Appendix

U.S. Department of Education

Technical Assistance Resources
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Comprehensive Centers Program

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

1. Carrying out approved Consolidated State Plans under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (ESEA)

2. Implementing and scaling-up evidence-based programs, practices, and interventions that address the unique educational obstacles faced by rural populations

3. Identifying and carrying out capacity-building services to clients that help States address corrective actions or results from audit findings and monitoring, conducted by the Department, that are programmatic in nature, at the request of the client

4. Working with the National Center to identify trends and best practices, and develop cost-effective strategies to make their work available to as many REAs, LEAs, and schools in need of support as possible
The National Center must assist clients and recipients in multiple key areas:

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

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

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

PUBLICLY AVAILABLE RESOURCES
- Comprehensive Center Network website and resource portal
- Adapts regional and topical resources for national application
Learn more about Comprehensive Centers

Contact your Comprehensive Center!

Find contact information and available resources.

Comprehensive Center Network website:
https://www.compcenternetwork.org/
Equity Assistance Centers
WHAT ARE THE EQUITY ASSISTANCE CENTERS (EACs)?

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

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

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### Examples of TA services:
- Disseminating research and promising practices
- Providing information on legal requirements for nondiscrimination
- Developing practical tools and implementation guides
- Training and advising on responsive instruction and assessment
- One-on-one support to address identifies equity issues
Enroll in Virtual College. Self-paced, free online learning format designed for educators to participate in workshops that increase awareness in equity related topics. [https://www.msudenver.edu/weeac/virtualcollege/](https://www.msudenver.edu/weeac/virtualcollege/)

Do an Equity Audit. Suite of tools to assess equity in your school, including: Criteria for an Equitable School, Criteria for an Equitable Classroom, and Teacher Behaviors that Encourage Student Persistence. [https://maec.org/resource/equity-audit-materials/](https://maec.org/resource/equity-audit-materials/)


Join a Learning Network. The Great Lakes Equity Center brings together role-alike stakeholders across district and state boundaries, supports peer-to-peer mentoring, and offers opportunities to share information quickly across individuals focused on similar problems of practice. [https://greatlakesequity.org/professional-learning-events](https://greatlakesequity.org/professional-learning-events)
REQUEST SUPPORT FROM YOUR EQUITY ASSISTANCE CENTER

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

Region II: Intercultural Development Research Association | idra.org
- Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

Region III: Indiana University | glec.education.iupui.edu
- Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

Region IV: Metropolitan State University | msudenver.edu/eac/
State Support Network

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

The goals of the Network are:

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

• **Communities of Practice (CoPs)** bring together State and district leaders on a common topic to share knowledge, information, and solutions.

• **Peer 2 Peer (P2P) events** foster the sharing of experiences and solutions by State and district leaders.

• **Individualized Technical Assistance (ITA)** support provides individual support designed to meet the specific needs of individual State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) in order to help foster conditions for improvement and effect organizational change.

• **Creation of other tools and resources** useful for State and district leaders.
State Support Network: What topics are covered?

Some recent and current topics examples of Network activities include:

- **CoPs**: Resource Allocation, Root Cause Analysis, Report Card Communications, Principal Talent Management, Foster Care
- **P2Ps**: Root Cause Analysis, English Learners, Foster Care
- **ITAs**: States include Colorado, Illinois, Washington, D.C.
- **Other tools and resources**: Needs Assessment Guidebook, Financial Transparency and Reporting Readiness Assessment Tool, Strategies for Equitable Family Engagement
State Support Network

- Planning and implementing the *Every Student Succeeds Act*
- Using evidence to strengthen education investments and achieve student outcomes
- Performing high-quality, scalable needs assessments
- Leveraging flexible funding and funding data to make decisions
- Supporting state and local strategic planning
- Measuring and supporting increased proficiency for English learners
- Designing innovative school improvement strategies
For more information visit the State Support Network website at:

https://statesupportnetwork.ed.gov/
Featured Resources

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

Explore more: https://statesupportnetwork.ed.gov/
National Student Attendance, Engagement and Success Center
The National Student Attendance, Engagement, and Success (NSAES) Center will provide technical assistance that:

- Builds State and local capacity to identify at-risk students
- Support interventions designed to reduce chronic absenteeism
- Increases State and district capacity to use evidence-based practices to chronic absenteeism
The Center will conduct a comprehensive needs assessment in order to:
  • Identify stakeholders and critical needs
  • Inform future TA efforts

Future activities may include:
  • Establishing communities of practice to foster knowledge-sharing and joint problem-solving around common issues
  • Providing subject matter expertise available to support States, districts, and schools
  • Identifying and disseminating evidence-based practices and research
  • Sharing information on common challenges and effective solutions through conferences and virtual events
To stay involved and learn more, please contact the Center at:

nsaescenter@insightpolicyresearch.com
Office of Safe and Supportive Schools
Office of Safe and Supportive Schools (OSSS)
Technical Assistance Centers

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

GOALS

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

Major Activities

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

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

• Develop and provide tools and resources to SEAs, LEAs, schools, and IHEs on developing high-quality EOPs and comprehensive school safety programs

• Address and respond to emerging issues, needs, and emergency events

• Support the success of the Grants to States for School Emergency Management (GSEM) Program, including past and present grantees

• Promote and facilitate communication and collaboration among practitioners and partners
Purpose

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

The center will enhance the capacity of (1) state educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools.
Positive Behavioral Interventions and Supports (PBIS) TA Center

Purpose

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

Services

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

Resources are available through the PBIS Center.
Office of Special Education Programs (OSEP)
OSEP funds discretionary projects under the IDEA. For more information on the discretionary projects funded by OSEP (and to search projects by location or topic area) visit the IDEAs that Work website.

OSEP’s ED.gov website has information on both the discretionary and formula grants funded by OSEP. For more information on each center, please view the reverse side.

To Download this Infographic: https://osepidesthatwork.org/node/156
Office of School Support and Accountability
NCHE is the U.S. Department of Education’s technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program.
NCHE Services

NCHE provides a variety of homeless education resources, available in electronic or hard copy format, including educational rights posters, federal homeless education data reports, homeless liaison toolkits, issue briefs, NCHE brochures, and parent brochures.

NCHE offers virtual supports via monthly webinars and on-site technical assistance by request - coordinated through the designated State Coordinator for homeless education in each State education agency (SEA).

NCHE works with schools, school districts, SEAs, service providers, parents, and other interested stakeholders to ensure that children and youth experiencing homelessness can enroll and succeed in school.
Connect with NCHE

Website: http://nche.ed.gov
Helpline: 800-308-2145 or homeless@serve.org
Products: https://nche.ed.gov/resources/
Webinars: https://nche.ed.gov/group-training/
Listserv: https://nche.ed.gov/resources/ (click Resources tab)
Twitter: @NCHEDucation | Facebook: facebook.com/NCHEDucation
Visit https://nche.ed.gov/resources/ to download or order NCHE resources.
NDTAC is the U.S. Department of Education’s technical assistance center for The Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk) Program.
NDTAC Services

Direct technical assistance to State program staff
Facilitated peer-to-peer interactions in communities of State Title I, Part D coordinators
Community calls
Topical calls
Webinars
Listserv for State Title I, Part D coordinators
Annual conference for State directors
Connect with NDTAC

Website: https://neglected-delinquent.ed.gov/
Helpline: 1 (877) 784-4255 or NDTAC@air.org
State Resource Pages: https://neglected-delinquent.ed.gov/state-information
Direct Assistance: https://neglected-delinquent.ed.gov/direct-assistance
Webinars & Conferences: https://neglected-delinquent.ed.gov/events
21st Century Community Learning Centers: Youth 4 Youth
What is You for Youth?

Provides free training and resources for Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program grantees and sub-grantees, including:

- Online learning
- Virtual and in-person trainings
- Quarterly webinars
- Online resources including blog posts, tool kits, sample lessons and planning materials

Located at: [https://y4y.ed.gov](https://y4y.ed.gov)

- Online resources available to all visitors
- State Coordinators can request targeted TA for their grantees through the portal
Y4Y Topic Areas (as of 1/2020)

- Citizen Science
- College and Career Readiness
- Continuous Education
- Family Engagement
- Financial Literacy
- Human Resources
- Introduction to 21st Century Community Learning Centers
- Literacy
- Managing Your 21st Century Community Learning Centers Program
- Project-Based Learning
- STEM
- Strategic Partnerships
- Summer Learning
Y4Y Courses

• Between 5 and 10 hours of instruction
  • Full course – 10 hours covering all aspects of a topic
  • Companion course – 5 hours providing an overview of important areas of a topic

• Designed using International Association for Continuing Education and Training (IACET) standards
• Include resources that allow Project Directors to train their staff
Y4Y Online Learning

Click & Go

• Take between 30-60 minutes
• Provide TA where and when you need it.
• Designed to help 21st CCLC leaders understand the primary components for planning, designing and implementing activities
• Each includes a mini-lesson, podcast(s) designed to expand knowledge, tools, resources and Frequently Asked Questions (FAQs).
Y4Y Webinars and Resources

Webinars
• Quarterly webinars on topics important to 21st CCLC programs
• Engaging format

Resources
• Implementation Guides
• Tool Kits
• Learn More Library
• Professionalization Resources
• Other relevant 21st CCLC information
Regional Educational Labs: Supporting your States in Using Evidence to Improve Student Outcomes
What are the Regional Educational Labs (RELs)?

• Operated under 5-year contracts with ED’s Institute of Education Sciences (IES)
• IES provides ~$54 million per year across 10 RELs, so RELs have resources at their disposal for your state to take advantage of!
• REL contractors selected based on rigorous competition
• Each contractor has expertise in research and technical support, and each has former teachers or administrators on staff
• The current REL contract cycle runs until 1/2/2022
The long-term mission of the RELs is to meaningfully improve outcomes for learners

• How do RELs do this?
  • Identify high-leverage problems
  • RELs facilitate partnerships with SEAs and LEAs to address these high-leverage problems
  • Support SEA/LEA partners in developing and applying research, evidence and evidence-based practices in the short-term for the purpose of...
  • Informing and improving education policy or practice in the medium-term
What services do the RELs provide?

• Conducting **applied research**

• **Coaching and training for** the application of research evidence to real-world education issues, policies, and practices
  • REL services can include coaching or training on the research base or ESSA evidence tier for specific interventions or practices

• **Disseminating** credible, up-to-date research evidence
Where are the RELs?

- The RELs are everywhere. Our 10 legislatively designated regions cover the entire U.S. and many U.S. Territories.
- You should receive a contact sheet for the Director and Deputy Director for the REL in your state’s region. Please do not hesitate to reach out!
- Visit [https://ies.ed.gov/ncee/edlabs/](https://ies.ed.gov/ncee/edlabs/) for more information about the RELs, or to sign up for Newsflashes on our latest products and events.

* The Pacific Region contains Hawaii (pictured on the map) and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, the Republic of the Marshall Islands, and the Republic of Palau (not pictured on the map).
# Technical Assistance Resource Links

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<td>Region II: <a href="http://idra.org">idra.org</a></td>
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<td>Region III: <a href="http://glec.education.iupui.edu">glec.education.iupui.edu</a></td>
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<td>Region IV: <a href="http://msudenver.edu/eac">msudenver.edu/eac</a></td>
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<td>National Student Attendance, Engagement and Success Center (NSAES)</td>
<td>NSAES: <a href="mailto:naescenter@insightpolicyresearch.com">naescenter@insightpolicyresearch.com</a></td>
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<td>Title IV, Part A (T4PA)</td>
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<tr>
<td>Twitter: @NCHEDucation</td>
<td>Facebook: facebook.com/NCHEDucation</td>
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<td>National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)</td>
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<td>Helpline: 1 (877) 784-4255 or <a href="mailto:NDTAC@air.org">NDTAC@air.org</a></td>
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