

Program	Grant Number	Grantee	State	Zip Code	Reason for Non-continuation	Amount	Repurposed To
328C Community Parent Resource Centers	H328C210004	Community Inclusion & Development Alliance, Inc.	New York	11361	OSERS staff has identified that the Community Inclusion and Development Alliance, Inc.'s application for funding contains information indicating that the applicant has proposed project activities that may conflict with the Department's policy of prioritizing merit, fairness, and excellence in education; or violate the letter or purpose of Federal civil rights law. While the applicant's GEPA statement indicates that "Federally funded activities, programs, and services will be accessible to all parents, teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the projects," and that "the organization does not discriminate based on age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, or sexual orientation in its education and research programs or its services and activities," the project is designed to primarily serve Korean Americans (p. e27). As a result of the information identified above, the program office has determined that continuation of the project is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSER does not recommend this application for funding.	\$120,000.00	Funds will be provided as a supplement to the state parent center to meet the needs of the community. Supplement can be used to fund original grantee, with conditions.
328C Community Parent Resource Centers	H328C210016	Central Oregon Disability Support Network, Inc.	Oregon	97701	OSERS staff has identified that the Central Oregon Disability Support Network Inc.'s (CODSN's) application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the CODSN's application for funding states that "Both the board and staff CODSN continue to actively pursue professional development related to diversity, equity, and inclusion. Our organization recently completed a 2-year organizational development program to become a more diverse and inclusive organization." (p. e78). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.	\$120,000.00	Funds will be provided as a supplement to the state parent center to meet the needs of the community. Supplement can be used to fund original grantee, with conditions.
328C Community Parent Resource Centers	H328C210006	Open Doors for Multicultural Families	Washington	98032	OSERS staff has identified that the Open Doors for Multicultural Family's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the Open Doors for Multicultural Family's application for funding states that "staff receive attitude-based training to improve the degree to which we offer culturally-competent, anti-racist services...providing our staff with racial equity trainings on a regular (roughly quarterly) basis." (pp. e47 - e48). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.	\$120,000.00	Funds will be provided as a supplement to the state parent center to meet the needs of the community. Supplement can be used to fund original grantee, with conditions.
373E Data Equity Center** Cooperative Agreement	H373E230002	Westat, Inc.	Maryland	20850	OSERS staff has identified that Westat's application for funding contains information indicating that the applicant has proposed project activities that may conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, Westat's application for funding states that "DCASD will also have access to an ensemble of SMEs [Subject Matter Experts]...Our organizations are committed to making these individuals available as needed to provide targeted support around the many areas in which inequities play out across specific student characteristics and needs, including race, national origin, religion, language, sex, and gender. Exhibit 4-5 presents these SMEs. 'Nationally recognized authority in equity, diversity, and cultural competence research and capacity building:' Equity audits, racial equity, intersectionality, diversity, disproportionality, and culturally responsive sustaining education." (pp. e80 - e81). Additionally, the grantee states that, "all staff complete diversity training so that they understand their role in promoting a diverse and accepting workforce," (p. e422). Further, grantee states that, "DCASD will design TA services and products to facilitate equal access and treatment for traditionally underrepresented groups by: Conducting a culturally responsive evaluation informed by the principles of the We All Count Data Equity Framework to ensure that our TA and services meet the needs of the intended recipients, with specific attention to traditionally underrepresented groups," (p. e38). As a result of the information identified above, the program office has determined that continuation of the project is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.	\$3,499,989.00	Part B set-aside money, funds do not expire.
323A State Personnel Development Grants	H323A210007	Rhode Island Department of Elementary & Secondary Education	Rhode Island	02903	OSERS staff has identified that the Rhode Island Department of Elementary & Secondary Education's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the Rhode Island Department of Elementary & Secondary Education's application for funding states that "Within RIDE, The Equity Institute (EI) is actively working to recruit and support educational professionals in their pursuit of teacher certification. In this way, RIDE aims to increase the diversity of pre-service teachers that will be eligible to participate in the EPP partnerships. The RIDE Educators of Color Committee was formed to develop hiring and retention support systems for Educators of Color, race and culturally responsive professional development and trainings, a statewide accountability review board, a race and cultural oversight committee, and a committee to work on embedding restorative practices to shift statewide climate and culture. This includes a plan to host a virtual job fair for all educators, with targeted outreach to prospective teachers from racially, ethnically, and linguistically diverse backgrounds," (pp. e7 - e8). "Rhode Island recognizes the recruitment and retention of EOC [Educators of Color], along with several other areas of critical need, must remain a priority for the various statewide stakeholders to ensure we can support the diverse needs of the student populations in which we serve. In addition, RIDE engages in stakeholder efforts to support diversity in educator recruiting. RIDE will give priority to LEAs that recruit diverse educators when selecting participants for training," (p. e86). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.	\$617,774.00	Will be used to fund more new SPDG awards.
323A State Personnel Development Grants	H323A220004	California Department of Education	California	95814	OSERS staff has identified that the California Department of Education's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the California Department of Education's application for funding states that "California Department of Education (CDE) contracts with Napa County Office of Education (NCOE) to administer the grant. NCOE's SPDG Implementation Team contracts with the required partners," (p. e106). "Committed to the ongoing need to address systemic racism and its outcomes, NCOE launched a Diversity, Equity and Inclusion (DEI) Committee in 2020 to ensure an equitable, inclusive and safe workplace that celebrates children, families, and staff of NCOE," (p. e62). "This commitment to DEI includes a Hiring and Recruitment subcommittee supporting NCOE's core value of recruiting and hiring staff at all levels who are reflective, and representative of the communities served. The process for recruitment, interviewing and selection of successful candidates uses a protocol for equitable hiring and evaluation practices that includes a diverse interview panel and interview questions that assess an applicant's skills and knowledge on the value and importance of DEI. All staff positions in this proposal will be filled under stringent enforcement of these policies and values," (pp. e62 - e63). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.	\$2,100,000.00	Will be used to fund more new SPDG awards.

323A State Personnel Development Grants	H323A230007	Connecticut Department of Education	Connecticut	06103	<p>OSERS staff has identified that the Connecticut Department of Education's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the Connecticut Department of Education's application for funding states that, "AIR, our primary partner for product and professional learning material development, has an extensive Quality Assurance process that has integrated Diversity, Equity, and Inclusion (DEI) and Cultural and Linguistic Competence (CLC) into all project and deliverable reviews. Staff participate in professional learning activities regularly to ensure AIRs commitment to DEI and CLC is implemented effectively. In addition, the SPDG evaluators, ACT Inc., will review materials for bias, cultural or otherwise, and advise training developers and implementers on needed revisions of resources and presentations. Further, ACT Inc. and AIR will evaluate presenters, trainers and coaches to ensure culturally appropriate presentations of materials," (p. e8). "...the remaining funds will go to support personnel and sub-grantees for professional for design and delivery of professional learning activities as described in the Five-Year Activity Chart in Appendix A," (p. e58). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$1,577,945.00	Will be used to fund more new SPDG awards.
323A State Personnel Development Grants	H323A240002	Wisconsin Department of Public Instruction	Wisconsin	53707	<p>OSERS staff has identified that the Wisconsin Department of Public Instruction's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the Wisconsin Department of Public Instruction's application for funding states, "The two-year program will also include coaching. Coaches will be trained by the statewide coordinator using Wisconsin's Coaching Competency Practice Profile (See Appendix G)," (p. e41). From Appendix "This Coaching Competency Practice Profile (CCPP) tool defines coaching so it is teachable, learnable, and doable in educational settings. It is designed to promote consistency across practitioners. The CCPP serves as the foundational document for administrators and implementation teams when developing a comprehensive coaching system. The CCPP provides clear guidance for organizations to support their staff in developing an equity mindset as they become competent coaches," (p. e235). From the CCPP framework: "The coach surfaces the impact of white supremacy and the history of whiteness on systems, works to disrupt and dismantle its effects, and facilitates action planning to build a more equitable system of education in its place," (p. e241). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p> <p>OSERS staff has identified that the Perkins School for the Blind's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, The Perkins School for the Blind's application for funding states that, "Within each state, SEAs and LEAs are working on initiatives regarding (a) a diverse and culturally responsive workforce through recruitment and retention activities; (b) diversity, equity, and inclusion policies and practice created through staff training that develops knowledge and strategies to promote a more racially equitable education system; and (c) high-quality instructional practices that promote equitable student access and outcomes, particularly those traditionally or currently underserved," (p. e45 - e46). "First, NEC staff will receive additional Diversity, Equity, and Inclusion Training to build knowledge and TA/training skills that are culturally and linguistically responsive (i.e., Earning Trust Through Partnership, Be Multilingual & Inclusive, Communicate for Understanding, Respect Work Schedules and Cultural Norms, and Offer Something Useful (Choi et al., 2020; Paris & Alim, 2017)," (p. e57). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$1,676,301.00	Will be used to fund more new SPDG awards.
326T Technical Assistance to State Deaf Blind Projects	H326T230004	Perkins School for the Blind	Massachusetts	02472	<p>OSERS staff has identified that the Multnomah County School District's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, Multnomah County School District's application for funding states that, "CRIS [Columbia Regional Inclusive Services] and PPS [Portland Public Schools] are committed to working to improve strategies, interventions, processes to address inequities, racism, bias, and system marginalization of culturally, linguistically, or dis/ability groups. ODBP's strategic framework will have a foundation of equity grounded in established strategic plans from PPS and CRIS (Appendix A)," (p. e33). From Appendix A: "As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan," (p. e118).</p> <p>As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$493,100.00	Funds will be provided as a supplement to nearby states to meet the needs of the state with non-continued grant.
326T Technical Assistance to State Deaf Blind Projects	H326T230011	School District 1J Multnomah County, OR	Oregon	97227	<p>OSERS staff has identified that the Wisconsin Department of Public Instruction's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, Wisconsin Department of Public Instruction's application for funding states that the project will, "Update recruitment process to include rules regarding screening panel participants (i.e., at least one subject matter expert (SME) from a different team, other than the hiring one, must participate on a panel and at least 2 participants who are members of an historically marginalized group)," (p. e160). "All applicant pools will be comprised of at least 40% of applicants from underrepresented and historically marginalized groups by the end of 2023 and have data showing improvement in the amount of deadline extensions," (p. e163). "Contract/bidding process and training is updated by target date • 7% of expenditures will contract with women and/or minority owned businesses and 4% for disability veteran owned businesses by spring 2022," (p. e167). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$133,543.00	Funds will be provided as a supplement to nearby states to meet the needs of the state with non-continued grant.
326T Technical Assistance to State Deaf Blind Projects	H326T230035	State of Wisconsin Department of Public Instruction	Wisconsin	53703	<p>OSERS staff has identified that the Multnomah County School District's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, Multnomah County School District's application for funding states that, "CRIS [Columbia Regional Inclusive Services] and PPS [Portland Public Schools] are committed to working to improve strategies, interventions, processes to address inequities, racism, bias, and system marginalization of culturally, linguistically, or dis/ability groups. ODBP's strategic framework will have a foundation of equity grounded in established strategic plans from PPS and CRIS (Appendix A)," (p. e33). From Appendix A: "As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan," (p. e118).</p> <p>As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$183,644.00	Funds will be provided as a supplement to nearby states to meet the needs of the state with non-continued grant.

326T Technical Assistance to State Deaf Blind Projects	H326T230044	Washington Office of Superintendent of Public Instruction	Washington	98504	<p>OSERS staff has identified that the Superintendent of Public Instruction's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, Superintendent of Public Instruction's application for funding states that, "The Washington State School for the Blind recognizes that in order to achieve our mission and vision in service of those who reside in Washington, we must embed the values of diversity, equity and inclusion in all aspects of our work...WSSB further directs all supervisors and leaders, with coordination and support from human resources and the superintendent's office, to do the following: Promote diversity in all hiring activities including recruiting, interviewing and selection; Recruit and appoint culturally, racially and ethnically diverse managers and leaders; Actively engage in initiating, promoting and championing inclusive strategies to retain workforce diversity in race, ethnicity, color, sex, national origin, religion, sexual orientation, gender identity, gender expression, age, veteran status and disability status," (p. e58). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$212,573.00	Funds will be provided as a supplement to nearby states to meet the needs of the state with non-continued grant.
325C Special Education-Personnel Development to Improve Services and Results for Children with Disabilities/Early Childhood Equity Center (ECEC)** Cooperative Agreement	H325C220003	University of Connecticut Health Center	Connecticut	06030	<p>OSERS staff has identified that the University of Connecticut Health Center application for funding contains information indicating that the applicant has proposed project activities that may conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. As noted on page e18, the proposed project will focus on "...systems change at the preservice level for scholars and practitioners by increasing the number of early childhood personnel and faculty from racially, ethnically, and linguistically diverse backgrounds..." . Additionally, grantee states: "Six goals will direct center activities focused on designing and implementing an equity based preservice program of study for preservice students in early childhood and increasing the numbers of students, professionals and faculty who have diverse backgrounds. A management by objective plan will guide center activities and a mixed methods evaluation plan will provide performance feedback and summative outcome results," (p. e12). "These two conditions require an equity-based framework to guide early childhood programs of study, most importantly to address the systemic racism that permeates all aspects of society and threatens the premise of equal access to opportunities, preparation, and education (Aspen Institute, 2016). Focusing on systemic barriers to degree attainment, effective program curricula, and preparing educators and practitioners with evidence-based, culturally affirming practices is of most importance to advancing equity beginning in early childhood. To address these and other concerns about equity and diversity in the early childhood education, we propose a 5-year technical assistance (TA) Center focused on improving outcomes for infants and young children with disabilities and their families who qualify for services under IDEA, or are at risk for a diagnosis of a delay or disability. We will accomplish this through systems change at the preservice level for scholars and practitioners by increasing the number of early childhood personnel and faculty from racially, ethnically, and linguistically diverse backgrounds, and enhancing equity content within early childhood preparation programs," (p. e18). This project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a) and as a result of the information identified above, the program office has determined that continuation of the project is not in the best interest of the Federal Government. OSERS does not recommend this application for funding.</p> <p>OSERS staff has identified that WA office of Superintendent of Public Instruction's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, WA office of Superintendent of Public Instruction's application for funding states that "Objective 1.1. Convene a representative task force that commits to a year-long process of fact finding, listening, interpreting and analysis in order to deliver an equitable, inclusive statewide retention plan for educators who serve SWD...Crosscheck membership lists and demographic information ensure representation in terms of race, ethnicity, ability, age, and geographic location." (p. e64). "WA has a strong commitment to ensuring equal access and treatment for members of groups that have been underrepresented based on race, color, national origin, gender, age, or disability. In this project that commitment will be indexed in our recruitment of mentor teachers, our focus on disproportionality in special education identification rates, professional learning, our membership in networks of statewide and local action, in the content of our professional learning activities, in the design of our coaching approaches, and in the evaluation of the project outcomes," (p. e33). "Key Element: Analysis of Needs and Recruitment Efforts... d. Hiring efforts intentionally seek out beginning educators from culturally and linguistically diverse backgrounds," (p. e126). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$2,000,000.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325P Personnel Development Initiative Focused on Retention	H325P210005	WA Office of Superintendent of Public Instruction	Washington	98504	<p>OSERS staff has identified that University of Nevada Las Vegas' application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, University of Nevada Las Vegas' application for funding states that "As the PI institution of PIECE-NV, the Department of Early Childhood, Multilingual, and Special Education at the University of Nevada, Las Vegas believes that a commitment to, and celebration of, diversity is essential to the core purpose of our department. We affirm and value practices and policies within our department that support diverse students enrolled in our undergraduate and graduate programs, and integrate culturally sustaining and responsive, anti-racist, and abolitionist pedagogies into our coursework and instruction to ensure our graduates are considering the contextual needs of students from diverse backgrounds. Part of our mission statement says, "We promote and embrace the concept of cultural diversity and we affirm our commitment to the ethical standards of our respective disciplines" and we attempt to embody this value in all our work. More than 50% of both our students at the graduate level and our faculty identify as Black, indigenous, or persons of color, and we continue to find ways to ensure that all students feel welcome and engaged in our program. We also continue to ensure that our graduates hold these principles true in the work they do with students in their K-12 and university placements," (p. e7). "Activities include quarterly instructional workshops in collaboration with institution's Faculty Centers; shared workspace to share current research, practitioner, and policies articles; and instructional resources including but not limited to increasing accessible instruction and using anti-racist approaches in higher education," (p. e41). "Therefore courses will also be reviewed across format types (see more in Phase 3). This process will allow the project team to evaluate and redesign not only what is taught but how it is taught. Furthermore, the NSHE student population is diverse with significant percentages of traditionally minoritized groups, first-generation students, and students who are parents (NSHE, 2021) therefore equity and anti-racist higher education practices will be integrated," (p. e38). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$250,000.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325N Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities	H325N230014	Board of Regents of Nevada System of Higher Education	Nevada	89154	<p>OSERS staff has identified that the Superintendent of Public Instruction's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, Superintendent of Public Instruction's application for funding states that, "The Washington State School for the Blind recognizes that in order to achieve our mission and vision in service of those who reside in Washington, we must embed the values of diversity, equity and inclusion in all aspects of our work...WSSB further directs all supervisors and leaders, with coordination and support from human resources and the superintendent's office, to do the following: Promote diversity in all hiring activities including recruiting, interviewing and selection; Recruit and appoint culturally, racially and ethnically diverse managers and leaders; Actively engage in initiating, promoting and championing inclusive strategies to retain workforce diversity in race, ethnicity, color, sex, national origin, religion, sexual orientation, gender identity, gender expression, age, veteran status and disability status," (p. e58). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$197,878.00	Will be used to fund more preparation grants for special education teachers and related service providers.

325N Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities	H325N230001	University of Washington	Washington	98195	<p>OSERS staff has identified that University of Washington's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, University of Washington's application for funding states "All project partners will work closely with their offices that support diversity and inclusion. At UW, this is the office of Minority Affairs and Diversity (OMAD) and the College of Education office of Student Diversity and Inclusion, which have a strong track record of supporting minoritized students from the pre-application stage through graduation. Project faculty and community college partners will share models, resources, and support as they actively recruit students from historically underrepresented groups, including first-generation students, students of color, veterans, and students with disabilities. The project will ensure bidirectional communication between OMAD and community college offices of inclusion and diversity. Furthermore, we will ensure that equity and anti-bias approaches are considered in annual surveys and all data collection activities. Specifically, we will inquire about and address issues of bias or discrimination based on age, gender expression, race, language, economic status, disability status, or other marginalized identity marker. Leadership will use the data as feedback for continual program improvement," (p. e44). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$199,999.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325N Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities	H325N230002	The Regents Of The Univ. Of Colorado	Colorado	80045	<p>OSERS staff has identified that The Regents of the University of Colorado's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, The Regents of the University of Colorado's application for funding states that "With EDI as its focus, EPIC-ECEL will ensure that all the coursework and professional development activities of the project will emphasize cross-cultural and linguistic and cultural competence among the participants," (p. e35). "Implement culturally responsive practices in the learning environment... Culturally Responsive and Identity Affirming Practices: Personnel use culturally responsive and identity affirming practices by recognizing diversity in their environment including race, ethnicity, social class, gender, language, immigration and refugee and disability and the intersecting diversities of children and families in their care (e.g., race and disability or gender and disability). Personnel are aware of implicit and explicit biases as they relate to their teaching and provide learning experiences that are aligned with children's cultural and familial norms," (p. e81). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$199,623.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325N Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities	H325N230005	San Diego State University Foundation	California	92182	<p>OSERS staff has identified that San Diego State University's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, San Diego State University's application for funding states that "Both departments have a goal to increase the diversity of the enrolled candidates as part of each Diversity, Equity, and Inclusion plan..." (p. e7). "SDSU's commitment to diversity, equity, and inclusion (DEI) has become ever more central to the university's mission. One of the five pillars of the 5-year strategic plan launched in 2020 is Equity and Inclusion in Everything We Do. Following the publication of the SDSU's strategic plan, each college and then, each department, was required to create a committee for diversity, equity, and inclusion and to develop and evaluate relevant data for plans that have been approved by the university Senate. The directors of Project PIPELINES2 have taken a leadership role in this DEI work, with Laura Hall serving as chair of the SPED Department DEI committee and Paul Luelmo Chairing the College DEI committee and serving on the department committee," (p. e27). "Following year 1 we will collaborate in an annual statewide event where PIPELINES2 will support distinguished lecturers in topics such as diversity, equity and inclusion and promoting UDL and inclusion," (p. e31). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$199,988.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325N Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities	H325N230008	University Of North Carolina At Chapel Hill	North Carolina	27599	<p>OSERS staff has identified that University of North Carolina at Chapel Hill's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, University of North Carolina at Chapel Hill's application for funding states that "Project personnel will ensure equitable access to, and participation in its technical assistance (TA) to IHE faculty from community colleges in North Carolina and other program beneficiaries with disabilities. The program staff will identify and select all eligible TA programs, prioritizing those from Minority-Serving Institutions including Historically Black Colleges and Universities, and without discriminating individual TA faculty recipients' race, color, national origin, and gender or disability status. The steps listed below demonstrate the program's efforts to provide equitable access to the program: 1) Key personnel for the program must have appropriate academic credentials and extensive experience interacting among and partnering with diverse populations from historically marginalized groups." (p. e7 - e8). "SCRIPT-NC key staff and consultant include members of the following groups: Black (Little), and Asian, multilingual, and diverse national origin (Lim, Yang). Project staff also includes a web manager who is Black (Donadelle), and a person with disabilities (Van Ark) who will support the maintenance of the website and accessibility of documents and media. The project will also encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability, should we have a need for additional staff members," (p. e48). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSERS does not recommend this application for funding.</p>	\$200,000.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325S Preservice Improvement Enhancement Grants to Support Related Services Providers to Effectively Serve Children with Disabilities and their Families	H325S240004	Tennessee Wesleyan University	Tennessee	37303	<p>OSERS staff has identified that the Tennessee Wesleyan University application for funding contains information indicating that the applicant has proposed project activities that may conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. The application indicates that "increasing the number of multilingual and multicultural MOT students is a central piece of TWU's proposed project" and that "We will also aim to increase the number of male and LGBTQIA+ MOT students (p. e19)." Grantee also states "The MOT faculty is also committed to continually making our admissions a more holistic experience to ensure that students aren't just being judge based on past academic performance, but also their past experiences working, experiences with healthcare, and their time spent in culturally diverse environments. By taking all these things into account, we hope to make the TWU MOT program a more diverse program that aims to give opportunity to all students." And, "Through targeted recruitment initiatives, the proposed project will diversify the future occupational therapy workforce and ensure TWU MOT graduates possess the cultural competencies essential for meeting the diverse needs of our community," page e12 and "Through targeted recruitment and individualized support, the proposed project will increase the number of diverse related service providers who are equipped to serve children. This will include recruiting future practitioners who are diverse in gender identity, sexual identity, ethnicity, and spoken language," page e17 and "We will integrate concepts from the PromOTing Healthcare Diversity program into recruitment presentations at local high schools, colleges, and universities to increase underrepresented students' interest in the field, including male students, LGBTQIA+ students, and students of color," page e31 As a result of the information identified above, the program office has determined that continuation of the project is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. 875.253(a), OSEP does not recommend this application for funding.</p>	\$121,512.00	Will be used to fund more preparation grants for special education teachers and related service providers.

325S Preservice Improvement Enhancement Grants to Support Related Services Providers to Effectively Serve Children with Disabilities and their Families	H325S240016	Dominican University New York	New York	10962	<p>OSEP staff has identified that the Dominican University New York application for funding contains information indicating that the applicant has proposed project activities that may conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. The application indicates that one of the major goals of the project is to "(1) continue current holistic recruitment and increase admission of diverse students for DUNY's non-traditional Masters of Occupational Therapy (MOT) program (p. e16)." Grantee also states, "(a) Through recruitment, enrollment, and preparation of diverse and multilingual students, DUNY will equip its future OT professionals with Accreditation Council for Occupational Therapy Education (ACOTE) educational standards plus additional best practice skill and cultural competencies specifically related to serving children with disabilities and their families in early intervention and educational settings. While many DUNY OT students are already ethnically and racially diverse and speak a language(s) other than English, a Spanish medical terminology module will assist in preparing those candidates who are not bilingual. The project's comprehensive recruitment strategies will also focus on students from diverse and multilingual backgrounds, including outreach to community colleges," (p. e17). As a result of the information identified above, the program office has determined that continuation of the project is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSEP does not recommend this application for funding.</p> <p>OSERS staff has identified that the University of Georgia, Research Foundation, Inc's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the University of Georgia, Research Foundation, Inc's application for funding states that "The current in-residence SLP EdS program has a strong history of attracting, admitting, supporting, and graduating diverse applicants. In the last five years, 55% of the graduates self-reported as a member of a group underrepresented in the field of SLP by race, ethnicity, disability, and/or primary language. In the proposed revised program, we intend to build on this foundation and increase recruitment efforts to reach potential applicants from a variety of underrepresented backgrounds, including those in rural and high-density areas of Georgia. Our program's holistic admission review process was developed and is continually evaluated based on equal access to identify high-quality applicants. For example, to decrease potential bias, we review previous GPA within context (timing of degree, courses completed) balanced with other experiences and recommendation letters. As part of the recruitment and onboarding process, we will partner with the UGA Graduate School in nominating applicants from underrepresented backgrounds to the Future Scholars Visitation Program and Gateway to Graduate School program (see Appendix C)," (p. e38). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$146,896.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325S Preservice Improvement Enhancement Grants to Support Related Services Providers to Effectively Serve Children with Disabilities and their Families	H325S240022	University Of Georgia Research Foundation, Inc.	Georgia	30602	<p>OSERS staff has identified that the University of Southern Mississippi's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, the University of Southern Mississippi's application for funding states that "The University of Southern Mississippi will partner with the University of Mississippi Medical Center for course and curriculum enhancement, diversity, equity and inclusion strategy development and implementation, student recruitment efforts, and coordinating treatment and assessment components of this project. The annual costs of the sub-contract Yr. 1 \$79,316, Yr. 2 \$72,957, and Yr. 3 \$74,470, Total amount across the three years is \$226,743," (p. e89). "UMMC OTD program currently has 3 cohorts of 40 students, a designated DEI liaison, and recruitment staff and 74 pediatric field placements identified," (p. e99). "This project is designed to expand and enhance the following: 1) recruitment and admissions procedures of UMMC Occupational Therapy Doctoral program to increase inclusion of students who are racially and ethnically diverse who are multilingual," (p. e9). "This program will allow the UMMC DEI department and OTD faculty to review the current requirements, interview questions, and applicant rubric to identify implicit biases embedded that can be changed. A person of color will be included on the application review team and interview team," (p. e25). As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$141,072.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325S Preservice Improvement Enhancement Grants to Support Related Services Providers to Effectively Serve Children with Disabilities and their Families	H325S240027	The University Of Southern Mississippi	Mississippi	39406	<p>OSERS staff has identified that Maria College's application for funding contains information indicating that the applicant has proposed project activities that conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. Specifically, Maria College's application for funding states that the project will "develop[] specialized modules such as Assistive Technology, Sensory Integration, Culturally Based Arts as Therapy and Diversity, Equity, and Inclusion (DEI) training," p. e8. As a result of the information identified above, the program office has determined that continuation of the project would be in conflict with agency policy and priorities, and so is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSERS does not recommend this application for funding.</p>	\$149,889.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325S Preservice Improvement Enhancement Grants to Support Related Services Providers to Effectively Serve Children with Disabilities and their Families	H325S240028	Maria College	New York	12208	<p>OSEP staff has identified that the Northern Arizona University (NAU) application for funding contains information indicating that the applicant has proposed project activities that may conflict with the Department's policy of prioritizing merit, fairness, and excellence in education. The application indicates that "the social work program at NAU is focused on practice with rural and Indigenous populations of the Southwest; addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social and economic justice; and service with vulnerable and underserved populations (p. e19)." As a result of the information identified above, the program office has determined that continuation of the project is not in the best interest of the Federal Government. Therefore, because this project does not meet all of the continuation requirements under 34 C.F.R. §75.253(a), OSEP does not recommend this application for funding.</p>	\$96,295.00	Will be used to fund more preparation grants for special education teachers and related service providers.
325S Preservice Improvement Enhancement Grants to Support Related Services Providers to Effectively Serve Children with Disabilities and their Families	H325S240036	Northern Arizona University	Arizona	86011		<p>\$95,591.00 \$14,853,612.00 \$14,853,612.00</p>	Will be used to fund more preparation grants for special education teachers and related service providers.