinar in our School Reopening Series Featuring: Juliana Cruz, senior, Dallas ISD Taylor Ellingberb-McCloud, senior, Dallas ISD Melanie Harrell, recent graduate, San Antonio ISD [Read More](#)

[www.idraeacsouth.org](http://www.idraeacsouth.org)

<https://www.idraeacsouth.org/family-engagement-web-based-technical-assistance-package/>



### [Family Engagement – Web-based Technical Assistance Package - IDRA](#)

IDRA Education CAFE – A Structure for Families Transforming Schools in their Communities. by Aurelio M. Montemayor, M.Ed. An Education CAFE (Community Action Forum for Excellence) is a parent

[www.idraeacsouth.org](http://www.idraeacsouth.org)

<http://idraeacsouth.wpengine.com/resources/diversifying-the-field/>



### [Diversifying the Teaching Field – Web-based Technical Assistance Package - IDRA](#)

Diversifying the Field – Recruiting and Retaining Teachers of Color Faced with a national teacher shortage, schools across the country are struggling to hire aRead More

[idraeacsouth.wpengine.com](http://idraeacsouth.wpengine.com)

**From:** Manalo, Alvin  
**Subject:** RE: IDRA EAC Happenings & Links  
**To:** Corbett, Una  
**Cc:** Cardona, Miguel  
**Sent:** July 12, 2021 11:18 AM (UTC-04:00)

Hi Una,

FYI I declined this last Friday by sending a message directly to Dr. Nilka Aviles.

Thanks!

Alvin Manalo  
Scheduling and Advance  
Office of the Secretary  
U.S. Department of Education

---

**From:** Corbett, Una <Una.Corbett@ed.gov>  
**Sent:** Monday, July 12, 2021 10:03 AM  
**To:** Cardona, Miguel <Miguel.Cardona@ed.gov>  
**Cc:** Manalo, Alvin <Alvin.Manalo@ed.gov>  
**Subject:** FW: IDRA EAC Happenings & Links

---

**From:** Margarita Benitez <(b)(6)@paol.com>  
**Sent:** Tuesday, July 6, 2021 10:44 AM  
**To:** Corbett, Una <Una.Corbett@ed.gov>  
**Subject:** Fwd: IDRA EAC Happenings & Links

**CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.**

Dear Una, at the risk of overloading you, I enclose additional materials about IDRA 's work as background for their request for a recorded greeting from Sec. Cardona to play at their conference at the end of this month. Please forward it to the appropriate scheduling official.

Thanks again for your help.

Margarita Benitez

Sent from my iPhone

Begin forwarded message:

**From:** Nilka Avilés <nilka.aviles@idra.org>  
**Date:** June 23, 2021 at 11:06:12 PM AST  
**To:** Margarita Benitez <(b)(6)@paol.com>  
**Subject:** Fw: IDRA EAC Happenings & Links



Hello Margarita,

As per our discussion, in our website <https://www.idra.org/> if you click on Menu and scroll down you find IDRA EAC - *South*. when you click there, you will find a full description of the project. Below please scroll down as I am also including a few youtube video links of some of the work that we have been doing.

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Senior Education Associate  
Director of Reenergize (RLSS)... Project  
Equity Specialist, IDRA EAC-*South*  
Valued Youth Partnership Lead  
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---

**From:** Paula Johnson <[paula.johnson@idra.org](mailto:paula.johnson@idra.org)>

**Sent:** Wednesday, June 23, 2021 9:09 PM

**To:** Nilka Avilés <[nilka.aviles@idra.org](mailto:nilka.aviles@idra.org)>

**Subject:** EAC Happenings

Here are a few links...

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Our webinars are part of the IDRA EAC-South's free webinar series on Equitable Practices for Online Learning to support educators as you continue student learning during this unprecedented coronavirus.

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IDRA Education CAFE – A Structure for Families Transforming Schools in their Communities. by Aurelio M. Montemayor, M.Ed. An Education CAFE (Community Action Forum for Excellence) is a parent

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[Diversifying the Teaching Field  
– Web-based Technical  
Assistance Package - IDRA](#)

Diversifying the Field – Recruiting and Retaining Teachers of Color Faced with a national teacher shortage, schools across the country are struggling to hire aRead More

[idraeacsouth.wpengine.com](http://idraeacsouth.wpengine.com)

**From:** Vitelli, Edward  
**Sent:** Thu, 3 Jun 2021 17:42:55 +0000  
**To:** Ryder, Ruth; Cardichon, Jessica; Kole, Adina; Taheri, Ramin; Ramakis, Jessica; McKinney, Jessica; Goldberg, Suzanne; Dixon, Monique  
**Cc:** Smith, Danielle; Meyer, Rebekka; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
**Subject:** RE: EAC FY22 Competition Listening Sessions Overview and Participants

Good afternoon everyone,

Please find below an updated participant list for the 2pm EAC listening session:

1. Leadership Conference on Civil and Human Rights, Steven Almazán
2. National Indian Education Association, Francis Vigil (may be a bit late)
3. Lawyers' Committee for Civil Rights, David Hinojosa (tentative)
4. AFT, Jasmine Oke
5. CCD, Laura Kaloi (for Council of Parent Attorneys and Advocates (COPAA) and the Center for Learner Equity)
6. National Alliance for Partnerships in Equity, Joe Green
7. Institute for Student Achievement (ISA)/ETS, Liz Kingsley
8. National Black Child Development Institute, Christopher Rountree
9. Public Advocacy for Kids, Arnold Fege

Thanks,  
Ed

---

**From:** Vitelli, Edward  
**Sent:** Wednesday, June 2, 2021 7:44 PM  
**To:** Ryder, Ruth <Ruth.Ryder@ed.gov>; Cardichon, Jessica <jessica.Cardichon@ed.gov>; Kole, Adina <Adina.Kole@ed.gov>; Taheri, Ramin <Ramin.Taheri@ed.gov>; Ramakis, Jessica <Jessica.Ramakis@ed.gov>; McKinney, Jessica <Jessica.Mckinney@ed.gov>; Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>; Dixon, Monique <Monique.Dixon@ed.gov>  
**Cc:** Smith, Danielle <Danielle.Smith2@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>; Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>; Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Subject:** EAC FY22 Competition Listening Sessions Overview and Participants

Good evening,

A few quick notes regarding our Equity Assistance Centers (EAC) listening sessions.

- We have two 1-hour sessions scheduled. We will hear from civil rights organizations tomorrow at 2pm, and from current and former EAC grantees on Friday at 2pm.
- Each session will follow the same general format: I'll provide a very brief welcome. Ruth will then provide her opening remarks. Bekka Meyer will follow with a brief overview of the EACs (only for the civil rights orgs), review the meeting logistics and discussion parameters, and then moderate the discussion with our invited participants. Our discussion questions are attached.
- ED staff are in listen-only mode for both sessions.

- Participants: As of 7:30pm tonight, we do not have a robust number of participants. Please see the attached Excel file for the details (each meeting has its own tab). I've also listed our RSVPs below. We have emailed each person on our lists at least twice, and have reached out to some by phone. If you have any last-minute suggestions in terms of boosting turnout for the civil rights session, or if there is any way in which you can assist in that effort, please let us know.

Participants as of 7:30pm

For Civil Rights session:

1. Leadership Conference on Civil and Human Rights, Steven Almazán
2. National Indian Education Association, Francis Vigil
3. Lawyers' Committee for Civil Rights, David Hinojosa (tentative)
4. AFT, Jasmine Oke
5. CCD, Laura Kaloi
6. National Alliance for Partnerships in Equity, Joe Green
7. Institute for Student Achievement (ISA)/ETS, Liz Kingsley

For Grantees session:

1. Intercultural Development Research Association (IDRA), Paula Johnson
2. Mid-Atlantic Equity Consortium, Susan Shaffer
3. Metropolitan State University, Jan Perry Evenstad
4. Indiana University, Seena Skelton
5. University of Michigan, Marta Larson

If you have any questions about the sessions, please reach out anytime. Thank you for your continued support.

Ed



**Ed Vitelli**

**Group Leader, Program and Grantee Support Services**

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

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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)

**From:** Vitelli, Edward  
**Sent:** Wed, 2 Jun 2021 23:44:10 +0000  
**To:** Ryder, Ruth; Cardichon, Jessica; Kole, Adina; Taheri, Ramin; Ramakis, Jessica; McKinney, Jessica; Goldberg, Suzanne; Dixon, Monique  
**Cc:** Smith, Danielle; Meyer, Rebekka; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
**Subject:** EAC FY22 Competition Listening Sessions Overview and Participants  
**Attachments:** EAC Listening Sessions Invitation List.xlsx, EAC Listening Session Discussion Questions.docx

Good evening,

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- We have two 1-hour sessions scheduled. We will hear from civil rights organizations tomorrow at 2pm, and from current and former EAC grantees on Friday at 2pm.
- Each session will follow the same general format: I'll provide a very brief welcome. Ruth will then provide her opening remarks. Bekka Meyer will follow with a brief overview of the EACs (only for the civil rights orgs), review the meeting logistics and discussion parameters, and then moderate the discussion with our invited participants. Our discussion questions are attached.
- ED staff are in listen-only mode for both sessions.
- Participants: As of 7:30pm tonight, we do not have a robust number of participants. Please see the attached Excel file for the details (each meeting has its own tab). I've also listed our RSVPs below. We have emailed each person on our lists at least twice, and have reached out to some by phone. If you have any last-minute suggestions in terms of boosting turnout for the civil rights session, or if there is any way in which you can assist in that effort, please let us know.

Participants as of 7:30pm

For Civil Rights session:

1. Leadership Conference on Civil and Human Rights, Steven Almazán
2. National Indian Education Association, Francis Vigil
3. Lawyers' Committee for Civil Rights, David Hinojosa (tentative)
4. AFT, Jasmine Oke
5. CCD, Laura Kaloi
6. National Alliance for Partnerships in Equity, Joe Green
7. Institute for Student Achievement (ISA)/ETS, Liz Kingsley

For Grantees session:

1. Intercultural Development Research Association (IDRA), Paula Johnson
2. Mid-Atlantic Equity Consortium, Susan Shaffer
3. Metropolitan State University, Jan Perry Evenstad
4. Indiana University, Seena Skelton
5. University of Michigan, Marta Larson

If you have any questions about the sessions, please reach out anytime. Thank you for your continued support.

Ed



**Ed Vitelli**

**Group Leader, Program and Grantee Support Services**

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

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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)



## EAC Listening Session Invitation List: Civil Rights Organizations (Thursday June 3)

Organization	Contact	Email	Phone Number	RSVP	RSVP Email	Notes
American Civil Liberties Union	West Resendes	wresendes@aclu.org				
Leadership Conference on Civil and Human Rights	Liz King	king@civilrights.org	202.466.0087	yes for Steven Almazán	almazan@civilrights.org	
Mexican American Legal Defense and Education Fund	Alysa Williams	AWilliams@MALDEF.org and tsaenz@MALDEF.org				
NAACP Legal Defense Fund	Hamida Labi	hlabi@naacpldf.org				
National Women's Law Center	Emily Martin	emartin@nwc.org				
Southern Poverty Law Center	Katherine Dunn	katherine.dunn@spicenter.org				Delivery failed initially; called; sent to donorservices@spicenter.org
The Equal Justice Initiative	Kiara Boone	contact_us@eji.org				invite was forwarded to Kiara Boone who will determine who attends
National Education Association	Daaiyah Bilal-Threats	dbilal@nea.org				
Human Rights Campaign	Jennifer Pike Bailey	Jennifer.Bailey@hrc.org				
UnidosUS (formerly La Raza)	Roxanne Garza	rgarza@unidosus.org				
National Congress of American Indians	Jamie Gomez	jgomez@ncai.org				
National Indian Education Association	Francis Vigil	fvigil@niea.org		yes	fvigil@niea.org	will join after 2:30
Asian American Legal Defense and Education Fund	Margaret Fung	mfung@aaldef.org				
National Black Child Development Institute	Cemere James	cjames@nbcidi.org				
Lawyers' Committee for Civil Rights	David Hinojosa	dhinojosa@lawyerscommittee.org		yes		I plan to attend on behalf of Lawyers' Committee. I am trying to work out a conflict and if I am unable to resolve it, then we won't have anyone attend from Lawyers' Committee
Knowledge Alliance	Jacki Ball	jball@knowledgeall.net		not able to attend		
Public Advocacy for Kids	Arnold Fege	public-ed-afege@msn.com				
AFT	Beth Antunez	bantunez@aft.org		yes for Jasmine Oke	kgary@aft.org	rec by lan; Delivery failed initially; called; updated email address
SEARAC	Kham Moua and Quyen Dinh	kham@searac.org and qdinh@searac.org				rec by lan; out of office for Moua; undeliverable for Dinh
Children's Defense Fund	Kathleen King	kking@childrensdefense.org				rec by OCO
National Urban League	Joi Chaney	jchaney@nul.org				rec by OCO
CCD	Laura Kaloi	lkaloi@stridepolicy.com		yes	lkaloi@stridepolicy.com	rec by OCO; attending for the Council of Parent Attorneys and Advocates (COPAA) and the Center for Learner Equity
National Alliance for Partnerships in Equity	Lisa R. Ransom	lransom@napequity.org		yes for Joe Green	joe.x.green.3@gmail.com	rec by OCO
Lambda Legal	Sharon McGowan	smcgowan@lambdalegal.org				rec by OCR

National Center for Youth Law	Seth Galanter	sgalanter@youthlaw.org				rec by OCR
National LGBTQ Task Force	Tiffany Tran	ttran@thetaskforce.org				rec by OCR
Institute for Student Achievement (ISA)/ETS	Liz Kingsley	EKingsley@ets.org		yes	EKingsley@ets.org	invite forwarded by unknown sender
GLSEN	Aaron Ridings; Bonnie Washick	aaron.ridings@glSEN.org; Bonnie.Washick@glSEN.org				recommended by Liz King

**EAC Listening Session Invitation List: Current and Former EAC Grantees (Friday June 4)**

Last Cohort	Grantee	Project Director	Current Email Address	Phone Number	RSVP
2016	Intercultural Development Research Association (IDRA)	Paula Johnson	paula.johnson@idra.org	(210) 444-1710	yes for Paula
2016	Mid-Atlantic Equity Consortium	Susan Shaffer	sshaffer@maec.org	(301) 657-7741	yes for Susan
2016	Metropolitan State University	Jan Perry Evenstad	evenstad@msudenver.edu	(303) 556-6065	yes for Jan
2016	Indiana University	Seena Skelton	smskelto@iupui.edu	(317) 278-6832	yes
2011	NEEAC/Brown University	Maria Pacheco	maria_pacheco@brown.edu	(401) 274-9548	
2011	Touro	Velma Cobb	VELMA.COBB@TOURO.EDU	(212) 463-0400	
2011	MEAC/Kansas State University	Charles I Rankin	CRANKIN@KSU.EDU	(785) 532-6408	
2011	WestEd	Rose Owens-West	ROWENSW@WESTED.ORG	(510) 302-4246	
2011	SEAC	Gerard Graniero	JERRY@SE-EQUITY.ORG	(954) 765-3553	
2011	Education Northwest	Yvonne Ryans	Yvonne.Ryans@educationnorthwest.org	(503) 275-9481	
2008	University of Colorado	Manuel Escamilla	manuel.escamilla@colorado.edu		
2008	The George Washington University	Gail Sunderman	GSUNDERM@UMD.EDU		
2008	University of Michigan	Percy Bates	pbates@umich.edu	(734) 647-1666	yes for Marta Larson (mlarson@umich.edu)
2008	AZ Board of Regents (Arizona State U)	Alfredo Artiles	AARTILES@STANFORD.EDU		

Ruth Ryder  
Danielle Smith  
Bekka Meyer  
Edward James  
Ed Vitelli  
Adina Kole  
Jessica Cardichon  
Ramin Taheri  
Jessica Ramakis  
Jessica McKinney  
Suzanne Goldberg  
Monique Dixon

**Equity Assistance Centers FY22 Competition Listening Session  
Discussion Questions**

- In the context of the EAC program, desegregation assistance means the provision of technical assistance (including training) in the areas of race, sex, national origin, and religion desegregation of public elementary and secondary schools. With these parameters in mind, please respond to the following:
  - What work should the Department encourage through the EAC program?
  - What desegregation needs or issues at the state and local levels are currently most in need of technical assistance and training? What desegregation needs or issues do you anticipate surfacing in the next five years?
  - Can you identify any specific practices or approaches that have proven particularly effective in desegregating public elementary and secondary schools?
- What are the skills and experience most important for an EAC grantee?
- Are there specific partnerships that should be emphasized or encouraged to support successful service delivery? If so, which ones and why?

Resources:

- To view the EAC program details, including appropriations and award history, visit [this page](#).
- Legislation and regulation information is available on [this page](#).
- The 2016 EAC [Notice Inviting Applications](#) is available for reference.
- The Department is in the process of [extending](#) the project period of the FY16 grants. The proposed extension of the current grants will end on September 30, 2022.

## Equity Assistance Centers FY22 Competition Listening Session Discussion Questions

- In the context of the EAC program, desegregation assistance means the provision of technical assistance (including training) in the areas of race, sex, national origin, and religion desegregation of public elementary and secondary schools. With these parameters in mind, please respond to the following:
  - What work should the Department encourage through the EAC program?
  - What desegregation needs or issues at the state and local levels are currently most in need of technical assistance and training? What desegregation needs or issues do you anticipate surfacing in the next five years?
  - Can you identify any specific practices or approaches that have proven particularly effective in desegregating public elementary and secondary schools?
- What are the skills and experience most important for an EAC grantee?
- Are there specific partnerships that should be emphasized or encouraged to support successful service delivery? If so, which ones and why?

### Resources:

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- Legislation and regulation information is available on [this page](#).
- The 2016 EAC [Notice Inviting Applications](#) is available for reference.
- The Department is in the process of [extending](#) the project period of the FY16 grants. The proposed extension of the current grants will end on September 30, 2022.

**From:** Goldberg, Suzanne  
**Sent:** Thu, 3 Jun 2021 18:01:01 +0000  
**To:** Vitelli, Edward; Ryder, Ruth; Cardichon, Jessica; Kole, Adina; Taheri, Ramin; Ramakis, Jessica; McKinney, Jessica; Dixon, Monique  
**Cc:** Smith, Danielle; Meyer, Rebekka; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
**Subject:** RE: EAC FY22 Competition Listening Sessions Overview and Participants

My apologies but I have a sudden conflict and will be late/unavailable. Looks like a great group. I'll look forward to hearing more from others.

Suzanne

Suzanne B. Goldberg  
Acting Assistant Secretary for Civil Rights  
Deputy Assistant Secretary for Strategic Operations and Outreach  
Office for Civil Rights  
U.S. Department of Education

---

**From:** Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Sent:** Thursday, June 3, 2021 1:43 PM  
**To:** Ryder, Ruth <Ruth.Ryder@ed.gov>; Cardichon, Jessica <jessica.Cardichon@ed.gov>; Kole, Adina <Adina.Kole@ed.gov>; Taheri, Ramin <Ramin.Taheri@ed.gov>; Ramakis, Jessica <Jessica.Ramakis@ed.gov>; McKinney, Jessica <Jessica.Mckinney@ed.gov>; Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>; Dixon, Monique <Monique.Dixon@ed.gov>  
**Cc:** Smith, Danielle <Danielle.Smith2@ed.gov>; Meyer, Rebekka <rebekka.meyer@ed.gov>; James, Edward <Edward.James@ed.gov>; Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>; Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Subject:** RE: EAC FY22 Competition Listening Sessions Overview and Participants

Good afternoon everyone,

Please find below an updated participant list for the 2pm EAC listening session:

1. Leadership Conference on Civil and Human Rights, Steven Almazán
2. National Indian Education Association, Francis Vigil (may be a bit late)
3. Lawyers' Committee for Civil Rights, David Hinojosa (tentative)
4. AFT, Jasmine Oke
5. CCD, Laura Kaloi (for Council of Parent Attorneys and Advocates (COPAA) and the Center for Learner Equity)
6. National Alliance for Partnerships in Equity, Joe Green
7. Institute for Student Achievement (ISA)/ETS, Liz Kingsley
8. National Black Child Development Institute, Christopher Rountree
9. Public Advocacy for Kids, Arnold Fege

Thanks,  
Ed

---

**From:** Vitelli, Edward

**Sent:** Wednesday, June 2, 2021 7:44 PM

**To:** Ryder, Ruth <[Ruth.Ryder@ed.gov](mailto:Ruth.Ryder@ed.gov)>; Cardichon, Jessica <[jessica.Cardichon@ed.gov](mailto:jessica.Cardichon@ed.gov)>; Kole, Adina <[Adina.Kole@ed.gov](mailto:Adina.Kole@ed.gov)>; Taheri, Ramin <[Ramin.Taheri@ed.gov](mailto:Ramin.Taheri@ed.gov)>; Ramakis, Jessica <[Jessica.Ramakis@ed.gov](mailto:Jessica.Ramakis@ed.gov)>; McKinney, Jessica <[Jessica.Mckinney@ed.gov](mailto:Jessica.Mckinney@ed.gov)>; Goldberg, Suzanne <[Suzanne.Goldberg@ed.gov](mailto:Suzanne.Goldberg@ed.gov)>; Dixon, Monique <[Monique.Dixon@ed.gov](mailto:Monique.Dixon@ed.gov)>

**Cc:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>; Meyer, Rebekka <[rebekka.meyer@ed.gov](mailto:rebekka.meyer@ed.gov)>; James, Edward <[Edward.James@ed.gov](mailto:Edward.James@ed.gov)>; Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>; Watkins-Foote, Kimberly <[Kimberly.Watkins-Foote@ed.gov](mailto:Kimberly.Watkins-Foote@ed.gov)>

**Subject:** EAC FY22 Competition Listening Sessions Overview and Participants

Good evening,

A few quick notes regarding our Equity Assistance Centers (EAC) listening sessions.

- We have two 1-hour sessions scheduled. We will hear from civil rights organizations tomorrow at 2pm, and from current and former EAC grantees on Friday at 2pm.
- Each session will follow the same general format: I'll provide a very brief welcome. Ruth will then provide her opening remarks. Bekka Meyer will follow with a brief overview of the EACs (only for the civil rights orgs), review the meeting logistics and discussion parameters, and then moderate the discussion with our invited participants. Our discussion questions are attached.
- ED staff are in listen-only mode for both sessions.
- Participants: As of 7:30pm tonight, we do not have a robust number of participants. Please see the attached Excel file for the details (each meeting has its own tab). I've also listed our RSVPs below. We have emailed each person on our lists at least twice, and have reached out to some by phone. If you have any last-minute suggestions in terms of boosting turnout for the civil rights session, or if there is any way in which you can assist in that effort, please let us know.

Participants as of 7:30pm

For Civil Rights session:

1. Leadership Conference on Civil and Human Rights, Steven Almazán
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4. AFT, Jasmine Oke
5. CCD, Laura Kaloi
6. National Alliance for Partnerships in Equity, Joe Green
7. Institute for Student Achievement (ISA)/ETS, Liz Kingsley

For Grantees session:

1. Intercultural Development Research Association (IDRA), Paula Johnson
2. Mid-Atlantic Equity Consortium, Susan Shaffer
3. Metropolitan State University, Jan Perry Evenstad
4. Indiana University, Seena Skelton
5. University of Michigan, Marta Larson

If you have any questions about the sessions, please reach out anytime. Thank you for your continued support.



Ed



**Ed Vitelli**

**Group Leader, Program and Grantee Support Services**

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

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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)

**From:** Smith, Danielle  
**Sent:** Wed, 26 May 2021 18:37:44 +0000  
**To:** Watkins-Foote, Kimberly; Vitelli, Edward  
**Cc:** Samuel, Aaliyah  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Wonderful, thank you, Kimberly.

---

**From:** Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Sent:** Wednesday, May 26, 2021 2:03 PM  
**To:** Smith, Danielle <Danielle.Smith2@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Cc:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Danielle and Ed,

I am working on this for you and should have it to you within the hour.

---

**From:** Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Sent:** Tuesday, May 25, 2021 2:49 PM  
**To:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Cc:** Smith, Danielle <Danielle.Smith2@ed.gov>  
**Subject:** Equity Assistance Centers/Civil Rights Orgs

Good afternoon Aaliyah,

I am reaching out to you regarding OESE's [Equity Assistance Centers](#) (EAC) program. We are planning to host two listening sessions next week (on 6/3 and 6/4, 2-3pm both days) to gather input from key stakeholders to inform the FY22 EAC grant competition. One listening session will focus on current and former EAC grantees. The second will focus on civil rights organizations. This is where we'd appreciate any input and guidance you can offer. Attached is our proposed list of civil rights organizations. Are there others that we should add to this list? Similarly, we would gratefully welcome the names and email addresses of any appropriate contacts at the organizations listed. We would like to send the invitations for sessions within the next day or two.

Thank you in advance for any assistance you can provide. We would be happy to discuss this further, if that would be helpful.

Ed



**Ed Vitelli**  
**Group Leader, Program and Grantee Support Services**  
Office of Elementary and Secondary Education | United States Department of Education  
400 Maryland Avenue SW | Washington, D.C. 20202  
Phone: (202) 453-6203  
Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)



**From:** Vitelli, Edward  
**Sent:** Wed, 26 May 2021 19:33:48 +0000  
**To:** Watkins-Foote, Kimberly; Smith, Danielle  
**Cc:** Samuel, Aaliyah  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Noted and will do, Kim. Thank you again for your timely assistance.

Ed

---

**From:** Watkins-Foote, Kimberly <[Kimberly.Watkins-Foote@ed.gov](mailto:Kimberly.Watkins-Foote@ed.gov)>  
**Sent:** Wednesday, May 26, 2021 3:00 PM  
**To:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>; Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Cc:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

If you can copy Aaliyah and I when this goes out, that would be great.

Thanks

---

**From:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>  
**Sent:** Wednesday, May 26, 2021 2:38 PM  
**To:** Watkins-Foote, Kimberly <[Kimberly.Watkins-Foote@ed.gov](mailto:Kimberly.Watkins-Foote@ed.gov)>; Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Cc:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Wonderful, thank you, Kimberly.

---

**From:** Watkins-Foote, Kimberly <[Kimberly.Watkins-Foote@ed.gov](mailto:Kimberly.Watkins-Foote@ed.gov)>  
**Sent:** Wednesday, May 26, 2021 2:03 PM  
**To:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>; Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Cc:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Danielle and Ed,

I am working on this for you and should have it to you within the hour.

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**From:** Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Sent:** Tuesday, May 25, 2021 2:49 PM  
**To:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Cc:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>  
**Subject:** Equity Assistance Centers/Civil Rights Orgs

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I am reaching out to you regarding OESE's [Equity Assistance Centers](#) (EAC) program. We are planning to host two listening sessions next week (on 6/3 and 6/4, 2-3pm both days) to gather input from key stakeholders to inform the FY22 EAC grant competition. One listening session will focus on current and former EAC grantees. The second will focus on civil rights organizations. This is where we'd appreciate any input and guidance you can offer. Attached is our proposed list of civil rights organizations. Are there others that we should add to this list? Similarly, we would gratefully welcome the names and email addresses of any appropriate contacts at the organizations listed. We would like to send the invitations for sessions within the next day or two.

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**Group Leader, Program and Grantee Support Services**

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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)

**From:** Watkins-Foote, Kimberly  
**Sent:** Wed, 26 May 2021 19:00:13 +0000  
**To:** Smith, Danielle; Vitelli, Edward  
**Cc:** Samuel, Aaliyah  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

If you can copy Aaliyah and I when this goes out, that would be great.

Thanks

---

**From:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>  
**Sent:** Wednesday, May 26, 2021 2:38 PM  
**To:** Watkins-Foote, Kimberly <[Kimberly.Watkins-Foote@ed.gov](mailto:Kimberly.Watkins-Foote@ed.gov)>; Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Cc:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Wonderful, thank you, Kimberly.

---

**From:** Watkins-Foote, Kimberly <[Kimberly.Watkins-Foote@ed.gov](mailto:Kimberly.Watkins-Foote@ed.gov)>  
**Sent:** Wednesday, May 26, 2021 2:03 PM  
**To:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>; Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Cc:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Danielle and Ed,

I am working on this for you and should have it to you within the hour.

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**From:** Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Sent:** Tuesday, May 25, 2021 2:49 PM  
**To:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Cc:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>  
**Subject:** Equity Assistance Centers/Civil Rights Orgs

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I am reaching out to you regarding OESE's [Equity Assistance Centers](#) (EAC) program. We are planning to host two listening sessions next week (on 6/3 and 6/4, 2-3pm both days) to gather input from key stakeholders to inform the FY22 EAC grant competition. One listening session will focus on current and former EAC grantees. The second will focus on civil rights organizations. This is where we'd appreciate any input and guidance you can offer. Attached is our proposed list of civil rights organizations. Are there others that we should add to this list? Similarly, we would gratefully welcome the names and email addresses of any appropriate contacts at the organizations listed. We would like to send the invitations for sessions within the next day or two.

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Ed



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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)

**From:** Vitelli, Edward  
**Sent:** Wed, 26 May 2021 18:33:40 +0000  
**To:** Watkins-Foote, Kimberly  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

This is wonderful—thank you, Kim! I'll follow up with any questions as we move forward on this.

Ed

---

**From:** Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Sent:** Wednesday, May 26, 2021 2:30 PM  
**To:** Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Here's the list.

---

**From:** Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Sent:** Wednesday, May 26, 2021 2:11 PM  
**To:** Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>  
**Cc:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

That is great—thank you for the update, Kim. We appreciate your assistance with this.

Ed

---

**From:** Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Sent:** Wednesday, May 26, 2021 2:03 PM  
**To:** Smith, Danielle <Danielle.Smith2@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Cc:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Danielle and Ed,

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**From:** Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Sent:** Tuesday, May 25, 2021 2:49 PM  
**To:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Cc:** Smith, Danielle <Danielle.Smith2@ed.gov>  
**Subject:** Equity Assistance Centers/Civil Rights Orgs

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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)

**From:** Watkins-Foote, Kimberly  
**Sent:** Wed, 26 May 2021 18:30:25 +0000  
**To:** Vitelli, Edward  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs  
**Attachments:** EAC Listening Session-Civil Rights Orgs List KLV additions.xlsx

Here's the list.

---

**From:** Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Sent:** Wednesday, May 26, 2021 2:11 PM  
**To:** Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>  
**Cc:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

That is great—thank you for the update, Kim. We appreciate your assistance with this.

Ed

---

**From:** Watkins-Foote, Kimberly <[Kimberly.Watkins-Foote@ed.gov](mailto:Kimberly.Watkins-Foote@ed.gov)>  
**Sent:** Wednesday, May 26, 2021 2:03 PM  
**To:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>; Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Cc:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Danielle and Ed,

I am working on this for you and should have it to you within the hour.

---

**From:** Vitelli, Edward <[Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)>  
**Sent:** Tuesday, May 25, 2021 2:49 PM  
**To:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
**Cc:** Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>  
**Subject:** Equity Assistance Centers/Civil Rights Orgs

Good afternoon Aaliyah,

I am reaching out to you regarding OESE's [Equity Assistance Centers](#) (EAC) program. We are planning to host two listening sessions next week (on 6/3 and 6/4, 2-3pm both days) to gather input from key stakeholders to inform the FY22 EAC grant competition. One listening session will focus on current and former EAC grantees. The second will focus on civil rights organizations. This is where we'd appreciate any input and guidance you can offer. Attached is our proposed list of civil rights organizations. Are there others that we should add to this list? Similarly, we would gratefully welcome the names and email addresses of any appropriate contacts at the organizations listed. We would like to send the invitations for sessions within the next day or two.

Thank you in advance for any assistance you can provide. We would be happy to discuss this further, if that would be helpful.

Ed



**Ed Vitelli**

**Group Leader, Program and Grantee Support Services**

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

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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)

## EAC Listening Session-Civil Rights Orgs

*One participant per organization*

Name	Contact	Email
American Civil Liberties Union	West Resendes	wresendes@aclu.org
Leadership Conference on Civil and Human Rights	Liz King	king@civilrights.org
Mexican American Legal Defense and Education Fund	Alysa Williams	AWilliams@MALDEF.org and tsaenz@MALDEF.org
NAACP Legal Defense Fund	Hamida Labi	hlabi@naacpldf.org
National Women's Law Center	Emily Martin	emartin@nwlc.org
Southern Poverty Law Center	Katherine Dunn	katherine.dunn@splcenter.org
The Equal Justice Initiative		
National Education Association	Daaiyah Bilal-Threats	dbilal@nea.org
Human Rights Campaign	Jennifer Pike Bailey	Jennifer.Bailey@hrc.org
UnidosUS (formerly La Raza)	Roxanne Garza	rgarza@unidosus.org
National Congress of American Indians		
National Indian Education Association	Francis Vigil	fvigil@niea.org
Asian American Legal Defense and Education Fund	Margaret Fung	mfung@aaldef.org
National Black Child Development Institute	Cemere James	cjames@nbcdi.org
Lawyers' Committee for Civil Rights	David Hinojosa	dhinojosa@lawyerscommittee.org
Knowledge Alliance	Jacki Ball	jball@knowledgeall.net
Public Advocacy for Kids	Arnold Fege	public-ed-afege@msn.com
AFT	Beth Antunez	bantunez@aft.ofg
SEARAC	Kham Moua and Quye	kham@searac.org and qdinh@searac.org
Children's Defense Fund	Kathleen King	kking@childrensdefense.org
National Urban League	Joi Chaney	jchaney@nul.org
CCD	Laura Kaloi	lkaloi@stridepolicy.com
National Alliance for Partnerships in Equity	Lisa R. Ransom	lransom@napequity.org

**From:** Vitelli, Edward  
**Sent:** Wed, 26 May 2021 18:11:26 +0000  
**To:** Watkins-Foote, Kimberly; Smith, Danielle  
**Cc:** Samuel, Aaliyah  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

That is great—thank you for the update, Kim. We appreciate your assistance with this.

Ed

---

**From:** Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Sent:** Wednesday, May 26, 2021 2:03 PM  
**To:** Smith, Danielle <Danielle.Smith2@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Cc:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

Danielle and Ed,

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**From:** Vitelli, Edward <Edward.Vitelli@ed.gov>  
**Sent:** Tuesday, May 25, 2021 2:49 PM  
**To:** Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>  
**Cc:** Smith, Danielle <Danielle.Smith2@ed.gov>  
**Subject:** Equity Assistance Centers/Civil Rights Orgs

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Ed



**Ed Vitelli**

**Group Leader, Program and Grantee Support Services**

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

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

Phone: (202) 453-6203

Email: [Edward.Vitelli@ed.gov](mailto:Edward.Vitelli@ed.gov)

**From:** Watkins-Foote, Kimberly  
**Sent:** Wed, 26 May 2021 18:03:25 +0000  
**To:** Smith, Danielle; Vitelli, Edward  
**Cc:** Samuel, Aaliyah  
**Subject:** RE: Equity Assistance Centers/Civil Rights Orgs

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**To:** Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>  
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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](mailto:Edward.Vitelli@ed.gov)

**From:** Meyer, Rebekka  
**Sent:** Wed, 2 Jun 2021 15:30:40 +0000  
**To:** Meyer, Rebekka  
**Cc:** Rosenblum, Ian; Ryder, Ruth; Smith, Danielle; Vitelli, Edward; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
**Subject:** RE: FY22 Equity Assistance Center Competition Civil Rights Organizations Listening Session  
**Importance:** High

Hello,

This is a reminder to RSVP for tomorrow's listening session, described below. One person from your organization is invited to attend. Please RSVP by either 1) responding to this invitation indicating your interest, **or** 2) responding with the name and email address of a colleague who will attend. The attendees will then receive the meeting participation information (i.e., video link, call-in number). By participating, you consent to the meeting being recorded.

Thank you,

Bekka

---

**From:** Meyer, Rebekka  
**Sent:** Friday, May 28, 2021 9:55 AM  
**To:** Meyer, Rebekka <rebekka.meyer@ed.gov>  
**Cc:** Rosenblum, Ian <Ian.Rosenblum@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>; James, Edward <Edward.James@ed.gov>; Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>; Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Subject:** FY22 Equity Assistance Center Competition Civil Rights Organizations Listening Session

Dear Colleague,

The U.S. Department of Education is committed to advancing equitable education opportunities in public schools across the country. Consistent with that commitment, the Department funds the [Equity Assistance Centers \(EAC\) Program](#) to 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, and in the development of effective methods of coping with special educational problems occasioned by desegregation. Such assistance may be provided to public school personnel, students enrolled in public schools, parents of those students, community organizations and other community members.

In the coming year, the Department plans to award new five-year grant awards to operate the regional Equity Assistance Centers. To inform this grant competition, the Department is conducting listening sessions to gather stakeholder input regarding the EAC program. This process cannot be successful without your engagement. On **Thursday, June 3, 2021 from 2:00 to 3:00pm Eastern time**, we would like to hear your thoughts, experiences, and suggestions regarding the EAC program.



In preparation for our conversation, please find below a set of questions and resources that will help frame our discussion. Please note that, at this time, we are not considering changes to the EAC program regulations, or to the current configuration of the four geographic EAC regions.

One person from your organization is invited to attend. Please RSVP by either 1) responding to this invitation indicating your interest, **or** 2) responding with the name and email address of a colleague who will attend. We will then share the meeting participation information (i.e., video link, call-in number). By participating, you consent to the meeting being recorded.

We look forward to your participation.

Questions:

- In the context of the EAC program, desegregation assistance means the provision of technical assistance (including training) in the areas of race, sex, national origin, and religion desegregation of public elementary and secondary schools. With these parameters in mind, please respond to the following:
  - What work should the Department encourage through the EAC program?
  - What desegregation needs or issues at the state and local levels are currently most in need of technical assistance and training? What desegregation needs or issues do you anticipate surfacing in the next five years?
  - Can you identify any specific practices or approaches that have proven particularly effective in desegregating public elementary and secondary schools?
- What are the skills and experience most important for an EAC grantee?
- Are there specific partnerships that should be emphasized or encouraged to support successful service delivery? If so, which ones and why?

Resources:

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**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](mailto:rebekka.meyer@ed.gov) | 202-453-5641 office

**From:** Lisa Ransom  
**Sent:** Tue, 1 Jun 2021 13:04:33 +0000  
**To:** Meyer, Rebekka  
**Cc:** Rosenblum, Ian; Ryder, Ruth; Smith, Danielle; Vitelli, Edward; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly; Joe Green; Michael Tinsley; Lisa Ransom  
**Subject:** RE: FY22 Equity Assistance Center Competition Civil Rights Organizations Listening Session

**CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.**

Good morning Rebekka and the OCTAE Team,

I hope that all of you had a pleasant Memorial Day weekend. The National Alliance for Partnerships in Equity (NAPE) would like to participate in the June 3<sup>rd</sup> listening session.

NAPE's Executive Committee member Joe Green will represent us for the session. He is copied on this Email as is our President-elect and Public Policy Committee Chairman Michael Tinsley. Please let us know what if any other information you may need to move forward.

With appreciation,

Lisa R. Ransom  
Senior Policy Advisor  
National Alliance for Partnerships in Equity  
**Direct: 202 213 8618** National Headquarters: 717.407.5118  
lransom@napequity.org | [www.napequity.org](http://www.napequity.org)



**JOIN US**

National Summit for Educational Equity | April 19-23, 2020 | Arlington, VA [www.nsee.info](http://www.nsee.info)

---

**From:** Meyer, Rebekka <rebekka.meyer@ed.gov>  
**Sent:** Friday, May 28, 2021 9:55 AM  
**To:** Meyer, Rebekka <rebekka.meyer@ed.gov>  
**Cc:** Rosenblum, Ian <Ian.Rosenblum@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>; James, Edward <Edward.James@ed.gov>; Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>; Watkins-Foote, Kimberly

<Kimberly.Watkins-Foote@ed.gov>

**Subject:** FY22 Equity Assistance Center Competition Civil Rights Organizations Listening Session

Dear Colleague,

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**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](mailto:rebekka.meyer@ed.gov) | 202-453-5641 office

**From:** Meyer, Rebekka  
**Sent:** Fri, 28 May 2021 13:54:51 +0000  
**To:** Meyer, Rebekka  
**Cc:** Rosenblum, Ian; Ryder, Ruth; Smith, Danielle; Vitelli, Edward; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
**Subject:** FY22 Equity Assistance Center Competition Civil Rights Organizations Listening Session

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**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](mailto:rebekka.meyer@ed.gov) | 202-453-5641 office

**From:** Paula Johnson  
**Sent:** Fri, 28 May 2021 17:53:39 +0000  
**To:** Meyer, Rebekka  
**Cc:** Rosenblum, Ian; Ryder, Ruth; Smith, Danielle; Vitelli, Edward; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
**Subject:** Re: FY22 Equity Assistance Center Competition Listening Session

Good afternoon,

Thank you for the invitation Bekka. I will be attending as the representative for the IDRA EAC-South.

Given the brevity of the session, have alternate methods to share responses to the questions below been discussed (e.g. electronic submission, online survey, etc.)? Thank you in advance. I look forward to the discussion.

Be well,

Paula

(b) (6)

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Paula N. Johnson, Ph.D.  
Senior Education Associate  
Director, IDRA EAC-South  
Regional Co-lead, Texas Chief Science Officers  
Intercultural Development Research Association  
Schedule an appointment: <https://meet-with-drj-idra.appointlet.com>  
5815 Callaghan Road, Suite 101  
San Antonio, Texas 78228  
210.444.1710 ph. • 210.444.1714 fax  
[paula.johnson@idra.org](mailto:paula.johnson@idra.org) • [www.idra.org](http://www.idra.org) • [www.idraeacsouth.org](http://www.idraeacsouth.org)  
Visit our [Learning Goes On](#) website for IDRA's COVID-19 resources.  
Learn more about the Chief Science Officers Program here:  
<https://www.idra.org/services/chief-science-officers-program/>  
Connect with us online! [Twitter](#) • [Facebook](#) • [LinkedIn](#) • [Slideshare](#) • [YouTube](#)  
Check out IDRA [Classnotes Podcasts](#)  
Sign up for [IDRA eNews](#), for occasional news updates  
*Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.*

---

**From:** Meyer, Rebekka <[rebekka.meyer@ed.gov](mailto:rebekka.meyer@ed.gov)>  
**Sent:** Friday, May 28, 2021 8:44 AM  
**To:** Meyer, Rebekka <[rebekka.meyer@ed.gov](mailto:rebekka.meyer@ed.gov)>  
**Cc:** Rosenblum, Ian <[Ian.Rosenblum@ed.gov](mailto:Ian.Rosenblum@ed.gov)>; Ryder, Ruth <[Ruth.Ryder@ed.gov](mailto:Ruth.Ryder@ed.gov)>; Smith, Danielle <[Danielle.Smith2@ed.gov](mailto:Danielle.Smith2@ed.gov)>; Vitelli, Edward <[edward.vitelli@ed.gov](mailto:edward.vitelli@ed.gov)>; James, Edward <[Edward.James@ed.gov](mailto:Edward.James@ed.gov)>; Samuel, Aaliyah <[Aaliyah.Samuel@ed.gov](mailto:Aaliyah.Samuel@ed.gov)>; Watkins-Foote, Kimberly

<Kimberly.Watkins-Foote@ed.gov>

**Subject:** FY22 Equity Assistance Center Competition Listening Session

Dear Current and Former Equity Assistance Center Grantees,

The U.S. Department of Education is committed to advancing equitable education opportunities in public schools across the country. Consistent with that commitment, the Department funds regional [Equity Assistance Centers \(EACs\)](#) to 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.

In fiscal year 2022 (FY22), the Department will hold a discretionary grant competition for the EAC program. To inform this competition, the Department is conducting listening sessions to gather stakeholder input regarding the EAC program. This process cannot be successful without your engagement. On **Friday, June 4, 2021, from 2:00 to 3:00pm Eastern time**, we would like to hear your thoughts, experiences, and suggestions on the EAC program.

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**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](mailto:rebekka.meyer@ed.gov) | 202-453-5641 office

**From:** Meyer, Rebekka  
**Sent:** Fri, 28 May 2021 13:44:23 +0000  
**To:** Meyer, Rebekka  
**Cc:** Rosenblum, Ian; Ryder, Ruth; Smith, Danielle; Vitelli, Edward; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
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- In the context of the EAC program, desegregation assistance means the provision of technical assistance (including training) in the areas of race, sex, national origin, and religion desegregation of public elementary and secondary schools. With these parameters in mind, please respond to the following:
  - What support should the Department encourage through the EAC program?
  - What desegregation needs or issues at the state and local levels are currently most in need of technical assistance and training? What desegregation needs or issues do you anticipate surfacing in the next five years?
  - Can you identify any specific practices or approaches that have proven particularly effective in desegregating public elementary and secondary schools?
- What are the skills and experience most important for an EAC grantee?
- Are there specific partnerships that should be emphasized or encouraged to support successful service delivery? If so, which ones and why?

Resources:

- To view the EAC program details, including appropriations and award history, visit [this page](#).
- Legislation and regulation information is available on [this page](#).
- The 2016 EAC [Notice Inviting Applications](#) is available for reference.
- The Department is in the process of [extending](#) the project period of the FY16 grants. The proposed sixth year will end on September 30, 2022.

**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](mailto:rebekka.meyer@ed.gov) | 202-453-5641 office

**From:** Meyer, Rebekka  
**Sent:** Thu, 3 Jun 2021 19:24:45 +0000  
**To:** Meyer, Rebekka  
**Cc:** Rosenblum, Ian; Ryder, Ruth; Smith, Danielle; Vitelli, Edward; James, Edward; Samuel, Aaliyah; Watkins-Foote, Kimberly  
**Subject:** RE: FY22 Equity Assistance Center Competition Listening Session

Hello,

This is a reminder to RSVP for tomorrow's listening session, described below. One person from your organization is invited to attend. Please RSVP by either 1) responding to this invitation indicating your interest, **or** 2) responding with the name and email address of a colleague who will attend. The attendees will then receive the meeting participation information (i.e., video link, call-in number). By participating, you consent to the meeting being recorded.

Thank you,  
Bekka

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**From:** Meyer, Rebekka  
**Sent:** Friday, May 28, 2021 9:44 AM  
**To:** Meyer, Rebekka <rebekka.meyer@ed.gov>  
**Cc:** Rosenblum, Ian <Ian.Rosenblum@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Smith, Danielle <Danielle.Smith2@ed.gov>; Vitelli, Edward <Edward.Vitelli@ed.gov>; James, Edward <Edward.James@ed.gov>; Samuel, Aaliyah <Aaliyah.Samuel@ed.gov>; Watkins-Foote, Kimberly <Kimberly.Watkins-Foote@ed.gov>  
**Subject:** FY22 Equity Assistance Center Competition Listening Session

Dear Current and Former Equity Assistance Center Grantees,

The U.S. Department of Education is committed to advancing equitable education opportunities in public schools across the country. Consistent with that commitment, the Department funds regional [Equity Assistance Centers \(EACs\)](#) to 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.

In fiscal year 2022 (FY22), the Department will hold a discretionary grant competition for the EAC program. To inform this competition, the Department is conducting listening sessions to gather stakeholder input regarding the EAC program. This process cannot be successful without your engagement. On **Friday, June 4, 2021, from 2:00 to 3:00pm Eastern time**, we would like to hear your thoughts, experiences, and suggestions on the EAC program.

In preparation for our conversation, please find below a set of questions and resources that will help frame our discussion. Please note that, at this time, the Department is not considering changes to the EAC program regulations or to the current configuration of the EAC regions.

One person from your organization is invited to attend. Please RSVP by either 1) responding to this invitation indicating your interest, **or** 2) responding with the name and email address of a colleague who

will attend. We will then share the meeting participation information (i.e., video link, call-in number). By participating, you consent to the meeting being recorded.

We look forward to your participation.

Questions:

- In the context of the EAC program, desegregation assistance means the provision of technical assistance (including training) in the areas of race, sex, national origin, and religion desegregation of public elementary and secondary schools. With these parameters in mind, please respond to the following:
  - What support should the Department encourage through the EAC program?
  - What desegregation needs or issues at the state and local levels are currently most in need of technical assistance and training? What desegregation needs or issues do you anticipate surfacing in the next five years?
  - Can you identify any specific practices or approaches that have proven particularly effective in desegregating public elementary and secondary schools?
- What are the skills and experience most important for an EAC grantee?
- Are there specific partnerships that should be emphasized or encouraged to support successful service delivery? If so, which ones and why?

Resources:

- To view the EAC program details, including appropriations and award history, visit [this page](#).
- Legislation and regulation information is available on [this page](#).
- The 2016 EAC [Notice Inviting Applications](#) is available for reference.
- The Department is in the process of [extending](#) the project period of the FY16 grants. The proposed sixth year will end on September 30, 2022.

**Bekka Meyer**

(she/her/hers)

Program Officer | Program & Grantee Support Services

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400 Maryland Ave SW | Washington, DC 20202

[rebekka.meyer@ed.gov](mailto:rebekka.meyer@ed.gov) | 202-453-5641 office

**FY22 EAC COOPERATIVE AGREEMENT**



**COOPERATIVE AGREEMENT**

**between the**

**U. S. DEPARTMENT OF EDUCATION**

**and**

**THE MID-ATLANTIC EQUITY CONSORTIUM**

**[PR/AWARD #S004D160012]**

**PURPOSE**

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

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

The project activities will be accomplished through the implementation of a Cooperative Agreement (hereinafter "Agreement") between the Department of Education (hereinafter "Department") and the Mid-Atlantic Equity Consortium (hereinafter "Grantee") as set forth in the Notice Inviting Applications published in the *Federal Register*, the recipient's grant application, and any subsequent additions to this Agreement. This Agreement allows the Department to have substantial involvement<sup>1</sup> in the nature and scope of the activities of the EAC.

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<sup>1</sup> 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.<sup>2</sup> 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.

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*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.

<b>Required Reports</b>	<b>Submission Procedure</b>	<b>Due Dates</b>
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 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> 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](mailto:Rebekka.Meyer@ed.gov)

Phone: 202-453-5641

Mailing Address:

U.S. Department of Education

Office of Elementary and Secondary Education

Program and Grantee Support Services

400 Maryland Avenue, S.W.

Lyndon Baines Johnson Education Building, Room 3E114

Washington, D.C. 20202-6400

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

ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

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

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

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

(b)(6)  
\_\_\_\_\_  
09/28/2021  
Date  
Susan Shaffer  
Project Director  
Region 1 Equity Assistance Center  
Mid-Atlantic Equity Consortium

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

**FY22 EAC COOPERATIVE AGREEMENT**



**COOPERATIVE AGREEMENT**

**between the**

**U. S. DEPARTMENT OF EDUCATION**

**and**

**THE METROPOLITAN STATE UNIVERSITY OF DENVER**

**[PR/AWARD #S004D160004]**

**PURPOSE**

The purpose of this cooperative agreement is to establish and operate an Equity Assistance Center (EAC) in Region 4 that meets the requirements of the Equity Assistance Centers program authorized under Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c, 2000c-2 and 2000c-5 and 34 C.F.R. Part 270. The EAC will provide technical assistance at the request of school boards and other responsible governmental agencies on issues of equity related race, national origin, sex, or religion. Such technical assistance is designed to:

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

The project activities will be accomplished through the implementation of a Cooperative Agreement (hereinafter "Agreement") between the Department of Education (hereinafter "Department") and the Metropolitan State University of Denver (hereinafter "Grantee") as set forth in the Notice Inviting Applications published in the *Federal Register*, the recipient's grant application, and any subsequent additions to this Agreement. This Agreement allows the Department to have substantial involvement<sup>1</sup> in the nature and scope of the activities of the EAC.

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<sup>1</sup> 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.<sup>2</sup> 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.

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

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**CONTACT INFORMATION**

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

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

ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

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

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

(b)(6)

10/18/21

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

Date

(b)(6)

Sept 24, 2021

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

Date

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11/1/21

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

Date

**FY22 EAC COOPERATIVE AGREEMENT**



**COOPERATIVE AGREEMENT**

**between the**

**U. S. DEPARTMENT OF EDUCATION**

**and**

**THE INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION**

**[PR/AWARD #S004D160005]**

**PURPOSE**

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

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

The project activities will be accomplished through the implementation of a Cooperative Agreement (hereinafter "Agreement") between the Department of Education (hereinafter "Department") and the Intercultural Development Research Association (hereinafter "Grantee") as set forth in the Notice Inviting Applications published in the *Federal Register*, the recipient's grant application, and any subsequent additions to this Agreement. This Agreement allows the Department to have substantial involvement<sup>1</sup> in the nature and scope of the activities of the EAC.

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<sup>1</sup> 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.<sup>2</sup> 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.



<b>Required Reports</b>	<b>Submission Procedure</b>	<b>Due Dates</b>
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 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> 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](mailto: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.

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

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

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

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

**FY22 EAC COOPERATIVE AGREEMENT**



**COOPERATIVE AGREEMENT**

**between the**

**U. S. DEPARTMENT OF EDUCATION**

**and**

**THE TRUSTEES OF INDIANA UNIVERSITY**

**[PR/AWARD #S004D160011]**

**PURPOSE**

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

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

The project activities will be accomplished through the implementation of a Cooperative Agreement (hereinafter "Agreement") between the Department of Education (hereinafter "Department") and the Trustees of Indiana University (hereinafter "Grantee") as set forth in the Notice Inviting Applications published in the *Federal Register*, the recipient's grant application, and any subsequent additions to this Agreement. This Agreement allows the Department to have substantial involvement<sup>1</sup> in the nature and scope of the activities of the EAC.

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## KEY TERMS

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- *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.<sup>2</sup> 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.

<b>Required Reports</b>	<b>Submission Procedure</b>	<b>Due Dates</b>
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 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> 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](mailto:Rebekka.Meyer@ed.gov)  
Phone: 202-453-5641

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

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



ARTICLE VIII: FAILURE TO ADDRESS OBJECTIVES

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

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

(b)(6)

10/18/21

Date

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

(b)(6)

10-4-21

Date

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

(b)(6)

11/1/21

Date

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

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5) ; (b)(6)

of the Freedom of Information and Privacy Act.

**From:** Vitelli, Edward  
**Subject:** Participant List: EAC Listening Session #2 (Current and Former EAC Grantees)  
**To:** Meyer, Rebekka; Ryder, Ruth; Smith, Danielle; James, Edward  
**Cc:** Kole, Adina; Taheri, Ramin; Goldberg, Suzanne; Dixon, Monique; McKinney, Jessica; Ramakis, Jessica; Cardichon, Jessica  
**Sent:** June 4, 2021 12:47 PM (UTC-04:00)

Good afternoon,

Please find below our confirmed participant list for today's 2pm EAC listening session. This is with current and former EAC grantees. The first four on our list below are current EAC grantees. The last four are prior EAC grantees.

1. Intercultural Development Research Association (IDRA), Paula Johnson\*
2. Mid-Atlantic Equity Consortium, Susan Shaffer\*
3. Metropolitan State University, Jan Perry Evenstad\*
4. Indiana University, Seena Skelton and Kathleen King Thorius\*
5. WestEd, Susan Mundry\*\*
6. The George Washington University, Gail Sunderman\*\*
7. University of Michigan, Marta Larson\*\*
8. Arizona State University, Alissa Fong (note: Alissa Fong and the ASU EAC Project Director, Alfredo Artilles, are now at Stanford University)\*\*

\*current EAC grantee

\*\*prior EAC grantee

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

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

**Sent:** Thursday, May 20, 2021 11:41 AM

**To:** Meyer, Rebekka; Vitelli, Edward; Ryder, Ruth; Smith, Danielle; James, Edward

**Cc:** Kole, Adina; Taheri, Ramin; Goldberg, Suzanne; Dixon, Monique; McKinney, Jessica; Ramakis, Jessica; Cardichon, Jessica

**Subject:** EAC Listening Session #2

**When:** Friday, June 4, 2021 2:00 PM-3:00 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** Microsoft Teams Meeting

Updated with Teams information

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## Microsoft Teams meeting

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**From:** U.S. Department of Education  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Dixon, Monique  
**Sent:** October 5, 2022 10:03 AM (UTC-04:00)

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

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**FOR IMMEDIATE RELEASE:**

Oct. 5, 2022

**CONTACT:**

Press Office, (202) 401-1576 or [press@ed.gov](mailto:press@ed.gov)

## **U.S. Department of Education Awards More Than \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students**

Today, the U.S. Department of Education (Department) announced 19 Magnet Schools Assistance Program (MSAP) awards totaling \$110 million and four new grant awards for the 2022 Equity Assistance Center (EAC) program totaling more than \$6.5 million.

The EAC awards fund four new regional EACs that each provide technical assistance to public schools and other agencies focused on addressing equity in their community for students and the educators who support them related to race, sex, national origin, gender identity, disability, and religion. This funding also supports regional EACs that provide technical assistance and training at the request of school boards and other governmental agencies in the preparation, adoption, and implementation of plans for the desegregation of public schools. Each center provides training and technical assistance, upon request, in the areas of civil rights, equity, and school reform to school systems within a region comprised of 12-15 states. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

The MSAP awards support efforts to develop and revitalize magnet schools with academically challenging and innovative instructional approaches designed to bring together students from different social, economic, ethnic, and racial backgrounds. These 19 grantees will implement a variety of curricular focus areas in 62 schools offering programming in all five areas of STEAM learning, career development, leadership skills, and language immersion.

"Today, we're investing in schools and communities that have shown a commitment to intentionally serving students and closing opportunity gaps based on race, class, and circumstances in America," said U.S. Secretary of Education Miguel Cardona.



"Every child has something to offer this country, and they deserve access to effective educators, inclusive and supportive learning environments, and innovative, engaging programs that unlock their potential and lead to success. These grant awards will help communities reimagine our schools through a more equitable lens and raise the bar for how we serve students who too often get left behind."

Last January, Secretary Cardona laid out his vision for education in America by boldly addressing opportunity and achievement gaps in education. That vision includes challenging states and districts to fix broken systems that may perpetuate inequities in our schools. When deciding on grantmaking, the Department centralizes its efforts around educational equity, including high-quality educational experiences for all students. This principle continues to guide discretionary grantmaking, especially for programs that support historically underserved communities and students such as reflected in the awards given to EACs and MSAPs.

Additional information about the EAC and MSAP programs and grantees are available [here](#).

A full list of awards can be found below:

**Magnet Schools Assistance Program Grants**

Hope School District	AR	\$6,535,982
Livermore Valley Joint Unified School District	CA	\$6,638,932
Pasadena Unified School District	CA	\$6,660,864
Area Cooperative Educational Services (ACES)	CT	\$1,893,989
LEARN	CT	\$2,925,471
The School Board of Broward County, Florida	FL	\$6,315,229
The School Board of Miami-Dade County, Florida	FL	\$6,361,816
The School Board of Polk County, Florida	FL	\$6,176,171
Clayton County Public Schools	GA	\$6,464,420
Cedar Rapids Community School District	IA	\$6,489,965
Board of Education of the City of Chicago	IL	\$5,893,904
Lansing School District	MI	\$6,103,227
Wake County Public School System	NC	\$5,511,127
NYC Department of Education - Community School District 32	NY	\$5,999,998
NYC Department of Education - Community School District 19	NY	\$5,999,998
NYC Department of Education - Community School District 28	NY	\$5,999,998
Georgetown County School District	SC	\$7,804,837

<b>Richland County School District #1</b>	<b>SC</b>	<b>\$5,435,160</b>
<b>Kaleidoscope Youth Development Services, Inc.</b>	<b>TX</b>	<b>\$5,925,556</b>
<b>Total</b>		<b>\$111,136,644</b>

### Equity Assistance Centers Program

<b>Mid Atlantic Equity Consortium Inc</b>	<b>Region I:</b> Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia	\$1,593,544
<b>Southern Education Foundation</b>	<b>Region II:</b> Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia	\$1,658,206
<b>Trustees of Indiana University</b>	<b>Region III:</b> Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin	\$1,645,846
<b>WestEd</b>	<b>Region IV:</b> Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming	\$1,628,613
<b>Total</b>		<b>\$6,526,209</b>

###

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**From:** Anthony, Emily  
**Subject:** RE: EACs - seriously, I'm not trying to toss a monkey wrench into the works, but please keep this in mind  
**To:** Anderson, Margo; Anderson, Judith; Young, Aaron; Taheri, Ramin; Rhoads, Kelly; Moss, Allison  
**Sent:** June 10, 2015 1:45 PM (UTC-04:00)  
+ Ruth. I'd add EACs to next week's EPG

---

**From:** Anderson, Margo  
**Sent:** Wednesday, June 10, 2015 12:59 PM  
**To:** Anderson, Judith; Young, Aaron; Anthony, Emily; Taheri, Ramin; Rhoads, Kelly; Moss, Allison  
**Subject:** RE: EACs - seriously, I'm not trying to toss a monkey wrench into the works, but please keep this in mind

This is SO interesting.... We should bring Ruth into the conversation to see what she thinks....

---

**From:** Anderson, Judith  
**Sent:** Monday, June 08, 2015 4:22 PM  
**To:** Young, Aaron; Anthony, Emily; Taheri, Ramin; Rhoads, Kelly; Anderson, Margo; Moss, Allison  
**Subject:** RE: EACs - seriously, I'm not trying to toss a monkey wrench into the works, but please keep this in mind

During the meeting I asked about the (b)(3)



REL Award #	REL Vendor	REL Region
EDIES12C0002	WESTED(00000061)	West
EDIES12C0003	EDUCATION NORTHWEST(00000764)	Northwest
EDIES12C0004	AMERICAN INSTITUTES FOR RESEARCH IN THE(00019273)	Midwest
EDIES12C0005	CNA CORPORATION(00017059)	Appalachia
EDIES12C0006	ICF INCORPORATED, L.L.C.(00016812)	Mid-Atlantic
EDIES12C0007	MARZANO RESEARCH LABORATORY, LLC(00033410)	Central
EDIES12C0009	EDUCATION DEVELOPMENT CENTER, INC.(00000024) MID-CONTINENT RESEARCH FOR EDUCATION	Northeast and Islands
EDIES12C0010	AND(00000712)	Pacific
EDIES12C0011	FLORIDA STATE UNIVERSITY, THE(00027876)	Southeast

SOUTHWEST EDUCATIONAL DEVELOPMENT  
EDIES12C0012 CORP(00000971)  
EDIES12C0083

Southwest

EAC Grantee	EAC Region
Brown University	I
Touro College	II
Mid-Atlantic Equity Consortium	III
Southeastern Equity Alliance, Inc.	IV
Indiana University	V
Intercultural Development Research Association (IDRA/SCCE)	VI
Kansas State University	VII
Metropolitan State University of Denver	VIII
WestEd	IX
Education Northwest	X

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Links to Vendor Lists

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<http://ies.ed.gov/ncee/edLabs/regions/>

<http://www2.ed.gov/programs/equitycenters/contacts.html>

---

**From:** Young, Aaron

**Sent:** Monday, June 08, 2015 3:41 PM

**To:** Anthony, Emily; Anderson, Judith; Taheri, Ramin; Rhoads, Kelly; Anderson, Margo; Moss, Allison

**Subject:** RE: EACs - evidence recommendation pre-meeet

Hi,

Following up on our meeting, here is the language regarding [REDACTED]

[REDACTED]

[REDACTED]

(b)(5)

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

**From:** Anthony, Emily

**Sent:** Monday, June 08, 2015 2:39 PM

**To:** Anthony, Emily; Anderson, Judith; Young, Aaron; Taheri, Ramin; Rhoads, Kelly; Anderson, Margo ([Margo.Anderson@ed.gov](mailto:Margo.Anderson@ed.gov)); Moss, Allison ([Allison.Moss@ed.gov](mailto:Allison.Moss@ed.gov)); Neild, Ruth; OPEPD; Lesnick, Joy

**Subject:** FW: EACs - evidence recommendation pre-meet

**When:** Monday, June 08, 2015 3:00 PM-3:30 PM (UTC-05:00) Eastern Time (US & Canada).

**Where:** WDCFB6-5E335 (Managed)

-----Original Message-----

Dial: (b)(5)

Participant: (b)(5)

Leader: (b)(5)

Background from Allison Moss

I spoke with Britt and Jamelah today about their plans for the FY 16 competition for the EACs program. They are interested in using evidence and wanted my thoughts on what mechanisms are already available in (b)(5)

(b)(5)

Interestingly, the program is already planning to rulemake on a policy issue. With that in mind, I

(b)(5)

(b)(5)

(b)(5)

(b)(5)

(b)(5)

(b)(5)



Let me know what you think? have a nice afternoon!

Alli Moss | Office of Innovation and Improvement | U.S. Department of Education  
(202) 205-7726 | [allison.moss@ed.gov](mailto:allison.moss@ed.gov)<mailto:allison.moss@ed.gov>

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Twitter: @ED\_OII<[https://twitter.com/ED\\_OII](https://twitter.com/ED_OII)>.

## **EQUITY ASSISTANCE CENTERS PROGRAM OVERVIEW**

EACs are funded by ED to provide technical assistance and training, upon request, in the areas of race, sex, and national origin to public school districts and other responsible governmental agencies to promote equitable education opportunities. The centers work in the areas of civil rights, equity, and school reform. This assistance helps schools and communities ensure that equitable education opportunities are available and accessible for all children.

The EACs typically provide technical assistance activities to include: (1) the identification and selection of appropriate education programs to meet the needs of English language learners and (2) training designed to develop educators' skills in specific areas, such as the dissemination of information on successful education practices and the legal requirements related to nondiscrimination on the basis of race, sex, and national origin in education programs. Projects include technical assistance and training for education issues occasioned by school desegregation. The centers work with schools and districts in the areas of harassment, bullying, and prejudice reduction. Centers also develop materials, strategies, and professional development activities to assist schools and communities in preventing and countering harassment based on ethnicity or gender.

The EACs serve as a resource for the Office for Civil Rights (OCR) and the Department of Justice (DOJ) in addressing Title IX issues and working with school districts that have achieved unitary status (released from court-ordered desegregation plans). The EACs are encouraged to develop strong partnerships and collaborate with other technical assistance providers, clients, and networks to deliver services throughout the ten regions.

The EAC program is governed by the Civil Rights Act of 1964 and the Cooperative Agreement (an agreement between the program office and the grantee which defines the partnership and level of involvement that the program office has during the grant period). Both of these documents can be found in the subsequent pages.

## EQUITY ASSISTANCE CENTERS (EACS)

Equity Assistance Center Regions	States Served
Region I	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
Region II	New York, New Jersey, Puerto Rico, and Virgin Islands
Region III	Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia
Region IV	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee
Region V	Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin
Region VI	Arkansas, Louisiana, New Mexico, Oklahoma, and Texas
Region VII	Iowa, Kansas, Missouri, and Nebraska
Region VIII	Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming
Region IX	Arizona, California, and Nevada
Region X	Alaska, American Samoa, Guam, Hawaii, Idaho, Northern Mariana Islands, Oregon, The Federated States of Micronesia, The Republic of the Marshall Islands, The Republic of Palau, and Washington



## *Program Statute*

Electronic version of the statute available online:  
<http://www.ed.gov/programs/equitycenters/legislation.html>

AUTHORIZING STATUTE  
CIVIL RIGHTS ACT OF 1964.  
Document Number: PL 88-352  
Date: 02 JUL 64  
88th Congress, H. R. 7152

### TITLE IV--DESEGREGATION OF PUBLIC EDUCATION DEFINITIONS

SEC. 401. As used in this title--

- (a) "Commissioner" means the Commissioner of Education.
- (b) "Desegregation" means the assignment of students to public schools and within such schools without regard to their race, color, religion, or national origin, but "desegregation" shall not mean the assignment of students to public schools in order to overcome racial imbalance.
- (c) "Public school" means any elementary or secondary educational institution, and "public college" means any institution of higher education or any technical or vocational school above the secondary school level, provided that such public school or public college is operated by a State, subdivision of a State, or governmental agency within a State, or operated wholly or predominantly from or through the use of governmental funds or property, or funds or property derived from a governmental source.
- (d) "School board" means any agency or agencies which administer a system of one or more public schools and any other agency which is responsible for the assignment of students to or within such system.

### SURVEY AND REPORT OF EDUCATIONAL OPPORTUNITIES

SEC. 402. The Commissioner shall conduct a survey and make a report to the President and the Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

### TECHNICAL ASSISTANCE

SEC. 403. The Commissioner is authorized, upon the application of any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools, to render technical assistance to such applicant in the preparation, adoption, and implementation of plans for the desegregation of public schools. Such technical assistance may, among other activities, include making available to such agencies information regarding effective methods of coping with special educational problems occasioned by desegregation, and making available to such agencies personnel of the Office of Education or other persons specially equipped to advise and assist them in coping with such problems.

## TRAINING INSTITUTES

SEC. 404. The Commissioner is authorized to arrange, through grants or contracts, with institutions of higher education for the operation of short-term or regular session institutes for special training designed to improve the ability of teachers, supervisors, counselors, and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation. Individuals who attend such an institute on a full-time basis may be paid stipends for the period of their attendance at such institute in amounts specified by the Commissioner in regulations, including allowances for travel to attend such institute.

## GRANTS

SEC. 405. (a) The Commissioner is authorized, upon application of a school board, to make grants to such board to pay, in whole or in part, the cost of--

(1) giving to teachers and other school personnel inservice training in dealing with problems incident to desegregation, and

(2) employing specialists to advise in problems incident to desegregation.

(b) In determining whether to make a grant, and in fixing the amount thereof and the terms and conditions on which it will be made, the Commissioner shall take into consideration the amount available for grants under this section and the other applications which are pending before him; the financial condition of the applicant and the other resources available to it; the nature, extent, and gravity of its problems incident to desegregation; and such other factors as he finds relevant.

## PAYMENTS

SEC. 406. Payments pursuant to a grant or contract under this title may be made (after necessary adjustments on

account of previously made overpayments or underpayments) in advance or by way of reimbursement, and in

such installments, as the Commissioner may determine.

## SUITS BY THE ATTORNEY GENERAL

SEC. 407. (a) Whenever the Attorney General receives a complaint in writing--

(1) signed by a parent or group of parents to the effect that his or their minor children, as members of a class of persons similarly situated, are being deprived by a school board of the equal protection of the laws, or

(2) signed by an individual, or his parent, to the effect that he has been denied admission to or not permitted to continue in attendance at a public college by reason of race, color, religion, or national origin, and the Attorney General believes the complaint is meritorious and certifies that the signer or signers of such complaint are unable, in his judgment, to initiate and maintain appropriate legal proceedings for relief and that the institution of an action will materially further the orderly achievement of desegregation in public education, the Attorney General is authorized, after giving notice of such complaint to the appropriate school board or college authority and after certifying that he is satisfied that such board or authority has had a reasonable time to adjust the conditions alleged in such complaint, to institute for or in the name of the United States a civil action in any appropriate district court of the United States against such parties and for such relief as may be appropriate, and such court shall have and shall exercise jurisdiction of proceedings instituted pursuant to this section, provided that nothing herein shall empower any official or court of the United States to issue any order seeking to achieve a racial balance in any school by requiring the transportation of pupils or students from one school to another or one school district to another in order to achieve such racial balance, or otherwise

enlarge the existing power of the court to insure compliance with constitutional standards. The Attorney General may implead as defendants such additional parties as are or become necessary to the grant of effective relief hereunder.

(b) The Attorney General may deem a person or persons unable to initiate and maintain appropriate legal proceedings within the meaning of subsection

(a) of this section when such person or persons are unable, either directly or through other interested persons or organizations, to bear the expense of the litigation or to obtain effective legal representation; or whenever he is satisfied that the institution of such litigation would jeopardize the personal safety, employment, or economic standing of such person or persons, their families, or their property.

(c) The term "parent" as used in this section includes any person standing in loco parentis. A "complaint" as used in this section is a writing or document within the meaning of section 1001, title 18, United States Code.

SEC. 408. In any action or proceeding under this title the United States shall be liable for costs the same as a private person.

SEC. 409. Nothing in this title shall affect adversely the right of any person to sue for or obtain relief in any court against discrimination in public education.

SEC. 410. Nothing in this title shall prohibit classification and assignment for reasons other than race, color, religion, or national origin.

Approved July 2, 1964.

## ***Program Regulations***

Department of Education  
34 CFR Parts 270 and 272  
Desegregation of Public Education

### **PART 270 -- DESEGREGATION OF PUBLIC EDUCATION**

Sec.

270.1 What are the Desegregation of Public Education Programs?

270.2 What regulations apply to these programs?

270.3 What definitions apply to these programs?

270.4 What types of projects are funded under these programs?

270.5 What stipends and related reimbursements are authorized under these programs?

270.6 What limitation is imposed on providing race and national origin desegregation assistance under these programs?

*Authority: 42 U.S.C. 2000c-2000c-2, 2000-5, unless otherwise noted.*

#### **§ 270.1 What are the Desegregation of Public Education Programs?**

The Desegregation of Public Education Programs provide grants to projects that help public school districts and personnel in the preparation, adoption, and implementation of plans for the desegregation of public schools and in the development of effective methods of coping with special educational problems occasioned by desegregation.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

#### **§ 270.2 What regulations apply to these programs?**

The following regulations apply to these programs:

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Part 74 (Administration of Grants), Part 75 (Direct Grant Programs), Part 77 (Definitions That Apply to Department Regulations), Part 78 (Education Appeal Board), and Part 79 (Intergovernmental Review of Department of Education Programs and Activities), except that 34 CFR 75.200 through 75.217 (relating to the evaluation and competitive review of grants) do not apply to grants awarded under 34 CFR Part 271 and 34 CFR 75.232 (relating to the cost analysis) does not apply to grants under 34 CFR Part 272.

(b) The regulations in this part and in 34 CFR Parts 271 and 272.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

#### **§ 270.3 What definitions apply to these programs?**

In addition to the definitions in 34 CFR 77.1, the following definitions apply to the regulations in this part:

"Desegregation assistance" means the provision of technical assistance (including training) in the areas of race, sex, and national origin desegregation of public elementary and secondary schools.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

"Desegregation assistance areas" means the areas of race, sex, and national origin desegregation.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

"Desegregation Assistance Center" means a regional desegregation technical assistance and training center funded under 34 CFR Part 272.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

"Limited English proficiency" has the same meaning under this part as the same term defined in 34 CFR 500.4 of the General Provisions regulations for the Bilingual Education Program.

*(Authority: 20 U.S.C. 3223(a)(1))*

"National origin desegregation" means the assignment of students to public schools and within those schools without regard to their national origin, including providing students of limited English proficiency with a full opportunity for participation in all educational programs.

*(Authority: 42 U.S.C. 2000c(b))*

"Public school" means any elementary or secondary educational institution operated by a State, subdivision of a State, or governmental agency within a State, or operated wholly or predominantly from or through the use of governmental funds or property, or funds or property derived from governmental sources.

*(Authority: 42 U.S.C. 2000c(c))*

"Public school personnel" means school board members and persons who are employed by or who work in the schools of a responsible governmental agency, as that term is defined in this section.

*(Authority: 42 U.S.C. 2000c(c); 2000c-2000c-2, 2000c-5)*

"Race desegregation" means the assignment of students to public schools and within those schools without regard to their race including providing students with a full opportunity for participation in all educational programs regardless of their race. "Race desegregation" does not mean the assignment of students to public schools to correct conditions of racial separation that are not the result of State or local law or official action.

*(Authority: 42 U.S.C. 2000c(b))*

"Responsible governmental agency" means any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools.

*(Authority: 42 U.S.C. 2000c-2)*

"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.

*(Authority: 42 U.S.C. 2000c(d))*

"Sex desegregation" means the assignment of students to public schools and within those schools without regard to their sex including providing students with a full opportunity for participation in all educational programs regardless of their sex.

*(Authority: 42 U.S.C. 2000c(b))*

#### **§ 270.4 What types of projects are funded under these programs?**

The Secretary may fund --

(b) Desegregation Assistance Centers (DACs).

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

**§ 270.5 What stipends and related reimbursements are authorized under this program?**

(a) The recipient of an award under 34 CFR Part 272 may pay --

(1) Stipends to public school personnel who participate in technical assistance or training activities funded under these parts for the period of their attendance, if the person to whom the stipend is paid receives no other compensation for that period; or

(2) Reimbursement to a responsible governmental agency that pays substitutes for public school personnel who --

(i) Participate in technical assistance or training activities funded under these parts; and

(ii) Are being compensated by that responsible governmental agency for the period of their attendance.

(b) A recipient may pay the stipends and reimbursements described in this section only if it demonstrates that the payment of these costs is necessary to the success of the technical assistance or training activity, and will not exceed 20 percent of the total award.

(c) If a recipient is authorized by the Secretary to pay stipends or reimbursements (or any combination of these payments), the recipient shall determine the conditions and rates for these payments in accordance with appropriate State policies, or in the absence of State Policies, in accordance with local policies.

(d) A recipient of a grant under 34 CFR Part 272 may pay a travel allowance described in these parts only to a person who participates in a technical assistance or training activity.

(e) If the participant does not complete the entire scheduled activity, the recipient may pay the participant's transportation to his or her residence or place of employment only if the participant left the training activity because of circumstances not reasonably within his or her control.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

**§ 270.6 What limitation is imposed on providing race and national origin desegregation assistance under these programs?**

(a) Except as provided in paragraph (b) of this section, a recipient of a grant for race or national origin desegregation assistance under these programs may not use funds to assist in the development or implementation of activities or the development of curriculum materials for the direct instruction of students to improve their academic and vocational achievement levels.

(b) A recipient of a grant for national origin desegregation assistance under these programs may use funds to assist in the development and implementation of activities or the development of curriculum materials for the direct instructional of students of limited English proficiency, to afford these students a full opportunity to participate in all educational programs.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

**PART 272 -- DESEGREGATION ASSISTANCE CENTER PROGRAM**

*Subpart A -- General*

*Sec.*

272.1 What is the Desegregation Assistance Center Program?

272.2 Who is eligible to receive a grant under this program?

272.3 What regulations apply to this program?

272.4 What definitions apply to this program?

*Subpart B -- What Kinds of Activities Does the Secretary Fund Under This Program?*

272.10 What type of projects may be funded?

- 272.11 Who may receive desegregation assistance under this program?  
272.12 What geographic regions do the DACs serve?

C -- [Reserved]

*Subpart D -- How Does the Secretary Make a Grant?*

- 272.30 What criteria does the Secretary use to make a grant?  
272.31 How does the Secretary evaluate an application for a grant?  
272.32 How does the Secretary determine the amount of a grant?

*Subpart E -- What Conditions Must Be Met by a Recipient of a Grant?*

- 272.40 What conditions must be met by a recipient of a grant?  
*Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5, unless otherwise noted.*

*Subpart A – General*

**§ 272.1 What is the Desegregation Assistance Center Program?**

This program provides financial assistance to operate regional Desegregation Assistance Centers (DACs), to enable them to 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, and in the development of effective methods of coping with special educational problems occasioned by desegregation.  
*(Authority: 42 U.S.C. 2000c-2)*

**§ 272.2 Who is eligible to receive a grant under this program?**

A public agency (other than a State educational agency or a school board) or private, nonprofit organization is eligible to receive a grant under this program.  
*(Authority: 42 U.S.C. 2000c-2)*

**§ 272.3 What regulations apply to this program?**

The following regulations apply to the DAC program:

- (a) The regulations in 34 CFR Part 270.
- (b) The regulations in this part.

*(Authority: 42 U.S.C. 2000c-2)*

**§ 272.4 What definitions apply to this program?**

The definitions in 34 CFR 270.3 apply to the DAC program.

*(Authority: 42 U.S.C. 2000c-2)*

*Subpart B -- What Kinds of Activities Does the Secretary Fund Under This Program?*

**§ 272.10 What types of projects may be funded?**

(a) The Secretary may award funds to DACs for projects offering technical assistance (including training) to school boards and other responsible governmental agencies, at their request, for assistance in the preparation, adoption, and implementation of desegregation plans.

(b) A project must provide technical assistance in all three of the desegregation assistance areas, as defined in 34 CFR 270.3.

(c) Desegregation assistance may include, among other activities --

- (1) Dissemination of information regarding effective methods of coping with special educational problems occasioned by desegregation;
- (2) Assistance and advice in coping with these problems; and
- (3) Training designed to improve the ability of teachers, supervisors, counselors, parents, community members, and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation.

*(Authority: 42 U.S.C. 2000c-2)*

**§ 272.11 Who may receive desegregation assistance under this program?**

- (a) The recipient of a grant under this part may provide assistance only if requested by school boards and other responsible governmental agencies located in its geographical service area.
- (b) The recipient may provide assistance only to the following persons:
  - (1) Public school personnel.
  - (2) Students enrolled in public schools, parents of those students, and other community members.

*(Authority: 42 U.S.C. 2000c-2)*

**§ 272.12 What geographic regions do the DACs serve?**

The Secretary awards a grant to provide race, sex, and national origin desegregation assistance under this program in each of the following geographic regions:

- (a) Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.
- (b) New York, New Jersey, Puerto Rico, Virgin Islands.
- (c) Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia.
- (d) Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.
- (e) Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin.
- (f) Arkansas, Louisiana, New Mexico, Oklahoma, Texas.
- (g) Iowa, Kansas, Missouri, Nebraska.
- (h) Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.
- (i) Arizona, California, Nevada.
- (j) Alaska, American Samoa, Guam, Hawaii, Idaho, Northern Mariana Islands, Oregon, Trust Territory of the Pacific Islands, Washington.

*(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)*

*Subpart C -- [Reserved]*

*Subpart D -- How Does the Secretary Make a Grant?*

**§ 272.30 What criteria does the Secretary use to make a grant?**

The Secretary uses the following criteria to evaluate applications for DAC grants.

- (a) *Mission and strategy.* (30 Points) The Secretary reviews each application to determine the extent to which the applicant understands effective practices for addressing problems in each of the desegregation assistance areas, including the extent to which the applicant --
  - (1) Understands the mission of the proposed DAC;
  - (2) Is familiar with relevant research, theory, materials, and training models;
  - (3) Is familiar with the types of problems that arise in each of the desegregation assistance areas;
  - (4) Is familiar with relevant strategies for technical assistance and training; and
  - (5) Is familiar with the desegregation needs of responsible governmental agencies in its



designated region.

(b) *Organizational capability.* (15 Points) The Secretary reviews each application to determine the ability of the applicant to sustain a long-term, high-quality, and coherent program of technical assistance and training, including the extent to which the applicant --

- (1) Demonstrates the commitment to provide the services of appropriate faculty or staff members from its organization;
- (2) Selects project staff with an appropriate mixture of scholarly and practitioner backgrounds; and
- (3) Has had past successes in rendering technical assistance and training in the desegregation assistance areas, including collaborating with other individuals and organizations.

(c) *Plan of operation.* (25 Points) The Secretary reviews each application to determine the quality of the plan of operation for the project, including the extent to which --

- (1) The design of the project is of high quality;
- (2) The plan of management ensures proper and efficient administration of the project;
- (3) The applicant plans to use its resources and personnel effectively to achieve each objective; and
- (4) The applicant will ensure that project participants who are otherwise eligible to participate are selected without regard to race, color, national origin, sex, age, or handicapping condition.

(d) *Quality of key personnel.* (15 Points)

(1) The Secretary reviews each application to determine the qualifications of the key personnel that the applicant plans to use on the project, including --

- (i) The qualifications of the project director;
  - (ii) The qualifications of the other key personnel to be used in the project;
  - (iii) The time that each person referred to in paragraphs (d)(1) (i) and (ii) of this section will commit to the project; and
  - (iv) How the applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, color, national origin, gender, age, or handicapping condition.
- (2) To determine personnel qualifications, under paragraphs (d)(1) (i) and (ii) of this section, the Secretary considers --
- (i) Experience and training in fields related to the objectives of the project; and
  - (ii) Any other qualifications that pertain to the quality of the project.

(e) *Budget and cost effectiveness.* (5 Points) The Secretary reviews each application to determine the extent to which --

- (1) The budget for the project is adequate to support the project activities; and
- (2) Costs are reasonable in relation to the objectives of the project.

(f) *Evaluation plan.* (5 Points) The Secretary reviews each application to determine the quality of the evaluation plan for the project, including the extent to which the methods of evaluation --

- (1) Are appropriate for the project; and
- (2) To the extent possible, are objective and produce data that are quantifiable.

(g) *Adequacy of resources.* (5 Points) The Secretary reviews each application to determine the adequacy of the resources that the applicant plans to devote to the project, including facilities, equipment, and supplies.

(Approved under OMB Control No. 1810-0517)

(Authority: 42 U.S.C. 2000c-2)

**§ 272.31 How does the Secretary evaluate an application for a grant?**

(a) The Secretary evaluates the application on the basis of the criteria in § 272.30.

(b) The Secretary selects the highest ranking application for each geographical service area to receive a grant.

(Authority: 42 U.S.C. 2000c-2)

**§ 272.32 How does the Secretary determine the amount of a grant?**

The Secretary determines the amount of a grant on the basis of --

(a) The amount of funds available for all grants under this part;

(b) A cost analysis of the project (that shows whether the applicant will achieve the objectives of the project with reasonable efficiency and economy under the budget in the application), by which the Secretary --

(1) Verifies the cost data in the detailed budget for the project;

(2) Evaluates specific elements of costs; and

(3) Examines costs to determine if they are necessary, reasonable, and allowable under applicable statutes and regulations;

(c) The magnitude of the expected needs or responsible governmental agencies for desegregation assistance in the geographic region, and the cost of providing that assistance to meet those needs, as compared with the magnitude of the expected needs for desegregation assistance, and the cost of providing it, in all geographic regions for which applications are approved for funding;

(d) The size and the racial or ethnic diversity of the student population of the geographic region for which the DAC will provide services; and

(e) Any other information concerning desegregation problems and proposed activities that the Secretary finds relevant in the applicant's geographic region.

(Authority: 42 U.S.C. 2000c-2)

*Subpart E -- What Conditions Must Be Met by a Recipient of a Grant?*

**§ 272.40 What conditions must be met by a recipient of a grant?**

A recipient of a grant under this part must --

(a) Operate a DAC in the geographic region to be served;

(b) Have a full-time project director; and

(c) Coordinate assistance in its geographic region with appropriate SEAs funded under 34 CFR Part 271. As part of this coordination, the recipient shall develop plans to prevent duplication of assistance when a responsible governmental agency requests assistance from both the DAC and the appropriate SEA.

(Authority: 42 U.S.C. 2000c-2)

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.



Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act.

**EQUITY ASSISTANCE CENTERS DIRECTORS' LIST**

*June 2015*

<b>Equity Assistance Center</b>	<b>Region</b>	<b>States Served</b>
<b>New England Equity Assistance Center at Brown University (NEEAC)</b> The Education Alliance <i>Dr. Maria Pacheco, Director</i> P: 401-274-8948	I	CT, MA, ME, NH, RI, VT
<b>Touro College, Lander Center for Educational Research</b> Equity Assistance Center <i>Dr. Velma Cobb, Director</i> P: 212-463-0400 ext: 5386	II	NJ, NY, PR, VI
<b>Mid – Atlantic Equity Consortium</b> <i>Ms. Susan Shaffer, Director</i> P: 301-657-7741	III	DC, DE, MD, PA, VA, WV
<b>Southeastern Equity Assistance Center (SEAC)</b> Southeastern Equity Alliance, Inc. <i>Mr. Jerry Graniero, Director</i> P: 954-765-3553	IV	AL, FL, GA, KY, MS, NC, SC, TN
<b>Great Lakes Equity Center</b> Indiana University <i>Dr. Seena M. Skelton, Director</i> (redacted)	V	IL, IN, MI, MN, OH, WI
<b>Intercultural Development Research Association (IDRA/SCCE)</b> South Central Collaborative for Equity <i>Dr. Bradley Scott, Director</i> P: 210-444-1710	VI	AR, LA, NM, OK, TX
<b>Midwest Equity Assistance Center (MEAC)</b> Kansas State University <i>Dr. Charles Rankin, Director</i> P: 785-532-6408	VII	IA, KS, MO, NE
<b>Metropolitan State College of Denver</b> <i>Ms. Kathy Rigsby, Director</i> P: 303-556-6065	VIII	CO, MT, ND, SD, UT, WY
<b>WestEd</b> <i>Dr. Rose Owens – West, Director</i> P: 510-302-4246	IX	AZ, CA, NV
<b>Education Northwest</b> <i>Yvonne Ryans, Director</i> P: 503.275.9481 or 800.547.6339	X	AK, American Samoa, Federated States of Micronesia, Guam, HI, ID, CNMI, OR, Marshall Islands, Palau, WA



**From:** Jung, Britt  
**Subject:** FW: Doodle Request: 1st Meeting of the Supportive School Discipline TTA Collaborative  
**To:** Brown, Jessie; Inman, Susan; Taheri, Ramin; Ramirez, Lisa; Rhoads, Kelly  
**Cc:** Okahara, Kim  
**Sent:** October 27, 2015 3:00 PM (UTC-04:00)

FYI – I thought you might be interested in seeing this.

---

**From:** Harper, Kristen  
**Sent:** Thursday, October 22, 2015 2:34 PM  
**To:** maria\_pacheco@brown.edu; velma.cobb@touro.edu; sshaffer@maec.org; jerry@se-equity.org; tjmedina@se-equity.org; smskelto@iupui.edu; kkingtho@iupui.edu; bradley.scott@idra.org; krigsby@msudenver.edu; evenstad@msudenver.edu; crankin@ksu.edu; rowensw@wested.org  
**Cc:** Jung, Britt; Murrell, Jamelah  
**Subject:** FW: Doodle Request: 1st Meeting of the Supportive School Discipline TTA Collaborative

EAC Colleagues –

As I've long promised, you now have the list of districts that we've invited to send a TTA request to the SSDTTA Collaborative. Timely, I hope, as I'll be seeing you next Tuesday.

As I note below, the list of districts is to be used by the federal agencies participating in the Collaborative, and their associated contractors and grantees providing technical assistance. To that end, I ask that you not share the list.

Thanks and looking forward to Tuesday!

Kristen

---

**From:** Harper, Kristen  
**Sent:** Thursday, October 22, 2015 2:17 PM  
**To:** 'Kristen.harper@ed.gov'  
**Cc:** 'Wolfe, Elizabeth'; 'cely@ncjfcj.org'; 'Wendie.Veloz@samhsa.hhs.gov'; Nishi, Laurel  
**Subject:** Doodle Request: 1st Meeting of the Supportive School Discipline TTA Collaborative

Colleagues,

Back in June, we convened a group of ED, DOJ, and HHS offices to discuss how we would coordinate the provision of training and technical assistance with the goal of assisting districts to improve their school discipline policies and practices. At that time, we were heartened to see that many, many offices were interested in participating in our Supportive School Discipline Training and Technical Assistance Collaborative.

On behalf of ED, DOJ, and HHS, the National Resource Center for School-Justice Partnerships has invited 250 districts across the nation to request technical assistance. The invitation and list of districts are attached (at this time, we ask that you not share either). To review these requests, we will pull together a group of federal partners and technical assistance providers on a monthly basis to review the requests, and engage in problem-solving to determine how we may be able to assist.

We ask that the following offices **complete the doodle poll below by COB October 26th**, to let us know your availability for our first meeting: OJJDP, OJP, CRT, COPS, CRS, SAMHSA, OESE, OSERS, and OCR. We also welcome to this discussion federally-funded technical assistance centers involved in school climate and school discipline matters (with the approval of their contracting or grantmaking agency).

<http://doodle.com/poll/pz9asq8yt3s3wqv4>

It is our hope that this endeavor will: 1) help each of our respective offices to learn more about effective approaches

and tools to address school discipline practice; 2) ensure that school discipline-related technical assistance is informed by each office's subject-matter expertise, and history with the district; and 3) ensure that districts seeking help have access to the resources, tools, or direct assistance they need to achieve reform.

Over the next two weeks, we'll be reaching out to each office to clarify the goals of this effort, and role each agency might play. Please feel free to send any questions or concerns you may have.

Best,

Kristen Harper  
Senior Policy Advisor  
Office of Special Education and Rehabilitative Services  
U.S. Department of Education  
Email: [kristen.harper@ed.gov](mailto:kristen.harper@ed.gov)  
Phone: 202.245.6109

**From:** Clay House, Tanya  
**Subject:** RE: SIG blog  
**To:** Ongart, Danielle; Wallin, Terra; Ginns, Laura; Kumar, Aparna  
**Cc:** Inman, Susan; Charles, Raymonde; Taheri, Ramin; Lehrich, Matt; Amerikaner, Ary; Williams, Bradie  
**Sent:** April 15, 2016 5:54 PM (UTC-04:00)

Thank you all again for making this happen.

Tanya Clay House  
Deputy Assistant Secretary for P-12 Education  
Office of Planning, Evaluation and Policy Development  
U.S. Department of Education  
Office: (202) 453-6994/Cell: (b)(6)

---

**From:** Ongart, Danielle  
**Sent:** Friday, April 15, 2016 5:22 PM  
**To:** Wallin, Terra; Clay House, Tanya; Ginns, Laura; Kumar, Aparna  
**Cc:** Inman, Susan; Charles, Raymonde; Taheri, Ramin; Lehrich, Matt; Amerikaner, Ary; Williams, Bradie  
**Subject:** RE: SIG blog

Thanks to Bradie and the digital team the [blog post](#) now reads, "We welcome your input until **April 26.**"

Let us know if you have further questions.

Have a good weekend,

Danielle

---

**From:** Wallin, Terra  
**Sent:** Friday, April 15, 2016 12:43 PM  
**To:** Clay House, Tanya; Ginns, Laura; Ongart, Danielle; Kumar, Aparna  
**Cc:** Inman, Susan; Charles, Raymonde; Taheri, Ramin; Lehrich, Matt; Amerikaner, Ary; Williams, Bradie  
**Subject:** RE: SIG blog

We'll be extending to one week after John's speech, so it will "close" on April 26<sup>th</sup>.

---

**From:** Clay House, Tanya  
**Sent:** Friday, April 15, 2016 12:41 PM  
**To:** Ginns, Laura; Ongart, Danielle; Wallin, Terra; Kumar, Aparna  
**Cc:** Inman, Susan; Charles, Raymonde; Taheri, Ramin; Lehrich, Matt; Amerikaner, Ary; Williams, Bradie  
**Subject:** RE: SIG blog

Yes, thank you!

Tanya Clay House  
Deputy Assistant Secretary for P-12 Education  
Office of Planning, Evaluation and Policy Development  
U.S. Department of Education  
Office: (202) 453-6994/Cell: (b)(6)

---

**From:** Ginns, Laura

**Sent:** Friday, April 15, 2016 12:40 PM

**To:** Ongart, Danielle; Clay House, Tanya; Wallin, Terra; Kumar, Aparna

**Cc:** Inman, Susan; Charles, Raymonde; Taheri, Ramin; Lehrich, Matt; Amerikaner, Ary; Williams, Bradie

**Subject:** RE: SIG blog

Thanks so much, Danielle and Terra.

---

**From:** Ongart, Danielle

**Sent:** Friday, April 15, 2016 12:39 PM

**To:** Clay House, Tanya; Ginns, Laura; Wallin, Terra; Kumar, Aparna

**Cc:** Inman, Susan; Charles, Raymonde; Taheri, Ramin; Lehrich, Matt; Amerikaner, Ary; Williams, Bradie

**Subject:** RE: SIG blog

Thanks everyone, Terra and I just spoke with Ann. I will work with Bradie to update the blog with an extended deadline. I will email once with the exact updated text once it is posted.

---

**From:** Clay House, Tanya

**Sent:** Friday, April 15, 2016 12:36 PM

**To:** Ginns, Laura; Wallin, Terra; Kumar, Aparna

**Cc:** Inman, Susan; Charles, Raymonde; Taheri, Ramin; Lehrich, Matt; Ongart, Danielle; Amerikaner, Ary; Williams, Bradie

**Subject:** RE: SIG blog

I agree. We did get more interest from the civil rights groups at our meeting today.

Tanya Clay House

Deputy Assistant Secretary for P-12 Education

Office of Planning, Evaluation and Policy Development

U.S. Department of Education

Office: (202) 453-6994/Cell: (b)(6)

---

**From:** Ginns, Laura

**Sent:** Friday, April 15, 2016 12:34 PM

**To:** Wallin, Terra; Kumar, Aparna

**Cc:** Inman, Susan; Charles, Raymonde; Clay House, Tanya; Taheri, Ramin; Lehrich, Matt; Ongart, Danielle; Amerikaner, Ary; Williams, Bradie

**Subject:** RE: SIG blog

Could we just change the deadline in the blog post (without reissuing or anything – just add an update at the bottom or something saying the comment period has been extended a week or whatever)? I think it might be helpful if John could say in his remarks that we are still accepting comments (even if only for one more day).

---

**From:** Wallin, Terra

**Sent:** Friday, April 15, 2016 12:13 PM

**To:** Ginns, Laura

**Cc:** Inman, Susan; Charles, Raymonde; Clay House, Tanya; Taheri, Ramin; Lehrich, Matt; Ongart, Danielle; Amerikaner, Ary; Williams, Bradie

**Subject:** Re: SIG blog

Adding Danielle, a new special assistant in our office who is taking over SIG, and Ary.

I'm not sure how we'd "reopen" this. The "deadline" has already passed, but the comments are coming to an email account that doesn't "close." Can't we just tell those groups to email us ASAP? Bradie- thoughts?

---

**From:** Ginns, Laura [[Laura.Ginns@ed.gov](mailto:Laura.Ginns@ed.gov)]



**Sent:** Friday, April 15, 2016 12:08 PM  
**To:** Wallin, Terra, Inman, Susan, Charles, Raymonde  
**Subject:** SIG blog

Terra – looping back on this because we just had a conversation w/ civil rights groups and they were interested in still commenting on the SIG blog. Given that John is speaking on Tues., could we extend the comment period just until the end of next week, or at least to Weds. Of next week?

---

**From:** Wallin, Terra  
**Sent:** Monday, March 28, 2016 10:10 AM  
**To:** Inman, Susan; Ginns, Laura; Charles, Raymonde  
**Cc:** Clay House, Tanya; Taheri, Ramin  
**Subject:** RE: Equity Assistance Centers NPRM

The SIG materials are being posted tomorrow and must go out. States have to submit applications in May, and need access to SIG funds.

For what it is worth, comments on the SIG SES blog will be due on April 12<sup>th</sup>, so it is possible John can talk a bit about the feedback we get.

---

**From:** Inman, Susan  
**Sent:** Monday, March 28, 2016 10:05 AM  
**To:** Ginns, Laura; Charles, Raymonde  
**Cc:** Clay House, Tanya; Taheri, Ramin; Wallin, Terra  
**Subject:** RE: Equity Assistance Centers NPRM

Plus Terra. My guess is that this needs to go out immediately, but she can confirm. Terra, Laura is asking below whether the SIG notice needs to go out today, or whether we can hold it until April 19<sup>th</sup> to coordinate with a JK event.

---

**From:** Ginns, Laura  
**Sent:** Monday, March 28, 2016 10:03 AM  
**To:** Charles, Raymonde  
**Cc:** Clay House, Tanya; Inman, Susan; Taheri, Ramin  
**Subject:** RE: Equity Assistance Centers NPRM

Got it, thanks. Is there a timing issue for it to go out tomorrow, or would it make sense to hold it for a few more weeks until the Century date? If not, totally fine, but wanted to check if the timing is flexible.

---

**From:** Charles, Raymonde  
**Sent:** Monday, March 28, 2016 10:00 AM  
**To:** Ginns, Laura  
**Cc:** Clay House, Tanya; Inman, Susan; Taheri, Ramin  
**Subject:** Re: Equity Assistance Centers NPRM

It looks like it may be going out tomorrow

Sent from my iPhone

On Mar 28, 2016, at 9:53 AM, Ginns, Laura <[Laura.Ginns@ed.gov](mailto:Laura.Ginns@ed.gov)> wrote:

Raymonde- can you remind me, when is the SIG notice going out? John mentioned Friday that he thought it was going to go out around the time of the Century speech, but did you say Friday it was going to be posted today?

---

**From:** Clay House, Tanya  
**Sent:** Friday, March 25, 2016 5:37 PM  
**To:** Charles, Raymonde; Ginns, Laura; Inman, Susan; Taheri, Ramin  
**Subject:** RE: Equity Assistance Centers NPRM

Well ok then. Thanks Raymonde

Tanya Clay House  
Deputy Assistant Secretary for P-12 Education  
Office of Planning, Evaluation and Policy Development  
U.S. Department of Education  
Office: (202) 453-6994/Cell: (202) 909-6702

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**From:** Charles, Raymonde  
**Sent:** Friday, March 25, 2016 4:56 PM  
**To:** Clay House, Tanya; Ginns, Laura; Inman, Susan  
**Subject:** Equity Assistance Centers NPRM

FYI

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**From:** Samuel, Zoe  
**Sent:** Friday, March 25, 2016 11:11 AM  
**To:** Charles, Raymonde; Lehrich, Matt  
**Subject:** FW: Newsflash from the Technical Assistance Team March 24, 2016

Bradie mentioned on our call this AM that this happened yesterday wanted to make sure you guys knew

Zoë Samuel  
Deputy Chief of Staff, Office of Communications and Outreach  
U.S. Department of Education  
W: 202-205-9694 C: [b](6)

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**From:** Williams, Bradie  
**Sent:** Friday, March 25, 2016 10:52 AM  
**To:** Samuel, Zoe  
**Subject:** FW: Newsflash from the Technical Assistance Team March 24, 2016

FYI.

---

**From:** Quiroz, Michael  
**Sent:** Thursday, March 24, 2016 3:54 PM  
**To:** [alatham@wested.org](mailto:alatham@wested.org); [alindsay@ETS.org](mailto:alindsay@ETS.org); [aminnici@air.org](mailto:aminnici@air.org); [GAffel@air.org](mailto:GAffel@air.org); [bhoward-brown@air.org](mailto:bhoward-brown@air.org); [bbiscoe@ou.edu](mailto:bbiscoe@ou.edu); [Caitlin.Howley@icfi.com](mailto:Caitlin.Howley@icfi.com); [ckeirstead@northeastcompcenter.org](mailto:ckeirstead@northeastcompcenter.org); [cmccaul@wested.org](mailto:cmccaul@wested.org); [ecushing@air.org](mailto:ecushing@air.org); [DeanNafziger@westat.com](mailto:DeanNafziger@westat.com); [dtrichardson@ou.edu](mailto:dtrichardson@ou.edu); [ebarnes@mcres.com](mailto:ebarnes@mcres.com); [bhember@wested.org](mailto:bhember@wested.org); [hhoak@mcrel.org](mailto:hhoak@mcrel.org); [jmartella@edc.org](mailto:jmartella@edc.org); [b](6) [jlaturner@air.org](mailto:jlaturner@air.org); [jkubine@wested.org](mailto:jkubine@wested.org); [hernan@cse.ucla.edu](mailto:hernan@cse.ucla.edu); [kdempsey@mcrel.org](mailto:kdempsey@mcrel.org); [LHirsch@northeastcompcenter.org](mailto:LHirsch@northeastcompcenter.org); [ljimenez@air.org](mailto:ljimenez@air.org); [lpalacios@air.org](mailto:lpalacios@air.org); [ltadros@nieer.org](mailto:ltadros@nieer.org); [Mike.Siebersma@educationnorthwest.org](mailto:Mike.Siebersma@educationnorthwest.org); [mmancus@wested.org](mailto:mmancus@wested.org); [morland@wested.org](mailto:morland@wested.org);

[murphyma@temple.edu](mailto:murphyma@temple.edu); [pkoehle@wested.org](mailto:pkoehle@wested.org); [sredding@adi.org](mailto:sredding@adi.org); [dsigman@wested.org](mailto:dsigman@wested.org); [svraight@air.org](mailto:svraight@air.org); [wilsonm@prel.org](mailto:wilsonm@prel.org); Anderson, Judith; Barlow, Christine; Bohler, Erin; Brooks, Nancy; Cantrell, David; Chase, Katie; Cordes, Bill; Crockett, Yvonne; Cunningham, Phavy; Hammer, Victoria; Jones, Bonnie; Jung, Britt; Lagaard, Soren; Lesnick, Joy; Light, Kimberly; Miceli, Roberta; Miller, Meredith; Nordahl, Nicholas; Okahara, Kim; Quiroz, Michael; Ramirez, Lisa; Ramsey, Tara; Rooney, Patrick; Silverthorne, Joyce; Skinner, Josie; Smith, Danielle; Smith, Jamila; Thurmond, Bryan; Trombley, Robert; Weiss, Nathan; Williams, Bradie; [basterra@maec.org](mailto:basterra@maec.org); [crankin@ksu.edu](mailto:crankin@ksu.edu); [david.hinojosa@idra.org](mailto:david.hinojosa@idra.org); [evenstad@msudenver.edu](mailto:evenstad@msudenver.edu); [jerry@se-equity.org](mailto:jerry@se-equity.org); [lamar.miller@touro.edu](mailto:lamar.miller@touro.edu); [maria\\_pacheco@brown.edu](mailto:maria_pacheco@brown.edu); [morehoup@msudenver.edu](mailto:morehoup@msudenver.edu); [rowensw@wested.org](mailto:rowensw@wested.org); [smskelto@iupui.edu](mailto:smskelto@iupui.edu); [sshaffer@maec.org](mailto:sshaffer@maec.org); [TJMedina@se-equity.org](mailto:TJMedina@se-equity.org); [velma.cobb@touro.edu](mailto:velma.cobb@touro.edu); [yvonne.nyans@educationnorthwest.org](mailto:yvonne.nyans@educationnorthwest.org); Doggett, Libby; Hicks, Steven

**Subject:** Newsflash from the Technical Assistance Team March 24, 2016

<image003.jpg>

## ***Newsflash from the Department of Education*** **March 24, 2016**

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Dear Reader,

The Department of Education has published a [Notice of Proposed Rulemaking \(NPRM\) in the Federal Register to revise the regulations that govern the Equity Assistance Centers](#). The comment period will be open until **April 25<sup>th</sup>, 2016**. For information on how to submit comments, click the link above or read the text below.

On behalf of the Technical Assistance Team,  
Michael Quiroz

202-453-6894

### **Summary of the NPRM**

#### **DEPARTMENT OF EDUCATION**

**34 CFR Parts 270, 271, and 272 RIN 1810-AB26**

**[Docket ID ED-2016-OESE-0006]**

#### **Equity Assistance Centers (Formerly Desegregation Assistance Centers)**

**AGENCY:** Office of Elementary and Secondary Education, Department of Education.

**ACTION:** Notice of proposed rulemaking.

**SUMMARY:** The Secretary proposes to revise the regulations that govern the Equity Assistance Centers (EAC) program, authorized under Title IV of the Civil Rights Act of 1964, and to remove the regulations that govern the State Educational Agency Desegregation (SEA) program, authorized under Title IV of the Civil Rights Act of 1964. Once final and effective, these amended EAC regulations would govern the application process for new EAC grant awards. The proposed regulations would update the definitions applicable to this program; remove the existing selection criteria; and provide the Secretary with flexibility to determine the number and composition of geographic regions for the program. Additionally, the proposed regulations would remove the regulations for the SEA program, which is no longer funded.

**DATES:** We must receive your comments on or before April 25, 2016.

**ADDRESSES:** Submit your comments through the Federal eRulemaking Portal or via postal mail, commercial delivery, or hand delivery. We will not accept comments submitted by fax or by email or those submitted after the comment period. To ensure that we do not receive duplicate copies, please submit your comments only once. In addition, please include the Docket ID at the top of your comments.

- **Federal eRulemaking Portal:** Go to [www.regulations.gov](http://www.regulations.gov) to submit your comments electronically. Information on using [Regulations.gov](http://www.regulations.gov), including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under "Are you new to the site?"
- **Postal Mail, Commercial Delivery, or Hand Delivery:** If you mail or deliver your comments about these proposed regulations, address them to:  
Britt Jung,  
U.S. Department of Education,  
400 Maryland Avenue SW., Room 3E206,  
Washington, DC 20202-6135.

Telephone: (202) 205-4513.

*Privacy Note:* The Department's policy is to make all comments received from members of the public available for public viewing in their entirety on the Federal eRulemaking Portal at [www.regulations.gov](http://www.regulations.gov). Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available.

**FOR FURTHER INFORMATION CONTACT:**

Britt Jung,  
U.S. Department of Education,  
400 Maryland Avenue SW., Room 3E206,  
Washington, DC 20202-6135.  
Telephone: (202) 205-4513 or by email:  
[britt.jung@ed.gov](mailto:britt.jung@ed.gov).

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

**SUPPLEMENTARY INFORMATION:**

*Invitation to Comment:* We invite you to submit comments regarding these proposed regulations. To ensure that your comments have maximum effect in developing the final regulations, we urge you to identify clearly the specific section or sections of the proposed regulations that each of your comments addresses and to arrange your comments in the same order as the proposed regulations.

We invite you to assist us in complying with the specific requirements of Executive Orders 12866 and 13563 and their overall requirement of reducing regulatory burden that might result from these proposed regulations. Please let us know of any further ways we could reduce potential costs or increase potential benefits while preserving the effective and efficient administration of the Department's programs and activities.

**Specific Issues Open for Comment**

In addition to your general comments, we are interested in your feedback on the proposed flexibility in selecting the number and boundaries of the geographic regions. The Department currently plans to reduce the number of regional centers in the first competition after these final regulations become effective. We are particularly interested in your feedback on the following questions:

- Do applicants or program beneficiaries support the proposed flexibility allowing the Secretary to choose the number of regional centers?
- What factors should the Secretary consider when determining the composition of States in each geographic region?
- Are there potential costs or benefits associated with the proposed approach that we have not addressed?

During and after the comment period, you may inspect all public comments about these proposed regulations by accessing [Regulations.gov](http://Regulations.gov). You may also inspect the comments in person in room 3E231, 400 Maryland Avenue SW., Washington, DC, between 8:30 a.m. and 4 p.m., Washington, DC time, Monday through Friday of each week except Federal holidays. Please contact the person listed under **FOR FURTHER INFORMATION CONTACT**.

*Assistance to Individuals with Disabilities in Reviewing the Rulemaking Record:* On request we will provide an appropriate accommodation or auxiliary aid to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for these proposed regulations. If you want to schedule an appointment for this type of accommodation or auxiliary aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT**.

**Program Contacts**

Lisa Ramirez, Acting Director, SSRP ([Lisa.Ramirez@ed.gov](mailto:Lisa.Ramirez@ed.gov))  
Britt Jung, Group Leader, School Support and Technical Assistance ([Britt.Jung@ed.gov](mailto:Britt.Jung@ed.gov))  
Kim Okahara, Team Lead, Technical Assistance Team ([Kim.Okahara@ed.gov](mailto:Kim.Okahara@ed.gov))  
Yvonne Crockett, Program Officer, Technical Assistance Team ([Yvonne.Crockett@ed.gov](mailto:Yvonne.Crockett@ed.gov))  
Phavy Cunningham, Program Officer, Technical Assistance Team ([Phavy.Cunningham@ed.gov](mailto:Phavy.Cunningham@ed.gov))  
Michael Quiroz, Program Officer, Technical Assistance Team ([Michael.Quiroz@ed.gov](mailto:Michael.Quiroz@ed.gov))  
Erin Bohler, Program Officer, Technical Assistance Team ([Erin.Bohler@ed.gov](mailto:Erin.Bohler@ed.gov))

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*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](mailto:Michael.Quiroz@ed.gov)*

**From:** Jung, Britt  
**Subject:** RE: Equity Assistance Centers program announcement  
**To:** alatham@wested.org; alindsay@ETS.org; aminnici@air.org; Appel, Gary (GAppel@air.org); Beth Howard Brown (bhoward-brown@air.org); bpbiscoe@ou.edu; Caitlin.Howley@icfi.com; Carol Keirstead (ckeirstead@northeastcompcenter.org); cmccaul@wested.org; Cushing, Ellen (ecushing@air.org); Deborah Sigman; dnafziger@edvanceresearch.com; drichardson@ou.edu; ebarnes@rmcres.com; Heather Hoak (hhoak@mcrel.org); Jana Martella; Janet Twyman (b)(6); Jason LaTurner (jlaturner@air.org); jkubine@wested.org; Joan Herman (herman@cse.ucla.edu); kdempsey@mcrel.org; Larry Hirsch (LHirsch@northeastcompcenter.org); lpalacios@air.org; ltadros@nieer.org; Mike.Siebersma@educationnorthwest.org; mmancus@wested.org; morland@wested.org; murphyma@temple.edu; pkoehle@wested.org; Sam Redding (sredding@adi.org); Susan Therriault (stherriault@air.org); swraight@air.org; wilsonm@prel.org; basterra@maec.org; crankin@ksu.edu; David Hinojosa (david.hinojosa@idra.org); Jan Evenstad (evenstad@msudenver.edu); jerry@se-equity.org; lamar.miller@touro.edu; maria\_pacheco@brown.edu; Percy Morehouse (morehou@msudenver.edu); rowensw@wested.org; smskelto@iupui.edu; sshaffer@maec.org; TJMedina@se-equity.org; velma.cobb@touro.edu; yvonne.ryans@educationnorthwest.org  
**Cc:** Okahara, Kim; Quiroz, Michael; Saunders, Mi-Hwa; Thomas, Griffin; Williams, Bradie; Honeysett, Adam; Galanter, Seth; Cantos, Ollie; Inman, Susan; Taheri, Ramin; Brown, Jessie; Cohen, Larry; Kole, Adina; fritz@publicprivateaction.com; Hodel, Hannah; Lieth, Anna; Cordes, Bill; Lesnick, Joy; Rhoads, Kristen; Guardino, David; Wexler, Larry; Ramirez, Lisa; Dixon, Doris  
**Sent:** July 18, 2016 6:32 PM (UTC-04:00)

Dear Colleagues:

The application package for the Equity Assistance Centers is now available at <http://www.grants.gov/view-opportunity.html?dpp=1&oppld=286249>

The program office will host two informational webinars on the application process and requirements; please note the change in dates as follows:

- July 26 – 2-3 PM Eastern Time
- July 28 – 2-3 PM Eastern Time

You may download the application package on <http://www.grants.gov/view-opportunity.html?dpp=1&oppld=286249> for information on how to join the webinar.

Also, the Department's web site will be updated tomorrow; information regarding the competition may be accessed from this site at that time: <http://www2.ed.gov/programs/equitycenters/applicant.html>

Please forward this update to other interested parties.

Sincerely,

Britt

Britt Jung  
*Group Leader, Technical Assistance and Insular Areas*  
School Support and Rural Programs  
U.S. Department of Education  
400 Maryland Ave. SW - Room 3E206  
Washington, DC 20202  
(202) 205-4513  
[Britt.jung@ed.gov](mailto:Britt.jung@ed.gov)

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**From:** Jung, Britt  
**Sent:** Friday, July 15, 2016 9:57 AM  
**To:** alatham@wested.org; alindsay@ETS.org; aminnici@air.org; Appel, Gary (GAppel@air.org); Beth Howard Brown (bhoward-brown@air.org); bpbiscoe@ou.edu; Caitlin.Howley@icfi.com; Carol Keirstead

(ckeirstead@northeastcompcenter.org); cmccaul@wested.org; Cushing, Ellen (ecushing@air.org); Deborah Sigman; dnafiger@edvanceresearch.com; drichardson@ou.edu; ebarnes@rmcres.com; Heather Hoak (hhoak@mcrel.org); Jana Martella; Janet Twyman (b)(6); Jason LaTurner (jlaturner@air.org); jkubine@wested.org; Joan Herman (herman@cse.ucla.edu); kdempsey@mcrel.org; Larry Hirsch (LHirsch@northeastcompcenter.org); lpalacios@air.org; ltadros@nieer.org; Mike.Siebersma@educationnorthwest.org; mmancus@wested.org; morland@wested.org; murphyma@temple.edu; pkoehle@wested.org; Sam Redding (sredding@adi.org); Susan Therriault (stherriault@air.org); swraight@air.org; wilsonm@prel.org; 'bastera@maec.org'; 'crankin@ksu.edu'; 'David Hinojosa (david.hinojosa@idra.org)'; 'Jan Evenstad (evenstad@msudenver.edu)'; 'jerry@se-equity.org'; 'lamar.miller@touro.edu'; 'maria\_pacheco@brown.edu'; 'Percy Morehouse (morehoup@msudenver.edu)'; 'rowensw@wested.org'; 'smskelto@iupui.edu'; 'sshaffer@maec.org'; 'TJMedina@se-equity.org'; 'velma.cobb@touro.edu'; 'yvonne.ryans@educationnorthwest.org'

**Cc:** Okahara, Kim; Quiroz, Michael; Saunders, Mi-Hwa; Thomas, Griffin; Williams, Bradie; Honeysett, Adam; Galanter, Seth; Cantos, Ollie; Inman, Susan; Taheri, Ramin; Brown, Jessie; Cohen, Larry; Kole, Adina; 'fritz@publicprivateaction.com'; Hodel, Hannah; Lieth, Anna; Cordes, Bill; Lesnick, Joy; Rhoads, Kristen; Guardino, David; Wexler, Larry; Ramirez, Lisa (Lisa.Ramirez@ed.gov); Dixon, Doris (Doris.Dixon@ed.gov)

**Subject:** Equity Assistance Centers program announcement

Dear Colleagues,

The Notice of Final Regulations, the Notice of Final Priority and Requirement, and the Notice Inviting Applications for the Equity Assistance Centers (EAC) program are now available for public inspection in the *Federal Register*, at the following links:

<https://www.federalregister.gov/articles/2016/07/18/2016-16811/equity-assistance-centers>

<https://www.federalregister.gov/articles/2016/07/18/2016-16810/final-priorities-equity-assistance-centers>

<https://www.federalregister.gov/articles/2016/07/18/2016-16809/applications-for-new-awards-equity-assistance-centers>

These documents will officially publish in the *Federal Register* on Monday, July 18<sup>th</sup>. At that time, the application package for the competition will be available in Grants.gov as well. The deadline for the EAC competition will be August 22, 2016.

The EAC web site will be updated with the necessary information on Monday, July 18<sup>th</sup>. You may find the site at: <http://www2.ed.gov/programs/equitycenters/applicant.html>

Please note that we will hold two webinars to provide an overview of the competition and answer questions you may have. Those webinars will be held on July 19<sup>th</sup> and July 26<sup>th</sup> both at 2:00pm EDT. Information on how to join the webinar will be included in the application package and on the EAC web site (link above).

Please feel free to forward this announcement to other interested parties.

Sincerely,

Britt

Britt Jung  
Group Leader, Technical Assistance and Insular Areas  
School Support and Rural Programs  
U.S. Department of Education  
400 Maryland Ave. SW - Room 3E206  
Washington, DC 20202  
(202) 205-4513  
[Britt.jung@ed.gov](mailto:Britt.jung@ed.gov)

**From:** Jung, Britt  
**Subject:** RE: EAC competition applications  
**To:** Lieth, Anna; Kole, Adina; Cohen, Larry; Taheri, Ramin; Ramsey, Tara; Skrebes, Jessica; Chism, Monique; Hodel, Hannah; Okahara, Kim; Quiroz, Michael; Saunders, Mi-Hwa  
**Sent:** August 23, 2016 3:12 PM (UTC-04:00)

FYI-here are the applicants by region.

PR Number	Region	Applicant
S004D160002	1	Brown University
S004D160010	1	New York University
	1	Mid-Atlantic Equity Consortium
S004D160005	2	Intercultural Development Research Association
S004D160007	2	Alabama A&M University
S004D160008	2	Virginia Polytechnic Institute and State University
S004D160006	3	McREL International
S004D160009	3	Kansas State University
S004D160011	3	Indiana University
S004D160003	4	WestEd
S004D160004	4	Metropolitan State University of Denver

---

**From:** Jung, Britt  
**Sent:** Monday, August 22, 2016 5:03 PM  
**To:** Lieth, Anna; Kole, Adina; Cohen, Larry; Taheri, Ramin; Ramsey, Tara (Tara.Ramsey@ed.gov); Skrebes, Jessica (Jessica.Skrebes@ed.gov); Chism, Monique; Hodel, Hannah; Okahara, Kim; Quiroz, Michael; Saunders, Mi-Hwa  
**Subject:** EAC competition applications

It appears that we received 12 applications, (b)(5) I'll let you know if anything changes with that number, but thought you'd like to know the preliminary count.

Britt Jung  
*Group Leader, Technical Assistance and Insular Areas*  
School Support and Rural Programs  
U.S. Department of Education  
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[Britt.jung@ed.gov](mailto:Britt.jung@ed.gov)





# **DIVERSITY IN SCHOOLS: FINAL QUARTER AND NEXT STEPS**

SECRETARY'S MANAGEMENT MEETING

SEPTEMBER 29, 2016

# MEETING OBJECTIVES:

## Overview of Remaining Deliverables (20 minutes)

- Recap of current projects
- Questions

## Discussion: How Can ED Ensure Sustainability Across this Work? (25 minutes)

- Challenges/ (b)(5)



# QUICK OVERVIEW OF REMAINING DELIVERABLES

- Legislative
- Technical assistance
  - Equity assistance centers
  - Diversity convening
  - Charter school white paper
  - White paper
- Programmatic funds
  - SIG national activities
  - FY17: EIR, CSP, MSAP
- Outreach



# LEGISLATIVE

- The Stronger Together School Diversity Act was introduced in the Senate and House in July 2016 by Sen. Chris Murphy (D-CT) and Rep. Marcia Fudge (D-OH). The bill aligns with the President's \$120 million Stronger Together budget proposal to increase student diversity in schools from Prek-12 and includes a focus on both socioeconomic and racial diversity.
- The Senate bill (S. 3168) includes five cosponsors (Sens. Sanders, Warren, Blumenthal, Markey, Gillibrand) and the House bill (H. 5738) has one original cosponsor (Ranking Member Bobby Scott).
- The Department of Education is working with bill sponsors and cosponsors to plan events in DC and elsewhere to promote this effort, following up on our June briefing in the Senate with Secretary King and Sen. Murphy.

(b)(5)



# TECHNICAL ASSISTANCE

- EACs

- Four awards to be made by Sept 30 of roughly \$1.6million each. Recipients are:
  - Region 1: Mid-Atlantic Equity Consortium, Inc.
  - Region 2: Intercultural Development Research Association
  - Region 3: Indiana University
  - Region 4: Metropolitan State University of Denver
- Each grantee addressed the competitive preference priority (around increasing SES diversity in schools or districts) and invitational priority (around strategies to ensure equitable access to effective teachers and leaders for low-income families and families of color)

(b)(5)



# TECHNICAL ASSISTANCE

## ■ DIVERSITY CONVENING

- Hosted with The Century Foundation and National Coalition on School Diversity, convening on Oct. 17 +18 focuses on strategies for improving school diversity.
- Attendees will include district leaders, housing and transportation representatives, and non-profit partners from their communities. They will hear from school and district leaders, educators, and technical experts on successful strategies and common obstacles, as well as ED staff to discuss federal support.

## ■ CHARTER SCHOOL WHITE PAPER

- Oll's National Charter School Resource Center currently working on white paper/toolkit about diversity in charter schools; final draft expected late-October/early-November
- Toolkit will discuss current practices, strategies, and obstacles, and highlight several schools/operators that are currently prioritizing diversity

## ■ WHITE PAPER

- OESE has a contactor working on a public white paper about the impact of socioeconomic, racial, and ethnic diversity on P-12 student academic outcomes; final draft expected in mid-December
- The paper will describe how a few key diversity strategies that were implemented in districts and states and the successes and challenges



# PROGRAMMATIC FUNDS -- FY16

- SIG FY 16 National Activities – “Opening Doors Expanding Opportunities” Competition (publication date mid-Nov. 2016)
  - Provides up to \$12.75 million of competitive funding to LEAs and consortia of LEA to create and publish a blueprint for improving academic outcomes for students in the lowest-performing schools by substantially increasing diversity in its schools by the end of the 2025-2026 school year.
  - Up to \$2 million will be put toward TA for grantees to develop their blueprints as well as summarizing findings to share with the field
  - At the end of the grant term in 2018 (16 months), grantees submit to ED a blueprint of publishable quality
  - Estimated average award: \$600k; estimated number of awards: 16-24



# PROGRAMMATIC FUNDS – FY17

- EIR
  - FY17 competition includes an absolute priority for Promoting Diversity in the Early-Phase (formerly Development Tier under i3)
  - Target for publishing FY17 notice: November 2016
- CSP – Replication & Expansion Grants
  - Per ESSA language, includes competitive preference priority for promoting racial and socioeconomic diversity
  - Target for publishing FY17 notice: November 2016
- MSAP
  - Per ESSA language, includes competitive preference priority for projects that consider socioeconomic diversity in designing/implementing magnet programs
  - Target for publishing FY17 notice: November 2016
- TSL (formerly TIF)
  - Includes a competitive priority for attracting/retaining a diverse workforce.
  - Target for publishing FY17 notice: November 2016

(b)(5)





# OUTREACH

- Proposal to roll up diversity announcements this week or next to highlight our ongoing efforts in this area. Would include:
  - MSAP FY16 awards
  - Equity assistance center (EAC) FY16 awards
  - Supplemental priority on socioeconomic diversity
  - Public announcement of upcoming diversity convening
- Amplification opportunities around convening (mid-October), release of white papers (early November and mid-December), FY17 competitions (November), and SIG national activities blueprint competition (December)



# DISCUSSION: HOW CAN ED ENSURE SUSTAINABILITY ACROSS THIS WORK?

- Key challenges:

- EOP pushback on timing and direction of certain initiatives (FY17 competitions; SIG diversity blueprint proposal)
- Sustainability of this work inside and outside the building after January

- Ways to address:

- Push aggressively on getting funds and TA tools out before January
- Identify key career leaders in the building to continue the work
- Empower external partners (including Hill) through joint outreach events



**From:** Brown, Jessie  
**Subject:** RE: Technical Support to Collaborate with Regional Equity Centers  
**To:** Ongart, Danielle; Jung, Britt; Kole, Adina; Taheri, Ramin  
**Sent:** October 7, 2016 10:21 AM (UTC-04:00)

I haven't heard of his organization. But each EAC has a website so I'm sure he can reach out directly if he wants.

---

**From:** Ongart, Danielle  
**Sent:** Friday, October 07, 2016 10:17 AM  
**To:** Jung, Britt; Kole, Adina; Brown, Jessie; Taheri, Ramin  
**Subject:** RE: Technical Support to Collaborate with Regional Equity Centers

Yup, it sounds like he wants to sell things. ☺

---

**From:** Jung, Britt  
**Sent:** Friday, October 07, 2016 10:13 AM  
**To:** Kole, Adina; Ongart, Danielle; Brown, Jessie; Taheri, Ramin  
**Subject:** RE: Technical Support to Collaborate with Regional Equity Centers

No, I didn't intend to.

---

**From:** Kole, Adina  
**Sent:** Friday, October 07, 2016 10:12 AM  
**To:** Jung, Britt; Ongart, Danielle; Brown, Jessie; Taheri, Ramin  
**Subject:** RE: Technical Support to Collaborate with Regional Equity Centers

Not me. Nor do I think it is a good idea for you to pass his name on to the EACs. It isn't clear why he needs our help to reach out to the new grantees.

---

**From:** Jung, Britt  
**Sent:** Friday, October 07, 2016 10:06 AM  
**To:** Ongart, Danielle; Brown, Jessie; Taheri, Ramin; Kole, Adina  
**Subject:** FW: Technical Support to Collaborate with Regional Equity Centers

Have you ever heard of this gentleman and his organization?

---

**From:** Javius, Edwin [<mailto:javius@edequity.com>]  
**Sent:** Thursday, October 06, 2016 5:55 PM  
**To:** Jung, Britt; Quiroz, Michael  
**Subject:** Technical Support to Collaborate with Regional Equity Centers

Hi Britt and Michael. Thank you for providing me the information for the New Regional Equity Centers.

My name is Edwin Lou Javius, CEO/President of EDEquity, Inc. an educational specialist firm committed to collaborating with districts and schools across the nation to implement evidence-based strategies to address institutional and instructional barriers that prohibits all students access to quality services and instruction.

I would like to reach out to the various Equity Centers to collaborate in provide "on the ground" professional development support to increase successful implementation of Educational Equity. EDEquity Inc., is one of the few firms that specifically focus on Educational Equity. We have published various articles on Equity and have resources and instructional tools to assist districts and school leaders address implicit bias, disproportionality in discipline, academic achievement gap and other Equity issues .

Understanding the new approach of increasing funding for the Centers is powerful for deep level support. Notwithstanding, the Equity Center's landscape ( states ) have increased, which may solicit various partners to support

the Equity Centers.

Please feel free to visit our web site to view the various professional development models and approaches we use to support districts and schools.

I have also attached our White Paper on implementing Equity. I would love your thoughts and reflection. If there are ways to collaborate with the Equity Centers, please don't hesitate to contact me.

Thank you!

---

**From:** Jung, Britt [<mailto:Britt.Jung@ed.gov>]

**Sent:** Thursday, October 06, 2016 2:00 PM

**To:** Javius, Edwin <[javius@edequity.com](mailto:javius@edequity.com)>

**Subject:** New EACs

- 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

Britt Jung

*Group Leader, Technical Assistance and Insular Areas*

School Support and Rural Programs

U.S. Department of Education

400 Maryland Ave. SW - Room 3E206

Washington, DC 20202

(202) 205-4513

[Britt.jung@ed.gov](mailto:Britt.jung@ed.gov)

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act



# EQUITY ASSISTANCE CENTERS

## FY 2017-2022 EAC Funding Levels (Year 1)

Mid-Atlantic Equity Consortium <a href="http://maec.org">maec.org</a>	\$1,568,306
Intercultural Development Research Association <a href="http://idra.org">idra.org</a>	\$1,654,382
Indiana University <a href="http://lec.education.iupui.edu">lec.education.iupui.edu</a>	\$1,654,292
Metropolitan State University <a href="http://msudenver.edu/eac/">msudenver.edu/eac/</a>	\$1,654,316

### For more information contact:

Britt Jung;  
Group Leader, Technical Assistance and Insular Areas School Support and Rural Programs  
[Britt.Jung@ed.gov](mailto:Britt.Jung@ed.gov)  
(202) 205-4513

Or visit <http://www2.ed.gov/programs/equitycenters/index.html>



## OVERVIEW

### What are the Equity Assistance Centers (EACs)?

► Authorized under Title IV, Civil Rights Act of 1964, and 34 CFR Parts 270 & 272

► Centers provide, upon request, technical assistance (TA) in:

- the areas of race, sex, national origin, and religion
- the preparation, adoption, and implementation of plans for the desegregation of public schools.

### What do EACs do?

► Centers may provide technical assistance in many issue areas that have become problematic as a result of desegregation. Such areas may include:

- improving school climate reducing bullying (including harassment and hate crimes),
- addressing the needs of diverse learners,



- ensuring that schools employ a diverse workforce,
- reducing school violence and drop-out rates among vulnerable populations.

### Who can receive technical assistance from the EACs?

► Requests for TA can come from any governmental unit legally responsible for operating a public school or schools, which may include SEAs, school districts, and individual schools.

### What are the program's priorities?

► All applicants receiving funds addressed the

competitive priority and final requirements of the program:

- **Competitive Priority**  
Demonstrated expertise in providing or developing TA to increase socioeconomic diversity in schools or school districts as a means to further desegregation.
- **Final Requirement**  
When providing such TA, a grantee must assist in conducting outreach and engagement on strategies or interventions designed to increase socioeconomic diversity with appropriate stakeholders, including community members, parents, and teachers.

## THE GEOGRAPHIC REGIONS SERVED BY THE EACs ARE:

**MAEC (Region I):** Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia.

**IDRA (Region II):** Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

**IU (Region III):** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

**MSU (Region IV):** Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

## Background and Talking Points on Meeting with EACs re Bostock NOI

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### Background

The Department funds four regional Equity Assistance Centers (EACs) pursuant to Title IV of the 1964 Civil Rights Act. [42 U.S.C. § 2000c-2](#); [34 C.F.R. Part 270](#).

- Region I (Mid-Atlantic): Center for Education Equity in Bethesda, MD
- Region II (South): Intercultural Development Research Association in San Antonio, TX
- Region III (Mid-West/Plains): Indiana University in Indianapolis, IN
- Region IV (West): Metropolitan State University in Denver, CO

The current set of EAC grantees (awarded in 2016) were [just extended](#) for a sixth year. OESE plans to run a new competition next year (FY2022).

EACs provide technical assistance and training to public school districts in the preparation, adoption, and implementation of plans for the desegregation of public schools (by race, national origin, religion, and sex) and in the development of effective methods of coping with special educational problems occasioned by desegregation.

The EAC regulations define *sex desegregation* to mean “the assignment of students to public schools and within those schools without regard to their sex (including transgender status; gender identity; sex stereotypes, such as treating a person differently because he or she does not conform to sex-role expectations because he or she is attracted to or is in a relationship with a person of the same sex; and pregnancy and related conditions), including providing students with a full opportunity for participation in all educational programs regardless of their sex.”

According to [OESE’s website](#), typical activities of EACs include disseminating information on successful education practices and legal requirements related to nondiscrimination in educational programs; training designed to develop educators’ skills in specific areas such as identification of race and sex bias in instructional materials; technical assistance in the identification and selection of appropriate educational programs to meet the needs of EL students; and instructing school officials on how to prevent sexual harassment and combat biases.

### Talking Points

#### *Introduction*

- [Introduce self.]
- Thank you for inviting me to join this meeting to talk about OCR’s recent work on Title IX.
- I’m excited for this opportunity to share some updates on OCR’s work, to answer some questions you may have, to hear about some of the important work you are doing with schools and OCR’s regional offices.

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(3)

of the Freedom of Information and Privacy Act

**From:** Goldberg, Suzanne  
**Subject:** RE: Stakeholder list for the binders  
**To:** Taheri, Ramin; Zinsner, Addie  
**Sent:** September 13, 2021 1:19 PM (UTC-04:00)

Thanks. Here's how I've broken out the list. I'll keep you posted.

**K12:**

1. American Association of School Superintendents (AASA)
2. Chiefs for Change
3. Council of Administrators of Special Education (CASE)
4. Council of Chief State School Officers
5. Council of Great City Schools
6. National Association of Elementary School Principals
7. National Association of Secondary School Principals
8. National Association of State Boards of Education (NASBE)
9. National School Boards Association (NSBA)
10. American School Counselor Association

**PSE:**

1. Alliance for Research on Regional Colleges (ARRC)
2. American Association of Collegiate Registrars and Admissions Officers
3. American Association of Community Colleges
4. American Association of State Colleges and Universities
5. American Council on Education (ACE)
6. Association of American Universities (AAU)
7. Association of Public & Land-Grant Universities (APLU)
8. Association of University Centers on Disabilities
9. Association on Higher Education and Disability (AHEAD)
10. National Association of College and University Attorneys (NACUA)
11. Student Affairs Professionals in Higher Education (NASPA)

**Both:**

1. American Federation of Teachers (AFT)
2. National Education Association

**Other orgs [outreach can wait if preferred]:**

1. American Association of Blacks in Higher Education
2. American Association of University Women (AAUW)
3. Advancement Project
4. Alliance for Excellent Education
5. American Association of People with Disabilities
6. ATIXA
7. Bazelon Center for Mental Health Law
8. Center for American Progress

9. Center for Law and Social Policy (CLASP)
10. Children's Defense Fund
11. Council of Parent Attorneys and Advocates
12. Disability Rights Education & Defense Fund (DREDF)
13. Ed Trust
14. GLSEN
15. Lambda Legal
16. Lawyers' Committee for Civil Rights Under Law
17. The Leadership Conference on Civil and Human Rights
18. Learning Policy Institute
19. MALDEF
20. NAACP Legal Defense & Educational Fund
21. National Center for Learning Disabilities
22. National Center for Youth Law (NCYL)
23. National Disability Rights Network (NDRN)
24. National Women's Law Center (NWLC)
25. Poverty & Race Research Action Council
26. Southern Poverty Law Center
27. Teach for America

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**From:** Taheri, Ramin <Ramin.Taheri@ed.gov>

**Sent:** Monday, September 13, 2021 12:39 PM

**To:** Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>; Zinsner, Addie <Addie.Zinsner@ed.gov>

**Subject:** RE: Stakeholder list for the binders

Here's a shorter list, including both unions. I think we should also do separate outreach to the four EAC directors.

11. Advancement Project
12. Alliance for Excellent Education
13. Alliance for Research on Regional Colleges (ARRC)
14. American Association of Blacks in Higher Education
15. American Association of Collegiate Registrars and Admissions Officers
16. American Association of Community Colleges
17. American Association of People with Disabilities
18. American Association of School Superintendents (AASA)
19. American Association of State Colleges and Universities
20. American Association of University Women (AAUW)
21. American Association of Universities
22. American Council on Education (ACE)
23. American Federation of Teachers (AFT)
24. American School Counselor Association
25. Association of American Universities
26. Association of Public & Land-Grant Universities

27. Association of University Centers on Disabilities
28. Association on Higher Education and Disability (AHEAD)
29. ATIXA
30. Bazelon Center for Mental Health Law
31. Center for American Progress
32. Center for Law and Social Policy (CLASP)
33. Chiefs for Change
34. Children's Defense Fund
35. Council of Administrators of Special Education (CASE)
36. Council of Administrators of Special Education (CASE)
37. Council of Chief State School Officers
38. Council of Great City Schools
39. Council of Parent Attorneys and Advocates
40. Disability Rights Education & Defense Fund (DREDF)
41. Ed Trust
42. GLSEN
43. Lambda Legal
44. Lawyers' Committee for Civil Rights Under Law
45. Learning Policy Institute
46. MALDEF
47. NAACP Legal Defense & Educational Fund
48. National Association of College and University Attorneys
49. National Association of Elementary School Principals
50. National Association of Secondary School Principals
51. National Association of State Boards of Education (NASBE)
52. National Association of State Boards of Education (NASBE)
53. National Center for Learning Disabilities
54. National Center for Youth Law (NCYL)
55. National Disability Rights Network (NDRN)
56. National Education Association
57. National School Boards Association (NSBA)
58. National Women's Law Center (NWLC)
59. Poverty & Race Research Action Council
60. Southern Poverty Law Center
61. Student Affairs Professionals in Higher Education (NASPA)
62. Teach for America
63. The Leadership Conference on Civil and Human Rights

-----Original Message-----

From: Goldberg, Suzanne <[Suzanne.Goldberg@ed.gov](mailto:Suzanne.Goldberg@ed.gov)>

Sent: Monday, September 13, 2021 12:11 PM

To: Taheri, Ramin <[Ramin.Taheri@ed.gov](mailto:Ramin.Taheri@ed.gov)>; Zinsner, Addie <[Addie.Zinsner@ed.gov](mailto:Addie.Zinsner@ed.gov)>

Subject: RE: Stakeholder list for the binders

We'd want to include NEA and AFT too.

-----Original Message-----

From: Taheri, Ramin <Ramin.Taheri@ed.gov>

Sent: Monday, September 13, 2021 12:09 PM

To: Zinsner, Addie <Addie.Zinsner@ed.gov>; Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>

Subject: RE: Stakeholder list for the binders

Addie, could you cut out the duplicates and send the list again? Might make it easier to read.

-----Original Message-----

From: Zinsner, Addie <Addie.Zinsner@ed.gov>

Sent: Monday, September 13, 2021 11:41 AM

To: Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>; Taheri, Ramin <Ramin.Taheri@ed.gov>

Subject: RE: Stakeholder list for the binders

Below are all the organization names if this format is more helpful than the excel sheet. Ramin, Alice and I agreed that it makes sense to send the binder email to all of our stakeholders but let me know if I should make any changes to the list.

Stakeholder

100 Black Men of America, Inc.

ACLU

ACLU

ACLU

ACLU

Action for Children

Active Policy Solutions

Active Policy Solutions

Advance CTE

Advancement Project

Agudath Israel of America

Alliance for Excellent Education

Alliance for Excellent Education

Alliance for Research on Regional Colleges (ARRC) Alliance for Youth Action American Academy of

Pediatrics American Academy of Physical Medicine & Rehabilitation (AAPM&R) American Association for

Access, Equity and Diversity American Association of Blacks in Higher Education American Association of

Collegiate Registrars and Admissions Officers American Association of Community Colleges American

Association of People with Disabilities American Association of School Superintendents (AASA) American

Association of State Colleges and Universities American Association of Univeristy Women (AAUW)

American Association of Universities American Association of University Professors American

Association of University Women American Association of University Women (AAUW) American Atheists

American Constitution Society American Council of the Blind American Council on Education (ACE)

American Council on Education (ACE) American Council on Education (ACE) American Diabetes

Association American Diabetes Association American Educational Research Association American

Educational Research Association American Enterprise Institute (AEI) American Enterprise Institute (AEI)

American Federation of Teachers (AFT) American Humanist Association American Medical Association

American Occupational Therapists Association American Psychological Association American School

Counselor Association American School Counselor Association American Speech-Language-Hearing

Association [ASHA] American Speech-Language-Hearing Association [ASHA] American Student

Government Association American-Arab Anti-Discrimination Committee (ADC) Americans for Financial Reform Americans United for Separation of Church & State Americans United for Separation of Church and State Anti-Defamation League Anti-Defamation League Applesseed Network Arab American Institute Asian American Legal Defense and Education Fund Asian Americans Advancing Justice - AAJC Asian Americans Advancing Justice - AAJC Asian Pacific Institute on Gender-Based Violence Association for Student Conduct Administration Association of American Universities Association of Community College Trustees Association of Public & Land-Grant Universities Association of Public & Land-Grant Universities Association of University Centers on Disabilities Association of University Centers on Disabilities Association of University Centers on Disabilities Association of University Centers on Disabilities "Association of University Centers on Disabilities [AUCD]

"

Association on Higher Education and Disability (AHEAD) ATIXA Atlanta Women for Equality Augustus F. Hawkins Foundation Autism Society of America Autism Society of America Autism Speaks Autistic Self Advocacy Network Autistic Self Advocacy Network Autistic Self Advocacy Network Bard Prison Initiative (BPI) Bazelon Center for Mental Health Law Bazelon Center for Mental Health Law Bazelon Center for Mental Health Law Brookings Institution Brookings Institution California Child Care Resource & Referral Network Campaign for High School Equity Campus PRISM Center for American Progress Center for American Progress Center for Law and Social Policy (CLASP) Center for Law and Social Policy (CLASP) Center for Law and Social Policy (CLASP) Center for Law and Social Policy (CLASP) Center for Parent Information and Resources Center for Public Representation Center for Responsible Lending Center for Responsible Lending Center for Understanding Race and Education [Teachers College] Champion Women Chicago Alliance Against Sexual Exploitation Chiefs for Change Chiefs for Change Child Care Aware of America Child Trends Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) Children's Defense Fund Children's Defense Fund Christian Legal Society (CLS) Civic Nation, End Rape on Campus Civil Rights Project [UCLA] Class Size Matters Clearinghouse on Women's Issues Clery Center Clery Center Coalition for Teaching Quality Coalition for Teaching Quality Coalition to Preserve Rehabilitation College Board Colorado Children's Campaign Colorado Children's Campaign Committee for Children Communities for Just Schools Fund Community Catalyst Conrad O'Brien Consortium for Citizens with Disabilities - Education Task Force Consortium for Citizens with Disabilities - Education Task Force Consortium for Citizens with Disabilities - Education Task Force Consortium for Citizens with Disabilities - Education Task Force Consortium for Citizens with Disabilities (CCD) Council for Christian Colleges and Universities Council for Christian Colleges and Universities Council for Exceptional Children Council for Exceptional Children Council for Learning Disabilities Council of Administrators of Special Education (CASE) Council of Administrators of Special Education (CASE) Council of Chief State School Officers Council of Chief State School Officers Council of Educational Administrators of Schools and Programs for the Deaf (CEASD ) Council of Great City Schools Council of Parent Attorneys and Advocates Council of Parent Attorneys and Advocates (COPAA) Council of State Administrators of Vocational Rehabilitation (CSAVR) Cozen O'Conner Data Quality Campaign Dignity in Schools Campaign Disability Rights Advocates Disability Rights Education & Defense Fund (DREDF) Disability Rights Education & Defense Fund (DREDF) Division for Early Childhood (DEC) of the Council for Exceptional Children Donna Lopiano Easter Seals Ed Trust Ed Trust Ed Trust Educare Education Law Center Education Law Center-PA Education Law Center-PA Education Reform Now Edunomics Lab End Rape on Campus Endowment for Middle East Truth Epilepsy Foundation Equal Rights Advocates Equal Rights Advocates Every Voice Excelencia Coaching Corps Families Advocating for Campus Equality (FACE) Families Advocating for Campus Equality (FACE) Families Advocating for Campus Equality (FACE) Feminist Majority Foundation Feminist Majority Foundation Fight Crime: Invest in Kids FIRE FIRE First Five Years Fund Ford Foundation



Futures Without Violence Georgia Early Education Alliance for Ready Students Girl Scouts Girls for Gender Equity NYC Girls Inc. Girls Inc.

GLAD - LGBTQ Legal Advocates and Defenders GLSEN GLSEN Greatschools.org Gwinnett Parent Coalition to Dismantle the School to Prison Pipeline Gwinnett STOPP Healthy Schools Campaign Higher Education Consortium for Special Education (HECSE) Higher Education Consortium for Special Education (HECSE) Hindu American Foundation Hispanic Federation HJ Tobin Consulting Hogan Maren Babbo & Rose Hope in a Box House Committee on Education and Labor Human Rights Campaign Human Rights Campaign IDEA Infant Toddler Coordinators Association (ITCA) IDEA Infant Toddler Coordinators Association (ITCA) IDRA IDRA - Intercultural Development Research Association IHEP Independent Women's Law Center/Independent Women's Forum Inside Out Youth Services Institute for Human Centered Design Institute for Women's Policy Research Institute on Metropolitan Opportunity [Univ. of Minnesota]

InterACT: Advocates for Intersex Youth

InterACT: Advocates for Intersex Youth

InterACT: Advocates for Intersex Youth

International Association of Campus Law Enforcement Officers It's On Us It's On Us Ivy Title IX

Coordinators Janet Judge Japanese American Citizens League Justice Action Center Justice Action Center

Justice for Migrant Women Juvenile Law Center Kaiser Dillon Kansas Action for Children Kentucky

Department of Education KinderCare Education Know Your IX Knowledge Alliance Lambda Legal Lambda

Legal Lambda Legal Lambda Legal Lambda Legal Lathrop GPM LatinoJustice Lawyers' Committee for Civil

Rights Lawyers' Committee for Civil Rights Under Law Lawyers' Committee for Civil Rights Under Law

Learning Disabilities Association of America (LDA) Learning Policy Institute Learning Policy Institute Legal

Momentum Let's Grow Kids Little Lobbyists Maine Association for the Education of Young Children

MALDEF MALDEF Maryland Coalition Against Sexual Assault Massachusetts Association for the

Education of Young Children Metropolitan Congregations United for St. Louis Mexican American Legal

Defense and Education Fund (MALDF) Minnesota Association for the Education of Young Children

Missouri Association for the Education of Young Children Missouri Association for the Education of

Young Children Movement Advancement Project NAACP LDF NAACP Legal Defense & Educational Fund

NAACP Legal Defense Fund National Alliance for Partnerships in Equity National Alliance for Partnerships

in Equity (NAPE) National Alliance for Partnerships in Equity (NAPE) National Alliance for Partnerships in

Equity (NAPE) National Alliance for Public Charter Schools National Alliance of Black School Educators

National Alliance to End Sexual Violence National Alliance to End Sexual Violence National Asian Pacific

American Women Forum National Association of College and University Attorneys National Association of

Councils on Developmental Disabilities National Association for the Education of Young Children

National Association of Campus Chiefs of Police National Association of Charter School Authorizers

National Association of Chronic Disease Directors National Association of Clergy Compliance Officers and

Professionals National Association of Councils on Developmental Disabilities National Association of

Councils on Developmental Disabilities National Association of the Deaf (NAD) National Association of

Elementary School Principals National Association of Elementary School Principals National Association

of Elementary School Principals National Association of ESEA State Program Administrators (NAESPA)

National Association of Independent Colleges and Universities National Association of Independent

Colleges and Universities National Association of Private Special Education Centers (NAPSEC) National

Association of School Nurses National Association of School Psychologists National Association of School

Resource Officers National Association of Secondary School Principals National Association of Secondary

School Principals National Association of Secondary School Principals National Association of State

Boards of Education (NASBE) National Association of State Boards of Education (NASBE) National

Association of State Directors of Special Education (NASDSE) National Association of State Directors of

Special Education (NASDSE) National Bar Association National Bar Association National Black Child

Development Institute National Black Justice Coalition National Center for Juvenile Justice National Center for Learning Disabilities National Center for Learning Disabilities National Center for Learning Disabilities National Center for Learning Disabilities National Center for Learning Disabilities National Center for Lesbian Rights National Center for Lesbian Rights (NCLR) National Center for Lesbian Rights (NCLR) National Center for Lesbian Rights (NCLR) National Center for Parent Leadership, Advocacy, and Community Empowerment (National PLACE) National Center for Special Education in Charter Schools National Center for Special Education in Charter Schools National Center for Transgender Equality National Center for Transgender Equality National Center for Transgender Equality National Center for Transgender Equality National Center for Youth Law National Center for Youth Law National Center for Youth Law (NCYL) National Children's Alliance National Coalition for School Diversity National Collaborative on Workforce and Disability/Youth c/o Institute for Educational Leadership National College Attainment Network National Congress of American Indians National Council of Asian Pacific Americans (NCAPA) National Council on Disability National Council on Independent Living National Council on Teacher Quality National Disability Rights Network National Disability Rights Network National Disability Rights Network (NDRN) National Down Syndrome Congress National Down Syndrome Congress National Down Syndrome Congress National Down Syndrome Congress (NDSC) National Down Syndrome Society (NDSS) National Education Association National Education Association National Education Association National Education Association National Education Association National Federation of State High School Associations (NFHS) National Federation of the Blind National Health Law Program National Hispanic Leadership Agenda National Immigration Law Center National Immigration Law Center National Immigration Law Center National Indian Education Association National Indian Education Association (NIEA) National Indian Education Association (NIEA) National Junior College Athletic Association National LGBTQ Task Force National Organization for Women (NOW) National Organization of Sisters of Color Ending Sexual Assault (SCESA) National Panhellenic Conference National Parent Teacher Association National PTI Center National School Boards Association (NSBA) National School Boards Association (NSBA) National Urban League National Urban League National Urban League National Urban League National Urban League National Women's Law Center (NWLC) National Women's Law Center (NWLC) National Women's Law Center (NWLC) National Women's Law Center National Women's Law Center National Women's Law Center National Women's Law Center National Women's Law Center NCAA NCYL/Education Civil Rights Alliance/ Nesenoff & Miltenberg New America New America New Jersey AG's Office for Civil Rights New Leaders New York Association for the Education of Young Children Nollie Jenkins Family Center North American Interfraternity Conference North Carolina Coalition Against Sexual Assault NVAEYC OneAmerica Open Society Policy Center Ounce of Prevention Fund PACER Penn State University/Indiana University Pennsylvania Association for the Education of Young Children Pew PFLAG PIRG Poverty & Race Research Action Council Poverty Race Research Action Council POWER-PAC Illinois Public Advocacy for Kids Public Justice Public Justice Rainbow PUSH Coalition Rape, Abuse, and Incest National Network Reimagining Integration: Diverse and Equitable Schools [Harvard] Religious Action Center of Reform Judaism Religious Action Center of Reform Judaism Results for America Rhode Island KIDS COUNT Rise Roosevelt Institute Safe Campuses, LLC Safe Campuses, LLC Safety Advisors for Educational Campuses SESAME Shriver Center for Poverty Law Shriver Center on Poverty Law Sikh Coalition Southeast Asia Resource Action Center (SEARAC) Southeast Asia Resource Action Center (SEARAC) Southern Baptist Convention Southern Education Foundation Southern Poverty Law Center Southern Poverty Law Center SPAN Parent Advocacy Network Speech First Stanford University Stop Abusive and Violent Environments (SAVE) Stop Sexual Assault in Schools Student Affairs Professionals in Higher Education (NASPA) SUNY Student Conduct Institute SUNY Student Conduct Institute SVA TASH Teach For America Teach For America Teach for America Tennessee Educational Equity Coalition Terri Lakowski Texas Association for the Education of Young Children The Advocacy Institute The African

American Policy Forum (AAPF) The African American Policy Forum (AAPF) The Arab American Institute  
The Arc of the U.S.  
The Arc of the United States  
The Center for Civil Rights Remedies  
The Center for the Study of Child Care Employment at the UC Berkeley The Century Foundation The  
Century Foundation The Children's Equity Project The College Board The Every Voice Coalition The  
Forum for Youth Investment The Hope Center The Leadership Conference on Civil and Human Rights The  
Leadership Conference on Civil and Human Rights The Raben Group The Sikh Coalition The Sikh Coalition  
TICAS Time's Up TNG TNG TNTP Trevor Project Trevor Project Trevor Project Trevor Project Trust for  
Learning UC UC UC UC UC  
Ujima: The National Center on Violence Against Women in the Black Community UNCF UnidosUS United  
Cerebral Palsy (UCP/DPC) United Parent Leaders Action Network United We Dream United We Dream  
University of Chicago University of Mississippi Graduate Center for the Study of Early Learning University  
Survivors Movement Coalition Urban Institute Urban Institute Urban Institute US Senate Democratic  
Caucus USCCB Victim Rights Law Center Virginia Association for the Education of Young Children  
Williams Institute Women's Law Project Women's Liberation Front Women's Sports Foundation  
Women's Sports Foundation Women's Sports Foundation Women's Sports Foundation Women's Sports  
Policy Working Group Young Invincibles YWCA USA YWCA USA ZERO TO THREE

-----Original Message-----

From: Zinsner, Addie

Sent: Monday, September 13, 2021 11:16 AM

To: Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>; Taheri, Ramin <Ramin.Taheri@ed.gov>

Subject: RE: Stakeholder list for the binders

-----Original Message-----

From: Goldberg, Suzanne <Suzanne.Goldberg@ed.gov>

Sent: Sunday, September 12, 2021 6:40 PM

To: Taheri, Ramin <Ramin.Taheri@ed.gov>; Zinsner, Addie <Addie.Zinsner@ed.gov>

Subject: Stakeholder list for the binders

Hi there. Can you please send me the list of stakeholders we're planning to write to on Monday? Also, can you re-up our outreach email so I can take a final look?

Both can wait till tmw morning.

Thanks.

Sent from my iPhone

## BRIEF FOR ASSISTANT DEPUTY SECRETARY SUZANNE GOLDBERG

### Equity Assistance Centers Program Monthly Directors Meeting

Date | Time: May 18, 2022 | 11:30am – 1:00pm ET  
Suzanne will join at 11:30am for 45-60 minutes, schedule permitting

From: Danielle Smith  
Director, Program and Grantee Support Services  
Office of Elementary and Secondary Education

Location: Microsoft Teams  
Format: Meeting

Press: Closed Press  
Attire: N/A

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#### **PURPOSE:**

To discuss the Department's efforts to protect the civil rights of LGBTQ+ students, and in particular, transgender students in K-12 schools with the four Equity Assistance Centers.

The Centers have expressed their concern about the impacts of new policies targeting transgender students in schools, as well as concern about the Centers' ability to effectively provide training and advisory services to school/district clients in states enacting these new policies and laws. This is an opportunity to hear about the Centers' experiences and to share the Department's position and ideas for how to ensure that the Centers are safe and supported in conducting their work. The call is a private event and not open to press.

*Note:* We are also running a new EAC grant competition in FY22. Applications are due Monday, May 16 which is two days prior to this call. We will not plan to discuss the competition with the current grantees.

#### **PARTICIPANTS:**

- YOU
- Equity Assistance Center Directors and Deputies:

- Region I: [Mid Atlantic Equity Consortium](#), Center for Education Equity, Bethesda, MD
  - Susan Shaffer, Director
  - Dr. Daryl Williams, Associate Director
- Region II: [EAC-South](#), Intercultural Development Research Association (IDRA), San Antonio, TX
  - Dr. Paula Johnson, Director
  - Hector Bojorquez, Director of Operations and Educational Practice
  - Dr. Lizdelia Pinon, Education Associate
- Region III: [Midwest and Plains EAC](#), Indiana University, Indianapolis, IN; MAP Center; Great Lakes Equity Center
  - Dr. Seena Skelton, Director
  - Dr. Kathleen King Thorius, Executive Director
- Region IV: [Western Educational EAC \(WEEAC\)](#), Metropolitan State College of Denver, Denver, CO
  - Dr. Jan Perry Evenstad, Executive Director
  - Michael Marquez, Director
- Program and Grantee Support Services Team
  - Danielle Smith, Director
  - Bryan Keohane, Acting Group Leader
  - Rebekka Meyer, Lead Program Officer
  - An Almquist, Program Officer

**Notes for Remarks:**

- Recognize the importance of ensuring access to equitable learning opportunities for all students.
- Acknowledge the importance of advancing equity in the Biden Administration's priorities and Secretary Cardona's priorities.
- Share the Department's current efforts to support transgender & nonbinary students in K-12 schools.



- Acknowledge that Equity Assistance Centers can play an important role in supporting states and school districts in ensuring equity with respect to sex.

## **BACKGROUND:**

The Department funds the Equity Assistance Centers (EAC) program, authorized under Title IV of the Civil Rights Act of 1964, a network of four regional technical assistance centers that provide training and advisory services in the preparation, adoption, and implementation of plans for the desegregation of public schools. The regional EACs provide technical assistance (TA), upon request, to build local and state capacity to mitigate segregation and discrimination based on race, sex, national origin, and religion to school boards and other responsible governmental agencies located in the geographical service area.

This assistance often includes activities such as providing training, and coaching to school and district leaders, teachers and school personnel; assisting in developing equity plans; assisting in review and revision of policies and procedures in schools and districts through data-driven equity audits; preventing and mitigating the effects of any existing discriminatory behaviors through mediation, training, and other restorative practices; and providing consultation on culturally and linguistically responsive practices.

The EACs have been tracking new state and local policies that will potentially limit students' civil rights with respect to sex in K-12 schools.

An example of a related EAC project:

- A School District contacted the Region IV EAC regarding assistance in learning about LGBTQ populations and students. The district has a strategic focus area around equity and has determined this to be an area of growth. They identified there is a disconnect in understanding the difference between gender identity and sexual orientation, and a desire to ensure schools in the district are inviting for students to show up as they are.

The Office of Program and Grantee Support Services seeks to support the EACs through appropriate means, including program guidance, Dear Colleague Letters, and collaboration with other Department offices or federal agencies that may clarify the legal context for their work and support them in providing needed training and advisory services to school, district, and state clients.

*Of note:*

1. This meeting is part of a monthly meeting series with the EAC Directors to discuss problems of practice and program implementation.
2. Program and Grantee Support Services has been working with EACs to track specific instances of disruptions to their current work, as well as state legislation that may have an effect on their work if enacted.

3. The Department is announcing a new FY22 competition to make new EAC awards (expected publish date of February 15).

For more information about the Equity Assistance Center Program, see

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

## Sample Equity Assistance Center Resources

### Region I EAC Resources

#### **Blogs**

- [What Title IX Means to Me: Phyllis Lerner](#): This is the first blog post in a series of content leading up to the 50th anniversary of Title IX in June, 2022.

#### **Webinars**

- **Thriving, Not Just Surviving Series, June-October, 2021**: This series focused on how to create and maintain positive, supportive classrooms where transgender and non-binary students can thrive. It examined this question from the perspectives of students, school and district administrators, and teachers and school counselors.
  - [Centering the Needs of Transgender and Non-binary Students at School](#), June 29, 2021
  - [How Administrators Can Support Trans & Non-Binary Students](#), July 27, 2021
  - [How Teachers & Counselors Can Support Trans & Non-Binary Students at School](#), October 19, 2021
- [Title IX: Yesterday, Today, and Tomorrow](#), February 10, 2021
  - MAEC speaks with Title IX experts on the history and future of Title IX, the new regulations and their impact on responses to sexual harassment, and the nuances of navigating cultural differences under Title IX. This webinar is for PreK-12 Title IX Coordinators, administrators, and educators.

#### **Resource Pages**

- [Thriving, Not Just Surviving: How Teachers and Counselors Can Support Trans & Non-Binary Students at School](#), October 19, 2021
- [Takeaways from Conversation with Administration Panelists](#), July 27, 2021

#### **Publications**

- **Title IX Regulation Series, August 2020**: The changes made by the Final Rule impact every public school system in the United States. To ensure compliance, MAEC created the Title IX Regulations Series for Title IX Coordinators, administrators, and teachers to understand the Final Rule. This series includes five documents, exploring updated roles and responsibilities, comparing how Title IX has changed, and outlining steps in the grievance procedure.
  - [Title IX Coordinator Roles and Responsibilities](#)
  - [Title IX Then and Now for K-12 - What has Changed?](#)
  - [Title IX Investigator Roles and Responsibilities](#)
  - [Title IX Decision-Maker Roles and Responsibilities](#)
  - [Title IX Grievance Procedure Flowchart](#)



### **Presentations**

- [Understanding the New Title IX Regulations](#): Presentation created for webinar in February 2021 and adapted for presentation to Department of Education

### **Region II EAC Resources**

- **EAC Convening Webinar:** [Queer Students and Schools: Building Spaces of Belonging](#), Ms. Irene Gómez, Ed.M., IDRA Research Engagement Strategist, 2021
- **Infographic:** [School Climate Affects LGBTQ Student Well-being](#), IDRA
- **Newsletter articles:**
  - [Equity and Justice for LGBTQ Students – Teacher Responsibilities](#), Aurelio M. Montemayor, M.Ed., and Michelle Martínez Vega, IDRA Newsletter, February 28, 2018, or;
  - [Steps for Helping Students Become Activists – A Teen’s Advice](#), by Melivia Mujia, IDRA Newsletter, August 2019
- **Podcast Episodes:**
  - [3 Ways to Make Schools Safe for LGBTQ Students](#) – Episode #189
  - [Teacher Responsibilities in Supporting LGBTQ Students](#) – Episode #184

### **Region III EAC Resources**

- [Supporting the Mental Health of LGBTQ+ Students in Schools: A Visual Data Tool for Teachers and Administrators](#)
- [The Effects of Homophobia and Transphobia on the Mental Health of LGBTQ+ Students](#)
- [Supporting LGBTQ+ Students in Rural Schools: A Professional Development Facilitator Manual for Educators](#)
- [LGBTQ+ Youth in Rural Schools and Communities](#)
- [Supporting LGBTQ Students by Creating Safe, Inclusive, and Responsive Learning Environments](#)

### **Region IV EAC Resources**

- See attached PDF

**From:** U.S. Department of Education  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Schmidt, Gregory  
**Sent:** October 5, 2022 10:03 AM (UTC-04:00)

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Oct. 5, 2022

**CONTACT:**

Press Office, (202) 401-1576 or [press@ed.gov](mailto:press@ed.gov)

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Additional information about the EAC and MSAP programs and grantees are available [here](#).

A full list of awards can be found below:

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Hope School District	AR	\$6,535,982
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<b>Total</b>		<b>\$111,136,644</b>

#### Equity Assistance Centers Program

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**From:** U.S. Department of Education  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Darcus, Joanna  
**Sent:** October 5, 2022 10:03 AM (UTC-04:00)

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**From:** U.S. Department of Education  
**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Merrill, Toby  
**Sent:** October 5, 2022 10:03 AM (UTC-04:00)

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**Subject:** Education Department Awards Over \$116 Million in Grants for Programs Focused on Equity and Accessibility for Students  
**To:** Desmond, William  
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**From:** Ryder, Ruth  
**Subject:** FW: Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1  
**To:** Smith, Danielle  
**Sent:** February 11, 2021 9:44 AM (UTC-05:00)  
**Attached:** FY 21 OESE Notice of Cancellation EAC 84.004D - draft 1 clearance sheet.docx, OESE FY 21 EAC Notice of Cancellation - 84.004D - draft 1.docx

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**From:** Cannady, LaTanya <LaTanya.Cannady@ed.gov>  
**Sent:** Wednesday, February 10, 2021 9:16 AM  
**To:** Lee, Semmie (Kyu Rhan) <KyuRhan.Lee@ed.gov>; Patillo, Ashley <Ashley.Patillo@ed.gov>; Owens, AnnMargaret <AnnMargaret.Owens@ed.gov>; IC DocketMgr <ICDocketMgr@ed.gov>; Johnson, Sandra <Sandra.Johnson@ed.gov>; Kole, Adina <Adina.Kole@ed.gov>; Amann, Amanda <Amanda.Amann@ed.gov>; Buettner-Connelly, Sara <S.Buettner-Connelly@ed.gov>; March, Greg <Greg.March@ed.gov>; Gordon, Bryon S. <Bryon.Gordon@ed.gov>  
**Cc:** Ramakis, Jessica <Jessica.Ramakiss@ed.gov>; Ahmad, Shavonney <Shavonney.Ahmad@ed.gov>; Terpak, Kelly <Kelly.Terpak@ed.gov>; Saunders, Azilea <Azilea.Saunders@ed.gov>; Bolden, Betty <Betty.Bolden@ed.gov>; Cordes, Bill <Bill.Cordes@ed.gov>; Cohen, Larry <Larry.Cohen@ed.gov>; Zawada, Michael <MICHAEL.ZAWADA@ed.gov>; Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>; Gordon, Bryon S. <Bryon.Gordon@ed.gov>; Nekrasz, Jeffrey <Jeffrey.Nekrasz@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Brake, Andrew <Andrew.Brake@ed.gov>; Jameson, Richard <Richard.Jameson@ed.gov>; Wilson, Linda <Linda.Wilson@ed.gov>; Petersen, Molly <Molly.Petersen@ed.gov>  
**Subject:** Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1

Good Morning All,

For your review, is **Draft 1** of the OESE FY 21 Notice of Cancellation for **Equity Assistance Centers (EAC), CFDA 84.004D**.

OESE is requesting that comments be made using the SharePoint link below:

[Round 1 – EAC NIA Cancellation Notice](#)

Please return this email with any comments to **LaTanya Cannady**.

Your deadline date is: **COB, February 11, 2021**.

CLEARANCE: (Check one or more of the following that apply.)

Name of Reviewer(s):

- A - Clears the document as written.  
 B - Comments on the document in the office's unique area of responsibility that must be addressed.  
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 D - Declines review/not going to review this document.  
 E - Defers to \_\_\_\_\_ (name of office) on this document.

Thanks,

LaTanya D. Cannady  
Program Specialist (Regulations)  
Department of Education, Office of General Counsel  
(202) 401-9676 Direct Dial

(202) 260-5085 Fax  
[LaTanya.Cannady@ed.gov](mailto:LaTanya.Cannady@ed.gov)















**From:**  
**Subject:** [FYI] Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1  
**To:** Vitelli, Edward  
**Cc:** Meyer, Rebekka  
**Sent:** February 11, 2021 10:48 AM (UTC-05:00)  
**Attached:** FY 21 OESE Notice of Cancellation EAC 84.004D - draft 1 clearance sheet.docx, OESE FY 21 EAC Notice of Cancellation - 84.004D - draft 1.docx

Hi Team,

Forwarding from Ruth. (b)(5) We'll see if we get more. Ruth is sharing the link with Ian so that he can hopefully comment on this draft as well.

Presuming we get back from Andy first thing tomorrow am, let's plan to turn around edits tomorrow so this can go back for final review/signature, and hopefully transmittal to OMB on Tuesday.

Additionally, can we put together a proposed timeline (also sometimes known as a "tick tock")

---

**From:** Ryder, Ruth <Ruth.Ryder@ed.gov>  
**Sent:** Thursday, February 11, 2021 9:44 AM  
**To:** Smith, Danielle <Danielle.Smith2@ed.gov>  
**Subject:** FW: Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1

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**Cc:** Ramakis, Jessica <Jessica.Ramak@ed.gov>; Ahmad, Shavonney <Shavonney.Ahmad@ed.gov>; Terpak, Kelly <Kelly.Terpak@ed.gov>; Saunders, Azilea <Azilea.Saunders@ed.gov>; Bolden, Betty <Betty.Bolden@ed.gov>; Cordes, Bill <Bill.Cordes@ed.gov>; Cohen, Larry <Larry.Cohen@ed.gov>; Zawada, Michael <MICHAEL.ZAWADA@ed.gov>; Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>; Gordon, Bryon S. <Bryon.Gordon@ed.gov>; Nekrasz, Jeffrey <Jeffrey.Nekrasz@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Brake, Andrew <Andrew.Brake@ed.gov>; Jameson, Richard <Richard.Jameson@ed.gov>; Wilson, Linda <Linda.Wilson@ed.gov>; Petersen, Molly <Molly.Petersen@ed.gov>  
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Thanks,

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Department of Education, Office of General Counsel

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(202) 260-5085 Fax

[LaTanya.Cannady@ed.gov](mailto:LaTanya.Cannady@ed.gov)















**From:** Ryder, Ruth  
**Subject:** FW: Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1  
**To:** Smith, Danielle  
**Sent:** February 12, 2021 9:10 AM (UTC-05:00)  
**Attached:** FY 21 OESE Notice of Cancellation EAC 84.004D - draft 1 clearance sheet.docx, OESE FY 21 EAC Notice of Cancellation - 84.004D - draft 1.docx

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**From:** Cannady, LaTanya <LaTanya.Cannady@ed.gov>  
**Sent:** Friday, February 12, 2021 8:21 AM  
**To:** IC DocketMgr <ICDocketMgr@ed.gov>; March, Greg <Greg.March@ed.gov>  
**Cc:** Ryder, Ruth <Ruth.Ryder@ed.gov>  
**Subject:** FW: Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1

Good Morning All,

Just a reminder that comments on the Notice of Cancellation for EAC were due by COB February 11<sup>th</sup>. Please provide your comments by **noon today**.

Thanks,

LaTanya

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**To:** Lee, Semmie (Kyu Rhan) <KyuRhan.Lee@ed.gov>; Patillo, Ashley <Ashley.Patillo@ed.gov>; Owens, AnnMargaret <AnnMargaret.Owens@ed.gov>; IC DocketMgr <ICDocketMgr@ed.gov>; Johnson, Sandra <Sandra.Johnson@ed.gov>; Kole, Adina <Adina.Kole@ed.gov>; Amann, Amanda <Amanda.Amann@ed.gov>; Buettner-Connelly, Sara <S.Buettner-Connelly@ed.gov>; March, Greg <Greg.March@ed.gov>; Gordon, Bryon S. <Bryon.Gordon@ed.gov>  
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**From:** Smith, Danielle  
**Subject:** FW: Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1  
**To:** Vitelli, Edward; Meyer, Rebekka  
**Sent:** February 12, 2021 9:11 AM (UTC-05:00)  
**Attached:** FY 21 OESE Notice of Cancellation EAC 84.004D - draft 1 clearance sheet.docx, OESE FY 21 EAC Notice of Cancellation - 84.004D - draft 1.docx

FYI, deadline extended to noon.

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**Sent:** Friday, February 12, 2021 9:10 AM  
**To:** Smith, Danielle <Danielle.Smith2@ed.gov>  
**Subject:** FW: Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1

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**To:** Vitelli, Edward  
**Cc:** Meyer, Rebekka  
**Sent:** February 11, 2021 10:55 AM (UTC-05:00)  
**Attached:** FY 21 OESE Notice of Cancellation EAC 84.004D - draft 1 clearance sheet.docx, OESE FY 21 EAC Notice of Cancellation - 84.004D - draft 1.docx

Hi Team,

Forwarding from Ruth. (b)(5)

We'll see if we get more. Ruth is sharing the link with Ian so that he can hopefully comment on this draft as well. He wants to see before we finalize.

Presuming we get back from Andy first thing tomorrow am, let's plan to turn around edits tomorrow so this can go back for final review/signature, and hopefully transmittal to OMB on Tuesday.

(b)(5)

Finally, I know we'd considered pushing back our next EAC cohort meeting scheduled on 2/17. Given the timing, it seems like it might be wise to try to reschedule for the 24<sup>th</sup>? Is that a possibility?

Let me know if you would like to meet to discuss any of the above.

Thank you!

Danielle

---

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**To:** Smith, Danielle <Danielle.Smith2@ed.gov>  
**Subject:** FW: Due Date - February 11, 2021 - Clearance - OESE FY 21 Notice of Cancellation for EAC, CFDA 84.004D - draft 1

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**Cc:** Ramakis, Jessica <Jessica.Ramakiss@ed.gov>; Ahmad, Shavonney <Shavonney.Ahmad@ed.gov>; Terpak, Kelly <Kelly.Terpak@ed.gov>; Saunders, Azilea <Azilea.Saunders@ed.gov>; Bolden, Betty <Betty.Bolden@ed.gov>; Cordes, Bill <Bill.Cordes@ed.gov>; Cohen, Larry <Larry.Cohen@ed.gov>; Zawada, Michael <MICHAEL.ZAWADA@ed.gov>; Mahaffie, Lynn <Lynn.Mahaffie@ed.gov>; Gordon, Bryon S. <Bryon.Gordon@ed.gov>; Nekrasz, Jeffrey <Jeffrey.Nekrasz@ed.gov>; Ryder, Ruth <Ruth.Ryder@ed.gov>; Brake, Andrew <Andrew.Brake@ed.gov>; Jameson, Richard <Richard.Jameson@ed.gov>; Wilson, Linda <Linda.Wilson@ed.gov>; Petersen, Molly <Molly.Petersen@ed.gov>  
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## EAC Listening Session-Civil Rights Orgs

One participant per organization

Name	Contact	Email
American Civil Liberties Union	West Resendes	wresendes@aclu.org
Leadership Conference on Civil and Human Rights	Liz King	king@civilrights.org
Mexican American Legal Defense and Education Fund	Alysa Williams	AWilliams@MALDEF.org and tsaenz@MALDEF.org
NAACP Legal Defense Fund	Hamida Labi	hlabi@naacpldf.org
National Women's Law Center	Emily Martin	emartin@nwlc.org
Southern Poverty Law Center	Katherine Dunn	katherine.dunn@splcenter.org
The Equal Justice Initiative		
National Education Association	Daaiyah Bilal-Threats	dbilal@nea.org
Human Rights Campaign	Jennifer Pike Bailey	Jennifer.Bailey@hrc.org
UnidosUS (formerly La Raza)	Roxanne Garza	rgarza@unidosus.org
National Congress of American Indians		
National Indian Education Association	Francis Vigil	fvigil@niea.org
Asian American Legal Defense and Education Fund	Margaret Fung	mfung@aaldef.org
National Black Child Development Institute	Cemere James	cjames@nbcdi.org
Lawyers' Committee for Civil Rights	David Hinojosa	dhinojosa@lawyerscommittee.org
Knowledge Alliance	Jacki Ball	jball@knowledgeall.net
Public Advocacy for Kids	Arnold Fege	public-ed-afege@msn.com
AFT	Beth Antunez	bantunez@aft.ofg
SEARAC	Kham Moua and Quye	kham@searac.org and qdinh@searac.org
Children's Defense Fund	Kathleen King	kking@childrensdefense.org
National Urban League	Joi Chaney	jchaney@nul.org
CCD	Laura Kaloi	lkaloi@stridepolicy.com
National Alliance for Partnerships in Equity	Lisa R. Ransom	lransom@napequity.org

**EAC Listening Session Invitation List: Civil Rights Organizations (Thursday June 3)**

Organization	Contact	Email	Phone Number	RSVP	RSVP Email	Notes
American Civil Liberties Union	West Resendes	wresendes@aclu.org				
Leadership Conference on Civil and Human Rights	Liz King	king@civilrights.org	202.466.0087	yes for Steven Almazán	almazan@civilrights.org	
Mexican American Legal Defense and Education Fund	Alysa Williams	AWilliams@MALDEF.org and tsaenz@MALDEF.org				
NAACP Legal Defense Fund	Hamida Labi	hlabi@naacpldf.org				
National Women's Law Center	Emily Martin	emartin@nwlc.org				
Southern Poverty Law Center	Katherine Dunn	katherine.dunn@splcenter.org				Delivery failed initially; called; sent to donorservices@splcenter.org
The Equal Justice Initiative	Kiara Boone	contact_us@eji.org				invite was forwarded to Kiara Boone who will determine who attends
National Education Association	Daaiyah Bilal-Threats	dbilal@nea.org				
Human Rights Campaign	Jennifer Pike Bailey	Jennifer.Bailey@hrc.org				
UnidosUS (formerly La Raza)	Roxanne Garza	rgarza@unidosus.org				
National Congress of American Indians	Jamie Gomez	jgomez@ncai.org				
National Indian Education Association	Francis Vigil	fvigil@niea.org		yes	fvigil@niea.org	will join after 2:30
Asian American Legal Defense and Education Fund	Margaret Fung	mfung@aaldef.org				
National Black Child Development Institute	Cemere James	cjames@nbcdi.org				
Lawyers' Committee for Civil Rights	David Hinojosa	dhinojosa@lawyerscommittee.org		yes		I plan to attend on behalf of Lawyers' Committee. I am trying to work out a conflict and if I am unable to resolve it, then we won't have anyone attend from Lawyers' Committee
Knowledge Alliance	Jacki Ball	jball@knowledgeall.net		not able to attend		
Public Advocacy for Kids	Arnold Fege	public-ed-afege@msn.com				
AFT	Beth Antunez	bantunez@aft.org		yes for Jasmine Oke	jjgary@aft.org	rec by Ian; Delivery failed initially; called; updated email address
SEARAC	Kham Moua and Quyen Dinh	kham@searac.org and qdinh@searac.org				rec by Ian; out of office for Moua; undeliverable for Dinh
Children's Defense Fund	Kathleen King	kking@childrensdefense.org				rec by OCO
National Urban League	Joi Chaney	jchaney@nul.org				rec by OCO
CCD	Laura Kaloi	lkaloi@stridepolicy.com		yes	lkaloi@stridepolicy.com	rec by OCO; attending for the Council of Parent Attorneys and Advocates (COPAA) and the Center for Learner Equity
National Alliance for Partnerships in Equity	Lisa R. Ransom	lransom@napequity.org		yes for Joe Green	joe.x.green.3@gmail.com	rec by OCO

Lambda Legal	Sharon McGowan	smcgowan@lambdalegal.org				rec by OCR
National Center for Youth Law	Seth Galanter	sgalanter@youthlaw.org				rec by OCR
National LGBTQ Task Force	Tiffany Tran	ttran@thetaskforce.org				rec by OCR
Institute for Student Achievement (ISA)/ETS	Liz Kingsley	EKingsley@ets.org		yes	EKingsley@ets.org	invite forwarded by unknown sender
GLSEN	Aaron Ridings; Bonnie Washick	aaron.ridings@glSEN.org; Bonnie.Washick@glSEN.org				recommended by Liz King

**EAC Listening Session Invitation List: Current and Former EAC Grantees (Friday June 4)**

Last Cohort	Grantee	Project Director	Current Email Address	Phone Number	RSVP
2016	Intercultural Development Research Association (IDRA)	Paula Johnson	paula.johnson@idra.org	(210) 444-1710	yes for Paula
2016	Mid-Atlantic Equity Consortium	Susan Shaffer	sshaffer@maec.org	(301) 657-7741	yes for Susan
2016	Metropolitan State University	Jan Perry Evenstad	evenstad@msudenver.edu	(303) 556-6065	yes for Jan
2016	Indiana University	Seena Skelton	smskelto@iupui.edu	(317) 278-6832	yes
2011	NEEAC/Brown University	Maria Pacheco	maria_pacheco@brown.edu	(401) 274-9548	
2011	Touro	Velma Cobb	VELMA.COBB@TOURO.EDU	(212) 463-0400	
2011	MEAC/Kansas State University	Charles I Rankin	CRANKIN@KSU.EDU	(785) 532-6408	
2011	WestEd	Rose Owens-West	ROWENSW@WESTED.ORG	(510) 302-4246	
2011	SEAC	Gerard Graniero	JERRY@SE-EQUITY.ORG	(954) 765-3553	
2011	Education Northwest	Yvonne Ryans	Yvonne.Ryans@educationnorthwest.org	(503) 275-9481	
2008	University of Colorado	Manuel Escamilla	manuel.escamilla@colorado.edu		
2008	The George Washington University	Gail Sunderman	GSUNDERM@UMD.EDU		
2008	University of Michigan	Percy Bates	pbates@umich.edu	(734) 647-1666	yes for Marta Larson (mlarson@umich.edu)
2008	AZ Board of Regents (Arizona State U)	Alfredo Artiles	AARTILES@STANFORD.EDU		

Ruth Ryder  
Danielle Smith  
Bekka Meyer  
Edward James  
Ed Vitelli  
Adina Kole  
Jessica Cardichon  
Ramin Taheri  
Jessica Ramakis  
Jessica McKinney  
Suzanne Goldberg  
Monique Dixon