

# Multi-Tiered System of Support

Justyn Poulos

Director of MTSS

[justyn.poulos@k12.wa.us](mailto:justyn.poulos@k12.wa.us)

RJ Monton

Assistant Director of MTSS

[rj.monton@k12.wa.us](mailto:rj.monton@k12.wa.us)



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## **Vision**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## **Mission**

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## **Values**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# ***Tribal Land Acknowledgement***

***I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.***



# Building MTSS Capacity in Washington

**School Climate**

**Inclusionary  
Practices**

**Dyslexia  
Legislation**

**Discipline Reform**

**Early Childhood  
Supports**

**Identification of  
Learning  
Disabilities**

**Social-Emotional  
Learning**

**Behavioral Health**

**Washington  
Integrated  
Supports Protocol  
(WISSP)**

**School  
improvement**

**Learning Assistance  
Program**

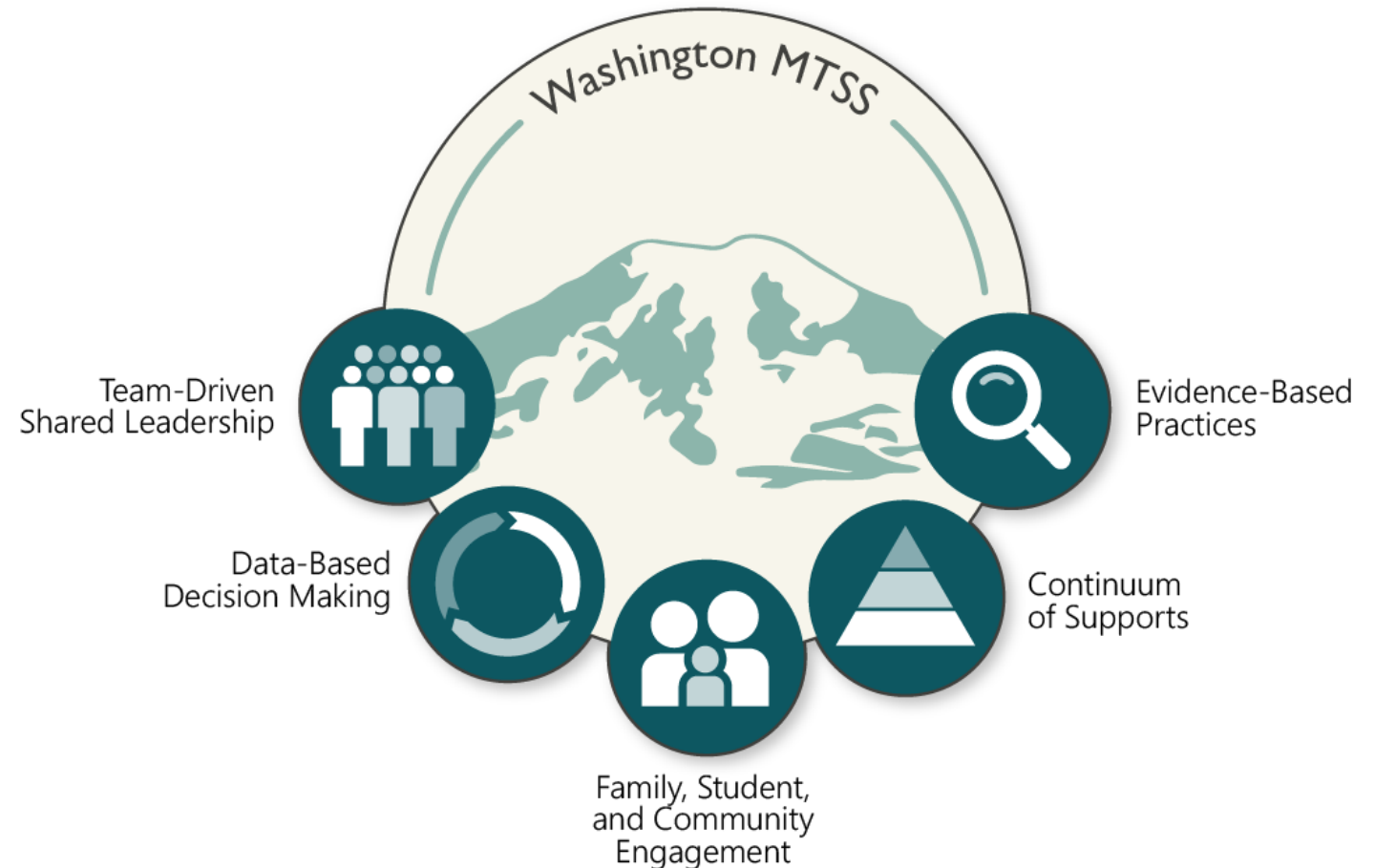


# Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

## Learn More:

<https://www.k12.wa.us/mtss>



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# The Importance of Teams



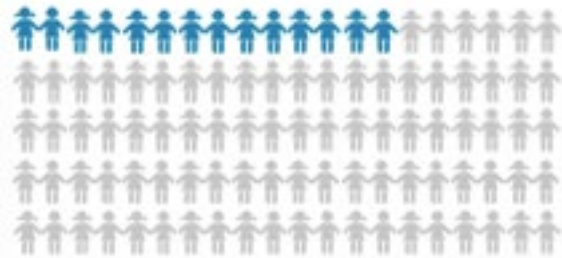
## **4 Take-Aways:**

1. Use/Adapt Existing Teams
2. Build capacity
3. Distribute leadership/authority
4. Meet regularly



# Implementation Teams: Making it Happen

No  
Implementation Team

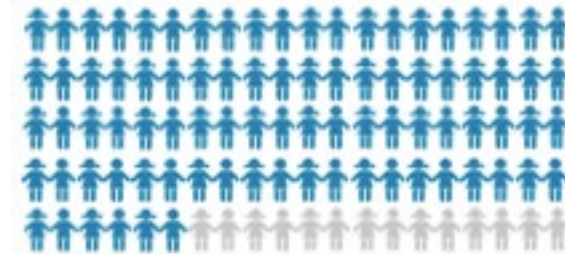


From “Letting it Happen”

14% of  
sites  
17  
Years

At Full Implementation

Expert  
Implementation Team



To “Making it Happen”

80%  
of sites  
3 Years



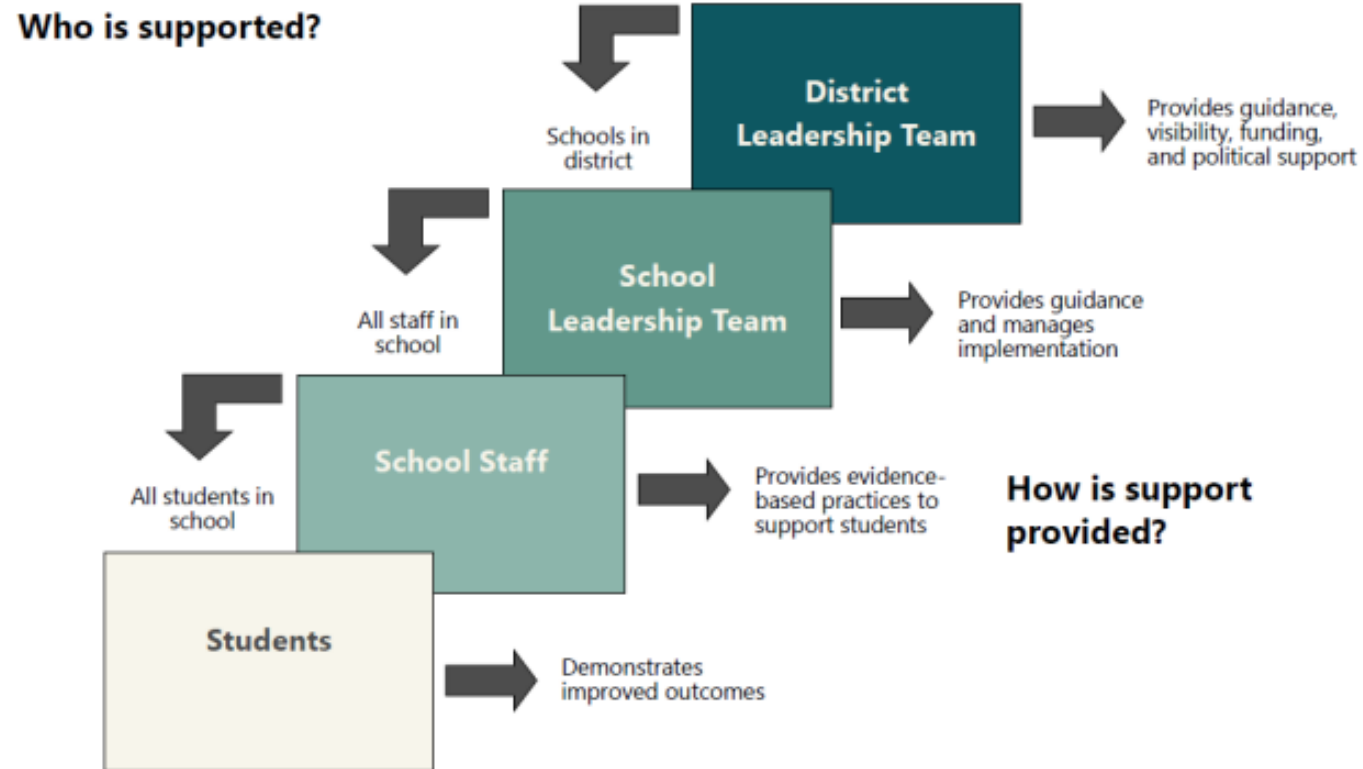
Sources:  
Fixsen, Blase, Timbers, & Wolf, 2001; Balas & Boren, 2000; Green & Seifert, 2005; Saldana & Chamberlain, 2012



"If the adults are  
separate, then the  
kids are separate"  
- Gail Ghere



# Cascading Supports



*Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.*



# Breakout Rooms

1. What teams do you have that are leading or could take on the responsibility of leading MTSS Implementation?
2. Who is currently on those teams?
  - How is membership determined?
  - Who is not represented on your teams?
3. What are successes and barriers you've experienced in ensuring collaboration between general education and special education within MTSS?



# Debrief and Share Out

- What are some takeaways from today's discussion?
- What common successes and/or barriers did you recognize across systems during the discussion?

For Justyn and RJ –

- How can participants learn more about resources and information on MTSS and cascading teams?

# Two DISTRICT Resources to Dig in more:



## **DISTRICT CAPACITY ASSESSMENT**

Version 7.7 - October 2019



## **Positive Behavioral Interventions and Supports**

### **Implementation Blueprint:**

## **PBIS District Systems Fidelity Inventory (DSFI)**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Three SCHOOL Resources to Dig in more:



## Reading Tiered Fidelity Inventory Elementary-Level Edition

Version 1.4  
September 2020



September 2019

## SWPBIS Tiered Fidelity Inventory version 2.1



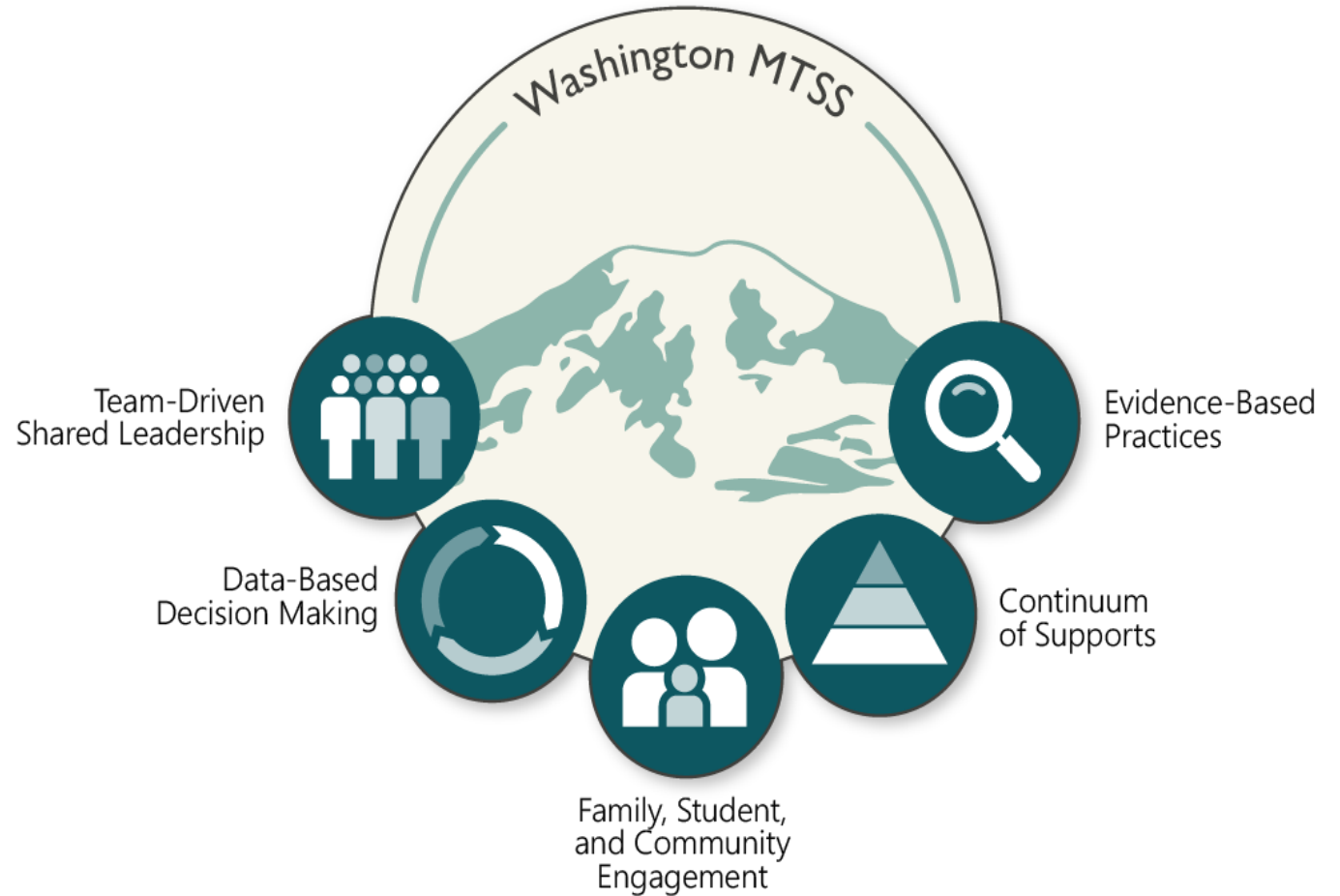
## Early Childhood Program-Wide PBS Benchmarks of Quality

*Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez-Binder*



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Washington's Multi-Tiered System of Supports Framework



# Resources and Opportunities

Overview of MTSS for District/School Staff



Overview of MTSS - Families



Team-Driven Shared Leadership



Data-Based Decision Making



Family, Student, Community Engagement



Selection and Use of Evidence-Based Practices



Continuum of Supports



# Professional Learning Community

- Monthly October through May;  
Fridays 10:30-12:00
  - Oct 8
  - Nov 5
  - Dec 3
  - Jan 7
  - Feb 4
  - Mar 4
  - Apr 8
  - May 20

## MTSS Events

As implementers of the Multi-Tiered System of Supports Framework for Washington State the Center for the Improvement of Student Learning (CISL) strives to create opportunities for any individual to learn and grow. Below we have archived materials from each conference we have put on and registration links for the MTSS PLC Webinar Series. As different events become available they will be linked to this page in order to create a common location where access to education is readily available.

## MTSS PLC Webinar Series

These webinars are a space in which educators, administrators, and stakeholders can all come together to collaborate on topics and find common solutions. Each webinar will have a specific topic that will be announced via the MTSS newsletter. If you are interested in signing up for the newsletter please click the sign up for email alerts link in the right call out. If you need any assistance or accommodations for participation in the webinars please email [Robin Howe](#).

- **2021-22 Webinar Series Coming Back in October**



# MTSS Cohorts for 2021-2022 and beyond

	2021-2022	2022-2023	2023-2024	2024-2025
District-Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4
School-Level		Cohort 1	Cohort 2	Cohort 3
			Cohort 1	Cohort 2
				Cohort 1



# What does the Professional Development Look like?

- 6 Statewide (Full Cohort 1) Synchronous PD Sessions
  - Delivered by Statewide MTSS Team and Partners
- “Like Cohort”/Professional Learning Group PD targeted toward common targeted areas
  - ~Monthly
  - Delivered by Regional Implementation Coordinators/Statewide MTSS Team
- Targeted District Level Professional Development
  - ~1-2 Month/As Needed
  - Delivered by your ESD Regional Implementation Coordinator



# What does the Technical Assistance Look like?

- TA will be provided by your Regional Implementation Coordinator.
  - In year 1 of your cohort the focus will be on District level teaming and Processes, building capacity to support Buildings in Year 1.



# Cohort 1 (2021-2022)

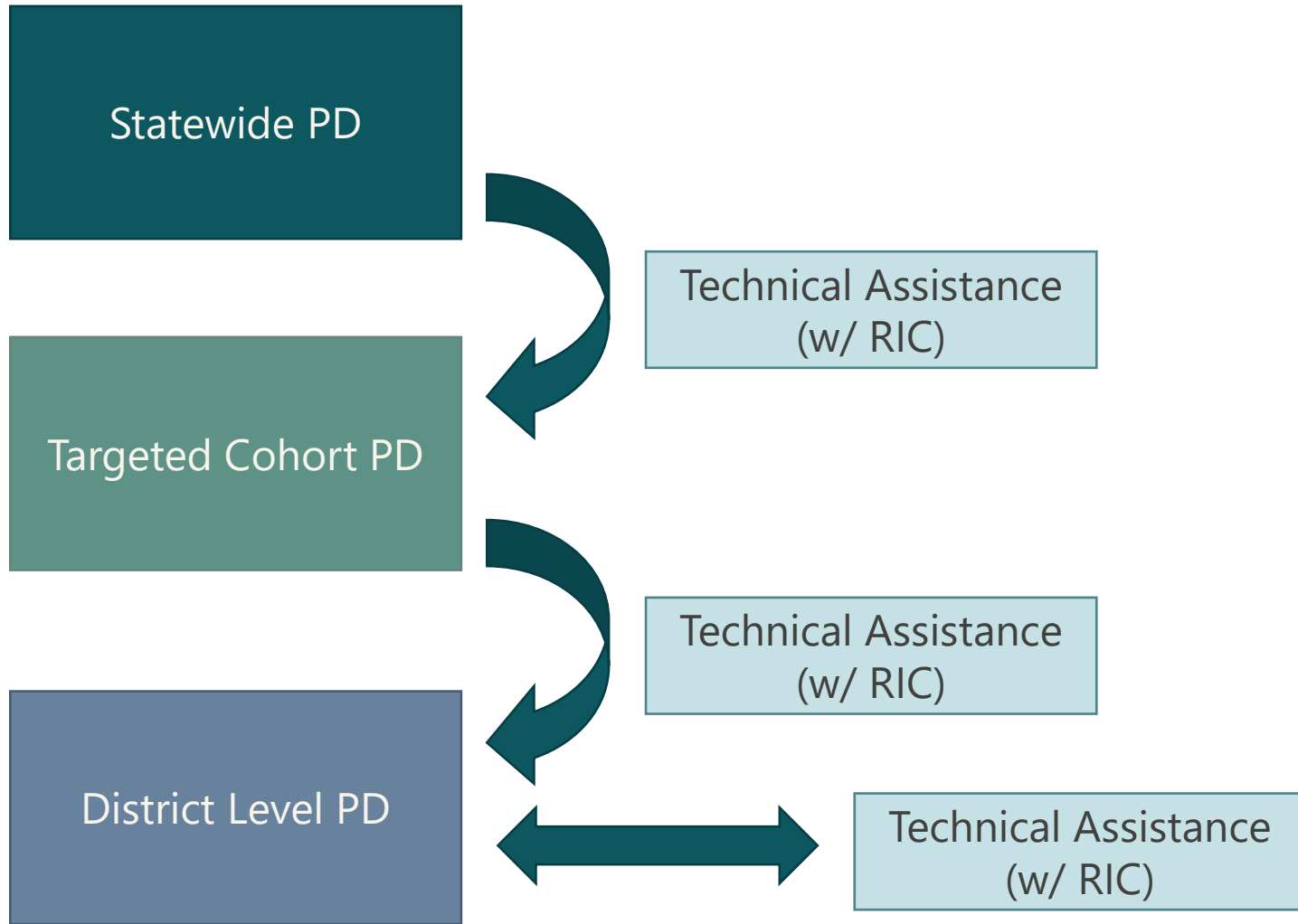
101	105	112	113	114	121	123	171	189
Davenport		Washougal	McLeary	Quilcene	Puallup	Columbia	Waterville	San Juan
Northport		LaCenter	Pioneer	North Kitsap	Issaquah	Richland	Cashmere	Anacortes
Colville		Lyle	Tumwater	Port Townsend	Steilacoom			
Central Valley			Raymond	Sequim	Tukwila			
					Bethel			
					Fife			
					Auburn			



# Statewide PD Sessions

- **Date:** Tuesday October 12<sup>th</sup>
  - **Time:** 10:00am-12:00pm
  - **Topic:** Team Driven – Shared Leadership
- **Date:** Thursday November 18<sup>th</sup>
  - **Time:** 3:00pm-5:00pm
  - **Topic:** Continuum of Supports
- **Date:** Wednesday January 12<sup>th</sup>
  - **Time:** 1:00pm-3:00pm
  - **Topic:** Evidence Based Practices
- **Date:** Tuesday March 15<sup>th</sup>
  - **Time:** 1:00pm-3:00pm
  - **Topic:** Data Based Decision Making
- **Date:** Wednesday April 27<sup>th</sup>
  - **Time:** 3:00pm-5:00pm
  - **Topic:** Family/Student/Community Engagement
- **Date:** Thursday May 26<sup>th</sup>
  - **Time:** 10:00am-12:00pm
  - **Topic:** District to Building Cascading Support





# Who is in the field?

## MTSS State Implementation Team Contacts

### Educational Service District (ESD) Staff

Name	ESD	Email	Phone Number
Stephanie Detrick	ESD 101	<a href="mailto:sdetrick@newesd101.net">sdetrick@newesd101.net</a>	509-378-1172
Brandon Riddle	ESD 105	<a href="mailto:brandon.riddle@esd105.org">brandon.riddle@esd105.org</a>	509-823-3149
Solina Journey	ESD 112	<a href="mailto:solina.journey@esd112.org">solina.journey@esd112.org</a>	406- 952-3345
Tammy Woodard	ESD 113	<a href="mailto:twoodard@esd113.org">twoodard@esd113.org</a>	509-869-7699
Sandy Gessner	ESD 114	<a href="mailto:sgessner@oesd114.org">sgessner@oesd114.org</a>	360-479-0993
Tori Hazelton-Snyder	ESD 121	<a href="mailto:thazeltonsnnyder@psed.org">thazeltonsnnyder@psed.org</a>	425-917-7600 ext. 7786
Kelly Bolson	ESD 123	<a href="mailto:kbolson@esd123.org">kbolson@esd123.org</a>	509-544-5747
Stephanie Andler	ESD 171	<a href="mailto:stephaniea@ncesd.org">stephaniea@ncesd.org</a>	509-665-2616
Abby Trimble	ESD 189	<a href="mailto:atrimble@nwesd.org">atrimble@nwesd.org</a>	360-707-8875

### Office of Superintendent of Public Instruction (OSPI) Staff

Justyn Poulos	Director of MTSS	<a href="mailto:justyn.poulos@k12.wa.us">justyn.poulos@k12.wa.us</a>	360-725-6132
RJ Monton	MTSS Assistant Director	<a href="mailto:rj.monton@k12.wa.us">rj.monton@k12.wa.us</a>	206-247-9919
Mark McKechnie	Senior Consultant on Equity in Student Discipline	<a href="mailto:mark.mckechnie@k12.wa.us">mark.mckechnie@k12.wa.us</a>	360-725-6039
Stella Lugalía	Administrative Assistant 3	<a href="mailto:stella.lugalía@k12.wa.us">stella.lugalía@k12.wa.us</a>	360-701-5276



# Progress Monitoring Tools and Resources

Steven Prater  
Senior Technical Assistance Consultant  
American Institutes for Research (AIR)

SEPTEMBER 2021



---

**PROGRESS** Center

at the American Institutes for Research® ■

# Objectives

- Identify the importance of progress monitoring.
- Identify common barriers to progress monitoring.
- Explore resources to improve systems and implementation of progress monitoring.



# Welcome to the PROGRESS Center!

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals.



## HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?



Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.



Partner with selected local educators to develop and implement high-quality educational programs.



Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at [www.promotingPROGRESS.org](http://www.promotingPROGRESS.org) to learn more!

# Promoting Progress for Students With Disabilities



# Why We Do What We Do

*Endrew F. v. Douglas County School District  
RE-1 (2017)*

- “To meet its substantive obligation under the IDEA, a school must offer an IEP **reasonably calculated** to enable a child to **make progress** appropriate **in light of the child’s circumstances.**” (emphasis added)



# The Importance of Progress Monitoring

Estimate the rates of improvement (ROI) over time and set goals.

Compare the efficacy of different forms of instruction.

Data allow us to..

Identify students who are not demonstrating adequate progress.

Determine when an instruction change is needed and help to hypothesize potential sources of need.





Kathleen Mehfoud (Attorney with Reed & Smith and Consultant to LRP): *“When I have a school district with a FAPE case, the first thing I do is go to the teacher and say: ‘Give me information on your student’s progress.’ If the teacher doesn’t have data, I consider advising the school district to settle.”*

# Common Barriers

Goals that aren't  
measurable

Good systems  
aren't set up

Data rich,  
information poor

Teachers don't have and/or are not properly  
trained on the necessary tools and resources



# Resources to Support Progress Monitoring

PROGRESS Center and National Center on Intensive Intervention (NCII)

**PROGRESS** Center

at the American Institutes for Research® ■

# PROGRESS Center Website



DEVELOPMENT IMPLEMENTATION NEWS & EVENTS RESOURCES & TOOLS ▾ TRAINING ABOUT ▾ CONTACT

The **PROGRESS** Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)



Improving Access and Outcomes for Students

<https://promotingprogress.org/>

# The National Center on Intensive Intervention



The screenshot shows the homepage of the National Center on Intensive Intervention. At the top, the logo reads "National Center on INTENSIVE INTERVENTION at American Institutes for Research". A search bar and social media icons for YouTube, Twitter, and Facebook are on the right. A blue navigation bar contains links: "About DBI", "Tools Charts", "Implementation & Intervention", "Training", "Special Topics", and "Resource by Audience". The main banner features the title "National Center on Intensive Intervention Mission and Approach" and a paragraph explaining the center's mission to build capacity for intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs. It highlights the approach of "data-based individualization (DBI)". A "Learn More" button is present. Below the banner, there are four content boxes: "State and Local Leaders", "Trainers & Coaches", "Educators", and a partially visible "Find..." box. Each box includes an icon, a title, a description, and an "Explore all" button. A large blue box with the URL "www.intensiveintervention.org" is overlaid on the bottom right of the screenshot.

National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research

Search

About DBI Tools Charts Implementation & Intervention Training Special Topics Resource by Audience

## National Center on Intensive Intervention Mission and Approach

NCII builds the capacity of state and local education agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs. NCII's approach to intensive intervention is **data-based individualization (DBI)**.

Learn More

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

Progress Monitor

**State and Local Leaders** Explore all

Find tools and resources to support implementation of intensive intervention for school, district, and state administrators and staff responsible for leading MTSS and special education initiatives.

**Trainers & Coaches** Explore all

Find tools and resources to help trainers and coaches support professional learning about intensive intervention.

**Educators** Explore all

Find tools and resources to support general and special education teachers, interventionists, school psychologists, school counselors, and other school-based personnel working with students with intensive academic and behavioral needs.

Find tools and resources to support developing, modifying, or enhancing coursework and field experiences related to implementation of intensive intervention.

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

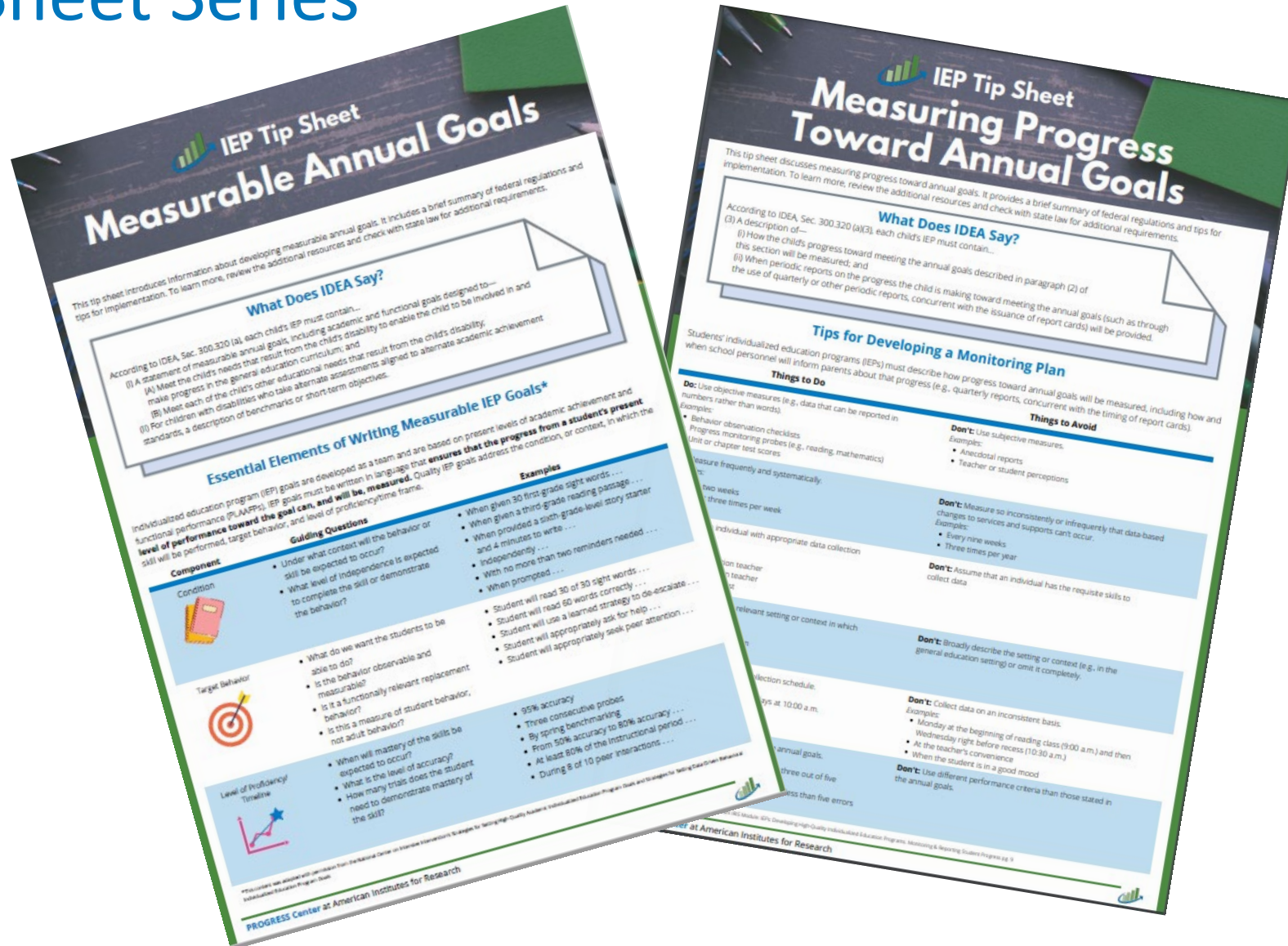
# Do You Have Good Measurable Annual Goals and a Plan to Monitor Them?



**PROGRESS** Center

at the American Institutes for Research® ■

# IEP Tip Sheet Series



# PROGRESS Center Webinars



<https://promotingprogress.org/resources/promoting-progress-role-goal>



<https://promotingprogress.org/resources/developing-iep-monitoring-plan>

# Self-Paced Training Module

- This course:
  - explains the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the critical role of measurable annual goals in the development of a high-quality individualized education program (IEP).
  - describes the three essential elements of a measurable annual goal, identifies tips for developing measurable annual goals that promote progress, and
  - shares resources for learning more.

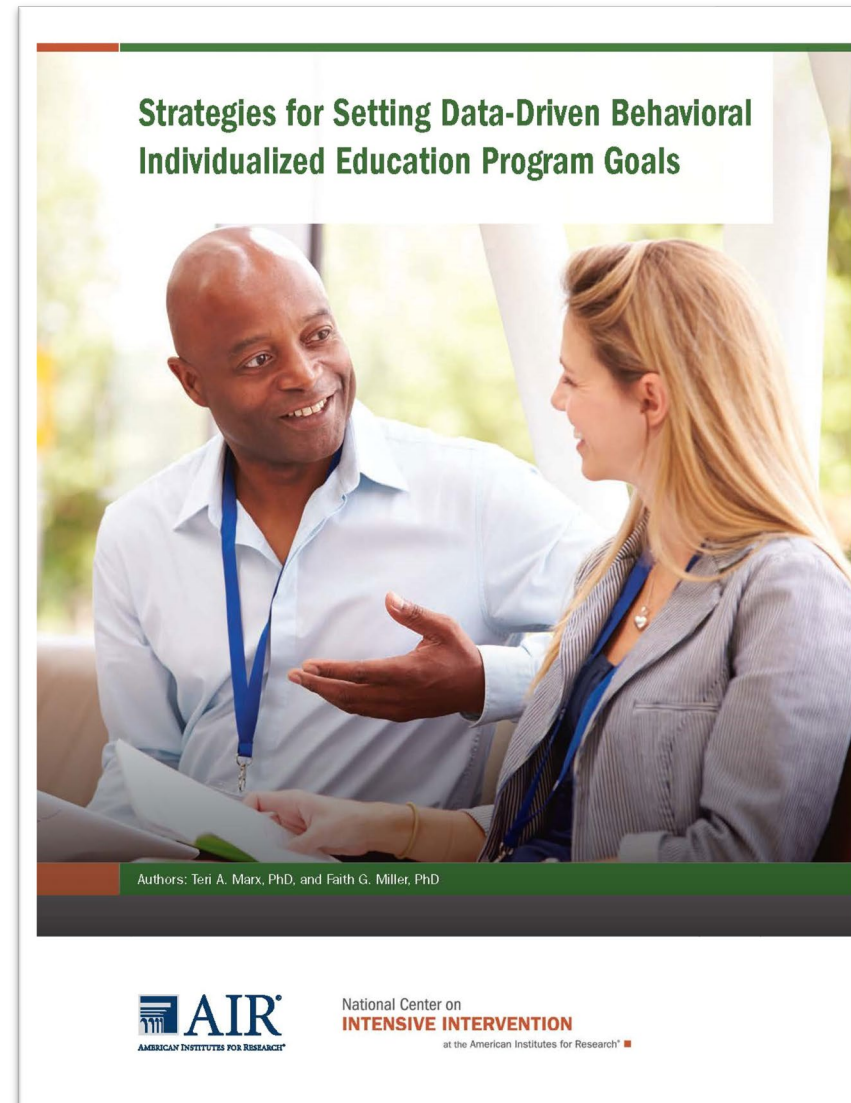
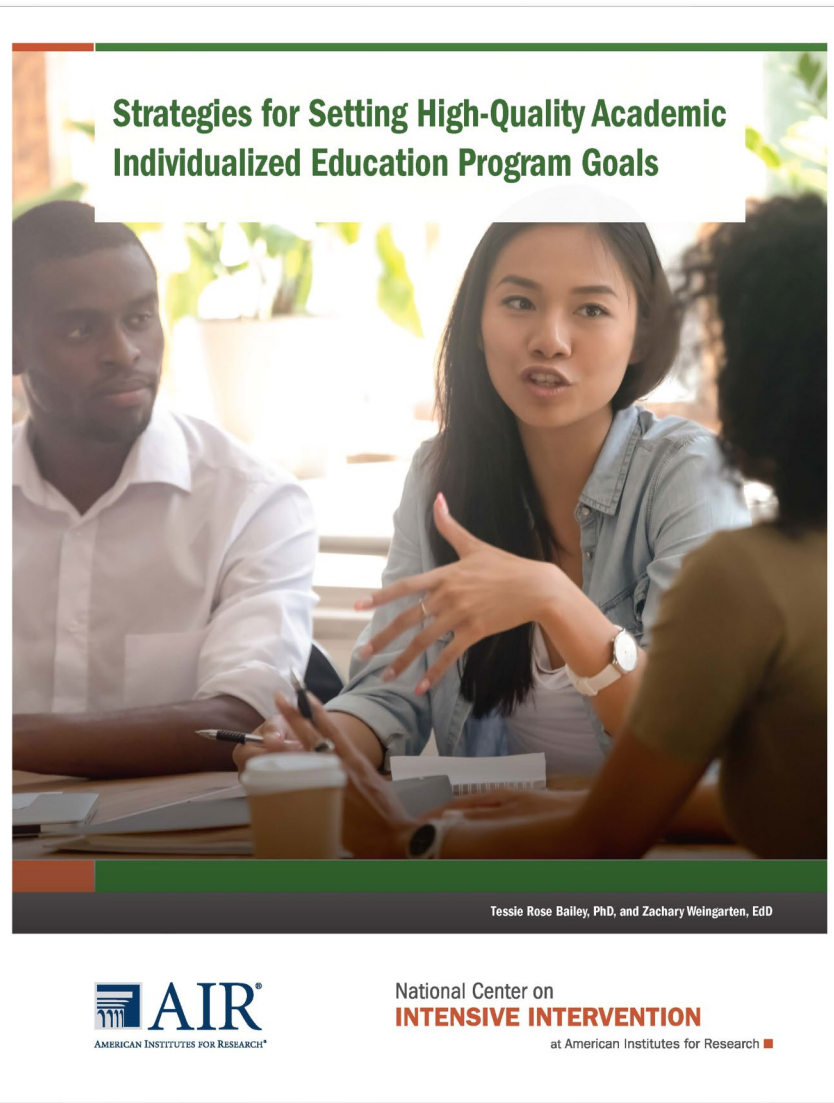


## The What and Why of Measurable Annual Goals

This course is intended to explain the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the...

*Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers*

# Setting High-Quality IEP Goals





Do You Have Good Progress Monitoring Tools and Systems in Place?

Are Teachers Trained and Familiar with the Tools and Systems?

---

**PROGRESS** Center

at the American Institutes for Research® ■

# Academic and Behavior Progress Monitoring Tools Charts

## Academic Progress Monitoring Tools Chart

This tools chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

Last updated: June 2020. [Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.](#)

**Legend**

Convincing evidence

Partially convincing evidence

Unconvincing evidence

Data unavailable

Disaggregated data available

**FILTER RESULTS**

**Subject**

☐ Reading

☐ Mathematics

☐ Spelling & Written Expression

**Grade**

☐ Pre-K

☐ Elementary (K-5)

☐ Middle School (6-8)

☐ High School (9-12)

Apply Filters

Show Advanced Filters

Clear Filters

Compare Tools		Reset Chart					
				Performance Level Standards		Growth Standards	Usability
All	Title	Area	Grade	Measure Type	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	Acadience Math	Computation	Grade 2	End Year Goal			No
<input type="checkbox"/>	Acadience Math	Computation	Grade 3	End Year Goal			No

View Chart Resources

Print Current Chart View

## Behavior Progress Monitoring Tools Chart

This tools chart presents information about behavior progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

Last updated: June 2020. [Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.](#)

**Legend**

Convincing evidence

Partially convincing evidence

Unconvincing evidence

Data unavailable

Disaggregated data available

**FILTER RESULTS**

**Target Behaviors**

☐ Internalizing

☐ Externalizing

**Grade**

☐ Pre-K

☐ Elementary (K-5)

☐ Middle School (6-8)

☐ High School (9-12)

**Informant/Rater**

☐ Researcher

☐ Parent

☐ Teacher

☐ Child

☐ No set informant

☐ Other

Apply Filters

Show Advanced Filters

Clear Filters

Compare Tools		Reset Chart					
				Performance Level Standards		Growth Standards	Usability
All	Title	Area	Age/Grade	Informant	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	BASC-3 Flex Monitor	Developmental Social Disorders	Age 2-18	Parent			Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Developmental Social	Age 2-18	Teacher			Yes

View Chart Resources

Print Current Chart View

# Data Teaming Tools

Student Summary Form (preparing for the meeting)

Facilitators Guide

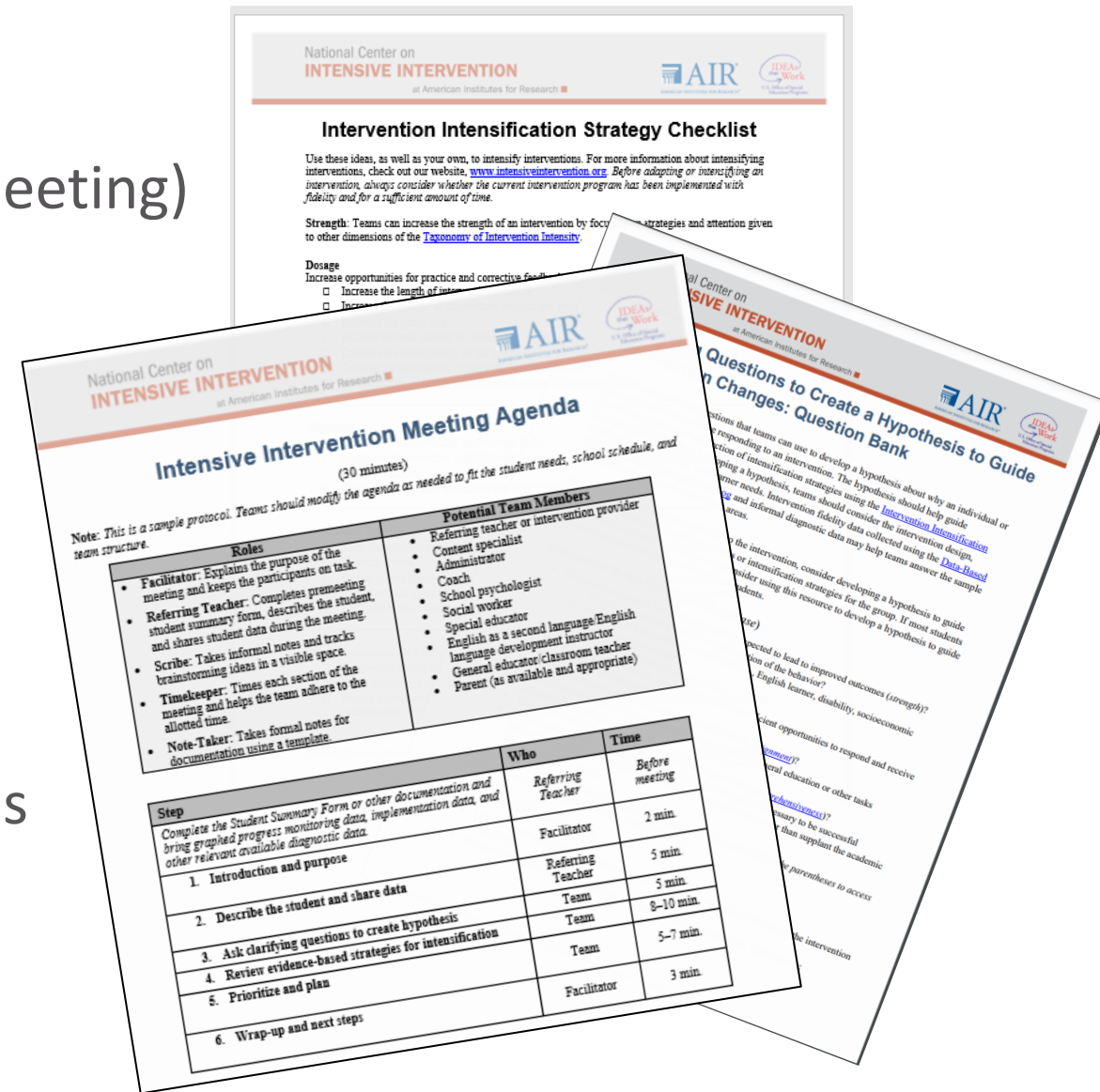
Participant Guide

Sample Agenda

Note-Taking Template

Related Resources

- Clarifying Questions to Create a Hypothesis Question Bank
- Intensification Strategy Checklist
- Intervention Plan



# Student Intervention Implementation Log

National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research

**Student Intervention Implementation Log**

**Purpose:** This log can be used as a daily and weekly record of your implementation of an individual student's intervention plan. This information, along with progress monitoring graphs, can inform team intervention and data review meetings.

Teacher: \_\_\_\_\_  
Student: \_\_\_\_\_  
Week of: \_\_\_\_\_

**Intervention Implementation Log**

Please fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then please mark "N" under the column "Intervention Offered?" and leave the rest of the row blank. On days when the student receives intervention (Student Present? = "Y"), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

Day	Intervention Offered?	Student Present?	Intervention Duration or Frequency	Was the Student Engaged?	Was the Intervention Implemented as Planned?	
	Y	N		No	Partially	Yes
Monday	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please note any relevant information to explain the above ratings.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

National Center on Intensive Intervention  
AIR 2018

- Includes daily and weekly implementation sections
- Takes into account student responsiveness during implementation

# Student Progress Monitoring Tool for Data Collection and Graphing

Graph #	Last Name	First Name	Grade	Tested Measure	Tested Grade	Tested Benchmark	Tested ROI	Start Date	Weeks Left	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1	Ramirez	Marcus	2	Computation	2	19	0.7	9/10/15	30	8	4	5	7	9	8	8	7	
				Maze	2	25	0.8	2/19/16	15	7	9	6	9	9	9	12	10	
				WIF	2	32	1.4	3/2/16	12	15	17	16	19	15	20	22	23	
Graph #	Last Name	First Name	Grade	Tested Measure	Tested Grade	Tested Benchmark	Tested ROI	Start Date	Weeks Left	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
2	Doe	Jane	3	Maze	3	22	0.9	5/11/15	16	5	5	5	4	5	7	8	9	9
				Computation	2	30	1.0	6/13/15	13	8	8	8	8	7	10	10	7	
				WIF	3	33	1.3	4/2/15	9	20	20	21	22	20	20	27	27	
Graph #	Last Name	First Name	Grade	Tested Measure	Tested Grade	Tested Benchmark	Tested ROI	Start Date	Weeks Left	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
3	Camper	Happy	3	Maze	3													
				Computation	3													
				WIF	2													

## Marcus Ramirez

### Grade 2 Computation Measure

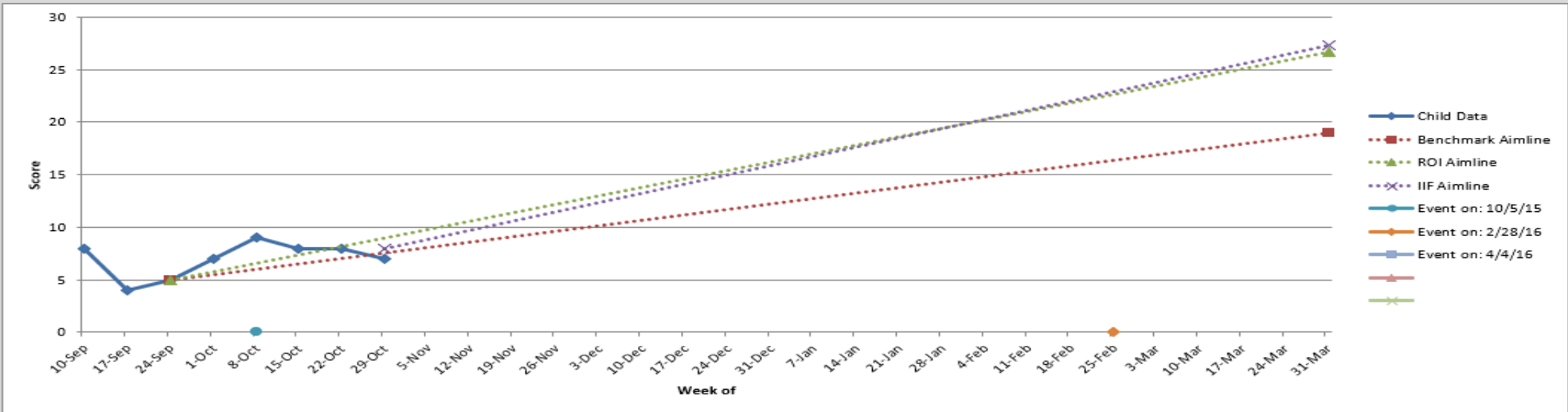
#### Child Goal Setting Options

- 1) Benchmark Goal: 19.00
- 2) ROI Goal: 26.67
- 3) IIF Goal: 27.29

Enter value 1, 2 or 3 for  
your chosen goal:

#### Events

10/5/15: Intervention A2  
2/28/16: Changed MaZE scoring  
4/4/16: Event 101.3



# Questions?



# Disclaimer

This material was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326C190002. David Emenheiser serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this presentation is intended or should be inferred.

## Contact Information

Steven Prater

American Institutes for Research  
sprater@air.org

progresscenter@air.org  
promotingprogress.org | www.air.org



<https://www.facebook.com/k12PROGRESS/>



<https://twitter.com/K12PROGRESS>



# PROGRESS Center

at the American Institutes for Research® ■

Notice of Trademark: "American Institutes for Research" and "AIR" are registered trademarks. All other brand, product, or company names are trademarks or registered trademarks of their respective owners.

This material was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326C190002. David Emenheiser serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this webinar is intended or should be inferred.



# Thank you!



**PROGRESS** Center

at the American Institutes for Research® ■