

Archived Information

TRAINING AND ADVISORY SERVICES

(TITLE IV OF THE CIVIL RIGHTS ACT: EQUITY ASSISTANCE CENTERS PROGRAM)

Goal: To support access and equity in public schools and help school districts solve equity problems in education related to race, gender, and national origin.

Relationship of Program to Volume 1, Department-wide Objectives: The Equity Assistance Centers Program objectives support Objectives 1.1 (states develop challenging standards), 1.6 (school choice), and 2.4 (special populations) of the Department’s Strategic Plan. The centers funded by the program provide technical assistance designed to help school districts ensure that all students have equitable opportunities to learn to high standards regardless of their race, ethnicity, or gender.
 FY 2000—\$7,334,000
 FY 2001—\$7,334,000 (Requested budget)

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

Indicator 1.1 Addressing educational 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.

Year	Topic 1		Topic 2		Topic 3		Assessment of Progress	Sources and Data Quality
	Actual Performance	Performance Target	Actual Performance	Performance Target	Actual Performance	Performance Target		
1999:	No data available	Not applicable	No data available	No target set	No data available	No target set	Status: No 1999 data are available, but progress toward target is likely. Explanation: 1999-00 is the first year of the new grant cycle, and therefore baseline data will be established within this time frame.	Source: Project Performance Report, 2000. <i>Frequency:</i> Annually. <i>Next Update:</i> 2001. Validation Procedures: Data supplied by the individual Equity Assistance Center projects. No formal verification procedure applied. Limitations of Data and Planned Improvements: The program faces a challenge in collecting reliable data in that the Equity Assistance Centers were not 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 will be established with assistance from the Department.
2000:		Not applicable		Not applicable		Not applicable		
2001:		Baseline set		Baseline set		Baseline set		

KEY STRATEGIES

Strategies Continued from 1999

- ❖ Conduct timely communication of ED information regarding strategies to ensure that all students have opportunities to meet high standards.
- ❖ Encourage districts implementing school choice and other programs to consider assistance that is available from Equity Assistance Centers in the formulation of their strategies to improve equality of student access and involvement in high-quality instructional programs.
- ❖ Disseminate information and provide regular updates from Office for Civil Rights (OCR), Office of the General Council (OGC), and other appropriate sources on issues regarding equity in education.
- ❖ SIP staff will work with the Equity Assistance Centers on the use of a survey.
- ❖ Create or expand both regional and national networks of technical assistance providers through joint meetings and other activities.
- ❖ Maintain lists of all technical assistance providers on ED Web site.
- ❖ Invite other technical assistance providers to meetings of Equity Assistance Center directors to expand directors' knowledge of resources and mandates of the other technical assistance providers.

New or Strengthened Strategies

- ❖ Collaborate with the Equity Assistance Centers and the Office for Civil Rights in addressing desegregation and unitary status issues (minority group isolation).

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ Coordinate services with Office for Civil Rights, Department of Labor, Department of Justice, Eisenhower Math and Science Consortia, Federal Indian Even Start Program, Regional Comprehensive Assistance Centers, Regional Educational Laboratories, Educational Technology Consortium, Women's Educational Equity Assistance (WEEA) Resource Center.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ To address limitations in data collection, the Department will work closely with the Centers to obtain additional data in FY 2000-01 to define need as well as capacity in school districts directly related to intervention of services from the Equity Assistance Centers. Also, consideration should be given to the amount of funding, which is relatively small given the societal significance of the program.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years ago)

Adjusted

- ❖ Indicator 1.1 (address educational problems) was adjusted with 1.2 to more accurately reflect the program goal.
- ❖ Indicator 1.2 (training in capacity building) was adjusted with 1.1 to more accurately reflect the program goal.

Dropped

- ❖ Indicator 2.1 (collaboration with other technical assistance providers) has been dropped because it was not an outcome indicator (see coordination of activities for updates of activities).
New strategy is to enhance cooperation with other Federal programs that deal with the Civil Rights Act (CRA) to fit in with civil rights activities.

From FY 2000 Annual Plan (last year's)

Adjusted—None.

Dropped

- ❖ Indicator 2.1 (collaboration with other technical assistance providers) has been dropped because it was not an outcome indicator (see coordination of activities for updates of activities).
New strategy is to enhance cooperation with other Federal programs that deal with the Civil Rights Act (CRA) to fit in with civil rights activities.

New—None.