



Continuity of Operations (COOP) Planning for IHEs

Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center

U.S. Department of Education (ED), Office of Safe and Healthy Students, OSHS
(formerly the Office of Safe and Drug-Free Schools, OSDFS)

REMS TA Center:

<http://rems.ed.gov>

- The TA center supports schools and school districts in developing and implementing comprehensive emergency management plans by providing technical assistance via trainings, publications, and individualized responses to requests.
- **Training Opportunities**
 - Online webinars
 - On-site trainings by request
 - Materials
- **Technical Assistance**
 - Available via telephone and e-mail
- **Website Resources**
 - Publications, including the *Lessons Learned* and *Success Stories* series
 - Resources featuring key priority emergency management issue-specific topics
 - “Resource Repository” of tools, templates, and other items that may be commonly used for school and campus emergency planning



Webinar Goals

1. Describe the key components of school emergency management (Pre-K – Higher Education)
2. Define Continuity Planning
 - Why continuity planning is important
 - Understand risks and vulnerabilities
 - Role of continuity planning
3. Identify the ten elements of a viable Continuity of Operations (COOP) plan
4. Discuss challenges and opportunities
5. Present resources and tools

Key Components of School Emergency Management (Pre-K – Higher Education)

Effective school emergency management planning

- Uses an all-hazards approach and is framed by the four phases:
 - *Prevention-Mitigation,*
 - *Preparedness,*
 - *Response, and*
 - *Recovery*
- Is customized based on vulnerability assessments;
- Is done in collaboration with community partners;

Key Components of School Emergency Management *(Cont'd)*

Effective school emergency management planning *(Cont'd)*

- Integrates people with disabilities and special needs, including students, staff, and visitors;
- Supports the implementation of the National Incident Management System (NIMS); and
- Includes training and practice.

Key Components of School Emergency Management *(Cont'd)*

Guiding Principles:

- Comprehensive
- Progressive
- Risk / Data driven
- Integrated
- Collaborative
- Coordinated
- Flexible
- Professional

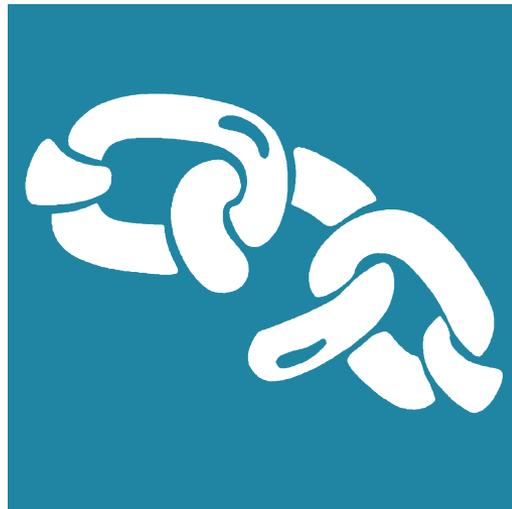


All-Hazards School Emergency Management

Benefits of an integrated approach planning:

- Reduced vulnerability and exposure
- Protection of life, property, and services
- Diminished post-disaster economic hardship
- Reduced recovery and reconstruction costs
- Quicker resumption of higher education functions
- Increased cooperation and communication

What is Continuity Planning?



Define Continuity of Operations (COOP) Plan

- A Continuity of Operations (COOP) plan:
 - **Ensures continued performance** of essential functions across a full range of potential disruptions and/or emergencies.
 - **Provides a plan of action** that specifies the key resources and staff, as well as a process and procedures for re-establishing departmental/unit services.
 - **Provides guidance and establishes responsibilities and procedures.**

Define Continuity of Operations (COOP) Plan *(Cont'd.)*

- A Continuity of Operations (COOP) plan ensures:
 - Emergency delegation of authority and a line of succession;
 - Safekeeping of essential personnel, resources, facilities, and vital records;
 - Emergency acquisition of resources necessary for business resumption; and
 - The capability to perform critical functions remotely until resumption of normal operations.

Continuity Planning Definition... in plain English

- A **structured approach** to
 - Looking at your school and its business operations during a possible emergency;
 - Identifying **what can go wrong**; and
 - Putting a plan in place in advance to **reduce those RISKS!**

PEOPLE

FACILITIES

INPUTS

Why should you have a
COOP plan?

Why should you have a COOP plan?

To protect your university's:

- Academic portfolio
- Research enterprise
 - Existing and future
- Retention
 - Faculty and students
- Reputation
- Confidence
 - Students, parents, faculty, funders, etc.
- Intellectual capital
- Infrastructure
- Institutional branding
- Role in public service
 - Special events
- Donations
 - Development
- Funding
 - Grants / revenue

Why should you have a COOP plan?

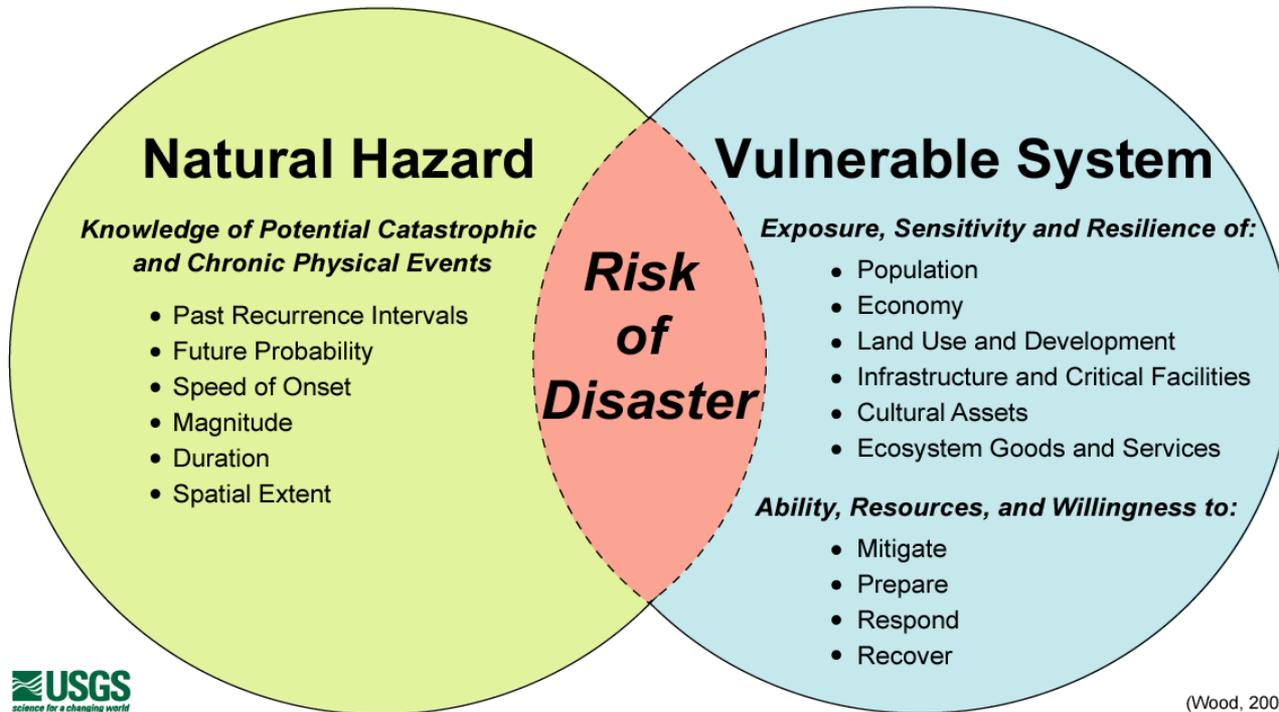
(Cont'd)

Other hazards to consider:

- Natural
 - *(e.g. Earthquake, Flood, Tornado, etc.)*
- Human caused-Accidental
 - *(e.g. Fire, Utility Failure, Misinformation, etc.)*
- Human caused- Intentional
 - *(Civil disturbance, bomb threat, sabotage, labor dispute, etc.)*
- Technological
 - *(Central computer failure, telecommunications malfunction, etc.)*

Important Note: A COOP is less about the hazard and more about the penitential disruption!

Understanding Risk, Vulnerability, and Connections



Understanding your risk

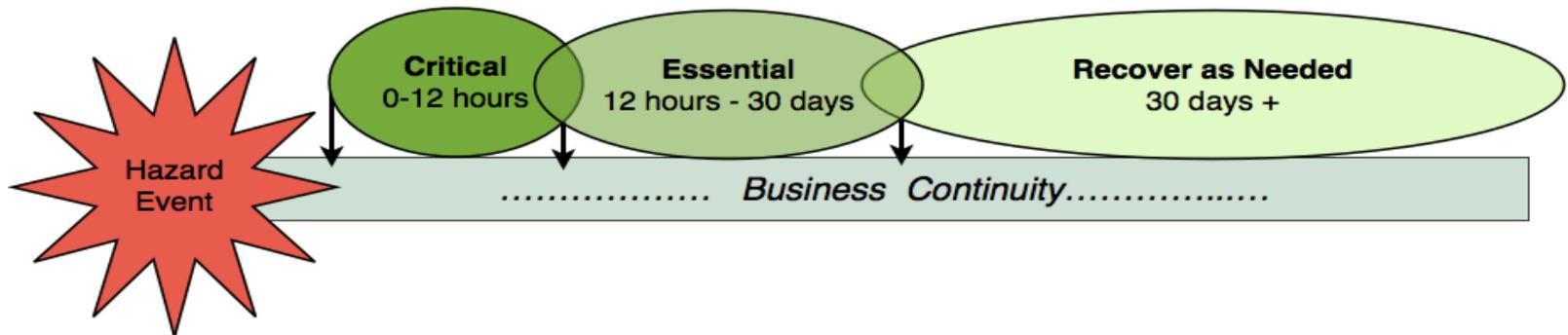
Characterizing Vulnerability

Element:	Definition:	Example:
Exposure	Types of assets and resources in hazard zones.	<ul style="list-style-type: none">• Number of structures• Value of structures• Number of people
Sensitivity	Asset characteristics and implications of a hazard event	<ul style="list-style-type: none">• What current and future conditions make the organization more susceptible to losses?• What are system-level consequences?
Resilience	Ability to manage risk, adapt during crisis and recover from impacts	<ul style="list-style-type: none">• Governance• Socioeconomic conditions• Resource management• Risk awareness• Response and recovery planning

What does a COOP Plan do?

What does a COOP Plan do?

- Identifies your functions
- Determines what is required to complete those functions
- Establishes a plan for what we do if...
 - ✓ We don't have our people?
 - ✓ We don't have our buildings / space?
 - ✓ We don't have our inputs?



Considerations for Developing a COOP Plan

- **A COOP plan for IHEs should:**
 - Allow for its implementation anytime, with or without warning, during duty and non-duty hours;
 - Provide full operational capability for essential functions no later than 12 hours after activation; and
 - Sustain essential functions for up to 30 days or until normal operations can be resumed.
- **A COOP plan is utilized when:**
 - An incident impacts the university's or college's ability to carry out essential functions; and
 - Education facilities and/or students and staff safety is compromised.

Considerations for Developing a COOP Plan *(Cont.)*

- Key leadership and personnel must:
 - Understand the role of a COOP plan and support the planning process.
 - Know the key business functions.
 - Be familiar with their assigned essential functions.
 - Be aware of continuity capabilities.
 - Be able to make a decision or recommendation for implementing the COOP plan.

Considerations for Developing a COOP Plan *(Cont.)*

- There is value in the process!
 - Builds consensus and support for action
- It creates a catalogue of
 - Resources;
 - Requirements; and
 - Needs.

Photo # USA C-2175 General Dwight D. Eisenhower, U.S. Army



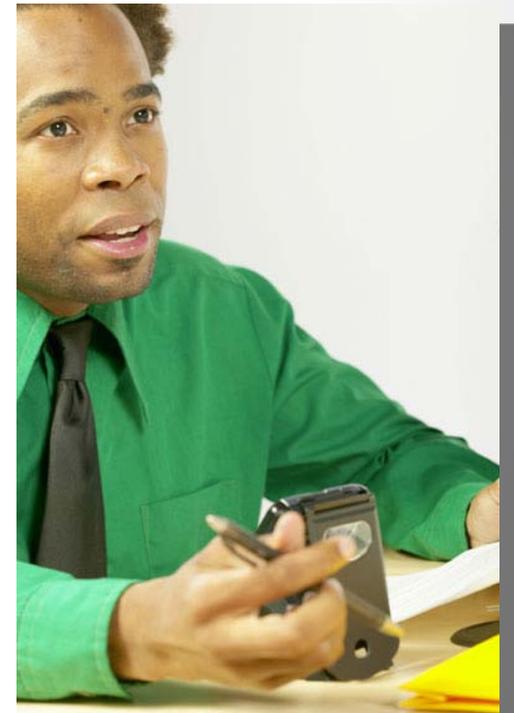
“In preparing for battle I have always found that plans are useless, but planning is indispensable.”

▪ *Dwight Eisenhower*

Where should you start?
Build the Team!!

Overview of Continuity Planning Team Development

- The Continuity Planner:
 - Manages day-to-day continuity plan development and maintenance;
 - Coordinates with the planning team; and
 - Oversees tests, training, and exercises; corrective action planning; and long-term planning efforts.



Overview of Continuity Planning Team Development *(Cont'd.)*

- Continuity Planning Team members should be:
 - Selected based on their expertise in specific areas related to the IHEs essential functions.
 - Assigned specific portions of the continuity plan to research and develop.
 - Able to work collaboratively with other team members.



TEN ELEMENTS OF A VIABLE COOP PLAN



UNIVERSITY OF OREGON

University Health Center Emergency Response & Business Continuity Plan

Revision Schedule

Developed March 2012

Emergency MANAGEMENT
AND CONTINUITY

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Ten Elements of a Viable COOP Plan

1. Essential Functions
2. Orders of Succession
3. Delegations of Authority
4. Continuity Facilities
5. Continuity Communications
6. Vital Records Management
7. Human Capital
8. Testing, Training, and Exercise Program
9. Devolution of Control and Direction
10. Reconstitution Operations

Element 1:

Essential Functions

- Identification of essential functions is the initial stage of COOP planning.
- Essential functions must be determined before other COOP plan development processes.
- Essential functions are based on the unique campus community, its needs and resources, as well as its supporting emergency management roles.
- Identification of nonessential functions allows for recognition of which services will cease in an emergency situation.

Element 1:

Essential Functions *(Cont'd.)*

- Consider essential functions during different operational scenarios.
- Essential functions may be different when classes are in session versus out of session.
 - Most campuses never truly “close.”
- Universities and colleges should identify and recognize their role in emergency support functions related to the local community Emergency Operations Plan.

Element 1:

Essential Functions *(Cont'd.)*

- Those functions that must continue with no or minimal disruption include:
 - Provision of health, safety, and security;
 - Facilitation of emergency response operations;
 - Provision of campus and critical support services (e.g. research, housing, instruction, etc.); and
 - Restoration of operations.
- Additional examples of essential functions:
 - Security
 - Campus Housing
 - Continuity of research and instruction
 - Business Information and Affairs Offices
 - Communications—internal and external audiences
 - Facility use—accessible main buildings or alternative locations

Element 1: Essential Functions *(Cont'd.)*

Business Continuity Planning Function Worksheet

Dark Green Boxes: Choose an answer based on the associated comment box (red corner mark).

Light Green Boxes: Click the cell to type text.

Department:	Purchasing & Contracting			Unit:		Date:	1/27/2012
Function Name:	TBD			Contact:	TBD7	Priority:	TBD
Resources needed to conduct this function:	Maximum Allowable Downtime			Resource Notes	General Description		
Do you require this resource?	<i>Days</i>	<i>Hours</i>	<i>Mins</i>				
Electricity							
Telephone							
External Network / IS							
Internal Network / IS							
Water							
Steam							
Chilled Water							
Function's Overall M.A.D.:							
Do you require this resource?	Describe type, kind, location, stock, frequency of re-stock, alternate sources, etc.				Describe:		
Function-specific software					Is a security system or protocols required?		
Function-specific equipment					Is this function tied to a location / place?		
Supplies					Does this function require vehicles or mobility?		
Data	Internal Data			External Data		Backup Protocol	
Contractors / Vendors	Contractor / Vendor Name:			Contractor / Vendor location:		Material Supplied:	
Do regulations, policy, or contracts require this function? (Type "yes" for all that apply)	UO			Federal		Describe what happens if the function does not occur:	
	State			Other			



Element 2:

Orders of Succession

- Orders of Succession
 - Provides for the assumption of senior leadership during an emergency when the incumbents are unable or unavailable to execute their duties
 - Allows for an orderly and predefined transition of authority
- One example of Order of Succession:
 - President
 - Provost
 - Vice President for University Relations

Element 3:

Delegations of Authority

- Delegations of authority should:
 - Align with State law and legislative initiatives;
 - Be predetermined, documented in writing, and reviewed by legal counsel;
 - Specify at least two alternate authorities;
 - Address training and/or certification requirements; and
 - Address limitations on the delegated authority.

Element 3:

Delegations of Authority *(Cont'd.)*

- Delegations of authority have several purposes:
 - Approving emergency policy changes
 - Approving changes of Standard Operating Procedures
 - Empowering designee(s) to act on behalf of IHE and/or department in interagency response
 - Making personnel management decisions
 - Approving commitment of resources
 - Signing contracts and authorizing procurement

Element 4:

Continuity Facilities

- IHEs should identify alternative locations other than their normal facilities to carry out essential functions
 - Establish any necessary Memorandums of Agreement (MOA)/Memorandums of Understanding (MOU) and partner agreements in advance
 - Determine if relocation on campus is feasible
 - Provide for reliable logistical support, services and infrastructure systems
 - Ability to sustain operations for 30 days or until normal operations can be resumed
 - Prepositioning assets and resources at alternate facility
 - Determine which essential functions and services can be conducted from a remote location

Element 5:

Continuity Communications

- Continuity facilities must provide communications in order to:
 - Communicate internally with continuity planning team, leadership and key personnel
 - Communicate with community partners
 - Communicate with the IHE community
 - Ensure connectivity if primary means of communication fails
- IHEs should establish and maintain Emergency Notification System (ENS) with available and up-to-date call-down rosters, and with alternate means, creating redundancy
- For alternative means of communicating, colleges and universities should consider access to county and state radio frequencies or satellite phones

Element 5:

Continuity Communications *(Cont'd.)*

Sample Campus Emergency Notification System (ENS),
University of Oregon (UO):

4.1.1. Authorities by Mode

For emergencies, the following table describes the modes available as well as the department/unit(s) with the authority to launch each mode:

Mode	Authorized Users
UO Alert! – Mass Text and Email Notification ₁	DPS Dispatch, Office of Communications, UOEM
Smart Classroom Alerts	DPS Dispatch, Office of Communications, UOEM
UO Homepage	Office of Communications
UOEM Webpage	Office of Communications, UOEM
UO Alert! Webpage	UOEM
DPS Vehicle Siren/PA Amplifier	DPS
UO Parents Association Email	Office of Student Life
Neighborhood Impact Interested Parties List	Public and Government Affairs
Local Media	Office of Communications
Campus Information Kiosks	Office of Communications, UOEM

Element 6:

Vital Records Management

- Electronic and hard copy documents, references and records needed to support essential functions
- Two types of vital records:
 - Static records - change little or not at all over time
 - Active records - change constantly with circumstances or as work is completed
- Examples of vital records include:
 - Emergency operating records;
 - Legal/financial records; and
 - Student educational records.

Element 6:

Vital Records Management *(Cont'd.)*

- Emergency Operating Records:
 - Emergency operations plans
 - Orders of succession
 - Delegations of authority
 - References for those who perform which essential functions
 - Staff contact information
 - Information Services Disaster Recovery Plan

Element 6:

Vital Records Management *(Cont'd.)*

- Legal and Financial Records:
 - Personnel Records
 - Social Security Records
 - Payroll Records
 - Retirement Records
 - Insurance Records
 - Contract Records
 - Student Education Records

Element 7:

Human Capital

- Considerations when assigning staff to essential operations:
 - Talent, energy, knowledge, and enthusiasm that people invest in their work
 - Most qualified people in the right jobs to perform essential functions most effectively
 - Considers reassignment of personnel from nonessential functions relative to collective bargaining units and agreements

Element 7: Human Capital *(Cont'd.)*

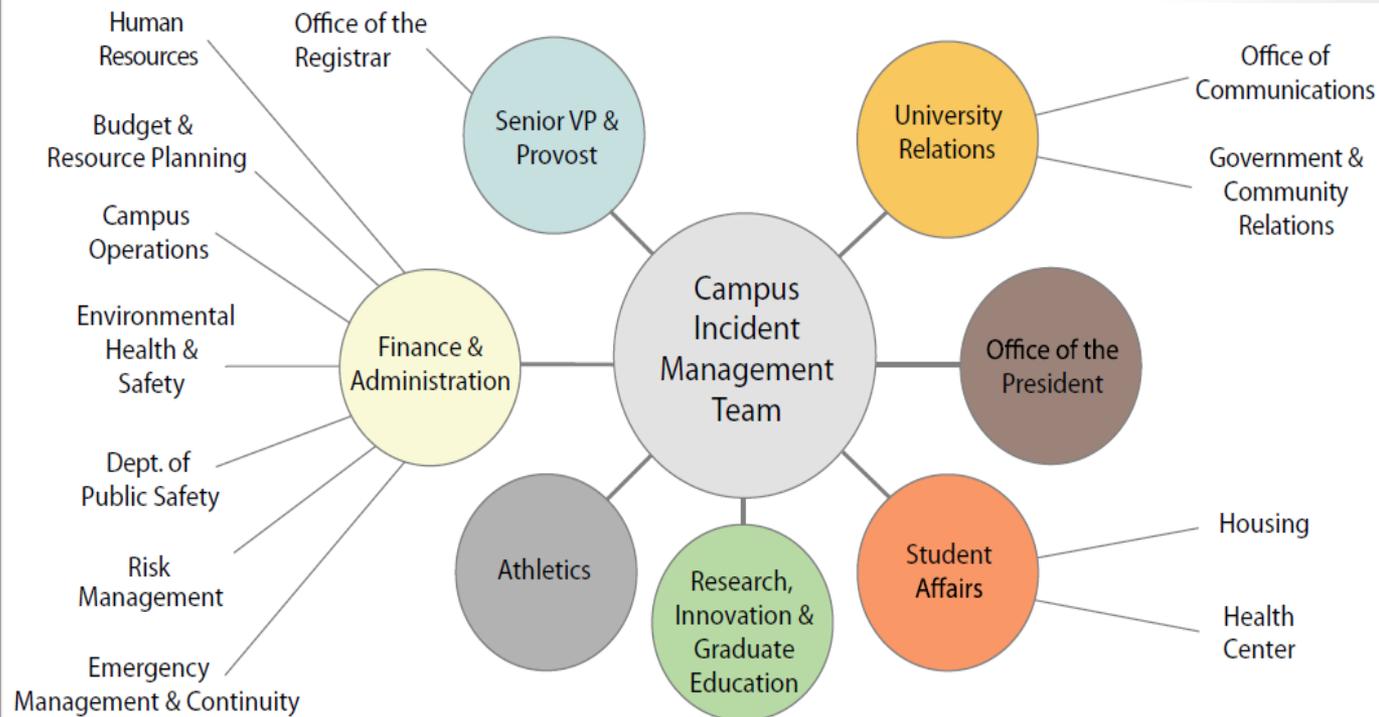
EXAMPLE: UO Campus Incident Management Team (CIMT)

CIMT: Campus Incident Management Team

Purpose: To provide the command and control infrastructure that is required to manage the logistical, fiscal, planning, operational, safety and campus issues related to any and all incidents/emergencies.

Meeting Frequency:
Once per month

Meeting Time:
12 - 1 p.m.



Element 7:

Human Capital *(Cont'd.)*

- Expectations when the COOP plan is activated:
 - Employees have a clear understanding of what they are supposed to do in an emergency
 - Students and families have a clear understanding for the continuity of learning expectations
 - Identifying and providing needed accommodations and modifications to employees with disabilities and special needs
 - Providing those eligible students with continued medical and food services

Element 7:

Human Capital *(Cont'd.)*

- COOP plan's management and expectations:
 - Ensure staff with “Essential Functions” responsibilities are trained in advance and continually informed during a COOP event;
 - Keep all staff informed during a COOP event regarding expectations for work; and
 - Leadership must account for all staff.

Element 8:

Test, Training, and Exercise Program

- Ensures COOP plan readiness and validates that essential functions are supported:
 - All equipment and systems work as required
 - Timeliness of deployment is appropriate
 - Continuity facility supplies and capabilities are adequate
 - Employees understand their roles
 - Interdependencies, supply chain issues and infrastructure capabilities are addressed
 - Deficiencies and vulnerabilities have been identified

Element 9:

Devolution of Control and Direction

- Devolution of Control and Direction is:
 - The capability to transfer statutory authority and responsibility for essential functions.
 - A way of ensuring a COOP capability in the event COOP personnel are unable to perform their mission or if the continuity facility is unavailable to support it.
- Devolution of Control and Direction planning should:
 - Identify likely triggers and authorities.
 - Describe how and when devolution will occur.
 - Identify the resources that will be required, including the availability of other campuses or organizations to assist.

Element 10:

Reconstitution Operations

- Reconstitution Operations is the process by which professors, staff and, ultimately, students resume operations and restore the learning environment.
 - May be complex.
 - Requires:
 - Sufficient number of students and staff;
 - Adequate number of safe and healthy facilities; and
 - Sufficient business and financial systems operating.
 - May include a reconstitution manager to handle reconstitution operations.

Challenges and Opportunities?

Challenges

- Scale and scope
 - University vs. department
- Obtaining and maintaining leadership support
 - Choice or chance
 - Benefits and costs
- Buy-in from department heads and management
- Resources – both human and financial

Opportunities

- Partner with other “like” services
 - Budget and Accounting
 - Environmental Health & Safety
 - Risk Management
- Build multi-objectives department plans
 - Response, continuity, and recovery
- Tap into service learning opportunities
- Build a long-term plan for plan development
- Make it easy!

Resources and Tools

Shaken but not Stirred



Erica Seville
Chris Hawker
Jacqui Lyttle

April 2011



Print Preview

National Continuity Programs Directorate
Continuity of Operations Division
Directives, Guidance & Planning
Training
Exercises
Evaluations and Assessments
Outreach & Contact Information
Templates
Pandemic Influenza
Continuity Webinar Series

Templates

- [Continuity Plan Templates](#)
- [Meta Checklist](#)
- [Continuity Multi-Year Strategy and Program Management Plan](#)
- [Reconstitution Template](#)
- [Devolution Template](#)
- [Vital Records](#)
- [Exercise Templates](#)

Continuity Plan Templates

- Continuity Plan Template for Federal and Non-Federal Entities ([PDF](#) 146KB, [TXT](#) 13KB)
- Continuity Plan Template and Instructions for Federal Departments and Agencies ([PDF](#) 351KB, [TXT](#) 139KB)
- Continuity Plan Template and Instructions for Non-Federal Entities ([PDF](#) 1MB, [TXT](#) 117KB)

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Meta Checklist

Key Elements of Departmental Pandemic Influenza Operational Plans (Meta Checklist) ([PDF](#) 7MB, [TXT](#) 54KB)

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Continuity Multi-Year Strategy and Program Management Plan

- Template ([PDF](#) 30KB, [TXT](#) 3KB)
- Template Guide ([PDF](#) 152KB, [TXT](#) 34KB)
- Budget Resource Requirements Addendum ([XLS](#) 34KB)

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Reconstitution Template

Reconstitution Plan/Annex Template and Instructions (April 2011) ([PDF](#) 1MB, [TXT](#) 66KB)

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Devolution Template

FEMA Devolution of Operations Planning Template ([PDF](#) 326KB, [TXT](#) 83KB)

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Vital Records

Vital Records Management, A Briefing for Federal Agencies ([PPT](#) 1MB, [TXT](#) 7KB)

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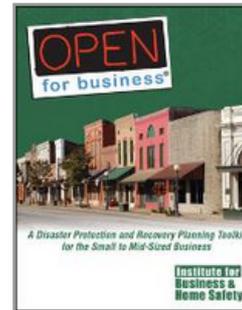


Where building safety research leads to real-world solutions.

Printable view

OPEN FOR BUSINESS® BASIC

- Employee Contacts [PDF Word](#)
- Key Vendors/Suppliers [PDF Word](#)
- Key Contacts [PDF Word](#)
- Critical Business Functions [PDF Word](#)
- Recovery Location [PDF Word](#)
- Vital Records [PDF Word](#)
- Critical Telephone Numbers [PDF Word](#)
- Critical Supplies [PDF Word](#)
- Equipment/Machinery/Vehicles [PDF Word](#)
- Computer Equipment and Software [PDF Word](#)
- Voice/Data Communications [PDF Word](#)
- Self Assessment [PDF Word](#)
- Miscellaneous Resources [PDF Word](#)



- [Disaster Response Checklist \(PDF\)](#)
- [Disaster Response Checklist \(Word\)](#)
- [Disaster Response Supply Inventory](#)
- [OFB Property Protection Checklist \(PDF\)](#)
- [OFB Property Protection Checklist \(Word\)](#)

NEW!

To maximize your business continuity planning efforts, follow the optional Advanced Track sessions within the Open for Business® Basic training series. The information will help you prepare for even the most demanding situations, and incorporates additional core elements of emergency preparedness and business continuity planning reflected in national and international standards. The trainer provides step-by-step instruction given during a series of eight 15-25 minute multi-media trainer sessions.

Each trainer session includes:

- valuable planning worksheets in Microsoft Word and PDF formats allowing you to save and print your completed plan;
- business continuity and disaster recovery tips;
- peril-specific property protection information;
- the option to receive e-mail reminders to incorporate the planning process in your daily schedule.

Open for Business® Basic Advanced Track Documents

RESEARCH CENTER



RISKS

- EARTHQUAKE**
- FLOOD**
- FREEZING WEATHER**
- HAIL**
- HIGH WINDS**
- HURRICANE**
- LIGHTNING**
- TORNADO**
- WATER DAMAGE**
- WILDFIRE**

INITIATIVES

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- FORTIFIED PROGRAMS**
- COMMERCIAL**
- OPEN FOR BUSINESS**
- RESIDENTIAL**
- PUBLIC POLICY**
- EVENTS**
- BLOG**
- NEWS**



Disaster Resilient University (DRU)

DRU Listserv:

- The DRU Listserv is intended for university and/or college emergency management professionals to share information and engage in discussions and dialogues related to the profession and emerging issues around campus emergency management. The DRU Listserv is hosted by the University of Oregon Emergency Management & Continuity Program.

- <http://lists.uoregon.edu/list-interface.html>

Disaster Resilient University (DRU)

DRU Community of Practice:

- The International Association of Emergency Managers-University and College Caucus IAEM-UCC sponsors the DRU Community of Practice, as a place to share secure documents such as meeting minutes, EOPs, COOPs. procedures/protocols, and other FOUO materials. The
- DRU Community of Practice is also the new location of the DRU Repository.
 - <http://communities.firstresponder.gov>

Continuity Planning, REMS TA Center Web Site

[Continuing Education During Prolonged School Closures Webinar Synopsis \(ED\)](#)

[Continuing Education During Prolonged School Closures Webinar Transcript \(ED\)](#)

- [Planning for Potential School Closures \(ED\)](#)
- Federal Resources for Educational Excellence (FREE)
Accessible at <http://free.ed.gov>



REMS TA Center Resource

Repository: <http://rems.ed.gov>



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[Home](#) > [Resources](#) > [Resource Repository](#)

Welcome to the Resource Repository

The purpose of the Resource Repository is to act as a clearinghouse for emergency management planning for schools and provide free and easily accessible information that supports the efforts of local education agencies and institutions of higher education. The content provided is available to the public for non-commercial use that furthers this goal.

**Search for a
Repository
Resource**

**Browse
All Repository
Resources**

**Submit
a Repository
Resource**

Search for tools, templates, and other items, such as "assessment checklist," "parent letter," or "tabletop exercise" that may be commonly used for school and campus emergency planning. The Resource Repository represents a virtual library of relevant resources to assist local education agencies and institutions of higher education as they engage in the emergency management and planning process. Materials are provided as samples and not intended to be endorsements. The repository includes examples of current strategies, templates, resources, approaches, and forms connected to emergency management for K-12 and higher education. It is not intended to serve as a comprehensive compendium, but, rather to provide examples that schools and campuses may reference for possible tailoring and use in their own communities.

Additional Resources

- Continuity of Operations Division Training Web Page (FEMA)
<http://www.fema.gov/about/org/ncp/coop/training.shtm>
- Continuity of Operations Independent Study Courses (EMI)
 - [IS-520 - Introduction to Continuity of Operations Planning for Pandemic Influenzas](#)
 - [IS 546 - Continuity of Operations Planning Awareness](#)
 - [IS 547 - Introduction to Continuity of Operations Planning](#)
 - [IS 548 - Continuity of Operations \(COOP\) Program Manager](#)
- Webinar: Continuity Planning in Our Nation's School Systems* (FEMA)
 - <https://connect.hsin.gov/p89036396/?launcher=false&fcsContent=true&pbMode=normal>
 - **Focused on Pre-K – 12 COOP planning for schools, but applicable for IHEs*

For More Information Contact:

REMS TA Center

(866) 540-7367 (REMS)

<http://rems.ed.gov>

info@remstacenter.org

