STAYING FOCUSED ON HIGH-QUALITY SUPPORT DURING THE COVID-19 PANDEMIC

**How REGION 1 and REGION 9 Responded to COVID-19**

While the COVID-19 pandemic has resulted in unprecedented challenges for states, the Region 1 and 9 comprehensive centers continued to deliver high-quality technical assistance (TA). The centers’ flexibility allowed them to shift capacity-building support online to meet emerging state needs.

In **Maine** and **New Hampshire**, Region 1 supported the state education agencies and governor’s office by developing and administering parent, educator, and leader surveys to get feedback that informed each state’s return to school in Fall 2020.

**Region 1 created maps** that show how educational opportunities are distributed and changing during the pandemic so policymakers know where to focus resources.

In **Massachusetts**, the map shows broadband access and social vulnerability in communities with low-performing schools. In **Vermont**, the map illustrates the availability and quality of universal pre-kindergarten programs throughout the state, before, during, and after COVID-19.

Region 1 director: **Susan Therriault** • stherriault@air.org
Region 1 co-director: **Ellen Cushing** • ecushing@air.org

In **Maine**: 40,000+
In **New Hampshire**: 55,000+

**Stakeholder responses**

The center developed a series of blog posts that provided resources for schools and districts to address immediate COVID-19-related challenges.

**We want to do this work, and we would be stalled in the current context [of COVID 19] without Region 1’s help.**

— MA Dept. of Ed staff member

**Region 9 launched a series of Race in Education roundtable discussions** to give practitioners a space to reflect on and explore how COVID-19 exacerbates racial inequities in educational settings.

**Region 9 director:** **Aaron Butler** • abutler@air.org

The center’s subject matter experts shared their knowledge with **Illinois** and **Iowa** through a series of COVID-19-related blogs that spoke to key issues in areas of equity, trauma sensitivity, and modified instructional practice:

- How can teachers and other leaders effectively balance academics and creating a safe and supportive learning environment? Trauma sensitivity is key, especially after the summer of 2020.
- Do COVID-19 recovery programs really help schools and students who need it most?
- How can educators use their natural problem-solving skills to transform instructional practices during COVID-19?

Region 9 director: **Aaron Butler** • abutler@air.org • air.org comp center • AIR’s COVID 19 resource

Region 1 director: **Susan Therriault** • stherriault@air.org • Region 1 co-director: **Ellen Cushing** • ecushing@air.org