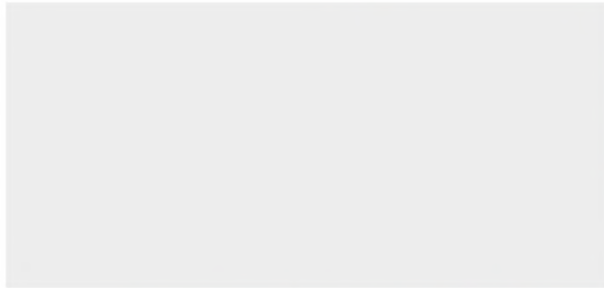


Culturally Responsive Student Outcome Measures

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CULTURALLY RESPONSIVE MEASURES

Culturally Responsive Education (CRE) refers to a comprehensive ecosystem of “pedagogy, curriculum, theories, attitudes, practices and instructional materials that center students’ culture, identities and contexts throughout education systems” (Peoples, 2019). In the context of these simultaneous and complementary efforts, culturally responsive measures help ensure that what students are taught and assessed on align to learning outcomes in step with their local contexts and daily experiences of the world, and which treat these experiences as valid and powerful sources of knowledge (Hoe in Kaul, 2019). In other words, culturally responsive (outcome) measures are the ideational constructs that curricular goals and assessments are built around to both direct and understand student learning within the context of culturally responsive education. They help educators to determine “what we want our students to learn”, and “how we will know they have learned what we intended for them to learn”. Culturally responsive measures can draw from a variety of learning paradigms, from place-based education (PBE) to a “whole child” approach rooted in social, emotional and academic learning.

By focusing on students’ experiences, culturally responsive assessment can function as a significant and effective vehicle for recognizing, exploring, and validating students’ rich and varied identities (Evans, 2021; Kaul, 2019). Culturally responsive measures are also important within the broader context of making schools and classrooms more equitable for diverse learners. As Gloria Ladson-Billings, a leading founder of the CBE movement within the U.S., has said: “All instruction is culturally responsive. The question is: To which culture is it currently oriented?”. This quote underscores the implication that assessment has the capacity to privilege and validate certain types of learning and evidence of learning over others and reinforce false notions within students that they do not belong or are not capable of academic success (Montenegro and Jankowski, 2017). It is important to be intentional about choosing the assessment tools, constructs, and methods to the benefit students of all backgrounds and to give voice to those previously un/underrepresented (Montenegro & Jankowski, 2017).

Examples of Culturally Responsive Measures

Culturally responsive outcome measures developed in Hawai'i and other parts of the world are varied, yet broadly coalesce around certain core constructs for Indigenous learning, wellness, and living. The following major construct categories emerged from the literature and assessments reviewed in this scan:

- (1) Knowledge of self, home, and place
- (2) Knowledge/practice of values, cultural practices, and traditions
- (3) Language proficiency and story telling
- (4) Ability to identify, develop, and analyze relationships/connections in multiple dimensions (e.g., human, spiritual, natural worlds)
- (5) Pursuit of wellness in multiple dimensions (e.g., physical, emotional, spiritual)
- (6) Mālama (caring), kuleana (responsibility), and contribution to others in multiple dimensions, including 'ohana (family), kaiaulu (community), 'ōnaehana (society/systems), and 'āina (land/nature)

The following examples of research and assessment projects offer greater context and detail for these measures.

California Performance Assessment Collaborative

The California Performance Assessment Collaborative (CPAC) represents educators, policymakers, and researchers who are working to study and advance the use of authentic approaches to assessment, such as presentations, projects, and portfolios, which require students to demonstrate applied knowledge of content and use of 21st century skills. The following outcome domains are foundational to their assessment of students: (1) Deeper Learning, defined by a capacity for research, inquiry, writing skills; (2) College and Career Readiness, defined by academic rigor in school subject areas; and (3) Social and Emotional Skills, defined by perseverance, creative problem-solving, and adopting a growth mindset.

California *Healthy Kids Survey*

The California *Healthy Kids Survey* is one among several tools supported by the California Department of Education to assist school districts in meeting Local Control Accountability Plan priorities, including improving school climate, public engagement, parental involvement, and academic achievement. The *Healthy Kids Survey* contains multiple modules targeting different grade levels. The Social Emotional Learning module may align or otherwise crosswalk to culturally responsive education frameworks found elsewhere. These include student demonstrations of (1) Empathy; (2) Self-efficacy; (3) Self-awareness; (4) Persistence; (5) Emotional self-regulation; (6) Behavioral self-control; (7) Gratitude; (8) Zest; and (9) Optimism.

Connecticut Accountability for Learning Initiative, Culturally Responsive Education

The Connecticut State Department of Education developed student learning measures to be considered within the context of their broader culturally responsive education (CBE) program. According to the program, students are responsible for making an effort to learn about their own cultural history and an understanding of how culture affects their learning, developmentally appropriate. The following measures form the basis of what students are expected to know, do, and value: (1) Demonstrate a respect and understanding of individual differences and diversity and demonstrate respect toward others; (2) contribute to creating and sustaining culturally rich learning environments, such as sharing one's own culture and experiences; (3) observe the laws, rules, policies, and procedures of the classroom, school, district, community, state and nation; (4) serve as a positive role model toward others in school, at home, and in the wider community by living a life that demonstrates empathy, caring and compassion; (5) become actively involved in school activities in addition to academic requirements; (6) develop positive and meaningful relationships with peers and school personnel; (7) begin developing the positive attitudes and skills necessary for entering a diverse, global workforce; and (8) learn to speak another language.

HĀ: Nā Hopena A'o

The Nā Hopena A'o is an educational outcomes framework spearheaded by the Hawai'i Department of Education (HIDOE), Office of Hawaiian Education to facilitate the development of culturally responsive curriculum and assessment. The framework is comprised of six (6) outcome measure categories, which include: (1) Strengthened Sense of Belonging, defined as an understanding of lineage, place; a connection to past, present and future; and respectful interactions for the benefit of self and others; (2) Strengthened Sense of Responsibility, defined as acts of commitment and concern for family, community, larger society, and self; (3) Strengthened Sense of Excellence, defined as a love of learning; pursuit of knowledge, skills and behaviors to fulfill potential; and integrity for quality of one's work; and the ability to take intellectual risks to surpass expectations; (4) Strengthened Sense of Aloha, defined as care and respect for self, families, and communities; expressions of empathy and appreciation for symbiotic relationships; and an ability to build trust and lead others for a collective good; (5) Strengthened Sense of Total Well-being, defined as the practice of a healthy lifestyle such as making choices that improve the mind, body, heart, and spirit; and meeting the demands of school and life while contributing to the wellbeing of others; and (6) Strengthened Sense of Hawai'i, defined as an appreciation for the history, diversity, indigenous language and culture of Hawai'i, the ability to navigate across culture and communities, and to act as a steward of the homeland. Each of these definitions is broken down into multiple indicators or criteria that students are expected to meet through some form of demonstration.

Kaiapuni Assessment of Education Outcomes (KĀ'EO)

The Kaiapuni Assessment of Education Outcomes is an assessment administered by the HIDOE for students enrolled in Hawaiian language immersion programs. This assessment framework measures key constructs in Hawaiian language arts, mathematics, and science for grades 3-8. A breakdown of

KĀ'EO measures by grade level and subject area has been compiled by Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School and can be found via the link in Table 1.

Kupukupu Cultural Competency Framework

The Hawai'i Focused Charter Schools (HFCS) have developed culturally responsive measures at the student, classroom, and school level. These measures draw from the HDOE's Nā Hopena A'o. HFCS's Kupukupu Cultural Competency Framework, which assesses at the student level, identifies three outcome dimensions in which they will demonstrate success or proficiency by the time of graduation. These include: (A) Ku'auhau, defined as the use of lessons from the past to navigate challenges impacting our future; (B) Kukupu – defined as problem solving using data, experiences, and relationships to better understand and meet new kuleana; and (C) Hoike – defined as readiness to progress to a higher level of kuleana. Across these dimensions, students will demonstrate knowledge, values, and skills in the following six domains: (1) Perpetuate 'Ōlelo Hawai'i; (2) Demonstrate, understand, and apply Hawaiian values; (3) Respect and honor genealogy; (4) Recognize and accept leadership roles to manifest cultural knowledge; (5) Know a place as a piko and foundation for making larger connections; and (6) Understand reciprocal relationships and responsibilities in a cultural context.

Nā Keiki and Nā 'Ōpio Surveys

Kamehameha Schools', in collaboration with Search Institute, developed the Nā Keiki (grades 3-6) and Nā 'Ōpio (grades 6-12) surveys. These surveys reflect an integration of three extant scales (Hawaiian Cultural Connectedness Scale (HCC); Search Institute Derived Scales (SI); and Modified Rosenberg Self-Esteem Scale and were piloted and validated by 2,800 students across Hawai'i-based charter and private schools in 2010.

Nā 'Ōpio Survey measures/constructs include:

- A. Modified SI Scale: High expectations; bonding to school; achievement motivation, school engagement (active learning, positive orientation to schoolwork); parent involvement in schooling; service to others (volunteering, environmental stewardships, prosocial values); spiritual development
- B. HCC Scale: Connection to 'ohana; connection to 'āina; cultural attachment; cultural issues; cultural practices; language; intercultural connectedness
- C. Rosenberg Self-esteem: College aspirations

Nā Keiki Survey measures/constructs include:

- A. HCC Scale: Connection to 'ohana; connection to 'āina; cultural attachment; language; intercultural connectedness

Common Indicators System & Framework (CISF)

The Common Indicators System and Framework (CISF) is an inventory of evaluation domains and measures developed by the Native Hawaiian Education Council (NHEC) in 2014, which reflect the evaluation measures and tools used by former and current Native Hawaiian Education Program (NHEP) grantees. While not developed specifically for student assessment, this framework includes students as one among several potential audiences. The CISF features three major outcome domains: (1) Maui (Resilience, Wellness, Self-Identity); (2) Hawaiian 'Ike (Knowledge of Hawaiian Language, Culture, Values and Practices); Academic 'Ike (Academic Achievement and Proficiency); and Kuleana (Self-sufficiency, Employment and Stewardship). Outcomes within these domains can be evaluated at the Kanaka (Individual); 'Ohana (Family); Kaiaulu (Community) and 'Ōnaehana (System). At the Kanaka level of measurement (which can be a proxy for the student level), the CISF features the following categories of measurement:

- A. Resilience & Wellness (advances well-being of the body, mind and spirit): (1) Basic Survival – health and wellness; (2) Identity and Belonging – emotional well being, social connection, identity; (3) Self-Actualization – reflective awareness, problem solving, values/spirituality; aesthetic appreciation; creative expression
- B. Hawaiian 'Ike (advances Hawaiian language, culture, values and practices): (1) Hawaiian 'Ōlelo – literacy, oral fluency, writing; (2) Knowledge – historical, socio-cultural, political, geographical, scientific; (3) Values and Practices – protocol, hula, lua, malama 'āina, malama kai, healing
- C. Academic Achievement & Proficiency (advances multiple understandings and purposeful outcomes across subject areas): (1) Education Level – PreK, K-12, Adult, 2-and 4-year postsecondary
- D. Stewardship, Self-sufficiency & Employment (supports self reliance, financial independence and contribution to the family, community and world): (1) Stewardship – social/environmental responsibility, leadership; internship, community services; (2) Employment – career planning, financial literacy, entrepreneurship, technical skills, vocational education, small business development, non-profit management

The results of a field testing study conducted on the CISF between 2015 and 2018 showed that participating Hawaiian education and culture-based programs most consistently employed metrics related to individual cultural identity and belonging, which further disaggregated by indicators of social connection, sense of self, sense of place, and emotional belonging. Assessments of these programs queried knowledge of ancestors and family genealogy, self-care and wellness practices, self-confidence, and confidence in one's background and Hawaiian identity (PPRC, 2015-2018).

Student Outcomes Development Project (GPRA Project)

The Native Hawaiian Education Council (NHEC) sponsored a research project to identify a culturally-congruent performance measure that could be recommended to the U.S. Department of Education (USDOE) and Office of Management and Budget (OMB) as an addition to the Government Performance and Results Act (GPRA) for the Native Hawaiian Education Program (NHEP). After an

extensive review of state DOE education outcomes, federally-reviewed research studies (e.g., Institutes for Education Research), and community data collection in Hawai'i, the project recommended the use of Social Emotional Learning (SEL) as the focus of any new GPRA standard. An added benefit of this recommendation is that the Every Student Succeeds Act allows states to include SEL indicators in their school improvement plans. Sample GPRA language was included:

Native Hawaiian students in programs served by the NHEP demonstrate social and emotional competencies as measured by one or more outcome indicators recognized by IES What Works Clearinghouse (NHEC 2018).

Crosswalks between SEL and culturally responsive constructs/outcome measures were created using project findings to highlight similarities and/or equivalencies. Community-generated constructs for assessing Native Hawaiian learning fell under the categories of: Connection to Place; Cultural Engagement; Relationships, Connections, and Interpersonal Skills; Sense of Self and Personal Wellness; Community Engagement and Contribution; and Learning Attitudes Skills and Behaviors. Equivalent or approximate categories of SEL outcome measures included: Interpersonal Values, Behaviors, and Skills; Intrapersonal Values, Behaviors and Skills; and Cognitive Skills.

The relationship between SEL and cultural-based education outcomes has been noted elsewhere, including research conducted by Kamehameha Schools – Hawaiian Cultural Influences in Education (HCIE). In examining the data collected from participating public and private schools, The HCIE found a nested relationship between culture-based educational strategies and student educational outcomes. Specifically, culture-based education positively impacted SEL outcomes, and SEL outcomes, in turn, positively impacted student math and reading test scores.

Native Hawaiian Leadership Scale (NHLS)

Borofsky (2010) developed an assessment measure - Native Hawaiian Leadership Scale - as part of her dissertation research on Native Hawaiian leadership. This scale was developed in collaboration with Halau Ku Mana New Century Public Charter School, which required additional tools to measure student outcomes beyond mainstream instrument to capture their success. The scale was also informed by the Inventory of Exemplary Hawaiian Leadership Behaviors (Kaulukukui & Nāho'opi'i, 2008) and the Hālau Kā Māna Entrance/Exit Survey (2006). The scale consists of 12 Likert-type items and 3 open response items that query three broad measures of Hawaiian leadership: (1) passing on knowledge to the next generation; (b) giving back to the community; and (c) being guided by a higher power. The scale was incorporated into an instrument called the Native Hawaiian Charter Schools Graduate Survey and circulated to nine schools. For the 47 Native Hawaiian charter school graduates who participated in the study, results indicated positive correlations between the Native Hawaiian Leadership Scale (NHLS) and ethnic identity, which was measured through the Multi-group Ethnic Identity Measure-Revised, NHLS and the Internal Assets Scale, and NHLS and the Hawaiian Culture Scale. The 12 survey items can be found via the link in Table 1.

Hawaiian Oral Language Assessment (H-OLA)

The Hawaiian Oral Language Assessment (H-OLA) was developed under funding from the Native Hawaiian Education Program by the Hale Kuamo'o Hawaiian Language Center in Hilo, HI as a high level Hawaiian language oral proficiency exam for immersion students. Pre-existing assessments significantly informed H-OLA's construction, including the Hawaiian Language Immersion Qualitative Assessment (Language Proficiency Measure and Peabody Picture Vocabulary), Kaiaka Reo (Māori language proficiency tool), Cherokee Immersion Language Assessment (C-PILA/K-KILA), and the Student Oral Proficiency Assessment (SOPA) developed by the Center for Applied Linguistics. H-OLA is comprised of four parts, each with open-ended and form focused oral prompts characterized by the following broad outcome measures: (1) Ability to independently introduce oneself and communicate one's name, names of immediate family members including sibling relationships foreign to the English language, age, place of birth and residence, pets, and favorite activity; (2) Student knowledge of specific sentence structures and parts of speech categories, demonstrated by the ability to identify objects, locations, use demonstrative pronouns, use verbs and verb markers, and to use personal pronouns; and (3) Ability to use language at one's target grade as demonstrated through open-ended storytelling (responding to picture series prompts) (Housman, Dameg, Kobashigawa and Brown, 2011).

Critical Indigenous Pedagogy of Place (CIPP)

Trinidad (2011, 2014) builds on a strengths-based, culturally grounded framework - Critical Indigenous Pedagogy of Place - for working with Indigenous youth in Hawai'i. She incorporates elements of this framework in a youth intervention program on a youth-run organic farm ("The Farm"), which promotes mālama 'āina and mana at the spiritual level. The CIPP was employed with three learning measures (or three strata of the ecosystem) in mind: (1) Individual - skill building and self-improvement; (2) 'Ohana - Imparting values, traditions and intergenerational ways of life; and (3) Community - relationships and social capital. The CIPP promotes the strengths of Native Hawaiians culture and assists in "knowing the history, meaning, and lifestyle of a geographic place" (2014).

Table 1. Culturally responsive student assessment measures

Resource	Outcome Measure Categories
<p>California Performance Assessment Collaborative Source: Learning Policy Institute https://learningpolicyinstitute.org/sites/default/files/product-files/CPAC_Performance_Assessments_Student_Learning_BRIEF.pdf</p>	<ul style="list-style-type: none"> • Deeper Learning: research, inquiry, writing skills • College and Career Readiness: academic rigor • Social and Emotional Skills: perseverance, creative problem-solving, growth mindset
<p>California “Healthy Kids” Survey (Social Emotional Health Module, Secondary Grades) Source: California Department of Education (California Schools) https://calschls.org/survey-administration/downloads/#ssm_core</p>	<ul style="list-style-type: none"> • Empathy • Self-efficacy • Self-awareness • Persistence • Emotional self-regulation • Behavioral self-control • Gratitude • Zest • Optimism
<p>Connecticut Accountability for Learning Initiative Source: Connecticut State Department of Education https://portal.ct.gov/-/media/SDE/Board/Culturally_Responsive_Ed.pdf</p>	<ul style="list-style-type: none"> • Respect for difference and diversity • Contribute to culturally rich learning environments • Observe the laws, rules, policies, and procedures • Demonstrates empathy, caring and compassion; • Become actively involved in school • Develop positive and meaningful relationships with peers and school personnel • Develop positive attitudes and skills necessary to enter global workforce • Learn to speak another language
<p>Nā Hopena A’o Source: Hawai’i Department of Education www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf</p>	<p>Strengthened sense of:</p> <ul style="list-style-type: none"> • Belonging (lineage, place, time) • Responsibility (for self, family, community) • Excellence (pursue learning, knowledge, skills) • Aloha (care and respect for self, family, community) • Total well-being (practice healthy lifestyle; contribute to others’ wellbeing) • Hawai’i (appreciation for history, language, diversity; multiculturalism)
<p>Kupukupu Cultural Competency Framework Process Source: Hawaiian Focused Charter Schools</p>	<ul style="list-style-type: none"> • Demonstrate, understand, apply Hawaiian values • Respect, honor genealogy

Resource	Outcome Measure Categories
<p>https://sites.google.com/ksbe.edu/hfcsra/cra-toolkit?authuser=1</p>	<ul style="list-style-type: none"> • Recognize and accept leadership • Knowledge of place • Understand reciprocal relationships and responsibilities
<p>Nā Keiki and Nā 'Ōpio Survey Source: Kamehameha Schools https://www.scribd.com/doc/316873651/na-opio-survey-guide</p>	<ul style="list-style-type: none"> • Hawaiian language • Connection to 'ohana • Connection to 'āina • Cultural values and attachment • Cultural issues and engagement • Cultural knowledge and practice
<p>Kaiapuni Assessment of Education Outcomes Source: Hawai'i Department of Education https://kaiapuni-wp.coe.hawaii.edu/kumu/</p>	<ul style="list-style-type: none"> • Many and varied by grade level (see website)
<p>Common Indicators System and Framework Source: Native Hawaiian Education Council http://www.nhec.org/wp-content/uploads/2014/04/NHEC-Common-Indicators-Matrix.pdf</p>	<ul style="list-style-type: none"> • Resilience and wellness (identity, belonging, self-actualization) • Hawaiian 'Ike (language, knowledge, values and practices) • Academic achievement and proficiency (subject-matter) • Stewardship (environmental, leadership, community service)
<p>Student Outcomes Development (GPRA Project) Source: Native Hawaiian Education Council http://www.nhec.org/projects/development-of-student-outcome-measures-aka-gpra?doing_wp_cron=1636231253.9870200157165527343750</p>	<ul style="list-style-type: none"> • Connection to Place • Cultural Engagement • Relationships, Connections, and Interpersonal Skills • Sense of Self and Personal Wellness • Community Engagement and Contribution • Learning Attitudes Skills and Behaviors
<p>Native Hawaiian Leadership Scale Source: Borofsky, 2010 http://www.pieducators.com/sites/default/files/8_Measuring_Native_Hawaiian_Leadership.pdf</p>	<ul style="list-style-type: none"> • Passing on knowledge to the next generation • Giving back to the community • Being guided by a higher power
<p>Hawaiian Oral Language Assessment (H-OLA) Source: Hale Kuamo'o Hawaiian Language Center http://www.hawaii.edu/sls/wp-content/uploads/2014/09/Housman-et-al.pdf</p>	<ul style="list-style-type: none"> • Independent self-introduction • Knowledge of specific sentence structures and parts of speech categories • Open-ended storytelling
<p>Critical Pedagogy of Place Source: A. Trinidad (2011, 2014) http://www.ksbe.edu/assets/spi/hulili/hulili_vol_7/8_Hulili_2011_Vol7_Trinidad.pdf</p>	<ul style="list-style-type: none"> • Individual: skill building and self-improvement • 'Ohana: Imparting values, traditions and intergenerational ways of life • Community: relationships and social capital.

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