The Elementary and Secondary Schools Act (ESSA) and Early Learning: Plans and Opportunities for Implementation

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QRIS NLN, JULY 18, 2018
Session Agenda

- What Are State’s Doing To Ensure ESSA addresses young children’s success and ensures equity?
- Tools You Can Use
- Table Talk: Can ESSA and CCDF Plans spur greater alignment of EC Systems?
- Resources
Poll ~ What is your most pressing question about ESSA?

- How can I get involved in my LEAs plan?
- Who gets the money? For what?
- How can the requirements around coordination being addressed?
- What are evidence-based strategies?
- Are any states engaging all providers in professional development?
- Other questions
State of Early Learning in ESSA

Reviewed SEAs’ ESSA plans in three key priorities for early learning:

1) Setting clear goals and policy priorities for early learning,

2) Integrating early learning into school improvement, and

3) Supporting early childhood educator development.
School Quality Ratings

More than 30 SEAs included chronic absenteeism in their school quality/school success formula.

- **RI** has proposed a “Chronic Absenteeism Indicator” that will examine the percentage of teachers and students who are chronically absent in Grades preK–12.

- **IL** is considering weighting chronic absenteeism in kindergarten through Grade 2.
School Improvement

CO: new legislation requiring districts conduct early learning needs assessment.
LA: School system planning and resource guides.
NJ: “Unlocking Your Federal Funds” and planning tools.
WA: “Funding Early Learning with ESSA” + other resources for districts
District Accountability

The local district has the authority to require schools to address early learning and to support collaboration with early learning providers. Plans are still emerging.

- **MA** will create accountability profiles for school districts.
- **WA** will help school districts connect with local early learning providers around kindergarten transitions and alignment.
- **CO** and **CT** require school districts to conduct an early childhood landscape analysis in the district plan for improvement.
Transparency and Public Reporting

AZ: ADE has linked early childhood data to the states' longitudinal data system

NM: NM has included K-3 in statewide school performance measurement in ELA and math

NY: School Quality Snapshots, include PreK and family guides
Early childhood educators are explicitly included as intended recipients of ESSA funded professional development (PD).

- **MS** offers PD for early childhood educators in schools, Head Start sites, and community-based programs.
- **MI, OR, and NC** are developing a PD system for birth to third grade educators.
- **PA** will award grants for principals to focus on early learning.
LEAs Will Drive Implementation

- LEAs are required to create agreements to coordinate services with Head Start agencies and must ensure compliance with HS performance standards.
- LEAs can use Title II funds for PD for principals, teachers and community based providers on early learning.
- LEAs can use Title IV funds for community school models to support school readiness of children in poverty.
- LEAs can use school improvement funds for B-3rd grade approach.
Louisiana’s Early Childhood Performance Profiles
In 2015, Louisiana launched a unified rating system to:
- Measure core elements needed for positive child outcomes;
- Provide a clear and focused path to improvement; and
- Give families an easy way to compare choices in their community.

Louisiana’s unified rating system has two components, featured on Performance Profiles:
1. Ratings that relate to positive child outcomes
   - Adult-child interactions and instructions, as measured by CLASS™; and
2. Information on classroom best practices
   - E.g., using curriculum, assessing children for learning, credentialing of teachers

Researchers at the University of Virginia found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify quality classrooms.
As a research-based, nationally regarded early childhood quality measure for all young children, CLASS™:

- Assesses how well teachers interact with children, including how well they:
  - Correlates with child outcomes
    - Programs that perform better on CLASS™ have better child outcomes (i.e., kindergarten readiness)
  - Supports teacher growth by providing useful information for coaching

### Description

<table>
<thead>
<tr>
<th>PreK Domain</th>
<th>Toddler Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>Emotional &amp; Behavioral Support</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>Engaged Support for Learning</td>
</tr>
</tbody>
</table>

- Correlates with child outcomes
- Supports teacher growth by providing useful information for coaching
Performance Rating:
Calculating Measures of Classroom Quality Scores

Performance scores and ratings are calculated from CLASS® observation scores using a set of rules aligned with Bulletin 140 Policy.

Individual CLASS™ observation dimension scores are averaged together to calculate domain scores and overall scores

- **Overall scores**: All of the site’s dimension scores across all domains are added together and divided by the total number of dimension scores
- **Domain scores**: All of the site’s dimension scores within the domain are added together and divided by the number of dimension scores

**Note**: Negative Climate dimension is not included in any ratings

If local observation scores are missing for a classroom within a semester:
1. Third party scores for the classroom for that semester are used if available
2. The average of the site’s third party scores for that age type are used if no other classroom score is available

Third party observation domain scores are used to replace local observation domain scores if the domain scores differ by more than 1 point, or if there are consistent inaccuracies.
Performance Rating:
Incentives and Consequences

There will be incentives and consequences for providers tied to ratings beginning in 2016-2017.

- Tax credits and bonuses for child care centers have been revised to reward performance and improvement.

<table>
<thead>
<tr>
<th>CLASS™ Score Range</th>
<th>Performance Rating</th>
<th>Star Rating for Tax Credit and Bonus Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00 - 7.00</td>
<td>Excellent</td>
<td>5 Stars</td>
</tr>
<tr>
<td>5.25 - 5.99</td>
<td>Proficient</td>
<td>4 Stars</td>
</tr>
<tr>
<td>4.50 - 5.24</td>
<td>Proficient</td>
<td>3 Stars</td>
</tr>
<tr>
<td>3.75 - 4.49</td>
<td>Approaching Proficient</td>
<td>2 Stars</td>
</tr>
<tr>
<td>3.00 - 3.74</td>
<td>Approaching Proficient</td>
<td>1 Star</td>
</tr>
<tr>
<td>1.00 - 2.99</td>
<td>Unsatisfactory</td>
<td>0 Stars</td>
</tr>
</tbody>
</table>

- Programs that fail to meet minimum standards for two years in any three year period may lose Type III license or funding.

Louisiana Believes
Louisiana’s School and Center Finder
Engaging and Informing Families
Early Childhood and K-12 School and Center Finder

Louisiana’s new tool was designed for families to use, to help them to navigate their choices and make informed decisions about care and education for their child.

Welcome to the Louisiana School Finder
Search for schools based on what matters most to you.

Browse by address, city, or zip code to see all nearby schools or centers.

Or search directly for a school or center by name.

The School and Center Finder can be accessed at www.LouisianaSchools.com
The map browsing view helps families easily find a variety of schools or centers that are near them. Families can also use the filters to narrow their search.

This list of numbered sites corresponds to the numbers on the map.
Supporting Informed Family Choice
Tracking and Comparing Centers

Within the tool, families can select up to three sites to compare side by side, or they can create a list of favorite sites to bookmark them.
The “About Our School” section displays general information about the school or center that families have selected.
Families will access 2016-2017 Performance Profiles directly in the new Louisiana School and Center Finder, alongside other important information.
The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“Academic Performance” Section Includes:

- Overall Classroom Quality Numerical Score and Rating
- A link to video with explanation for families about how rating is derived
The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“Academic Performance” Section Includes:

- Domain-level performance for site, network, and state
- A link to a description of each domain for families
The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“How IS THIS SITE USING BEST PRACTICES?
Stars help parents understand the practices in their children’s classrooms. This is self-reported information that is not included in the site’s rating.

**ASSESSMENT**
Are teachers measuring child progress?

Rating: 2 out of 3 stars

**CHILDREN PER TEACHER**
Will my child receive close attention?

Rating: Not Reported

**CURRICULUM QUALITY: PRE-K**
Will my child receive close attention?

Rating: 2 out of 3 stars

**CURRICULUM QUALITY: TODDLER**
What is the quality of the curriculum in toddler classrooms?

Rating: 2 out of 3 stars

“Academic Performance” Section
Includes:

- Informational Metrics that include **Assessment Rating**, **Child per Teacher Rating**, and **Curriculum Quality**
- A link to an explanation of each best practice for families
The “Academic Performance” section displays specific details about the classroom quality of the school or center.

“Academic Performance” Section Includes:

- Percent of lead teachers with each degree level
- Percent of lead teachers with certification, including Early Childhood Ancillary Certificate
- A link to an explanation of each informational metric for families
Network Performance Profiles contain a roll up of each community’s results, along with at-risk access metrics and community survey results, and are linked on each site’s page.
The Department has rolled out several tools and resources for Louisiana communities to use to promote their sites via School and Center Finder.

As part of the School and Center Finder release, the Department has:

- Released a one page flyer, parent night presentation and animated video;
- Promoted the School and Center Finder with statewide media and through social media;
- Provided talking points and resources for organizations that interact closely with families so that they can promote the school and center finder in their own communities:
  - Schools and centers
  - Community organizations
  - Chambers of commerce
  - Realtor organizations
  - Non-profits

Louisiana has supported communities to collaborate around their own plans to include the new School and Center Finder in their coordinated enrollment work.
DC’s Early Childhood Development Program Landscape
My Child Care DC features:

- **All** licensed child care providers are on the website.
- **Easy-to-use search** with multiple options for searching and filtering results.
- **Clean, bright provider profiles** with regularly updated information about each facility, including location, ages of children served, quality information and information about most recent facility inspection reports.
- **Important information about early child development and care** for families and early learning professionals.
**My Child Care DC**

**WELCOME TO MY CHILD CARE DC**

My Child Care DC is a place for parents to access meaningful information about child care in DC at their fingertips. You can search for licensed child care, browse and compare child care options, and learn about helpful early learning resources. Start browsing now!

- Find Child Care
- Early Care and Education at a Glance

**Search Our Provider Network**

Welcome to My Child Care DC. Below, you can search for child care facilities in the District of Columbia. Start by entering a facility’s name, an address, or a zip code and clicking the magnifying glass icon. Or, you can click on the button for “Search All Providers” to see a full list. You may filter your choices further on the Search Results page.

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Starting Address</th>
<th>Zip Code</th>
<th>Search All Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Heights Child Development Center</td>
<td>4242 30th ST NW 20011</td>
<td>202-270-1155</td>
<td>View #4</td>
</tr>
<tr>
<td>A Step Above Child Development Center</td>
<td>1428 North Capitol ST NW 20002</td>
<td>202-556-4152</td>
<td>View #5</td>
</tr>
<tr>
<td>ABC Child Development Center</td>
<td>525 9th ST NW 20001</td>
<td>202-269-6444</td>
<td>View #4</td>
</tr>
<tr>
<td>Baby Mimi Daycare 525 Hamilton ST NW 20001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventure Day Nursery # 1</td>
<td>201-301-5001</td>
<td>202-722-0206</td>
<td>View #4</td>
</tr>
<tr>
<td>Adventure Day Nursery # 2</td>
<td>159 Sutram St NW 20011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**465 OSSE licensed child development facilities**

<table>
<thead>
<tr>
<th>Health and Safety Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>353 Center based child development facilities</td>
</tr>
<tr>
<td>112 Home based child development facilities</td>
</tr>
</tbody>
</table>
### Licensed Infant and Toddler Programs

<table>
<thead>
<tr>
<th>Ward</th>
<th>Number of Licensed Sites</th>
<th>Subsidy Enrollment</th>
<th>Total Licensed Capacity*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>386</td>
<td>5,124</td>
<td>8,643</td>
</tr>
<tr>
<td>1</td>
<td>31</td>
<td>601</td>
<td>935</td>
</tr>
<tr>
<td>2</td>
<td>51</td>
<td>122</td>
<td>1,704</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>2</td>
<td>508</td>
</tr>
<tr>
<td>4</td>
<td>76</td>
<td>928</td>
<td>1,341</td>
</tr>
<tr>
<td>5</td>
<td>52</td>
<td>861</td>
<td>1,082</td>
</tr>
<tr>
<td>6</td>
<td>41</td>
<td>223</td>
<td>829</td>
</tr>
<tr>
<td>7</td>
<td>54</td>
<td>1,018</td>
<td>945</td>
</tr>
<tr>
<td>8</td>
<td>62</td>
<td>1,369</td>
<td>1,299</td>
</tr>
</tbody>
</table>

*Source: FY17 Performance Oversight*
## Overview of DC Pre-K Programs

### Figure 12. THREE-YEAR olds and FOUR-YEAR olds served in DC in FY 2017

<table>
<thead>
<tr>
<th>Age</th>
<th>Census Data&lt;sup&gt;9&lt;/sup&gt;</th>
<th>Number Enrolled</th>
<th>Percent Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year-Olds</td>
<td>8,710</td>
<td>5,980</td>
<td>69%</td>
</tr>
<tr>
<td>4-Year-Olds</td>
<td>8,077</td>
<td>7,186</td>
<td>89%</td>
</tr>
<tr>
<td>Total</td>
<td>16,787</td>
<td>13,166</td>
<td>78%</td>
</tr>
</tbody>
</table>

### Figure 13. Public Pre-K Program Access by Sector in FY 17

<table>
<thead>
<tr>
<th>Sector</th>
<th>Sites</th>
<th>Enrollment</th>
<th>Number of Classrooms</th>
<th>Estimated Capacity</th>
<th>Estimated Utilization</th>
<th>Estimated Number of Available Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>77</td>
<td>5,829</td>
<td>350</td>
<td>5,864</td>
<td>99.4%</td>
<td>35</td>
</tr>
<tr>
<td>Public Charter Schools</td>
<td>59</td>
<td>6,700</td>
<td>341</td>
<td>6,820</td>
<td>98.2%</td>
<td>120</td>
</tr>
<tr>
<td>Pre-K Enhancement and Expansion Program in CBO Sites</td>
<td>21</td>
<td>637</td>
<td>45</td>
<td>720</td>
<td>88.5%</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
<td>13,166</td>
<td>736</td>
<td>13,404</td>
<td>98.2%</td>
<td>238</td>
</tr>
</tbody>
</table>

Source: [OSSE's 2017 Pre-K Report](#)
## Early Head Start and Head Start Programs in DC

<table>
<thead>
<tr>
<th>Program</th>
<th>Early Head Start Home-Based</th>
<th>Early Head Start Center</th>
<th>Head Start Center</th>
<th>Total Enrollment by Grantee</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC Public Schools</td>
<td></td>
<td></td>
<td>5,249</td>
<td>5,249</td>
</tr>
<tr>
<td>Bright Beginnings, Inc.</td>
<td>64</td>
<td>104</td>
<td>45</td>
<td>213</td>
</tr>
<tr>
<td>CentroNia</td>
<td>60</td>
<td>12</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Rosemount</td>
<td>77</td>
<td>39</td>
<td></td>
<td>116</td>
</tr>
<tr>
<td>Edward C. Mazique Parent Child Center, Inc.</td>
<td></td>
<td></td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>United Planning Organization (UPO)</td>
<td></td>
<td></td>
<td></td>
<td>671</td>
</tr>
<tr>
<td>Educare of Washington, DC [16]</td>
<td></td>
<td></td>
<td>72</td>
<td>85</td>
</tr>
<tr>
<td>AppleTree Early Learning Center PCS Douglas Knolls</td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>AppleTree Early Learning Center PCS Parkland</td>
<td></td>
<td></td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>AppleTree Early Learning Center PCS</td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Oklahoma Avenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Azelee Bates</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballou</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Tabernacle</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.W. Harris Elementary School</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dunbar</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgewood</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fredrick Douglass</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke C. Moore</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roosevelt High School</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodson</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Education Development (SED) Center</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anacostia High School</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paradise</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlantic Gardens</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Babies</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home-Based Program</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSSE Quality Improvement Network (QIN)</td>
<td></td>
<td></td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Enrollment by Model</strong></td>
<td><strong>273</strong></td>
<td><strong>951</strong></td>
<td><strong>5,477</strong></td>
<td><strong>6,701</strong></td>
</tr>
</tbody>
</table>
• Working group members included Head Start agencies, LEAs, Public Charter School Board (PCSB), FOCUS and District of Columbia Association for the Education of Young Children (DCAEYC).

• Working group members offered their expertise and recommendations from DC and/or national best practices and research. The working group met monthly to brainstorm best practices and recommendations on each domain of coordination (November through May 2018).

• The working group has helped draft a citywide MOA that LEAs may sign to meet the ESSA coordination requirements.

• LEAs that serve pre-K and/or kindergarten applying for ESEA Title I funds in fall 2018 must sign the citywide MOA, or may sign separate MOAs with Head Start agencies serving their incoming students.
## Working Group Meetings and Timeline

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 16, 2017</td>
<td>Professional development/Technical assistance</td>
</tr>
<tr>
<td>Dec. 12, 2017</td>
<td>Coordinating services/Communication</td>
</tr>
<tr>
<td>Jan. 9, 2018</td>
<td>Family engagement</td>
</tr>
<tr>
<td>Feb. 15, 2018</td>
<td>Curriculum and instruction</td>
</tr>
<tr>
<td>March 22, 2018</td>
<td>English learner data and Title III plan</td>
</tr>
<tr>
<td>April 17, 2018</td>
<td>Data and records sharing/enrollment</td>
</tr>
<tr>
<td>May 14, 2018, 11 a.m.-1 p.m.</td>
<td>LEAs were invited to review and provide feedback on the draft MOA</td>
</tr>
<tr>
<td>June-July 2018</td>
<td>Final citywide MOA ready for signature</td>
</tr>
<tr>
<td>November 2018</td>
<td>All LEAs applying for ESEA Title I funds must sign citywide MOA or separate MOAs with each Head Start agency.</td>
</tr>
</tbody>
</table>
1. Please visit the website below for more information about the ESSA early learning working group:
https://osse.dc.gov/page/essa-early-learning-coordination-working-group

2. You will find more information about:
   a. Key Resources
      • Early Learning in the Every Student Succeeds Act: Non-Regulatory Guidance (US Department of Education)
      • ESSA and Head Start Act Statute – Excerpts with Coordination Requirements
   b. Presentation Materials
Using ESSA to Advance Birth-through-Eight Strategies in North Carolina

Karen McKnight
Head Start State Collaboration Office
The Approach

• Determining who should lead and be engaged
• Creating demand
• Creating strategic partnerships
• Requiring cross-system teams
• Providing support
Successes

• Local planning tool
• Agreements
• Relationships
“This meeting set aside a day out of our busy schedules to come together and focus on children birth to eight. The time we spent together was so very powerful. We collaborated, shared our thoughts and ideas, created a commitment plan and reflected on our district goals. I learned and grew so very much. Thank you for providing this opportunity! What a wonderful investment of our time together.”
“Our Pre-K Director has reached out to the Head Start Director in meetings for ideas about specific concerns. This would not have happened before these meetings. This opportunity gave us a way to bring Head Start back to the table.”
Lessons Learned

• Start earlier
• Create a broader planning and support team
• Provide data
• Create an inventory of existing supports and professional development being provided by the state
• Hold more regional meetings
• Local teams need support collaborating
Next Steps

• State agreement model
• Analysis and case studies
• Focused support
• Regional meetings
“I met with some of the key people in my county and was able to put a face to their name. I was able to hear their perspective and I learned that they too want what is best for children and they had great ideas of how to do it.”
“We (LEA/NC Pre K) attended the regional meeting along with representation from Head Start, the Partnership for Children and EC Preschool. Our team was able to discuss practices that were already in place, but loose, then develop a plan to tighten the practices. We were very strategic and intentional with our plan development and really did not need any new or expanded dollars to successfully implement.”
“We have begun having conversations, and were not previously. Working together on these activities is increasing trust, encouraging resource sharing, and will hopefully improve the experiences of children and families.”
“Our Head Start coordinator taught our committee about the TS Gold assessment that all Head Start classroom teachers administer to their students. We thought the information was so valuable that he should present it to principals. In bridging this gap we are also asking that Head Start teachers form partnerships with the Kindergarten Teachers in their schools by shadowing each other and attending PLC meetings once per year. Bridging this gap will give us more information about incoming students to the [school] system and also help us to reach parents of students feeding into our schools.”
Karen McKnight
NC Department of Public Instruction/Office of Early Learning
Head Start State Collaboration Office
karen.mcknight@dpi.nc.gov
Tools You Can Use

- Birth to Grade 3 Indicator Framework: Opportunities to Integrate Early Childhood in ESSA Toolkit
- Every Student Succeeds Act: Guiding LEA Needs Assessments and Plan Development to Consider Early Learning
Opportunity to create greater system alignment

- New Preschool Development Grant in ESSA - Assist States to develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system
What are the “touch points” to use both CCDF State Plan and ESSA to ensure equity for ALL young children?

Each Plan asks states to:

- Engage stakeholders and coordinate EC services
- Define Goals for Children
- Improve Quality of Programs and Schools
- Engage Families
- Ensure a Highly Qualified Workforce
- Use Resources Accountably
TABLE TALK
OPPORTUNITY AHEAD

• CEELO ESSA resources and blog: http://ceelo.org/essa/

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