

memorandum



Date January 31, 2022

To Juliana Pearson

From Allan Porowski and Cara Jackson

Subject Responses to Internal and External Comments on the National Evaluation of the 2019 Comprehensive Centers Program Grantees

This memo summarizes comments received in responses to the public notice dated September 17, 2021, requesting comments on the National Evaluation of the 2019 Comprehensive Centers Program Grantees data collection activities, as well as internal discussions regarding the evaluation. We have provided the source of each comment as well as Abt’s response.

Comments	Source	Abt Response
Attachment 1, Exhibit A4. The sample size for the number of REL Director interviews is listed as 19; there are only 10 RELs, and one is in the pilot, so this appears to be a typo, with 19 entered instead of 9.	Budget Services	The study team corrected Attachment 1, Exhibit A4. There are 10 RELs, and none were in the pilot. The burden estimate was correct: The study team did not pilot the REL Director interview protocol so the number of REL interviews should be 10.
Attachment 2, page 3. The document says that Congress requires a “periodic evaluation” of the CC program. It actually requires an ongoing evaluation. (See Section 204 of the statute.)	Budget Services	The study team replaced “periodic evaluation” with “ongoing evaluation” to align to the statutory language.
Revise the proposed instruments to enumerate “lesbian, gay, bisexual, transgender, queer, nonbinary, and intersex (LGBTQ+) students” among examples of “Diverse Learners.”	GLSEN	The study team revised instruments to incorporate this change. Specifically, questions 2 and 16 of the TA Recipient Survey now includes LGBTQ+ students among examples of Diverse Learners. This change also applies to questions 6 and 11 of the Regional Center Director Interview Protocol.
Ideally, the Department will separately list each student group that the Department has identified as disparately impacted by the COVID-19 pandemic, including LGBTQ+ students. For example, the Department	GLSEN	Question 16 of the TA Recipient Survey asks if the project team(s) requested any assistance related to Diverse Learners. If respondents answer “yes” they

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<p>would add “Specific ways to support LGBTQ+ students” to question 17 of the TA Recipient Survey (pp. C-13–C-14) and “Supporting LGBTQ+ students” to question 15 of the Regional Center Director Interview Protocol (p. C-26) and question 13 of the National Center Director Interview Protocol (pp. C-37 – C-38).</p> <p>Separately listing supports for each student group that the Department has identified as disparately impacted by the COVID-19 pandemic will generate the strongest data on the ability of Comprehensive Centers to support technical assistance recipients in addressing identified disparities, particularly for students with intersecting experiences of marginalization</p>		<p>will be asked to identify the specific group; the list includes LGBTQ+ students.</p> <p>Question 11 of the Regional Center Director Interview Protocol takes a similar approach, in which the note-taker will code the specific group targeted if the respondent indicates that a project addressed needs of Diverse Learners.</p>
<p>Additionally, the Department would add responses related to supporting students of color or addressing racial disparities in COVID-19 impacts.</p>	GLSEN	<p>The study team added Students of Color as an example of Diverse Learners to questions 2 and 16 on the TA Recipient Survey and to the coding options for questions 6 and 11 on the Regional Center Director Interview Protocol.</p>
<p>Finally, the Department would replace “Specific ways to support students experiencing homelessness, students in migrant families, or students in foster care” (p. C-14) and “Supporting students experiencing homelessness, students in migrant families, or students in foster care” (pp. C-26, C-38) with three separate responses related to supporting “students experiencing homelessness,” “students in migrant families,” and “students in foster care.”</p>	GLSEN	<p>Given the very small number of projects on each (2 homeless, 2 migrant, 6 foster care), and that only 1 project mentioned LGBTQI+, the study team included a screener question that asks if Diverse Learners are addressed, and if yes, respondents are asked which groups, including Students Experiencing Homelessness, Students in Migrant Families, or Students in Foster Care.</p>
<p>As an interim step, if separately listing each student group that has experienced disparate impacts of the COVID-19 pandemic will require further testing or review, the Department can add a response to question 17 of the TA Recipient Survey (pp. C-13–C-14), question 15 of the Regional Center Director Interview Protocol (p. C-26), and question 13 of the National Center Director Interview Protocol (pp. C-37 – C-38) related</p>	GLSEN	<p>See above: these options are in questions 2 and 16 of the survey, questions 6 and 11 of both the Regional Center Director Interview Protocol and the National Center Director Interview Protocol.</p>

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to supports for “other students disproportionately impacted by the COVID-19 pandemic, including students of color and LGBTQ+ students.”		