

## SCHOOL IMPROVEMENT PROGRAMS

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### Training and advisory services

(Civil Rights Act of 1964, Title IV)

(dollars in thousands)

FY 2022 Authorization: Indefinite

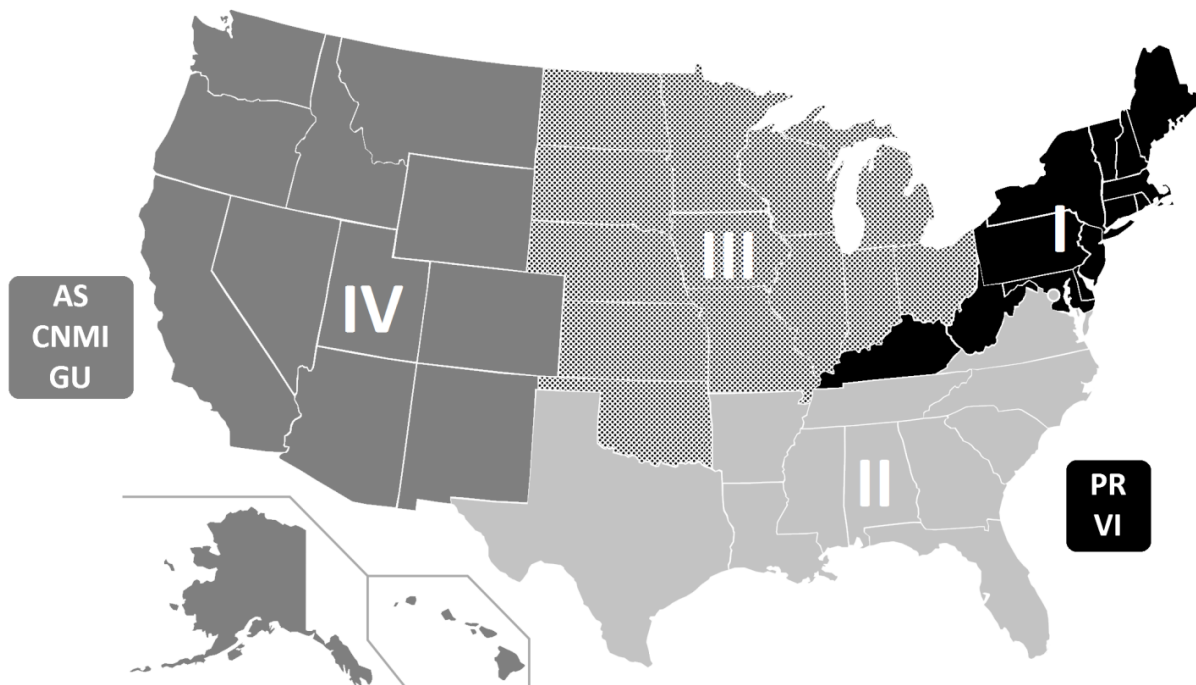
Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$6,575	\$6,575	0

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### PROGRAM DESCRIPTION

The Training and Advisory Services program supports efforts to achieve the intent of Title IV of the Civil Rights Act by aiding educators in preparing, adopting, and implementing plans for desegregating public schools and solving equity problems related to race, sex, national origin, and religion. To carry out those activities, the Department awarded 5-year grants in fiscal year 2016 to Equity Assistance Centers (EACs) in four geographic regions serving the 50 States, the District of Columbia, Puerto Rico, and the Outlying Areas of American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands. With fiscal year 2021 funds the Department plans to extend those grants for a sixth year.



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The EACs provide services to school districts upon request. Typical activities include disseminating information on successful educational practices and on legal requirements related to nondiscrimination in educational programs. Other activities include training designed to develop educators' skills in such areas as the identification of race and sex bias in instructional materials and technical assistance in the identification and selection of appropriate educational programs to meet the needs of a diverse student body. Topics covered by the EACs go beyond a traditional view of desegregation to include areas such as school climate, disproportionate and exclusionary discipline, bullying and harassment, culturally and linguistically relevant pedagogy, educator diversity, the effect of poverty on equity in educational opportunity and achievement gaps, and instructional practices that reach all students.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017 .....	\$6,575
2018 .....	6,575
2019 .....	6,575
2020 .....	6,575
2021 .....	6,575

### FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests level funding of \$6.6 million for Training and Advisory Services. Fiscal year 2022 funds would support the first year of Equity Assistance Center grant awards that would be made under a new competition that will be aligned, to the extent statutorily permitted, with the strong commitment to equity demonstrated by President Biden through the following actions taken during his first month in office:

- Executive Order 13985: Advancing Racial Equity and Support for Underserved Communities Through the Federal Government.
- Executive Order 13988: Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation.
- Memorandum: Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders in the United States.
- Executive Order 14012: Restoring Faith in Our Legal Immigration Systems and Strengthening Integration and Inclusion Efforts for New Americans.

In fiscal year 2020, the EACs provided targeted and intensive assistance to 36 State educational agencies (SEAs), 196 local educational agencies (LEAs), and 277 schools in 49 States and territories in areas such as creating a positive, safe, and inclusive school climate, improving family engagement, increasing educator diversity, and implementing instructional practices that reach all students. The EACs also developed new resources on a variety of topics, such as addressing health disparities, supporting English learners, and implementing

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socioeconomic integration strategies. Of the EAC clients that participated in an annual Client Satisfaction Survey, 84 percent indicated satisfaction with the services they received, a 1 percentage point increase from the previous year.

As in previous years, the EACs continued to develop and implement innovative approaches to technical assistance that respond to needs across states, districts, and schools. For example, the recent work of one EAC helped to change the way nearly 330,000 elementary, middle, and high school students learn social studies in one Midwestern state. In recognition of the increasing racial and ethnic diversity of its student population, this State's Board of Education sought to review its social studies standards for indications of bias, and to gauge the extent to which they reflect educational equity. The Board's intent was to facilitate an increased focus on including in classrooms the perspectives of underrepresented groups in social studies courses taught across the spectrum of grade levels. To conduct this review, social studies educators and community members across the State turned to a tool created by their regional EAC to assess bias in the learning standards and curricular materials. Among the results of this work are new social studies curricular guidelines that, as one State educational leader noted, help students to engage in civil discourse, to present ideas that are rooted in history, and to listen to, respect, and communicate different viewpoints.

More broadly, the EACs are engaged in a range of evidence-based activities that are focused on improving equity and access to high-quality educational environments and resources. Additional examples of these activities include:

- Developing resources and promoting best practices to help students, educators, and families nationwide confront, respond to, and combat anti-Asian American and Pacific Islander discrimination and xenophobia.
- Providing professional development on practical instructional strategies for planning and delivering sheltered content for English learners within the context of standards-based lesson planning, instruction, and assessment in one school district.
- Ensuring, through collaboratively designed lessons and ongoing implementation support, that students, teachers, administrators, and support personnel in schools across a large urban school district in a Western state are prepared to respond to individuals who experience racial and sexual harassment in schools. This work is creating a student body that is knowledgeable about what constitutes harassment based on race and sex, and a workforce that is ready, able, and willing to enforce anti-harassment policies and to report incidents in a timely manner.

Finally, in response to the COVID-19 pandemic, EACs are serving as key thought partners and technical assistance providers to States and school districts across the country as they respond to disruptions and seek to swiftly and safely reopen their schools for in-person instruction.

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#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Amount for grant awards	\$6,532	\$6,532	\$6,484
Data collection	\$43	\$43	\$46
Peer review of new award applications	0	0	\$45
Number of awards	4	4	4
Average size award	\$1,633	\$1,633	\$1,621

#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Training and Advisory services for possible revision in future years to ensure alignment with Administration policy.

Except where stated otherwise below, data for the following measures are collected through an annual survey of EAC clients. The Federal Research Division of the Library of Congress conducts the survey under an interagency agreement with the Department.

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

**Objective:** *Provide coordinated technical assistance and training to State educational agencies and public school districts in addressing equity in education.*

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#### GPRA Measures

**Measure:** The percentage of customers reporting an increase in awareness or knowledge resulting from technical assistance provided.

Year	Target (Combined Only)	Combined Actual	Awareness Actual	Knowledge Actual
2017		82%	82%	76%
2018	85%	80	80	75
2019	83	84	81	84
2020	86	88	88	81
2021	90			
2022	92			

**Additional information:** Customers were asked whether they increased their awareness or knowledge and, if so to what extent, on different topics for which they received assistance. The “Combined Actual” percentage is the higher of the two reported percentages for Awareness and Knowledge.

**Measure:** The percentage of customers who report changed policies or practices related to providing students with a full opportunity for participation in all educational programs regardless of their sex, race, religion, and national origin.

Year	Target	Actual
2017		81%
2018	79%	76
2019	78	75
2020	78	73
2021	78	
2022	80	

**Additional information:** Customers were asked if their organizations developed, improved, or implemented such policies or practices on any topic for which they received assistance. As in previous years, in 2020 a high percentage of EAC clients (73 percent) indicated that their organization developed, improved, or implemented policies or practices as a result of services provided by their regional EAC. Customers were also asked if they received technical assistance from the EACs in any of eight specific areas. Among those who reported receiving technical assistance in any one of these eight areas, the following percentages of EAC clients reported making changes to policies or practices on the following topics:

- Addressing inequities in access to effective teachers on the basis of race, sex, national origin, or religion (75 percent);
- Addressing inequities in identification, recruitment, or selection of students for participation in educational programs [e.g., ELL programs] (75 percent);

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- Addressing student isolation or disciplinary practices on the basis of race, sex, national origin, or religion (85 percent);
- Providing accessible and culturally responsive practices in instruction and assessment (77 percent);
- Providing accessible and culturally responsive school-based physical and mental health supports (88 percent);
- Providing open, safe, welcoming, and equally accessible spaces in both classroom and non-classroom settings (84 percent);
- Critically reflecting on beliefs and attitudes including bias, stereotypes, and prejudices about students and families or caregivers (77 percent); and
- Engaging all parents, families, or community members regardless of their race, sex, national origin, or religion (79 percent).

**Measure:** The percentage of customers reporting an increase in capacity resulting from technical assistance provided.

Year	Target	Actual
<b>2017</b>		74%
<b>2018</b>	77%	71
<b>2019</b>	74	89
<b>2020</b>	90	73
<b>2021</b>	76	
<b>2022</b>	78	

**Additional information:** Customers were asked whether their organizations received assistance to (1) build inclusive leadership, (2) identify and/or leverage mutually beneficial relationships or partnerships, or (3) obtain and/or leverage tangible materials or systems, and, if so, the extent to which their capacity increased after receiving assistance from the EAC. Data reflect the percentage of respondents who said their capacity increased to a moderate or great extent in at least one of these ways. The decline in 2020 likely is explained by service disruptions and challenges in transitioning to a virtual service model during the COVID-19 pandemic.

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#### Project Measures

**Measure:** The percentage of technical assistance requests received from organizations that were accepted during the performance period.

Year	Target	Actual
2017		95%
2018	96%	96
2019	97	98
2020	98	97
2021	98	
2022	98	

**Additional information:** Data are from EAC grantee annual performance reports.

**Measure:** The percentage of technical assistance requests received from new (not previously served by the EAC) organizations during the performance period.

Year	Target	Actual
2017		61%
2018	68%	72
2019	75	41
2020	48	69
2021	71	
2022	73	

**Additional information:** Data are from EAC grantee annual performance reports. The significantly lower percentage on this measure in 2019 may be due to the high number of existing clients who reported high satisfaction with the services received and requested additional services in this school year than in previous years.

**Measure:** The percentage of customers willing to request additional technical assistance and/or refer another organization to an EAC for technical assistance during the performance period.

Year	Target (Combined Only)	Combined Actual	Request Additional Actual	Refer Actual
2017		83%	79%	83%
2018	85%	86	84	86
2019	88	89	89	87
2020	91	89	84	89
2021	91			
2022	93			

**Additional information:** Customers were asked (1) how likely they were to request additional assistance from the EAC and (2) how likely they were to refer another agency to an EAC for technical assistance.