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Education Sciences****REL West**

Regional Educational Laboratory West



Newsletter



**Sarah Lundy,**  
**Director of Training,**  
**Coaching, and Technical**  
**Support for REL West**

Greetings!

The Regional Educational Laboratory (REL) West works closely with state and local education agencies, school districts, institutions of higher education, and family and community organizations to help develop solutions to education challenges. This support is done through three main activities:

1. Applied Research
2. Training, Coaching, and Technical Support (TCTS)
3. Dissemination

As the new Director of Training, Coaching, and Technical Support (TCTS) for REL West, I am excited to share some of our current TCTS work. As a former classroom teacher and the Director of Leadership Development for a county office of education, I know firsthand the importance of professional development, technical assistance, and coaching to improve classroom practice that leads to improved student outcomes. I am deeply committed to equity in the education system and I am grateful to be part of an organization focused on improving education systems to provide equitable learning conditions and outcomes for all students.

The Education Research Sciences Act (ESRA) defines technical assistance as help "in identifying, selecting, or designing solutions based on research...leading to...improved educational and other practices and classroom instruction [and] improved planning, design, and administration of programs." It also includes "assistance in interpreting, analyzing, and utilizing statistics and evaluations; and ...other assistance necessary to encourage the improvement of teaching and learning through the applications of techniques supported by scientifically valid research"(20 USC § 9501 (23)).

REL West TCTS work leverages our unique expertise in rigorous research, evaluation, and the design and use of evidence-based practices. We work collaboratively with partners to address local problems of practice through training, coaching, and technical support. The student is at the center of our conversations and the resulting strategies in all our work. We believe that by providing evidence-based support to educators, we are helping to create a culturally affirming, racially, linguistically, and socially supportive environment where each student can succeed.

Throughout the following newsletter, you will learn more about some of our TCTS work. To explore more about our partnerships and the associated projects within each partnership, please visit <https://ies.ed.gov/ncee/rel/region/about/west>.

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Sarah Lundy  
Director of Training, Coaching, and Technical Support

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### **Spotlight on Teaching, Coaching, Technical Support Work – Utah Supporting Integrated Multilingual English Learner Instruction**

REL West is working with the Tooele County School District (TCSD) in Utah to support educators as they serve multilingual English learners throughout the district. The project focuses on strengthening educators' capacity for integrating language with content instruction (specifically English language arts and mathematics) in the classroom and creating district-level systemic support with district and school leadership. The project includes a series of professional learning and coaching sessions that draw from information and research from several What Works Clearinghouse Practice Guides to lead to the identification and implementation of evidence-based strategies and schoolwide systems to support multilingual English learners and the teachers who work directly with them. The ultimate goal is for the Tooele County School District to create an environment for improved outcomes with the multilingual English learner student population.

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### **California Adult College Completion Partnership**

REL West has partnered with six higher education institutions within the northern region of California—Shasta College, Sierra College, College of the Siskiyous, the Yuba Community College District, California State University Chico, and California State University Sacramento—to advance their efforts to increase the number of individuals with “some college, no degree”, and “near completers” who return to college and complete their credentials. Because this population is disproportionately composed of low-income, first-generation college students and people of color, improving degree completion can also help advance educational and workplace equity. REL West has provided coaching to the partnership to help them identify and reengage adult learners, learn about evidence-based strategies, gather evidence about their progress, and identify ways to broaden the implementation of evidence-based adult reengagement and support strategies across the California State University and community college systems.

[Click here](#) to read our latest blog featuring this partnership.

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### **Supporting California's English Learner Students with Significant Cognitive Disabilities**

REL West recently provided coaching support to the California Department of Education (CDE) in its work to serve English learner (EL) students with the most significant cognitive disabilities. The project focused on evaluating the state's proficiency thresholds for the Alternate English Language Proficiency Assessments for California (Alternate ELPAC), with a specific focus on validating the state's standards for exiting EL students with the most significant cognitive disabilities out of EL status. REL West provided technical support to conduct the evaluation and gather feedback and input from important interest-holders and supported our CDE partners

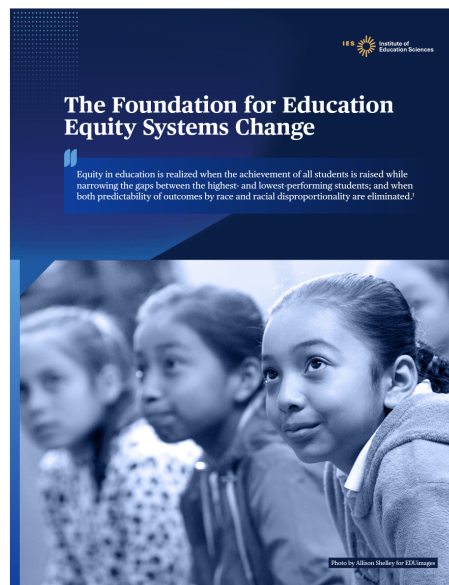
standardize the state's assessment and accountability system and ensure that all English learners with significant cognitive disabilities are held to comparable performance standards.

[Click here](#) to read our latest blog featuring this coaching project.

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## The Foundation for Education Equity Systems Change – [Infographic]

Advancing educational equity continues to be a priority for REL West as we serve diverse populations in Arizona, California, Nevada, and Utah. Several years ago, REL West's [Equity in Action](#) project helped partnering districts in California be intentional about discussing inequities and identifying systemic barriers to equity, and create plans to improve outcomes for traditionally underserved and minoritized students. Based on this work, REL West recently published an infographic called "[The Foundation for Equity Systems Change](#)," which outlines three steps that a district can take to begin an equity improvement process.



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## Learn More about the RELs

IES has recently featured the work of the Regional Educational Laboratory program in a blog series called "RELs Make a Difference." Three posts have been published that highlight work being done throughout the RELs on different issues and how the work is being implemented regionally. The first [post](#) focuses on literacy and math outcomes. The [second](#) focuses on teacher retention. The [third](#) post focuses on data-driven decision-making. We encourage you to bookmark this page and check back to explore additional content.

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## Contact Us

Visit our [website](#) to learn more about our work. [Follow us on X](#), formerly known as Twitter, for daily updates on REL West projects and resources. Please share your feedback and ideas at [relwest@wested.org](mailto:relwest@wested.org).



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