



School TURNAROUND  
Transformation

# Communication Guidebook

A Communication Tool  
for School Turnaround



AMERICAN INSTITUTES FOR RESEARCH®

## About American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally in the areas of health, education, and workforce productivity. AIR is one of the largest behavioral and social science research organizations in the world. It is committed to empowering communities and institutions with innovative solutions to the most critical education, health, workforce, and international development challenges. The organization currently stands as a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure that all students—particularly those who face historical disadvantages—have access to a high-quality, effective education.

## About the AIR School Turnaround Service Line

This tool was developed in support of the School Turnaround Service Line and the Achievement Path™, which illustrates the collaborative journey AIR travels with you to revive ailing schools. The Achievement Path offers a recommended approach and tested tools to accelerate change and turn around a low-performing school. The Achievement Path comprises the following:

- **Preparation.** Our Needs Assessment and Co-Interpretation make up a collaborative review and decision-making process that results in a Data Map to guide the school turnaround/transformation plan.
- **Planning.** We work with you to determine the key findings and develop a school improvement plan designed for dramatic change.
- **Launch.** We work with the School Leadership Team to support the launch of an Early Warning System to identify students at risk of failing and to determine and broadcast Quick Wins.
- **Implementation.** We provide the ongoing and timely support you need so that staff members are well trained in implementing the turnaround.

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# Introduction

## Achievement Path™ Framework

The American Institutes for Research (AIR) turnaround framework is smart, real-world, and hands-on, focusing on the following core elements:

**Leadership That Drives Change.** The actions of the district and school leadership, staff, and teachers determine the quality of students' school experiences and the effectiveness of the education they receive. AIR focuses on building the capacity of administrators and teachers, supporting them with high-quality tools and resources, improving working conditions, and building a climate and culture that lead to sustained improvement.

**Comprehensive Diagnostics.** A collection of diagnostic tools—both to create a well-aligned improvement plan at the beginning of the process and to monitor the effectiveness of each strategy throughout the process in order to modify or change courses—is essential for effective and sustained improvement. AIR uses tools to monitor benchmarks and document the progress of the turnaround and transformation plans. Monitoring the leading and lagging indicators outlined in the School Improvement Grant (SIG), as well as regular and systematic review of school and classroom data, provides the basis for ensuring that the initiative stays on course.

**Educator Effectiveness.** The strongest leverage point in any systems change lies with the people who make up that system. At the same time, people's resistance to change is often a significant obstacle to implementation and sustaining change initiatives. For these reasons, the AIR model for school turnaround and transformation focuses heavily on building the collective capacity of school leaders and teachers to improve instruction and student learning. Through the precise use of student data, frequent and highly embedded leadership and instructional coaching, and an emphasis on collaborative peer support and accountability, school leaders and teachers will be able to improve instruction and learning while positively affecting the school climate and working conditions.

**Coherent Instructional Guidance System.** AIR believes that a well-integrated system of curriculum, instruction, and assessment is necessary for improving student achievement. For this reason, when asked to conduct curriculum audits for schools and districts, our approach is to evaluate the written, tested, AND taught curriculum. To help us in this type of study, we have designed a researched-based framework that synthesizes the most current and rigorous research on the integration of curriculum, instruction, and assessment. Our turnaround/transformation model works to ensure not only the alignment of these critical supports to student learning but also their integration into teacher practice.

**Family and Community Engagement.** We understand that effective family engagement is a cornerstone of a positive environment. Our extensive work with schools in promoting successful family and community engagement has been to provide tools and strategies that help build support and create better modes of communication and buy-in to the vision of a successful school. In doing so, however, it is critical to determine where parents and the community feel a school needs to work on improvement. When the attitudes and awareness are understood, AIR can assist the school with determining appropriate strategies that help build a more positive relationship.

**Student-Centered Climate.** The typical conversation on a climate of high expectations centers on expectations of student achievement and engagement. Although this is critical to school success, the teacher and school leader are the two most influential aspects of student achievement. High expectations for teachers and quality enactment of school turnaround strategies are just the beginning steps in creating a climate and culture of high expectations. The AIR turnaround model requires a great deal of collaboration among teachers and school leadership. During this collaboration, collective accountability for student success is emphasized through the public sharing of student achievement results on benchmark and formative assessments and through peer observations of classroom instructional practices.

### Key Mechanisms for Change

We work with you to improve your school's performance in each of the above areas over the course of the three years through the following critical mechanisms:

- A core school leadership team established immediately that is coached and trained to sustain the interventions
- A research-based diagnostic needs assessment that serves as the foundation to engage staff and tailor interventions, with tools that can be used for ongoing progress monitoring
- An instructional framework that engages teachers in daily review of student data and weekly collaboration with other teachers on instruction through professional learning communities
- A three-tiered parent and community engagement approach that includes a School Partnership Council, a family support coordinator, and targeted training for parents
- An overlay of tools and expert coaching in the areas of teacher and leader evaluation, curriculum alignment and development, management, operations, governance, and resource allocation to ensure the school can successfully operate in the context of the district and state



## Importance of the Communication Plan

Engaging stakeholders is a key step in designing and implementing successful education reforms, particularly those focused on turning around a school, which necessitates creating a sense of urgency and rallying everyone around a common mission that results in dramatic change. Stakeholders are more likely to support efforts that are transparent and understandable. Therefore, effective communication is essential at all stages of any education reform—conceptualization, design, implementation, and program evaluation. Reform leaders should have a plan in place for establishing stakeholder buy-in; soliciting stakeholder feedback; building stakeholder knowledge; supporting stakeholders during implementation; and sharing implementation success stories, lessons learned, and next steps.

For the development and launch of a school turnaround, a high-quality communication plan is critical because it does the following:

- Ensures a common vision among stakeholders.
- Provides a focus for engagement and communication efforts.
- Clarifies objectives and target audiences.
- Introduces an accurate understanding of how the system works.
- Builds support for the new system, which is crucial for sustainability.

## Purpose of This Guidebook

This guidebook aims to facilitate the discussion of the School Leadership Team and support how the Leadership Team engages key stakeholder groups during the development and implementation of a school turnaround. Designed as a flexible tool to use in conjunction with other AIR-developed school turnaround tools, it guides users through a step-by-step process to design a comprehensive, effective, and sustainable communication plan as an integral part of launching and implementing a school turnaround.

Each of the four steps in this guidebook has discussion prompts to support planning, followed by concrete tasks that concentrate on successful implementation and specific tools for focusing planning and implementation efforts. In addition, emerging practices and helpful tips are included. Please note that reading through this guidebook before starting to use it will be helpful in implementing a strong communication plan.

### Tip:

The School Leadership Team (SLT), composed of the school administrators, key teacher leaders, and instructional support members such as literacy and math coaches, is the decision-making body that guides the turnaround process. It is responsible and accountable for establishing the priority areas, goals, desired outcomes, and measures of achieving those outcomes. The size of this team depends on the size of the school; it may consist of 8–10 members. If more assistance is needed, please use the *Choosing your SLT* tool.

## Steps in the Communication Process

### STEP 1: **DEFINING COMMUNICATION GOALS**

An effective communication strategy is based on clearly articulated goals of the school improvement plan developed to turn around the school. When beginning the discussion of what to communicate, consider the following three questions and use **Tool 1: Goals Worksheet** (page 5) to record the answers.

*A. What are the goals and components of the school improvement plan for turnaround that need to be communicated?*

Defining the goals and components of the school improvement plan for turnaround focuses the reform effort on a desired outcome. Furthermore, in developing the communication plan, it is important to articulate the goals and components of the school improvement plan for turnaround in a consistent manner to all stakeholder groups to avoid confusion, mixed messages, and the spread of false information.

#### Emerging Practices:

The goals of the school improvement plan for turnaround should be measurable, and the components of the plan should support achieving the goals.

*B. What are the goals and priorities of the communication plan?*

When determining the goals of the communication plan, consider what outcomes you would like to accomplish with the communication plan (e.g., build support, disseminate information). Take this moment to prioritize what is important when developing and implementing a communication strategy.

*C. How will you measure if you have achieved the goals of the communication plan?*

It is important to have measures to track your progress in achieving your communication plan goals. Equally important is to have checkpoints that indicate you are on track to reaching your goals in a timely manner. In essence, checkpoints are measurable, short-term goals that specify a time frame in which you plan to achieve a specific amount of the larger goal.

#### Consider This:

Using a focus group or survey of stakeholders to determine the current levels of communication about and understanding of the school turnaround plan is helpful in defining the goals, priorities, and measures of effectiveness of the communication plan. Understanding the current levels of communication will inform areas of improvement.





## Tool 1: Goals Worksheet

*Directions:* Use this worksheet to define and describe the school turnaround goals and components that need to be communicated, the goals and priorities of the communication plan, and the measures and checkpoints that will be used to assess the progress in achieving the goals of the communication plan.

Goals of the Turnaround Plan to Be Communicated			
<b>A</b>			
Components of the Turnaround Plan to Be Communicated			
<b>A</b>			
Goals of the Communication Plan		Priorities of the Communication Plan	
<b>B</b>		<b>B</b>	
Measures of Progress in Achieving Communication Goals		Checkpoints for Assessing Progress in Achieving Communication Goals	
<b>C</b>		<b>C</b>	

## STEP 2: DEVELOPING A COMMUNICATION PLAN

Developing communication strategies for each group of stakeholders is important for building support, maintaining awareness, and reinforcing key messages and desired behaviors. When discussing how to develop a communication plan, consider the following five questions.

*What are the communication objectives for each stakeholder group? How will these objectives be achieved?*

Communication objectives will vary by stakeholder group, so it is important to discuss each stakeholder group individually. Discussing how objectives will be achieved is crucial to writing out the communication plan and implementing it. Given the number of stakeholder groups, the School Leadership Team should consider breaking out the work for this step into small committee subgroups.

### Consider This:

- What activities (e.g., professional development, information sessions) are important to achieving the communication objectives for each group?
- Are there potential barriers (e.g., language, experience) to achieving these objectives?
- What tactics can be used to overcome these barriers?
- What concerns should be considered for each group?

Use **Tool 2: Stakeholder Communication Analysis** (page 8) to analyze each stakeholder group and to identify critical concerns and communication objectives for each stakeholder group. (Note: An example of a completed Tool 2 appears on page 8.)

*What messages should be communicated to each stakeholder group?*

When communicating with each stakeholder group, it is important to recall the critical issues that concern the group. Be sure that the messages about the school turnaround plan address these concerns while also communicating the goals and components of the school turnaround plan.

### Tip:

To increase stakeholder understanding of the school turnaround plan, always use language that is familiar to each stakeholder group.

Use **Tool 3: Communicating With Stakeholders Matrix** (page 9) to support the discussion, take notes, and record important decisions made.

## *What are the best channels of communication with each stakeholder group?*

When deciding which channel(s) to use to communicate with each group, consider the benefits and disadvantages of each communication channel.

### Communication Practices:

Commonly used channels of communication include the following:

- E-mail (individual or electronic mailing lists)
- Webcasts or blogs
- Memos or newsletters
- Press releases and newspapers
- Television news coverage
- “Town hall” meetings
- Workshops

Use **Tool 4: Communication Channels Exercise** (page 10) to determine appropriate communication channels for various stakeholder groups.

## *How will you gather feedback from each stakeholder group to inform the school turnaround plan?*

A mechanism for gathering feedback from stakeholder groups will help build support for the school turnaround plan and lead to better implementation. When thinking about gathering feedback, consider what additional channels can be used by stakeholders to provide feedback and what resources are available to address critical feedback.

### Tip:

If your district faces challenges involving parents and community members, think about other ways you can engage them. Consider the following suggestions to build parent and community support for the school turnaround plan:

- Conduct parent and community stakeholder meetings at a community center to attract more attendees.
- Have translators available to help non-English-speaking families and community members.
- Use a family liaison to help families and school staff bridge barriers of language and culture.
- Increase the number of opportunities for school leadership team members, administrators, teachers, and families to meet face-to-face to get to know each other and discuss the school’s progress in meeting the goals of the school turnaround plan.
- Arrange meetings with parents to accommodate their work or daily schedules; provide child care if needed.
- Sponsor breakfasts, coffees, and lunches, and use them as opportunities to meet with parents and community members to explain the school turnaround plan.
- Videotape classroom instruction or encourage parents to observe classroom instruction to illustrate improvements.

*How do you ensure that the communication plan is effective?*

Use **Tool 5: Communication Planning Template** (page 11) to start making more specific plans based on the analysis and brainstorming in previous tools. Review the strategies of the communication plan. Then use **Tool 6: Communication Plan Checklist** (page 13) to ensure that the plan has all the elements needed to be successful and effective.

**Tool 2: Stakeholder Communication Analysis**

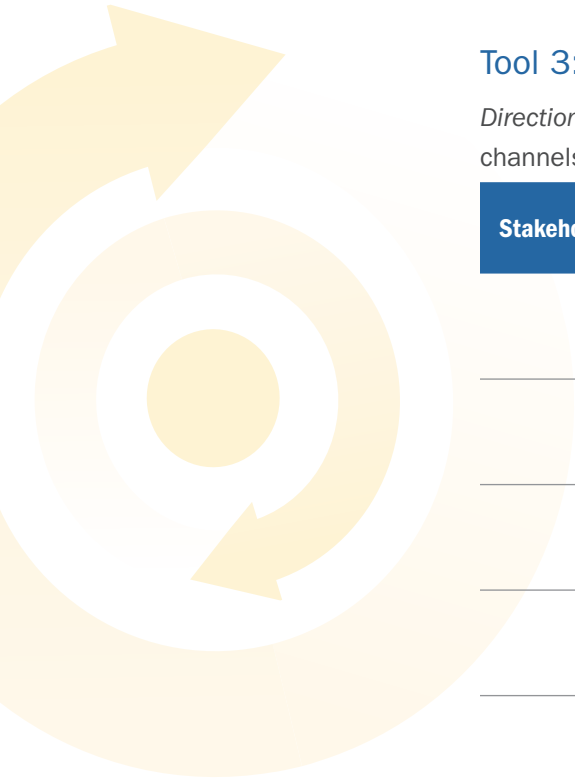
*Directions:* Use the following template to document stakeholder analysis, including critical concerns and communication objectives for each stakeholder group. (Note: An example of a completed Tool 2 appears below.)

Stakeholder	Critical Concerns	Communication Objectives

**Tool 2: Stakeholder Communication Analysis (Example)**

*Following is an example of how to complete the stakeholder communication analysis.*

Stakeholder	Critical Concerns	Communication Objectives
Teachers	How will the turnaround plan change my job? Is my job at risk? What will they ask me to do now? What is my role in turning around my school?	To inform teachers of the school turnaround plan; to build support for the initiative as a sustainable approach to improving teacher and student effectiveness.
Parents/Community Members	I don't want my child going to a bad school. What are they doing to give my child a better education? Item about teacher turnover? If programs and structures at the school are changed, what will be the impact on my child? Is tax payer money being used to support turnaround initiatives?	To inform parents and community members of the school turnaround plan; to build support for the initiative as a sustainable approach to improving teacher and student effectiveness.



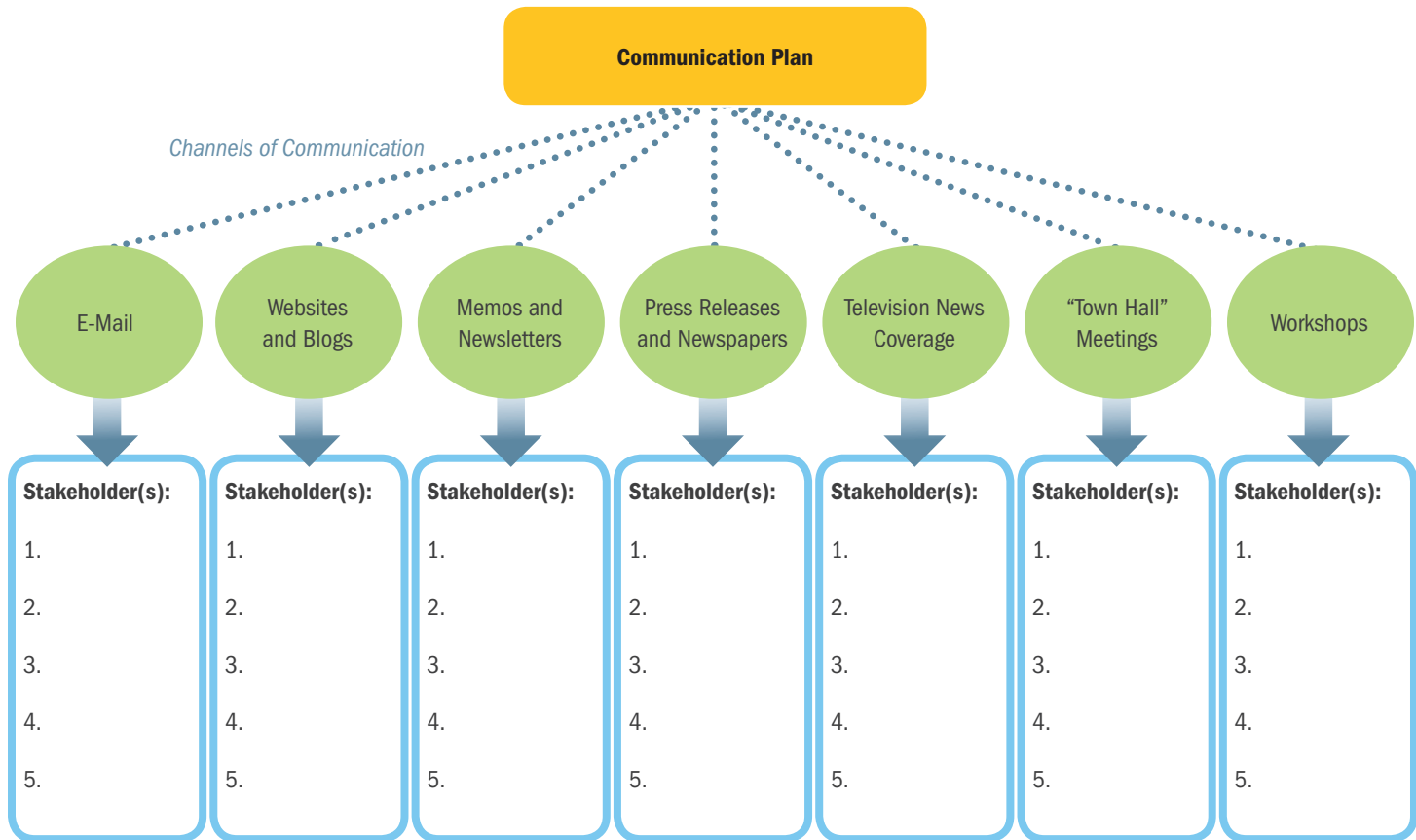
### Tool 3: **Communicating With Stakeholders Matrix**

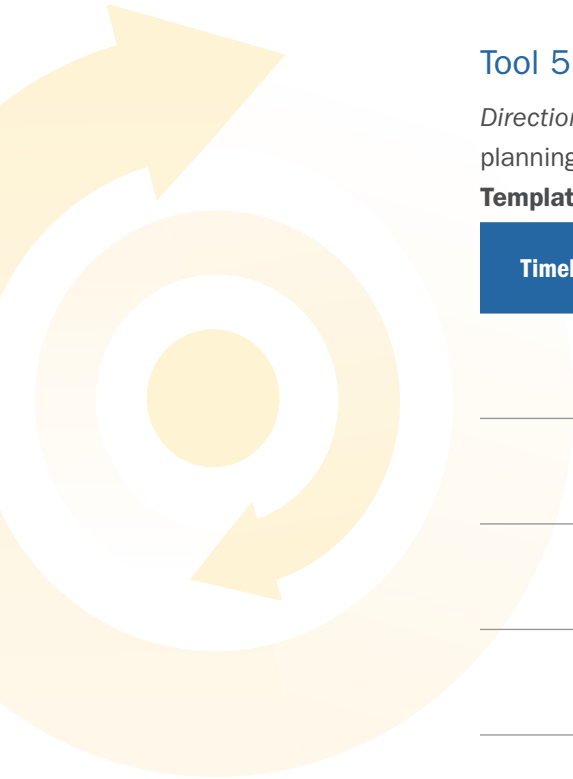
*Directions:* Use the following matrix to frame the discussion of communication objectives, key messages, communication channels, and feedback mechanisms for each stakeholder group.

Stakeholder	Communication Objectives	Key Messages to Be Communicated	Channels of Communication	Feedback Mechanism

### Tool 4: Communication Channels Exercise

*Directions:* Use the following activity to decide which channels of communication will be used to disseminate information to the various stakeholder groups.





## Tool 5: Communication Planning Template

*Directions:* Use the following template to document the communication plan. This template is meant to be an overall planning tool. (*Note:* An example of a completed Tool 5 appears on page 12.) You also can use **Tool 7: Project Timeline Template** (page 15) to document each task required for executing this plan and the specific timeline for each task.

Timeline	Action	Stakeholder	Communication Detail	Persons Responsible	Deadline	Status

## Tool 5: Communication Planning Template (Example)

Following is an example of how to complete the communication planning template.

Timeline	Action	Stakeholder	Communication Detail	Persons Responsible	Deadline	Status
June 2012	Internal launch	Teachers	<ul style="list-style-type: none"> <li>• Conduct information session to inform all teachers of the school turnaround details.</li> <li>• Design school turnaround information link on school website with details, FAQ section, and link for e-mailing questions and comments.</li> <li>• Test website with teacher leaders.</li> <li>• Support School Leadership Team members as they conduct Q&amp;A sessions with teachers.</li> <li>• Post new content to website.</li> </ul>	John S. Amy R. Tim D.	July 1, 2012	Done
July 1-15, 2012	External launch	Media, parents, community	<ul style="list-style-type: none"> <li>• Distribute press release.</li> <li>• Hold press conference.</li> <li>• Conduct “town hall” meeting with parents and the community to announce launch.</li> </ul>	Tim D. Mary S. Jane D.	July 15, 2012	In process



## Tool 6: Communication Plan Checklist

*Directions:* Think about the following questions. Then provide answers by completing the yes-no checklist.

Question	Yes	No
1. Does your communication plan clearly explain the goals and components of the school turnaround plan to all stakeholders who might be affected?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your communication plan include strategies to sustain the school turnaround plan by building support for it among key stakeholders—including policymakers, the business community, foundations, and the public?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you developed materials that clearly explain the details of the school turnaround plan for teachers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you developed materials for parents, students, and community members that explain how the school turnaround plan will be implemented and why the school or district is implementing it?	<input type="checkbox"/>	<input type="checkbox"/>
5. Does your communication plan include multiple communication channels and venues for distributing information to educators and the public (e.g., pamphlets, “town hall” meetings, e-mails, and website)?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your communication plan include alternative means by which educators can gather information quickly and easily (e.g., confidential hotline, convenient afterschool drop-in sessions, and informed individuals at each school site who can answer questions)?	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your communication plan include targeted activities related to key events in the life cycle of the school turnaround plan (e.g., program kickoff, specific measures of performance, the evaluation process)?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does your communication plan address the media?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you established a formal feedback process for all stakeholders to safely ask questions, raise concerns, and provide suggestions?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you have a comprehensive communication plan for data quality? A comprehensive data quality communication plan documents how you know that the various data used for collecting and calculating student/teacher performance are accurate, reliable, and valid.	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from *Implementation Checklist—Guide to Implementation: Resources for Applied Practice* (p. 4), by the Center for Educator Compensation Reform, available online at <http://cecr.ed.gov/pdfs/guide/CECRchecklist.pdf>. This report is in the public domain.

## STEP 3: IMPLEMENTING THE COMMUNICATION PLAN EFFECTIVELY

Successful implementation of the communication plan is crucial to its effectiveness. When discussing how to effectively implement a communication plan, consider the following discussion prompts.

*What tasks need to be completed to carry out each component of the communication plan?  
Who is responsible for each task? What is the timeline for each task?*

Use **Tool 7: Project Timeline Template** (page 15) to document each task that needs to be completed when carrying out the communication plan. Also, use this template to document who is responsible for completing each task and in what timeframe the task needs to be completed.

### Consider This:

Develop a comprehensive set of critical milestones (i.e., important deadlines) for successful implementation and sustained progress. Transparent milestones will help the entire organization know the current state of implementation and will hold teams accountable for their work. Major milestones also are potential opportunities to report to the broader public, including advisory committees, the news media, and other audiences.

*What are the potential roadblocks to implementing the communication plan and solutions to overcome the roadblocks?*

Identifying potential roadblocks in the communication plan while laying out the project timeline enables the School Leadership Team to incorporate solutions to overcome these roadblocks into the project timeline.

### Tip:

Identifying and assessing problems and barriers correctly is a task that can be more difficult than it sounds. Barriers may have one or more obvious sources, but the root cause must be uncovered to solve the problem.

*What are important budget considerations for implementing the communication plan?*

The parameters of the communication budget are important to consider because they affect the number and type of implementation activities as well as the channels of communication used. Failing to consider the budget will lead to a less effective communication plan and implementation. Be sure to keep the budget in mind when deciding which tasks to include in the project timeline.



## Tool 7: Project Timeline Template

*Directions:* Use the following template to create a project timeline for the communication plan. Include milestones and a monitoring mechanism for the project. This template is a tracking and accountability tool that should be used to document and track the progress of each task required for executing the communication plan outlined in Step 3. (*Note:* An example of a completed Tool 7 appears on page 16.)

◆ Indicates a milestone.

Task	Persons Responsible	Start Date	End Date	Status	Weeks/Months												Additional Notes (e.g., Milestone, Monitoring)
					1	2	3	4	5	6	7	8	9	10	11	12	



## STEP 4:

### EVALUATING THE COMMUNICATION PLAN ON AN ONGOING BASIS

Evaluating the effectiveness of the communication plan is necessary to measure progress in reaching the goals of the reform effort and also in adapting the communication plan to meet the changing needs and perceptions of the audience. When discussing how to evaluate the communication plan and its implementation, consider the following prompts and use the tool provided under each prompt to record main points of discussion. (Note: Use the communication goals, measures, and checkpoints established in Tool 1 and the communication objectives and messages documented in Tool 3 to assess the effectiveness of communication.)

*Based on the measures of goal achievement established in Step 1, was the goal of the communication plan achieved? If not, why not?*

**Tool 8: Status of Communication Goals** (below) provides an opportunity to measure the effectiveness and success of the overarching goals of communication established in Step 1, using the measures and checkpoints set up in Tool 1. Evaluating the achievement of goals and objectives is a process that is ongoing throughout the implementation phase because the results of this assessment inform revisions to the communication plan.

#### Tool 8: Status of Communication Goals

Communication Goals Achieved	Communication Goals Not Achieved	Why Not Achieved?

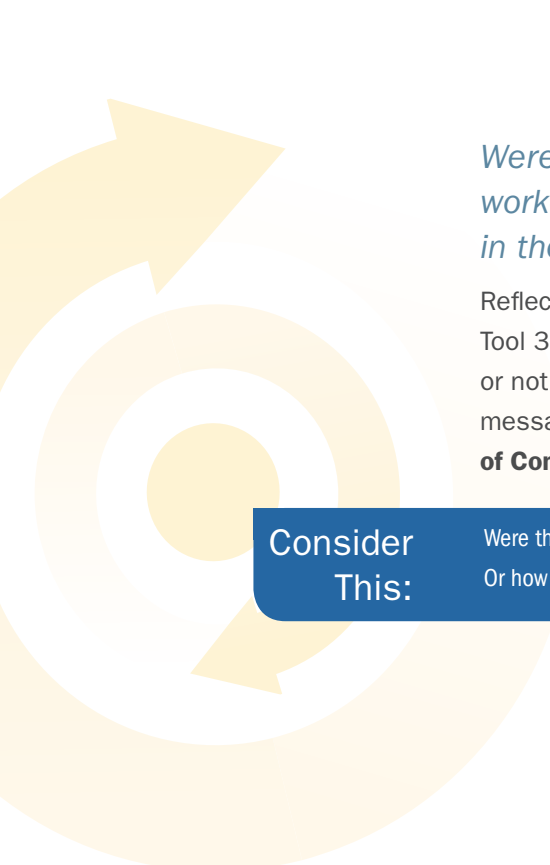
*Did you assess the effectiveness of the communication plan by gathering information from all stakeholders?*

Use **Tool 9: Stakeholder Focus-Group Discussion Questions and Survey Questions** (below) to collect data on the effectiveness of the communication plan from all stakeholders—especially parents, families, and community members, who often are overlooked.

### **Tool 9: Stakeholder Focus-Group Discussion Questions and Survey Questions**

*Directions:* Following is a set of focus-group discussion questions that also can be adapted to be survey questions. The purpose of this exercise is to gather qualitative data about the effectiveness of the communication plan—how successfully the goals, components, and various aspects of the school turnaround plan were communicated.

1. Do you believe that your stakeholder group was able to provide valuable input in the development of the school turnaround plan? If not, please explain.
2. Do you believe that all stakeholder groups were engaged in the development process? If no, please describe which stakeholder group was not engaged by the School Leadership Team in the development process.
3. What is your understanding of the goals and components of the school turnaround plan?
4. What pieces of the school turnaround plan seem unclear?
5. Through what channels of communication did you receive information?
6. Which channels of communication did you find to be most effective?
7. Which channels of communication did you find to be least effective?
8. What messages about the school turnaround plan resonated with you?
9. Which messages were the most challenging to understand?
10. Do you feel that appropriate channels exist for you to provide actionable feedback?
11. Do you feel comfortable with the frequency of communication?
12. Would you like to have more frequent communication?
13. Would you like to have less frequent communication?
14. How would you improve any aspect of the communication strategy?
15. How would you improve any aspect of the school turnaround plan?



*Were the communication objectives for each stakeholder group achieved? What messages worked well with their target audience? What messages need to be changed or delivered differently in the future? Why?*

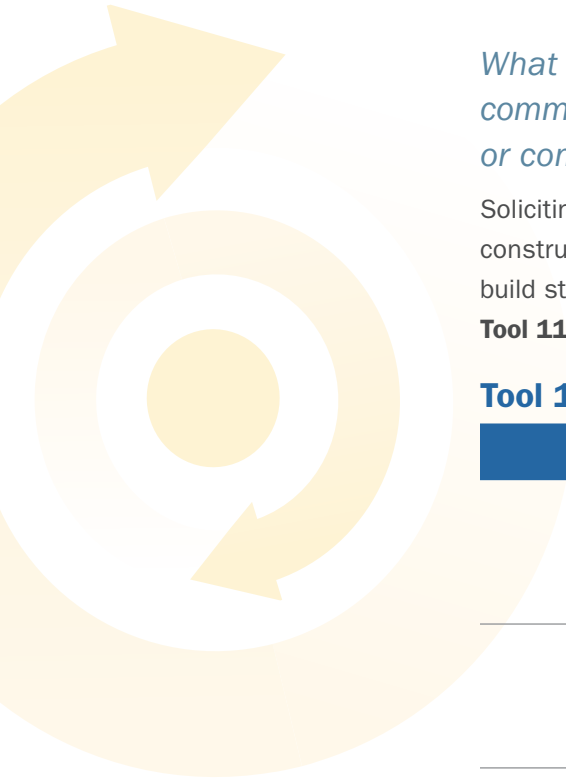
Reflect back on the communication objectives and key messages to be communicated for each stakeholder group, using Tool 3. Use an appropriate method (e.g., survey, focus groups) to assess if the communication objectives were achieved or not; what messages worked well (i.e., resonated with the stakeholder group or helped achieve the objectives); which messages need to be refined; and how those messages should be refined. Record your thoughts, using **Tool 10: Status of Communication Objectives** (page 20).

**Consider  
This:**

Were there any unforeseen obstacles in achieving communication objectives? How were they overcome?  
Or how can they be overcome in the future?







*What actionable feedback was received about the school turnaround plan? About the communication strategy? How will this feedback be incorporated in to the school turnaround or communication plan?*

Soliciting feedback is an important part of any improvement approach. Just as important is deciding which feedback is constructive and actionable, and incorporating that feedback into the revised system or plan. Such incorporation helps build stakeholder support by making stakeholders feel that they are being heard and have ownership of the system. Use

**Tool 11: Actionable Feedback** (below) to record stakeholder feedback that is actionable.

**Tool 11: Actionable Feedback**

Actionable Feedback Received	Related to	How will this feedback be incorporated?
	<input type="checkbox"/> School Turnaround Plan <input type="checkbox"/> Communication Strategy	
	<input type="checkbox"/> School Turnaround Plan <input type="checkbox"/> Communication Strategy	
	<input type="checkbox"/> School Turnaround Plan <input type="checkbox"/> Communication Strategy	
	<input type="checkbox"/> School Turnaround Plan <input type="checkbox"/> Communication Strategy	
	<input type="checkbox"/> School Turnaround Plan <input type="checkbox"/> Communication Strategy	
	<input type="checkbox"/> School Turnaround Plan <input type="checkbox"/> Communication Strategy	

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- Henderson, A. T., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, DC: Center for Law and Education.

## ABOUT AMERICAN INSTITUTES FOR RESEARCH

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AIR currently stands as a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education.

## LOCATIONS

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#### **Washington, D.C.**

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