REQUEST FOR APPLICATIONS
AISP Equity in Practice Learning Community,
Cohort 2, State Education Agency or Local Education Agency as Core Partner
Issued: January 9, 2023

What	Cohort-based training initiative
Who	Integrated Data Systems (IDS), State Longitudinal Data Systems (SLDS), Early Childhood Integrated Data Systems (ECIDS), and other public sector data collaborations focused on improving educational outcomes with a commitment to racial equity in data practices.
Why	Cross-sector data sharing can transform information about individuals into actionable intelligence that can be used to understand student needs, improve schools, and build more just communities. Yet, use of cross-sector data can also reinforce legacies of racist policies and produce inequitable resource allocation, access, and outcomes. To avoid this, we must embed questions and practices of racial equity throughout the data life cycle and provide mechanisms for community voice and input.
How	AISP's Equity in Practice Learning Community (EiPLC) engages in discovery within and across sites to co-create guidance and new models for centering racial equity in IDS frameworks. Coaching and facilitation focus on shifts to policy and practice across the data life cycle, including changes to cross-agency data governance, research agendas, legal agreements, staffing, and community participation practices and resources.
When	**Applications due March 31st, 2023** Optional applicant webinar: Feb 23rd at 12:00pm ET (register here) Four sites will be selected for participation by May 5, 2023 The initiative will run from June 1, 2023-November 30, 2025 (30 months)
Funded Activities	Partnerships selected for participation will receive: • Customized training and coaching from experienced practitioners • Access to a rich community of peers and mentors working at the intersection of data + racial equity • Tuition, travel, lodging, and meals for two 2.5 day, in-person convenings for site teams of up to four people • Direct grants of $50K to support community engagement
Criteria for Eligibility	Applications must include a public agency as lead or co-lead. Applications submitted by a state education agency (SEA) or local education agency (LEA) are preferred. The application will be assessed for: • Ability to integrate and use cross-sector data on educational equity to support social policy planning and analysis • Established partnership with an LEA or SEA (if not the lead entity) • Commitment to centering racial equity in work across the data life cycle
Contact	Jessie Rios Benitez, jessierb@upenn.edu

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Why Educational Equity?

Equity creates conditions for racial justice—"the proactive reinforcement of policies, practices, and actions that produce equitable power, access, opportunities, treatment, and outcomes, regardless of race and ethnicity." National Association of Social Workers

"Educational equity is achieved when all students receive the resources they need so they graduate prepared for success after high school." National School Board Association

"Government can reform policies that have created imbalances and provide more funding for programs that will help our nation respond to entrenched racial disparities in education." Business Roundtable

Access to high quality, well-resourced public education is essential to building a strong democracy and is a key determinant for economic mobility. Yet, because of the historical and enduring legacy of institutional racism, not all children have access to educational opportunity that equips them for success.

Working for educational equity is complex, as it neither begins nor ends in the school building. Children are born, live in households, neighborhoods, communities, and attend multiple schools.[1] These nested environments mean that effective policy and programmatic levers can be elusive. Since the Coleman report (1966),[2] researchers have demonstrated that a significant portion of variance in school success is accounted for by factors outside of school. Schools' matter[3] for many reasons; in addition to educating children, they also provide secure relationships, physical safety, and connections to other resources. This complexity does not mean that the problem of educational inequity is intractable, but rather, that collaboration is essential. We must bolster our social systems—healthcare, child welfare, housing, social services, and education—and work toward more coordination to support students and their families. To do that, we must connect and empower our helpers—nurses, case workers, teachers, and principals.

Data are the building blocks for how we describe inputs and outcomes. Stories that emerge from data help us understand and contextualize what drives or impedes student learning and illustrate how structural factors like racism and other forms of discrimination influence one's ability to access the resources needed for success. These results can then be used to reform policies and programs to more effectively address individual, household, neighborhood, community, and school-based issues of educational equity. Yet, in our current data ecosystem, data on educational inequities are often decontextualized from history and the experiences of race, class, intersectionality, and place that impact access to a high-quality education. To improve educational equity, and work towards racial justice, we must change how data are collected, shared, accessed, and used to support our communities, schools, families, and youth.

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[1] U. Bronfenbrenner. (1979). *Ecology of human development: Experiments by nature and design*.

[2] J. Coleman. (1966). *Equality of Educational Opportunity Report (EEOR)*.

[3] G.D. Borman & M. Dowling. (2010). Schools and Inequality: A Multilevel Analysis of Coleman's Equality of Educational Opportunity Data. *Teachers College Record*, *112*(5). https://doi.org/10.1177/016146811011200507

Why Shared Data Infrastructure + Racial Equity?

Data sharing and integration is increasingly commonplace at every level of government as a tool to support the interconnected needs of students, families, and communities more effectively and holistically. Integrating data across domains provides a comprehensive picture of risk and resilience. Therefore, it also represents an opportunity for transformational data use that can drive program and policy changes towards educational equity and racial justice. At the same time, many institutions engaged in the important work of data integration have not adequately examined and acknowledged structural bias in their history, or the ways in which that bias is often baked into data as a result of systemic inequities in the development and administration of policies and programs.

In addition, while populations made vulnerable by government action are overrepresented in many of the administrative datasets being integrated, they are rarely consulted in the development and use of these data systems. This raises fundamental concerns, as administrative data increasingly provide the raw materials for evaluation, research, and risk modeling that inform policy, resource allocation, and programmatic decisions.

What is the AISP Equity in Practice Learning Community?

We are committed not only to addressing these concerns, but also to creating a new kind of data infrastructure that shares and builds capacity and knowledge with those who need systems change the most. To this end, we have created the AISP Equity in Practice Learning Community (EiPLC), which launched in January 2022. In May 2023, AISP will select its second cohort of state and local government partners committed to working at the intersection of data infrastructure and racial equity to receive training and technical assistance. Together, AISP and the Learning Community will support in-depth discovery within and across sites to co-create guidance on centering racial equity in IDS frameworks. The work will require shifts to practices across the data life cycle, including changes to cross-agency data governance, research agendas, legal agreements, staffing, resource allocation, and community participation practices. Our goal will be to test and implement new models for incorporating community voice and agency in key decisions about how cross-sector data are used in service of educational equity and racial justice.

Engagement in the AISP EiPLC will provide participating sites with the opportunity to work with a team of partners locally and with a cohort of peers and experienced practitioners from across the US. Cohort sites will also be paired with mentor sites and AISP Equity in Practice Fellows who are leading community-engaged data integration efforts, and will learn by doing, together. While most training and engagement will take place virtually, EiPLC participants will also meet with their peers, mentors, and the AISP team for two, 2.5-day in-person meetings during the 30-month TA period. AISP will cover the costs of travel, meals, and lodging for four participants from each site for these meetings. AISP will also award direct grants of up to $25,000 a year for two years (up to $50,000 total) to each participating site to support community participation and racial equity in data practices. AISP will work with sites to ensure that successes, challenges, and lessons learned are well documented both internally, to support sustainability of practice, and externally, to support broader field-building efforts.

Our focus for this cohort is on educational equity. AISP has received generous support from the Walton Foundation and the Ford Foundation to engage cohort two over a 30-month period from June 2023 to November 2025.

The Ford Foundation is an independent organization working to address inequality and build a future grounded in justice. For more than 85 years, it has supported visionaries on the frontlines of social change worldwide, guided by its mission to strengthen democratic values, reduce poverty and injustice, promote international cooperation, and advance human achievement. Learn more at fordfoundation.org

The Walton Family Foundation is, at its core, a family-led foundation. Three generations of the descendants of our founders, Sam and Helen Walton, and their spouses, work together to lead the foundation and create access to opportunity for people and communities. We work in three areas: improving K-12 education, protecting rivers and oceans and the communities they support, and investing in our home region of Northwest Arkansas and the Arkansas-Mississippi Delta. To learn more, visit waltonfamilyfoundation.org and follow us on Facebook, Twitter and Instagram.

The first EiPLC cohort, funded by the Robert Wood Johnson Foundation and Annie E. Casey Foundation, is focusing on health equity. We anticipate opportunities for cross-cohort learning as well.

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children and youth by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. Learn more at aecf.org.

The Robert Wood Johnson Foundation (RWJF) is committed to improving health and health equity in the United States. In partnership with others, they are working to develop a Culture of Health rooted in equity that provides every individual with a fair and just opportunity to thrive, no matter who they are, where they live, or how much money they have. For more information, visit www.rwjf.org.

What is AISP?

About Us
Actionable Intelligence for Social Policy (AISP) is an initiative based at the University of Pennsylvania's School of Social Policy and Practice. For the last fourteen years, we have helped state and local government agencies and partners collaborate and responsibly use data to improve lives. We currently represent a Network of 36 cities, counties, and states across the US that routinely integrate data at the person level to support social policy planning and analysis. These jurisdictions, comprising over 50% of the US population, have been collaborating for over a decade to develop national standards, share best practices, and use data ethically and equitably. Whether they call themselves integrated data systems (IDS), data hubs, data collaboratives, state longitudinal data systems, or data intermediaries, these efforts are working towards the same goal: routine and responsible use of cross-sector data for good.

What We Do
- **Convene** and advocate on behalf of communities that are sharing and using cross-sector data for good
- **Connect** to innovations, best practices, and research and funding opportunities that support ethical data sharing
- **Consult** with data sharing collaborations to build the human and technical capacity to share data and improve lives

Why We Do It
When communities bring together cross-sector data safely and responsibly, policymakers and practitioners are better equipped to:
- Understand the complex needs of students and families
- Allocate resources where they're needed most to improve services
- Measure long-term and multi-generational impacts of policies and programs
- Engage in transparent, shared decision-making about how data should (and should not) be used

To learn more about our approach, explore AISP's Introduction to Data Sharing & Integration (2020) and AISP's Quality Framework for Integrated Data Systems (2021).

Our Commitment to Racial Equity
From its founding, AISP has focused on the ethical (re)use of administrative data and promoted strong, collaborative governance as the foundation of all data sharing and integration. More recently, we have formally acknowledged that ethical (re)use of administrative data requires us to center racial equity in our initiatives, and we are committed to help the growing field of integrated data systems do the same. Since 2019 we have led a diverse workgroup of civic data stakeholders to co-create strategies and identify best practices to center racial equity in data integration efforts. AISP released A Toolkit for Centering Racial Equity Throughout Data Integration in May 2020. The Toolkit was developed collaboratively and puts forward a shared vision for a new kind of data infrastructure—one that seeks to share power and knowledge with those who need systems change the most. This Learning Community is our next step toward putting the promising practices highlighted in the Toolkit into action and will support data integration efforts and cross-sector partnerships as they work to share and build power with community through data access and use. As a majority White and White-led team, we act carefully and learn constantly. We are committed to staffing that supports a broad range of experiences and identities, including the hiring of colleagues who are Black, Indigenous, and People of Color, and

compensating and learning from a diverse team of Equity in Practice Fellows throughout this initiative and beyond.

What can an Equity in Practice Site expect to gain?

There are a host of benefits that sites will gain as a member of the AISP Equity in Practice Learning Community. Some of these benefits include:

- Increased training, awareness and understanding of structural bias, and concrete strategies to center racial equity and community voice in cross-sector data work
- Advice and facilitation from experienced practitioners to support implementation of a racial equity framework
- Data governance practices that authentically incorporate student, family, and community voice throughout the data life cycle to support educational equity
- Flexible funding to support community participation activities
- Increased capacity to shift policy and practice and demonstrate impact on educational equity with a customized roadmap for sustainability of the effort
- Practice techniques to right-size data holdings that support a more holistic view of students and families, including data from community-based organizations
- Improved and more efficient shared data structures, including help with data governance and legal agreements to meet requirements of FERPA and other relevant privacy laws
- Opportunities to share and accelerate learnings and community-led research agendas with other sites and potential funders
- Access to mentor sites and a peer community where cross-agency teams committed to educational equity can share and learn from each other

How do sites access the grants?

Applicants that are selected are eligible for direct grants to support community engagement and racial equity in data practices. Participating sites will work with AISP Equity in Practice Fellows and AISP staff to develop an initial plan for community participation and will receive grants of $25K each in Fall 2023 to support that work. Sites will be asked to reflect upon how funds have been used, with the opportunity to request a second grant of $25K in 2024.

FUNDING DETAILS
- Type of Award: Awards funded under this opportunity will be structured as subgrants.
- Amount of Award: $25,000 a year for two years, up to $50,000 total
- Use of Funds: Award funds should cover community participation activities and must be comply with the policies in Appendix C.

Who should apply for the Learning Community?

We expect this to be a diverse pool of applicants and are interested in supporting IDS and other public sector data collaborations with a commitment to racial equity at both the local (city, county, tribal) and state level. Applicants must involve a government agency (ideally a SEA or LEA) as either the lead or co-lead, but may also include partners from universities, non-profits, foundations, and advocacy groups. Applicants may be located anywhere in the United States, and must meet the following requirements:

A. **Demonstrated ability to integrate and use education data cross-sectionally to support policy planning and analysis for the benefit of students and families.** Data partners may include a wide range of education data including, k-12 public education; special education; post-secondary; FAFSA, and early childhood (home visiting, early intervention, child care subsidy, early head start, head start, other publicly funded pre-k programs). In addition, data partnerships with other public agencies (e.g. social services, public health, housing) are encouraged.

   Documentation of data capacity may include legal agreements, a technical approach to facilitate integration at the person level, governance structures, and demonstrated use cases. This demonstrated capacity is important as successful participation in the TA requires participants to have the capacity to undertake analysis and generate data-driven solutions to questions formed and prioritized by community members, without delays due to a lack of data flow. Participation in the EiPLC will involve refining and routinizing processes across the data lifecycle; while this could include expansion of cross-sector data holdings, this TA offering is not designed to build data integration capacity from the beginning.

B. **Demonstrated commitment to center racial equity in data integration and across the data life cycle.** We are looking for participants with a growth mindset who are committed to reflecting, learning, and changing practices, both personally and professionally. We believe this training will be most effective for SEAs, LEAs, and cross-agency partnerships with a leadership commitment to educational equity and racial justice. We do not expect applicants to have figured out how to operationalize this commitment (this is one goal of the Learning Community), but we are looking for evidence that your team has begun the process of awareness-building and is ready for race-explicit conversations and culture change.

Members of the AISP Network are welcome to apply and will be evaluated by the same standards as all applicants.

How will AISP training services be awarded?

All eligible applications will be reviewed by a multi-member panel at AISP, including staff and Equity in Practice Fellows, for responsiveness to the questions listed in Part B of the application (see page 12). Each eligible application will be scored on the elements listed below.*

40%	**Demonstrated ability to integrate and use education data cross-sectionally to support policy and planning analysis for the benefit of students and families**: Successful applicants will describe their current use of administrative data and existing data capacity with concrete use cases as examples. This also may include staffing plans, highlighting dedicated staff tasked with data management and analysis; data sharing agreements in place or in negotiation among agencies; current data governance structures; established data access and use processes; and/or a description of the current technical approach for integrating student data. The narrative responses to both Part B and the self-assessment will be used to evaluate this element.
30%	**Demonstrated commitment to center racial equity in their work across the data life cycle**: AISP is seeking applicants with a growth mindset that have conducted internal capacity building around issues of race, structural and institutional racism, and implicit bias. Understanding that historically marginalized communities, particularly Black, Indigenous, and People of Color, are overrepresented in many of the administrative datasets being integrated but are rarely consulted in the development and use of data systems, is a foundational awareness required for this work. We also have an interest in supporting organizations with diversity among staff leadership positions and trusted relationships with communities of color. Narrative responses will be used to evaluate this element and finalists may be asked to participate in interviews.
20%	**Progress and goals towards community participation:** AISP is seeking applicants with demonstrated relationships and connections to the community in which the project activities will take place. Successful applicants will describe their existing student, family, and community participation activities, and outline future plans for centering community participation in decisions about data sharing, data governance, and data use.
10%	**Current Data Holdings:** AISP is seeking applicants that are explicitly focused on the improvement of educational outcomes. If the lead applicant is not an SEA or LEA, the collaborative must have established data sharing relationships with LEAs or SEAs that can inform social policy planning to benefit students and families. Data access may be ad hoc, although routine access is preferred.

*Not all criteria must be met for an applicant to be selected. AISP may follow up with applicants to obtain more information to inform the selection process.

What are the expectations of selected sites?

All applicants will be expected to do the following:

- Ensure that at least four representatives will participate in each of the two 2.5-day, hybrid (preference for in-person participation, with virtual option) training convenings;
- Dedicate a *minimum of* 4 hours of staff time per staff member / per month to the EiPLC;
- Maintain regular correspondence with AISP, Equity in Practice Fellows, and other EiPLC sites;
- Actively participate in online EiPLC activities;
- Participate in a formative and summative evaluation of the EiPLC;
- Sign an MOU with AISP to govern partnership over the 30-month engagement (see Appendix B);
- Use grant funds in a manner that is consistent with the policies outlined in Appendix C, Policies Regarding Permissible Use of Funds

About the Application Process
Application Components

All EiPLC application components are listed on pages 12-14 of this Request for Applications (RFA). AISP will host an information webinar on this RFA on February 23rd, 12:00pm Eastern. Register here. This will include opportunities for participant questions on the elements of this application, our evaluation process, and the services offered. Applicants may also submit questions about the RFA to AISP Administrative Coordinator, Jessie Rios Benitez (jessierb@upenn.edu).

Application components:
- Application Part A (see page 12, contact information and key organizations, <u>required</u>)
- Application Part B (see page 13, proposal narrative and self-assessment, <u>required</u>)
- Letters of Support from community members, governor or mayor's office, legislative body, and/or key data partners (see template in Appendix A, optional but encouraged)
- Finalist interviews (to be scheduled as needed by AISP in early April)

RFA Schedule

January 9, 2023: AISP publishes RFA.

February 23, 2023: AISP hosts an informational RFA webinar with opportunities for participant questions at 12pm Eastern. A recording will be posted within one week of the webinar date. Attendance is optional. Register here.

March 24, 2023: Last day to submit questions to AISP (Jessie Rios Benitez, jessierb@upenn.edu).

March 31, 2023: Applications are due to AISP by 5pm Eastern.

April 2023: AISP reviews submitted RFA applications and makes follow-up calls/contact with applicants to gain additional information as needed.

April 14, 2023: Finalists notified via email for interviews.

April 24, 2023-April 28, 2023: Virtual interviews conducted as needed with finalists.

May 5, 2023: Selected finalists are notified via e-mail.

May 2023: MOU between AISP and each selected site is developed and finalized.

June 2023: Equity in Practice Learning Community activities begin.

October 2023: First in-person/hybrid Equity in Practice Learning Community convening.

How should I prepare and submit my application?

Please email one copy of your narrative application in PDF format to AISP Administrative Coordinator, Jessie Rios Benitez, (jessierb@upenn.edu). All applications should be no longer than 15 pages (not including additional materials, such as letters of support). All application pages should be numbered, font should be 12-point Times New Roman, text should have one-inch margins all around, and all relevant questions should be answered. Please combine all application materials in a single PDF. The online self-assessment can be accessed [here](#) and submits automatically upon completion.

Who is the AISP point of contact?

Questions about this RFA and completed applications should be sent to AISP Administrative Coordinator, Jessie Rios Benitez (jessierb@upenn.edu).

Application Components

Part A: Contact Information

<u>Primary applicant:</u>

Agency or organization name:

Location (state, county, city):

Agency/organization type:

<u>Applicant point of contact:</u>

Name:

Title:

Phone number:

E-mail:

Address:

Please list data integration partners here. Include partner name, agency type, and whether a letter of support is provided. Common partners include state/county/city agencies and community-based organizations that support schools, human services, child and family welfare, early childhood, education, housing and homelessness, economic security, workforce, legal system and law enforcement, etc.

Name of partner	Type of agency (e.g. government, non-profit)	Letter of support? (Y/N)

Part B: Application Narrative

Please respond to the prompts below to provide information describing your agency, the data integration effort, your partners, relevant activities to date, and the challenges you would expect this Learning Community to address. Limit your response to these questions to no more than 15 pages (not including letters of support or supplemental materials).

1. <u>Goals and Objectives</u>: Briefly label and describe your preliminary goals and objectives for participating in the EiPLC. (Thought of another way, what are 2-3 key issues or problems that you hope to address?)

2. <u>Racial Equity Knowledge, Skills, & Relationships</u>:
    - Describe any relevant diversity, equity, and inclusion (DEI) activities of your data integration effort and/or key partners. This could include staffing, leadership, initiatives, resolutions, etc.
    - Provide your definitions of "racial equity" and "educational equity." What do these look like in practice? How did you arrive at these operationalizations?

3. <u>Data Integration Effort and Partners:</u> Briefly describe the purpose of your data integration effort more broadly. As relevant, include the history of development, mission, policy priorities, funding, and partners involved. Provide a short description of each partner agency and their main role in the effort. (Note: Applicants are strongly encouraged to demonstrate engagement from partner agencies through letters of support. See Appendix A for template.)

4. <u>Demonstrated Cross-Sector Data Capacity:</u>
    - Complete AISP's self-assessment tool [here](#).
        - Please note that this tool was not designed for this RFA, but rather as a formative assessment for sites interested in building data integration capacity.
        - Be sure to include the name of the individual submitting this RFA in the "Your Information" section of the tool so we can match it with your EiPLC application.
    - From your past or current work, briefly describe a successful data integration project that benefited students and their families.
    - Briefly describe an unsuccessful data integration project and a lesson you learned.

5. <u>Community Participation:</u> Describe the ways that your data integration effort and key partners seek and respond to community feedback, particularly around data access and use.

6. <u>Staffing:</u> List the primary point of contact and three additional staff from lead and partner agencies who will participate in the EiPLC. Explain the rationale for the individuals selected and how their experience and training will support this work. For example, for an SEA/LEA, it could be helpful to have staff who focus on data analytics and staff who are charged with community engagement.

Name, Title, and Role of Staff	Agency

Note, each Staff member listed above should:
- have work accommodations that will allow travel or virtual attendance for two 2.5-day sessions over a 30-month period, and
- be able to dedicate a minimum of 4 hours per month to this training effort.

Appendix A: Template for Partner Letters of Support

AISP Equity in Practice Learning Community

Name of applicant:

Name of partnering agency supporting the application:

Partner representative (name, title, and email):

Please describe the nature of your partnership:

We understand the nature of this work and are excited to support our partner in their application for the AISP Equity in Practice Learning Community.

Signature: _____

Appendix B: AISP Learning Community Equity in Practice Site MOU

*Please note that this MOU is included as an example of a partnership agreement that will guide participation. **You do not need to fill this out as part of your RFA response.***

Memorandum of Understanding

between

Actionable Intelligence for Social Policy (AISP)

and

(Participating State or Local Government, or their Designated Representative)

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Actionable Intelligence for Social Policy ("AISP") and the (state or local government) which is participating in the AISP Learning Community: Equity in Practice Site, collectively (the "Parties").

Organization name: Actionable Intelligence for Social Policy
Partner representative: Dennis Culhane, PI
Position: The Dana and Andrew Stone Professor of Social Policy
Address: 3701 Locust Walk, C19, Philadelphia PA 19104
Telephone: (215) 746-3245
Fax: 215.573.2099
E-mail: culhane@upenn.edu

Primary Agency/ Organization:
Primary point of contact:
Position:
Address:
Telephone:
Fax:
E-mail:

Purpose
The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of the AISP Learning Community: Equity in Practice Site.

It is important that all partners to the MOU agree upon their respective roles and have a common understanding as to the scope and purpose of the program.

Duties of Parties
In this section, the responsibilities and agreements of each party is described separately.
For <u>Actionable Intelligence for Social Policy</u>, the responsibilities and activities include:
- Provide coaching, training, and curriculum materials;
- Conduct two, two 2.5-day, in-person training convenings over the course of a 30-month period;

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- Cover the costs of travel, meals, and lodging for four participants from each site in these convenings;
- Award direct grants of $25,000 a year for two years, or up to $50,000 total to Site, which will be memorialized by the parties in a separate Grant Agreement;
- Provide training materials and host online file sharing that will house all Learning Community resources;
- Write up lessons learned and recommendations specific to the Site and to the cohort overall, and provide the Site a chance to review evaluation findings and public communications (case studies, etc.) before they are shared.

For the participating state or local government, the following apply:
- Ensure that at least four representatives will participate in each of the two 2.5 day, hybrid (preference for in-person participation, with virtual option), training convenings;
- Dedicate a *minimum of* 15 hours of staff time per month to the training program;
- Complete pre-work assignments for the program;
- Maintain regular correspondence with the AISP TTA team, including Equity in Practice Fellows, and other sites;
- Actively participate in AISP Learning Community activities;
- Participate in formative and summative evaluation of the AISP Learning Community and TTA;
- Use grant funds in a manner that is consistent with the policies outlined in Appendix C, Policies Regarding Permissible Use of Funds

Duration
The agreement is for a period of thirty months covering the duration of the AISP Learning Community, from June 2023 to November 2025.

Procedures for Modification and Termination
- The MOU may be modified, revised, extended, or renewed by mutual written consent of both parties, by the issuance of a written amendment, signed and dated by both parties.
- Either party of the MOU may terminate their participation in this MOU by giving ten (10) days, written notice of intent to terminate to the other partner.
- Upon notice of termination, within ten (10) business days, Site shall return to AISP any unexpended funds up to the date of termination.

Signatures
All partners in this agreement sign to confirm their acceptance of its terms by their signature.

_____   _____
(Dennis Culhane, AISP)   (Partner signature)
Dennis Culhane   Partner Printed Name
The Dana and Andrew Stone Professor   Position
of Social Policy
University of Pennsylvania   Organization

Date: Date:

Appendix C: Policies Regarding Permissible Use of Grant Funds

Permissible Uses:	Funds from this award must be used for proposed project activities. Allowable uses of this funding include, but are not limited to: • Direct cash payments or gift cards for community members involved in focus groups, workshops, advisory councils, or other governance and research activities • Food and meeting space • Childcare, translation, and other costs of supporting inclusive gatherings • Support for consultants or partners to staff aspects of the work where your core team does not have expertise
Restrictions:	• Funds may not be used for employee salaries. • In keeping with funder policy, funds also may not be used to attempt to influence legislation or public elections.