

# Archived Information

## TRAINING AND ADVISORY SERVICES (TITLE IV OF THE CIVIL RIGHTS ACT: EQUITY ASSISTANCE CENTERS PROGRAM)

<p><b>Goal:</b> To support access and equity in public schools and help school districts solve equity problems in education related to race, gender, and national origin.</p>	<p><b>Funding History</b> (\$ in millions)</p>			
<p><b>Legislation:</b> The Civil Rights Act (CRA) of 1964, Title IV, P.L. 88-352, (20 U.S.C. 2000c-2000c-2, 2000c-5).</p>	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
	1985	\$24	2000	\$7
	1990	\$22	2001	\$7
	1995	\$21	2002 (Requested)	\$7

**Program Description**

The Training and Advisory Services Program supports ten regional Equity Assistance Centers (EACs) that provide services to states, school districts and schools on issues related to desegregation based on race, gender, and national origin. Technical assistance, training, and advisory services are provided upon request.

The Department of Education awards cooperative agreements to the EACs to provide technical assistance, training and advisory services on areas such as sexual harassment and biases, and increased participation of minorities and females in mathematics and science courses. EACs also consult with local educational agencies to ensure that systemic reform and educational restructuring plans consider the needs of all students. The EACs work with states, school districts and schools to develop, implement and improve their policies and practices on:

- Facilitating services designed to ensure equal educational opportunity for all children;
- Promoting policies and practices that lead to equitable educational opportunities for all students regardless of race, sex, or national origin;
- Helping school districts promote understanding, sensitivity, and awareness of cultural, ethnic, language, and gender differences among students, school personnel, and parents, in order to avoid disharmony and violence; and
- Helping districts identify resources to aid in coping with desegregation-related concerns.

The EACs collaborate with the Comprehensive Regional Assistance Centers and other federally supported providers, such as the Office of Civil Rights, to help ensure that all children are provided equal access to educational opportunities.

## Program Performance

OBJECTIVE 1: PROVIDE HIGH-QUALITY TECHNICAL ASSISTANCE AND TRAINING TO PUBLIC SCHOOL DISTRICTS IN ADDRESSING EQUITY IN EDUCATION.

Indicator 1.1 Breadth of services: The number of services provided by the EACs will increase each year. <sup>1</sup>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Web site visits</i>			<p><b>Status:</b> Unable to judge. 2000 data is baseline data.</p> <p><b>Explanation:</b> <sup>1</sup>Equity Assistance Centers (EACs) reported an unduplicated count of events, such that each event is only counted once.</p> <p><sup>2</sup> Web site visits: Eight of ten EACs reported “Web site visits.”</p> <p><sup>3</sup> Mailings or individual requests for information: EACs reported each mass mailing as a single mailing event, regardless of how many individuals received the mailing.</p> <p><sup>4</sup> Consultations by telephone or e-mail: Nine of ten EACs reported consultations by telephone or e-mail.</p>	<p><b>Source:</b> Equity Assistance Center Project Performance Reports, 2000. <i>Frequency:</i> Year 1 and Year 2 of project. <i>Next collection Update:</i> 2001. <i>Date to be reported:</i> Unknown.</p> <p><b>Validation Procedures:</b> Data supplied by the individual Equity Assistance Center projects. No formal verification procedure applied to data collection, but data analysis validated by outside contractor.</p> <p><b>Limitations of Data and Planned Improvements:</b> Self-reported project-level data have been analyzed with the assistance of an outside contractor. Since EAC directors report that they are operating at full capacity, it is difficult to expect significant growth in activity and output of resources with level-funding of appropriations.</p>
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>		
<b>2000:</b>	<b>Baseline: 1,266,975<sup>2</sup></b>	<b>Not applicable</b>		
2001:	No Data Available	Target: Continuing Increase		
2002:		Target: 5% Increase		
<i>Published materials and Products</i>				
<b>2000:</b>	<b>Baseline: 139</b>	<b>Not applicable</b>		
2001:	No Data Available	Target: Continuing Increase		
2002:		Target: 5% Increase		
<i>Conference/seminar/other training events</i>				
<b>2000:</b>	<b>Baseline: 919</b>	<b>Not applicable</b>		
2001:	No Data Available	Target: Continuing Increase		
2002:		Target: 5% Increase		
<i>On-site consultations</i>				
<b>2000:</b>	<b>Baseline: 732</b>	<b>Not applicable</b>		
2001:	No Data Available	Target: Continuing Increase		
2002:		Target: 5% Increase		
<i>Mailings or individual requests for information</i>				
<b>2000:</b>	<b>Baseline: 1,038<sup>3</sup></b>	<b>Not applicable</b>		
2001:	No Data Available	Target: Continuing Increase		
2002:		Target: 5% Increase		
<i>Consultations by telephone or e-mail</i>				
<b>2000:</b>	<b>Baseline: 2,292<sup>4</sup></b>	<b>Not applicable</b>		
2001:	No Data Available	Target: Continuing Increase		
2002:		Target: 5% Increase		

**Indicator 1.2 Showing impact with customers: As a result of in-depth EAC assistance, an increasing percentage of school districts, States, and schools will develop, implement, and/or improve their policies and practices on the following topics: (Topic 1: eliminating, reducing, or preventing harassment, conflict, and school violence); (Topic 2: addressing the educational needs of students based on race, national origin, and gender); and/or (Topic 3: using equitable assessment and student placement procedures). Data drawn from the Equity Assistance Center Program 2000 Customer Survey.**

Targets and Performance Data							Assessment of Progress	Sources and Data Quality
Year	Actual	Performance	Actual	Performance	Actual	Performance	Status: Unable to judge. 2000 data is baseline data.  <b>Explanation:</b> Customer satisfaction surveys were administered for the first time in 2000. The next administration of customer surveys is planned in 2001.	Source: Customer Survey for the period July 1999 to June 2000. <i>Frequency:</i> Year 1 and Year 2 of projects. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> Unknown.  <b>Validation Procedures:</b> Data verified by external evaluation contractor.  <b>Limitations of Data and Planned Improvements:</b> The program faces a challenge in collecting reliable data in that the Equity Assistance Centers were not previously required to use a uniform reporting system to collect data. In the second year of the program a uniform method of collecting and reporting data was established with assistance from the Department. Since EAC directors report that they are operating at full capacity, it is difficult to expect significant growth in activity and output of resources with level-funding of appropriations.
	Topic 1		Topic 2		Topic 3			
1999:	No Data Available	Not applicable	No data available	No target set	No data available	No target set		
<b>2000:</b>	<b>Baseline 85%</b>	<b>Not applicable</b>	<b>Baseline 78%</b>	<b>Not applicable</b>	<b>Baseline 70%</b>	<b>Not applicable</b>		
2001:		Performance target – 88%		Performance target – 81%		Performance target – 73%		
2002:								

**INDICATOR CHANGES**

**From Annual Plan (FY 2001)**

Adjusted

- ❖ Indicator 1.1 “Addressing education problems: An increasing percentage of school districts served by the Equity Assistance Centers will develop, implement, and/or improve their policies and practices on the following topics: (Topic 1:) eliminating, reducing, or preventing harassment, conflict, and school violence; (Topic 2:) addressing the educational needs of students based on race, national origin, and gender; and (Topic 3:) using equitable assessment and student placement procedures” replaced by “Breadth of services: The number of services provided by the EACs will increase each year”.

Dropped—None.

New

- ❖ Indicator 1.2 (showing impact with customers)