



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

FAX: 202-205-2689

TELECOPIER COVER SHEET

Number of Pages Including This Cover Sheet: 24Telephone Number of Receiving Telecopier: (202) 456-2878**ADDRESSEE:**Name: Jennifer Klein

Organization: _____

Telephone Number: 456-2599**FROM:**Name: Steve WinnickOrganization: Dept. of EducationTelephone Number: 401-6000DATE: 6/6/97TIME: 5:40 PM**IN THE EVENT OF PROBLEMS IN TRANSMISSION:**Call: Joy MurphyTelephone Number: 401-6000**MESSAGE:**

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500 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202-2110

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE GENERAL COUNSEL

June 6, 1997

Note to Jennifer Klein

Re: Title IX

Attached is a draft of a Title IX directive, as discussed at yesterday's meeting. We assume you will distribute this to participants in the meeting.

A handwritten signature in cursive script, appearing to read "Steve Winnick", is written above the printed name.

Steve Winnick

**U.S. DEPARTMENT OF JUSTICE
OFFICE OF LEGAL COUNSEL
WASHINGTON, D.C. 20530**

FACSIMILE TRANSMISSION SHEET

DATE: June 10, 1997

FROM: Lisa Schultz Bressman

OFFICE PHONE: () 514-3712

TO: Jennifer Klein

OFFICE PHONE: () 456-2599

NUMBER OF PAGES: 2 (NOT INCLUDING COVER SHEET)

FACSIMILE NUMBER: () 456-2878

REMARKS:

Memorandum on Gender, Race, and National Origin Discrimination in Federally Conducted Education Programs and Activities
June 17, 1997

Memorandum to Heads of Executive Departments and Agencies

Subject: Gender, Race, and National Origin Discrimination in Federally Conducted Education Programs and Activities

I ^{intend to issue} ~~will be issuing~~ an executive order ^(concerning/addressing/on....) ~~prohibiting~~ gender, race, and national origin discrimination in ~~any~~ education program ^{or activity} conducted by the federal government.

gender
It is fitting to announce this initiative, on the eve of the twenty-fifth anniversary of Title IX of the Education Amendments of 1972, as we reflect on the tremendous inroads that we have made against ~~sex~~ discrimination in federally assisted education programs. With the passage of Title IX in 1972 and Title VI of the Civil Rights Act in 1964, Congress made clear that gender, race, and national origin discrimination will not be tolerated in education programs that receive financial assistance from the federal government.

Although a great deal more needs to be done to ensure equal educational opportunities — recent reports, for instance, show an increase in incidents of hostility and harassment directed at students because of their gender, race, or the language they speak at home — we can see the benefits of these laws all around us. The passage of Title VI dramatically succeeded in opening access to many education programs to racial and national origin minorities, and significant educational and professional advancement have been achieved. Similarly, Title IX has expanded educational opportunities for girls and women in advanced mathematics and science, nontraditional vocational activities, and athletics.

this is not about education
The federal government ^{(is) (for all)} has an obligation to lead the Nation's efforts to ensure equal educational opportunity. This has been my goal since the start of this administration. I have appointed more women and minorities to senior administration positions and judicial posts than any administration. I also established the President's Interagency Council on Women, the White House Office of Women's Initiatives and Outreach, the Interagency Council on Women's Business Enterprise, and the Department of Justice's Violence Against Women Office. Similarly, I have established [initiatives for minorities].

in educational opportunities
Today, I am announcing my intention to go farther towards this goal. I believe it is essential that the federal government hold itself to the same standards of nondiscrimination that we now apply to the educational programs and activities of state and local governments and private institutions that receive federal financial assistance. To this end, I intend to issue an executive order ~~prohibiting~~ discrimination based on gender, race, and national origin in ^(all) ~~the~~ federally conducted education programs. ~~(Disability-based discrimination in federally conducted programs is already prohibited by the Rehabilitation Act of 1973.)~~ ^{(Specifically,} The Executive order will protect from discrimination participants in federally conducted education programs. ~~It will not prohibit discrimination against federal employees because laws and regulations already exist~~

** same as above concerning*
It will add to existing laws ^{and regulations} that already prohibit other forms of discrimination — for example, disability-based discrimination in federally conducted education programs (which is prohibited by the Rehabilitation Act of 1973) and discrimination against federal employees (which is prohibited by Title VII).

~~prohibiting such discrimination and providing mechanisms for handling employment discrimination complaints by federal employees.~~

To implement this initiative, I direct all heads of executive departments and agencies to report the following information to the Attorney General within [60] days of the date of this memorandum:

(1) Identify and describe all education programs or activities conducted by the executive department or agency, including the approximate budget and size of the program. An education program or activity includes any academic, extracurricular, research, occupational training, or other education activity conducted by the federal government. Examples of federally conducted education programs would include elementary and secondary schools operated by the Department of Defense for dependent children of military personnel here and overseas; federally conducted educational research; and educational fellowships awarded directly by federal agencies to students.

(2) Describe any substantive or procedural issues that might arise under these programs or activities related to prohibiting discrimination based on gender, race, and national origin in the program or activity.

I also direct the Attorney General to review these reports and to provide to me within [120] days of the date of this memorandum a proposed executive order effectively implementing a prohibition against gender, race, and national origin discrimination in federally conducted education programs. ✓



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

FAX: 202-205-2689

TELECOPIER COVER SHEET

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Telephone Number: 456-2599**FROM:**Name: Steve Winnick

Organization: _____

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UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

PURPOSE: INFORMATION

OPTIONS MEMORANDUM

DATE: June 10, 1997

TO: The Secretary
Through: DS _____
ES _____

FROM: Judith A. Winston *JAW*
General Counsel and Acting Under Secretary

Norma V. Cantu *Norma V. Cantu*
Assistant Secretary
Office for Civil Rights

SUBJECT: Title IX Initiatives

In preparation for the twenty-fifth anniversary of Title IX of the Education Amendments of 1972, you have asked us to examine the feasibility of several potential administrative initiatives to further implement Title IX. Ideally, an initiative(s) would be announced at a White House event commemorating Title IX to be held on June 17, 1997. Below, we discuss our recommendations regarding each proposal.

These options are the subject of ongoing discussions coordinated by Elena Kagan of the Domestic Policy Council and also involving the Department of Justice. The discussion below reflects the concerns and approaches that have come out of those discussions.

Option I. Executive Order Prohibiting Discrimination Based on Sex in Federally Conducted Education Programs

Recommendation: This order would prohibit discrimination in educational activities conducted directly by federal agencies, such as schools administered by the Defense Department or research conducted directly by federal agencies. We recommend this option -- as long as it is drafted to also prohibit race and national origin discrimination -- because we believe that the

federal government should, by its own conduct, lead the Nation's efforts to ensure equal educational opportunity. However, we do not believe that it is feasible to address adequately by June 17th a wide range of issues concerning its application. Accordingly, we recommend having the President issue a directive informing department and agency heads of his intent to issue this executive order, and directing them to promptly provide information to the Attorney General that would enable the administration to effectively develop and implement such an executive order. We have attached a draft, proposed directive for your consideration.

Background: Title IX protects participants in education programs or activities from sex-based discrimination by recipients of federal funding. Thus, an executive order directed at federally conducted programs technically would not further the implementation of Title IX because Congress intended only that Title IX reach federally assisted programs. Instead, the proposed executive order would for the first time require the federal government to hold itself to the same standard of nondiscrimination that we now apply to the educational programs and activities of state and local governments and private institutions.

Since an executive order prohibiting sex discrimination in federally conducted programs would not be tied to the Title IX statute, however, several issues arise: Should the executive order be limited to sex-based discrimination in federally conducted education programs or activities (Title IX is limited to educational programs or activities receiving federal financial assistance) or instead, should it apply to any federally conducted programs? Should the executive order exempt some, or all, of the institutions and activities that Congress exempted from Title IX's reach, such as military institutions and father-son, mother-daughter activities, et cetera? Should the Executive Order be limited to sex-based discrimination, or should it create similar protections to those found in Title VI of the Civil Rights Act of 1964 by prohibiting discrimination based on race or national origin in federally conducted programs?¹ What would be the administrative enforcement mechanism for the executive order?

These questions indicate the difficulty of fully developing and implementing an executive order prohibiting discrimination in federally conducted programs by June 17th. As an initial matter, we think it would be extremely problematic to extend the type of protections found in Title IX to participants in federally conducted programs without also similarly extending the protections of Title VI. If race discrimination is covered by this initiative, and we strongly believe that it should be, we would recommend that the initiative still be limited to federally conducted education programs. This would be more consistent with a celebration of Title IX, since it is tied more closely to the goals of Title IX, and it would allow the executive order to be developed more promptly.

Even if the executive order is limited to federally conducted education programs, we do not

¹Disability-based discrimination in federally conducted programs is already prohibited by the Rehabilitation Act of 1973. 29 U.S.C. § 791.

believe that there presently exists sufficient information about the nature of these federal programs and activities to determine the appropriate terms of the order.² There may be certain activities that appropriately should be exempted. For instance, it is possible that an overly broad prohibition against different treatment based on sex might interfere with certain religious or tribal customs in place at schools run by the Bureau of Indian Affairs, or might interfere with legitimate operational decisions of federal prisons. In addition, certain agencies may raise issues regarding whether they have sufficient or appropriate resources to enforce the executive order. Unfortunately, there clearly is insufficient time before June 17th for appropriate decision-making on these complex and sensitive issues.³

Proposed Directive: The Department's draft, proposed Presidential directive clearly states that the President will issue an executive order prohibiting discrimination based on gender, race, and national origin in federally conducted programs. It also provides federal departments the opportunity to identify affected programs and activities and to consider any substantive or procedural issues that might arise related to prohibiting discrimination in these programs and activities. Thus, the proposed directive allows the President to celebrate the anniversary of Title IX with a renewed, substantive commitment to ending discrimination in education programs and activities. At the same time, it ensures that the administration promptly obtains sufficient information to ensure that the prohibition effectively can be implemented.

Option II. Executive Order Requiring Agencies to Enforce Title IX in Federally Assisted Programs

Recommendation: While we believe that administrative enforcement of Title IX may be incomplete, we do not recommend this option at this time because of the need to discuss

²It is also possible to limit an executive order to prohibiting discrimination based on sex, race, and national origin in Department of Defense schools. Based on our preliminary research, it appears that there is no general prohibition against discrimination at these schools. This more limited option, however, would not obviate the need to obtain information about the extent and nature of the affected programs. An executive order would need to be developed by, or at least after detailed discussions with, Department of Defense staff, and the executive order would need to address issues and concerns raised by them. We remain concerned as to whether informed decisions involving the Department of Defense can be made by June 17th.

³ We should also note that the effect of this type of executive order would be limited by the fact that it would not create rights judicially enforceable in private law suits. See Zhang v. Slattery, 55 F.3d 732 (2nd Cir. 1995) ("there is no private right of action to enforce obligations imposed on executive branch officials by executive orders") (citations omitted); In re Surface Mining Regulation Litig., 627 F.2d 1346, 1357 (D.C. Cir. 1980) (holding that executive orders without specific foundation in Congressional action are not enforceable in private civil suits).

further the implications of issuing extensive regulations by many agencies to implement it.

Background: Title IX prohibits discrimination based on sex in any education program or activity that receives federal financial assistance. It applies to every federal agency that provides financial assistance to education programs or activities, and requires each of these agencies to promulgate rules, regulations, or orders of general applicability to ensure compliance with the law by its recipients. Nevertheless, only a handful of agencies currently have Title IX regulations or complaint procedures.⁴ Where these are lacking, recipients of federal funds may be unaware of their obligation not to discriminate based on sex, and participants in these federally assisted education programs may be unaware that federal law protects them from sex discrimination. An appropriate executive order could be effective in closing this potential enforcement gap.⁵

However, because the statute requires that affected agencies develop regulations in order to implement Title IX, the administration cannot step up enforcement by these agencies without first requiring them to develop Title IX regulations. The Department of Justice and we are very concerned that it is not the appropriate time to seek public comment and Congressional review of new Title IX regulations, which could raise concerns about an extensive new regulatory effort. We believe any benefit of closing a potential gap in Title IX enforcement is outweighed by these concerns.

Option III. Amend the Equity in Athletics Disclosure Act (EADA) to Mandate Disclosure to the Secretary of Education

Recommendation: We do not recommend this option because it is not fully consistent with the EADA statute or with the Department's policies.

⁴ Although we do not have a complete or accurate listing of federally assisted education programs, we believe that the majority of education programs assisted by federal funds fall within the jurisdiction of the Department of Education. Therefore, we do not have reason to believe there is a widespread or significant absence of Title IX enforcement in the absence of regulations or compliance procedures.

⁵ You should be aware that if a recipient also receives federal financial assistance from the Department of Education, enforcement lapses, if any, may be alleviated because the recipient would be subject to the Department's Title IX regulation. 34 C.F.R. Part 106. This regulation requires recipients to execute an assurance of compliance; to designate a person to coordinate its compliance obligations; to adopt grievance procedures to resolve Title IX complaints; and to notify participants in its education program about its nondiscrimination policy and grievance procedures. Many, but not all, recipients subject to Title IX also receives funding from the Department.

Background: The EADA requires colleges and universities annually to provide data on their men's and women's intercollegiate athletic program. The annual reports must be made available to students, parents, and the public upon request. The Department's implementing regulations state that the statute does not require that the information be submitted to the Secretary. Arguably, the regulation could be changed to require mandatory filing of EADA reports with the Department as part of a gender equity initiative. However, we recommend against this proposed initiative for several reasons. First, an athletics initiative would not reflect the Secretary's primary education priority -- to raise academic standards. Second, the Secretary does not believe that it is appropriate to celebrate Title IX by increasing regulatory and paperwork burdens on schools. The existing EADA regulations were drafted to give schools as much flexibility as the statute permitted, and a new regulation mandating disclosure to the Department would be inconsistent with this goal. Such a mandate also is arguably inconsistent with the language of the statute, which requires disclosure only upon request of students, parents, and the public.

We would be pleased to discuss these options at your pleasure.

Attachment

**Memorandum on Gender, Race, and National Origin Discrimination in Federally
Conducted Education Programs and Activities**
June 17, 1997

DRAFT

Memorandum to Heads of Executive Departments and Agencies

Subject: Gender, Race, and National Origin Discrimination in Federally Conducted Education Programs and Activities

I will be issuing an executive order prohibiting gender, race, and national origin discrimination in any education program or activity conducted by the federal government.

It is fitting to announce this initiative, on the eve of the twenty-fifth anniversary of Title IX of the Education Amendments of 1972, as we reflect on the tremendous inroads that we have made against sex discrimination in federally assisted education programs. With the passage of Title IX in 1972 and Title VI of the Civil Rights Act in 1964, Congress made clear that gender, race, and national origin discrimination will not be tolerated in education programs that receive financial assistance from the federal government.

Although a great deal more needs to be done to ensure equal educational opportunities -- recent reports, for instance, show an increase in incidents of hostility and harassment directed at students because of their gender, race, or the language they speak at home -- we can see the benefits of these laws all around us. The passage of Title VI dramatically succeeded in opening access to many education programs to racial and national origin minorities, and significant educational and professional advancement have been achieved. Similarly, Title IX has expanded educational opportunities for girls and women in advanced mathematics and science, nontraditional vocational activities, and athletics.

The federal government has an obligation to lead the Nation's efforts to ensure equal educational opportunity. This has been my goal since the start of this administration. I have appointed more women and minorities to senior administration positions and judicial posts than any administration. I also established the President's Interagency Council on Women, the White House Office of Women's Initiatives and Outreach, the Interagency Council on Women's Business Enterprise, and the Department of Justice's Violence Against Women Office. Similarly, I have established [initiatives for minorities].

Today, I am announcing my intention to go farther towards this goal. I believe it is essential that the federal government hold itself to the same standards of nondiscrimination that we now apply to the educational programs and activities of state and local governments and private institutions that receive federal financial assistance. To this end, I intend to issue an executive order prohibiting discrimination based on gender, race, and national origin in all federally conducted education programs. (Disability-based discrimination in federally conducted programs is already prohibited by the Rehabilitation Act of 1973.) The executive order will protect from discrimination participants in federally conducted education programs. It will not prohibit discrimination against federal employees because laws and regulations already exist

prohibiting such discrimination and providing mechanisms for handling employment discrimination complaints by federal employees.

To implement this initiative, I direct all heads of executive departments and agencies to report the following information to the Attorney General within [60] days of the date of this memorandum:

(1) Identify and describe all education programs or activities conducted by the executive department or agency, including the approximate budget and size of the program. An education program or activity includes any academic, extracurricular, research, occupational training, or other education activity conducted by the federal government. Examples of federally conducted education programs would include elementary and secondary schools operated by the Department of Defense for dependent children of military personnel here and overseas; federally conducted educational research; and educational fellowships awarded directly by federal agencies to students.

(2) Describe any substantive or procedural issues that might arise under these programs or activities related to prohibiting discrimination based on gender, race, and national origin in the program or activity.

I also direct the Attorney General to review these reports and to provide to me within [120] days of the date of this memorandum a proposed executive order effectively implementing a prohibition against gender, race and national origin discrimination in federally conducted education programs.

DRAFT



NATIONAL WOMEN'S LAW CENTER

FAX TRANSMITTAL COVER SHEET

DATE

5/29/97

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#1 (Can do by order?)
 #2 - asking them to do regs? No, about
 Rd. regs.

How did
 11246
 work?



Social Security Administration
Office of the Commissioner
500 E Street, S.W.
Suite 850
Washington, D.C. 20254-0001

TO: JENNIFER KLEN FROM: LISA PEOPLES

PHONE: _____

PHONE: (202) 358-6000

FAX: 456-2878

FAX: (202) 358-6077

PAGES: 2 (including cover sheet)

Message: _____

**SOCIAL SECURITY**

Office of the Commissioner

June 2, 1997

MEMORANDUM TO JENNIFER KLEIN

Cabinet Affairs

FROM:Lisa Peoples
Special Assistant**SUBJECT:**

Title IX of the Education Amendments of 1972

The Social Security Administration (SSA) does not operate any programs concerning Title IX or its implementation. SSA provides information or verification of SSNs, SSI benefits, and citizenship to the Department of Education for financial aid purposes. However, these activities are not programs relating to Title IX or its implementation.

If you have additional questions, please do not hesitate to contact me at (202) 358-6093.

Facsimile Cover Sheet

To: Jennifer Klein
Company:
Phone: 202-456-2599
Fax: 202-456-2878

From: Patricia Grysavage
Company: Director, Office of Executive Mgmt. &
Communications (20A1)
Phone: 202-273-6761
Fax: 202-275-3591

Date: 06/03/97
**Pages including this
cover page:** 3

Comments:

cc: Harold Gracey

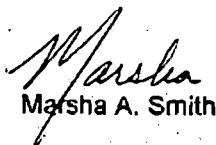
**Department of
Veterans Affairs****Memorandum**

Date: **JUN 02 1997**
From: **Marsha A. Smith (20A1E)**
Subj: **Chief of Staff Call Notes**
To: **Dave Brigham (20A)**

1. In accordance with the enclosed memorandum from the White House, regarding the upcoming 25th anniversary of Title IX of the Education Amendments of 1972, we are providing the following list of VBA's Federally conducted education programs:

- **Montgomery GI Bill (Active Duty), Chapter 30** 38 U.S.C. 3001
- **Montgomery GI Bill (Selected Reserve), Chapter 1606** 10 U.S.C. 16131
- **Veterans Educational Assistance Program (VEAP), Chapter 32** 38 U.S.C. 3221
- **Vocational Rehabilitation for Disabled Veterans, Chapter 31** 38 U.S.C. 3102
- **Survivors and Dependents Educational Assistance, Chapter 35** 38 U.S.C. 3510

2. Let us know if you need any additional information.


Marsha A. Smith

Attachment

THE WHITE HOUSE
WASHINGTON

June 2, 1997

MEMORANDUM FOR CHIEFS OF STAFF

FROM: RONDA JACKSON *RJ*

SUBJECT: CHIEFS OF STAFF CALL NOTES

PLEASE NOTE: The information announced on the call this morning was incorrect there is NOT an Enviro Day meeting on Thursday June 6, a Local Flexibility meeting today, or a motor meeting tomorrow, there are also no hot issues due this week for California.

Sandy
There will be a Chiefs of Staff breakfast tomorrow, June 3 at 8:30 am in the White House Mess.

9081
20
2. June 23 marks the 25th anniversary of the signing of Title IX of the Education Amendments of 1972. Title IX was enacted by Congress to eliminate sex discrimination in all aspects of American education. In preparation for the anniversary, the DPC is gathering a list of federally conducted education programs. Please get a list of all programs in your agency that fit this description to Jennifer Klein (phone 456-2599; fax 456-2878) ASAP.

3. As a part of the Vice President's trip to the Rio Grande Valley Texas Empowerment Zone, he will participate in the Southwest Border Region conference, June 13 at the University of Texas at Edinburg. The following Cabinet agency heads should attend: Education, DOE, USDA, DOC, EPA, HHS, HUD, DOJ, DOL, SBA and DOT. The following agencies should send field staff from Arizona, California, New Mexico and Texas: Treasury, DOD, DOE, FEMA, GSA, OMB and ONDCP. For more information, please contact Linda Paris at 456-5369.

KJ
4. There will be an amplification call today at 11:00 am on code 4590. Reports are due at 12:00 p.m.

E. J. Dionne Jr.

Nothing Wacky About Title IX

Have you heard about the great program linked with less teenage pregnancy, higher high school graduation rates, the avoidance of abusive relationships and success later in life?

It's called women's sports.

Americans have long seen organized sports as a good thing for boys and young men. Should we be surprised that they're good for girls and young women? That's why the battle over Title IX, requiring parity between men's and women's athletics at educational institutions, is important.

Title IX is one case where the government did what it set out to do. Before Title IX passed, 300,000 high school girls participated in competitive sports. Now, there are more than 2 million and counting. And there is performance, too, whether in women's basketball or in the record of American women at the Olympic games in Atlanta. Finally, there is fairness: Title IX lets women win athletic scholarships once open only to young men.

Critics of Title IX attack the law as affirmative action gone wild. They say the law requires schools to spend more on women's athletic programs even if the demand is low.

Now, if the law required Notre Dame to create a women's football team to match its men's football team, you could call it wacky. But it doesn't do that. To comply, a school must meet one of three tests: It can have the same percentage of female athletes as it has undergraduates. That is a quota. But no school has to meet that standard (and few, if any, do).

A school can also meet the terms of the law either by showing a "continuing history" of expanding athletic openings for women or by demonstrating that it fully accommodates the athletic "interests and abilities" of its students. "People aren't saying, 'Give us 51 percent,'" says Mary Duffy, an old friend and former editor in chief of Women's Sports and Fitness. "They're saying, 'Come on, take some steps.'"

Title IX, enacted 25 years ago, marks a large change in attitudes toward women and their aspirations. Because sports so affect boys and girls as they grow up, the way we treat women's sports may prove as important to changing social attitudes as anything else we do.

"If girls are socialized the way boys are to take part in sports," says Duffy, and "if boys and girls grow up with the idea that girls are strong and capable, it will change the way girls and women are viewed—by themselves and by society." Her take rings true to parents who see no reason why their daughters should be denied the fun and discipline that organized athletics offers their sons.

High school programs are important, Duffy says, because girls often give up sports when they reach adolescence. That's a shame, because studies, including one by the NCAA, find that women student athletes have higher graduation rates.

Criticisms of Title IX don't just come from sexists. When Brown University was sued by members of the school's women's gymnastic and volleyball teams for eliminating support for their sports, Brown won the backing of other universities worried about the economic pressures Title IX can create. But lower courts ruled in favor of the women, and the Supreme Court declined to hear Brown's appeal, leaving a rigorous interpretation of Title IX in effect.

No supporter of Title IX should pretend compliance will be painless. The big fight will involve football: It's the most expensive men's sport, requiring so many players (for offense, defense and special teams) and so much scholarship money. Because football is seen as so important to alumni fund-raising, less telegenic men's sports—wrestling (my favorite sport), swimming and golf—have borne the brunt of cutbacks. It's easier to cut teams for men than to add them for women.

"Football is used to getting the biggest chunk of the pie," says Rachel Zuk of the Women's Sports Foundation, and football supporters "want other men's sports and women to divide up the rest."

Instead of whining about quotas, we should face up to this collision of interests. Football, a game I enjoy, may take a hit (though the National Football League, which uses colleges as a training ground, might help by paying for this service).

The difficulties can be overcome. As *The Washington Post* pointed out recently, universities such as Michigan, Wisconsin and Stanford have complied "without any noticeable diminution of programs for men."

By refusing to take up Brown's challenge, the Supreme Court sent a message—not for "sports quotas," but for a rather old idea that organized athletics are good for young people. That includes women as well as men.

Title IX

✓ Talk to Judy Winston, Harriet Rabb

Get Exec. Order

Hold meeting next week -- J. Winston, Elena, Me, Nicole,
Isabel Pinsler, other agencies?

Circulate Exec. Order



NATIONAL WOMEN'S LAW CENTER

**** FAX COVER SHEET ****

PLEASE DELIVER THE FOLLOWING PAGES TO:

NAME: Gennifer KleinLOCATION: White HouseFAX NO. 456 2878 PHONE NO: _____WE ARE TRANSMITTING A TOTAL OF 3 PAGES INCLUDING THIS COVER SHEET.FROM: Verna WilliamsLOCATION: NATIONAL WOMEN'S LAW CENTERFAX NO: (202) 588-5185 PHONE NO: (202) 588-5180DATE: 5/28/97 TIME: _____PROJ CODE: 111

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§504 As you requestedVerna

LABOR

16 REHABILITATION SERVICES

29 § 794

this section, a private right to favor of handicapped employee, who alleged employment discrimination against her employer, Chaplin v. Consolidated Edison Co. of New York, Inc., 1980, 482 F.Supp. 1165.

Private right of action is given under section, and allegedly aggrieved party to administrative remedy through Department of Labor. Doss v. General Motors Corp., D.C.Ill.1979, 478 F.Supp. 138.

There is no implied private right of action in this section, in view of fact that Congress intended that duties imposed by this section were to be duties assumed by contractor as to be limited to terms of contract and of any statutes and regulations applicable thereto and in view of fact that availability of relief independently from federal court would be likely to defeat effectiveness of administrative process emphasized by legislative intent. Wood v. Diamond State Telephone Co., Del.1977, 440 F.Supp. 1003.

Section did not confer upon handicapped employee of government contractor a private right of action against contractor, in view of lack of legislative intent to confer such right of action, in view of fact that there is no private right of action consistent with purpose of such statute, in view of fact that implied private right might duplicate available state remedies and substantially increase possibility of inconsistent judgments by federal courts, administrative agencies, state courts, and administrative agencies. Rogers v. Frito-Lay, Inc., D.C.Tex.1977, 433 F.Supp. 611, 611 F.2d 1074, certiorari denied 449 U.S. 889, 66 L.Ed.2d 115.

Question of administrative remedies: there was a private right of action in this section, plaintiff failed to satisfy requirement to exhaust her administrative remedies before commencing action where she went to Department of Labor and Equal Employment Opportunity Commission did not find employer had discriminated against her. Plaintiff's failure to accommodate her rather, stated that she had been discriminated against because of her age. Spring Mills, Inc., D.C.S.C. 1977, 433 F.Supp. 651.

Pursuing a private cause of action in this section need not have pursued administrative remedies beforehand. Davis v. McGraw-Hill Co., D.C.Kan.1981, 526 F.Supp. 138.

Plaintiffs, who had been awaiting administrative decisions for considerable time, were required to exhaust administrative remedies prior to maintaining actions under section 794 of this title. California Paralyzed Veterans Ass'n v. F.C.C., D.C.Cal.1980, 496 F.Supp. 125, affirmed 721 F.2d 667, certiorari denied 105 S.Ct. 121, 83 L.Ed.2d 63.

Handicapped employee, an epileptic, and Epilepsy Foundation of America were not required to exhaust their administrative remedies under this section before bringing employment discrimination action against employer's employer. Chaplin v. Consolidated Edison Co. of New York, Inc., D.C.N.Y. 1980, 482 F.Supp. 1165.

Persons entitled to maintain action: Employee who was discharged because of epilepsy lacked standing to sue employer for wrongful dismissal in violation of this section as a third-party beneficiary of contract which was entered into between his employer and federal government and which incorporated an affirmative action provision in favor of physically disabled workers, because allowing the employee to sue as third-party beneficiary was not appropriate to effectuate the intention of the parties. Davis v. United Air Lines, Inc., D.C.N.Y.1983, 575 F.Supp. 677.

Nonprofit corporation dedicated to preservation of rights of the handicapped, which alleged that television network had engaged in acts, policies, practices and procedures which discriminated against qualified handicapped persons including members of its association, had standing to sue under this section. California Paralyzed Veterans Ass'n v. F.C.C., D.C.Cal.1980, 496 F.Supp. 125, affirmed 721 F.2d 667, certiorari denied 105 S.Ct. 121, 83 L.Ed.2d 63.

Epilepsy Foundation of America had standing to bring action along with handicapped employee against employer's employer for employment discrimination where the complaint stated an injury to members of the foundation. Chaplin v. Consolidated Edison Co. of New York, Inc., D.C.N.Y.1980, 482 F.Supp. 1165.

12. Complaint

Visually impaired employees failed to state cause of action for deprivation of a right against state agency and its officials for alleged employment discrimination violating this section, in light of fact that only deprivation of which employees could have complained would have been a hypothetical situation in which executive personnel of agency interfered in some way with right to file a complaint and there was no allegation that any of the personnel interfered in any way with employees' right to file complaint. Brown v. Sibley, C.A.Miss.1980, 650 F.2d 760.

Where handicapped individuals' action against railroad under this section was dismissed in view of fact that no private right of action exists under this section, handicapped individual's state claims would be dismissed as well, without prejudice, even though federal claim was not insubstantial. Miller v. Union Pacific R. Co., D.C.Neb.1982, 539 F.Supp. 134.

13. Presumptions

On appeal from judgments of dismissal for failure to state a claim, the court of appeals would assume that, as alleged in the complaints, each of the plaintiffs was a qualified handicapped person and each was discharged because of handicap. Rogers v. Frito-Lay, Inc., C.A.Tex.1980, 611 F.2d 1074, certiorari denied 101 S.Ct. 246, 449 U.S. 889, 66 L.Ed.2d 115.

14. Questions for court

In suits presenting question whether this section impliedly authorizes handicapped individuals who believe that federal contractors have discriminated against them to file civil actions to obtain damages for such discrimination, obligation of federal court was to determine, to the best of its ability, whether Congress intended to create such private right of action; even if the court was satisfied that some factors supported implying such a right, it could not do so if it was unconvinced that Congress intended such a remedy. Rogers v. Frito-Lay, Inc., C.A.Tex.1980, 611 F.2d 1074, certiorari denied 101 S.Ct. 246, 449 U.S. 889, 66 L.Ed.2d 115.

794. Nondiscrimination under Federal grants and programs; promulgation of rules and regulations

No otherwise qualified handicapped individual in the United States, as defined in section 706(7) of this title, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be

29 § 794

LABOR Ch. 16

subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978. Copies of any proposed regulation shall be submitted to appropriate authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date on which such regulation is so submitted to such committees.

(Pub.L. 93-112, Title V, § 504, Sept. 26, 1973, 87 Stat. 394; Pub.L. 95-602, Title I, §§ 119, 122(d)(2), Nov. 6, 1978, 92 Stat. 2982, 2987.)

Historical Note

References in Text. The amendments to this section made by the Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978, referred to in text, mean the amendments made by Pub.L. 95-602. See 1978 Amendments note below.

1978 Amendment. Pub.L. 95-602 substituted "section 706(7) of this title" for "section 706(6) of this title" and inserted provision prohibiting discrimination under any program or activity conducted by any Executive agency or by the United States Postal Service and requiring the heads of these agencies to promulgate regulations prohibiting discrimination.

Construction of Prohibition against Discrimination under Federal Grants with Child Abuse Amendments of 1984. Rights or protections of this section not affected by any

provision of Pub.L. 98-457, see section 127 of Pub.L. 98-457, set out as a note under section 5101 of Title 42, The Public Health and Welfare.

Coordination of Implementation and Enforcement of Provisions. For provisions relating to the coordination of implementation and enforcement of the provisions of this section by the Attorney General, see section 1-201 of Ex.Ord.No.12250, Nov. 2, 1980, 45 F.R. 72995, set out as a note under section 2000d-1 of Title 42, The Public Health and Welfare.

Legislative History. For legislative history and purpose of Pub.L. 93-112, see 1973 U.S. Code Cong. and Adm. News, p. 2076. See also, Pub.L. 95-602, 1978 U.S. Code Cong. and Adm. News, p. 7312.

EXECUTIVE ORDER NO. 11914

Ex.Ord.No.11914, Apr. 28, 1976, 41 F.R. 17871, which related to nondiscrimination in federally assisted programs, was revoked by Ex.Ord.No.12250, Nov. 2, 1980, 45 F.R.

72995, set out as a note under section 2000d-1 of Title 42, The Public Health and Welfare.

Cross References

Alcoholic or drug abuser as not included in term "handicapped individual" for purposes of this section, see section 706 of this title.

Comprehensive rehabilitation centers, information and technical assistance to local governmental units and private nonprofit entities, see section 775 of this title.

Construction, reconstruction, and renovation of academic facilities, financial assistance if primary purpose of assistance is to enable institutions to bring facilities into conformity with this section, see section 1132a of Title 20, Education.

Educational facilities operated by Bureau of Indian Affairs to be brought into compliance with this section, see section 2005 of Title 25, Indians.

Employment of personal assistants for handicapped employees, see section 3102 of Title 5, Government Organization and Employees.

Planning and design of mass transportation facilities to meet special needs of elderly and handicapped, promulgation of regulations, see section 1612 of Title 49, Transportation.

Programs and activities considered to be programs and activities receiving Federal financial assistance for purpose of applying prohibition against discrimination based on handicap—

16 REHABILITATION

Programs and activities considered assistance for purpose of applying—Cont'd

Alcohol and drug abuse and mental health, see section 42, The Public Health and Welfare.

Community development, see section 5101 of Title 42, The Public Health and Welfare.

Community services block grants, see section 5101 of Title 42, The Public Health and Welfare.

Domestic volunteer services, see section 5101 of Title 42, The Public Health and Welfare.

Head start programs, see section 5101 of Title 42, The Public Health and Welfare.

Job partnership training, see section 5101 of Title 42, The Public Health and Welfare.

Low-income energy assistance, see section 5101 of Title 42, The Public Health and Welfare.

Maternal and child health services, see section 5101 of Title 42, The Public Health and Welfare.

Preventive health and health care, see section 5101 of Title 42, The Public Health and Welfare.

Primary care block grants, see section 5101 of Title 42, The Public Health and Welfare.

Public works employment, see section 5101 of Title 42, The Public Health and Welfare.

Revenue sharing payments, see section 5101 of Title 42, The Public Health and Welfare.

Remedies available and attorney's fees, see section 5101 of Title 42, The Public Health and Welfare.

Single local educational agency construction plans comply with, see section 1232e of Title 20, Education.

Training of rehabilitation counselors, see section 5101 of Title 42, The Public Health and Welfare.

Federal property of summary judgment, see Kane: Civil 2d § 2732.2.

We: Compliance agencies and programs, see section 5101 of Title 42, The Public Health and Welfare.

Discrimination against handicapped, see section 5101 of Title 42, The Public Health and Welfare.

Role of enforcing agencies, see section 5101 of Title 42, The Public Health and Welfare.

Statutory provisions, see §§ 603

Application to agencies—

ACTION, see 45 CFR 123

Agency for International Development, see section 5101 of Title 42, The Public Health and Welfare.

Department of Agriculture, see section 5101 of Title 42, The Public Health and Welfare.

Department of Commerce, see section 5101 of Title 42, The Public Health and Welfare.

Department of Defense, see section 5101 of Title 42, The Public Health and Welfare.

Department of Education, see section 5101 of Title 42, The Public Health and Welfare.

Department of Energy, see section 5101 of Title 42, The Public Health and Welfare.

Department of Health and Human Services, see section 5101 of Title 42, The Public Health and Welfare.

Department of Justice, see section 5101 of Title 42, The Public Health and Welfare.

Department of Labor, see section 5101 of Title 42, The Public Health and Welfare.

Department of State, see section 5101 of Title 42, The Public Health and Welfare.

Department of the Interior, see section 5101 of Title 42, The Public Health and Welfare.

Department of Transportation, see section 5101 of Title 42, The Public Health and Welfare.

Environmental Protection Agency, see section 5101 of Title 42, The Public Health and Welfare.

Federal Election Commission, see section 5101 of Title 42, The Public Health and Welfare.

National Aeronautics and Space Administration, see section 5101 of Title 42, The Public Health and Welfare.

National Endowment for the Arts, see section 5101 of Title 42, The Public Health and Welfare.

National Science Foundation, see section 5101 of Title 42, The Public Health and Welfare.

Nuclear Regulatory Commission, see section 5101 of Title 42, The Public Health and Welfare.

Small Business Administration, see section 5101 of Title 42, The Public Health and Welfare.

Tennessee Valley Authority, see section 5101 of Title 42, The Public Health and Welfare.

Veterans Administration, see section 5101 of Title 42, The Public Health and Welfare.

From the Desk of

JONATHAN FOSTER

Jon -

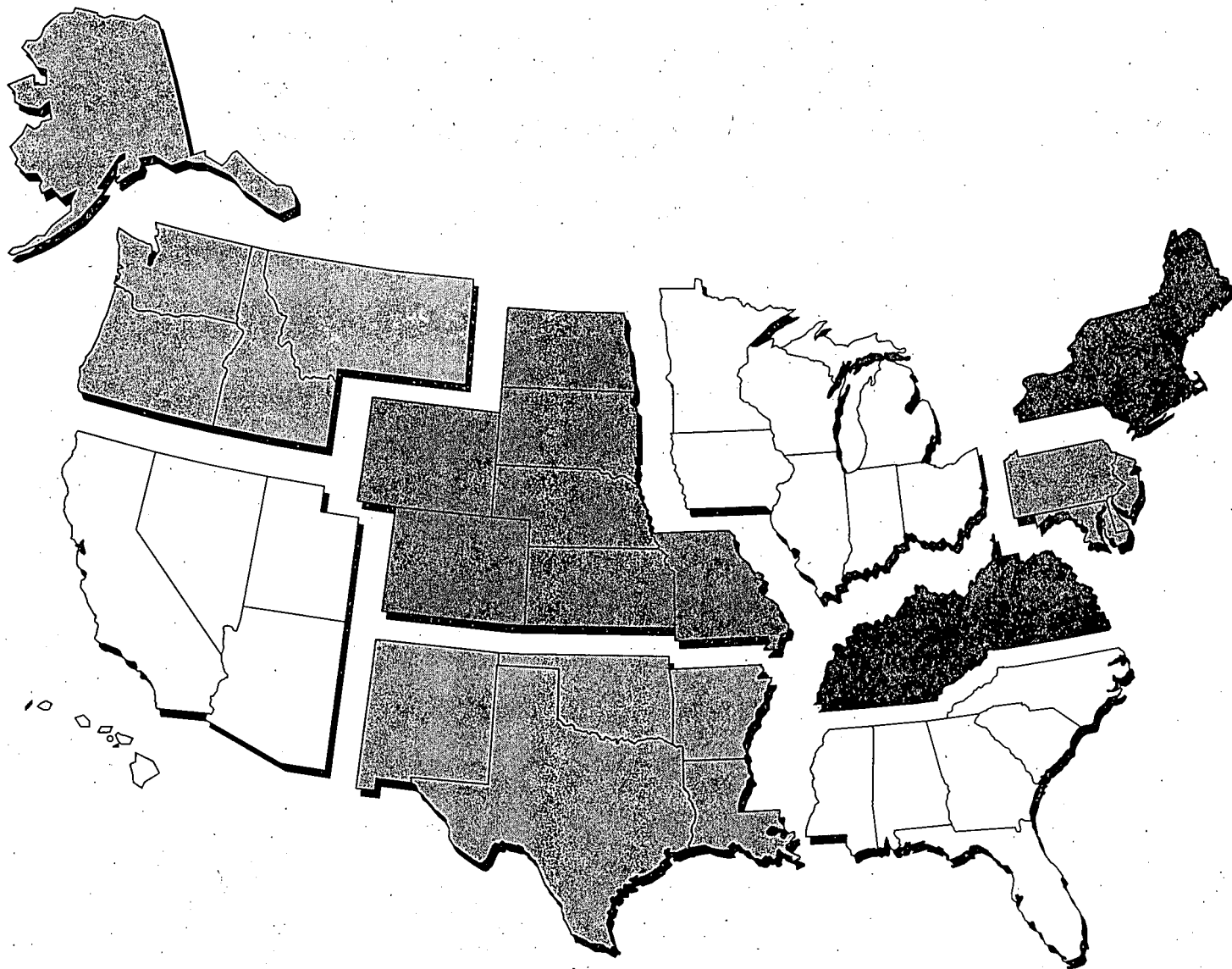
The attached materials are per
my voice-mail and your e-mail.
Please call Daryl Chutkan (x 66129)
or me (x 62735) if you want
to discuss the attached items or need
more info.

Jon



Eisenhower National
Clearinghouse
for Mathematics and
Science Education

The Guidebook of Federal Resources for K-12 Mathematics and Science



1996

National Aeronautics and Space Administration



General
Info

NASA's mission in aeronautics and space, its unique facilities, and specialized workforce provide educators and students a national resource for enhancing and expanding scientific and technological competence. The Agency's commitment to promoting excellence in America's education system is carried out through the integrated application of science, mathematics, and technology that is inherent in NASA's research capabilities, scientific discoveries, advanced technologies, and future explorations.

Daniel S. Goldin, Administrator
National Aeronautics and Space
Administration

Mission

As the agency responsible for the Nation's civilian aerospace program, the National Aeronautics and Space Administration (NASA) mission is threefold:

- To advance and communicate scientific knowledge and understanding of the Earth, the solar system, and the universe, and use the environment of space for research.
- To explore, use, and enable the development of space for human enterprise.
- To research, develop, verify, and transfer advanced aeronautics, space, and related technologies.

Background

On October 1, 1958, the U.S. Congress created the National Aeronautics and Space Administration through the Space Act. The legislation combined certain military space research programs with the existing National Advisory Committee for Aeronautics to create a unique civilian agency for aeronautical and space activities.

Current major areas of activity include five enterprises: Mission to Planet Earth; Aeronautics; Human Exploration and Development of Space; Space Science; and Space Technology. Ten Field Centers located across the country provide NASA with the expertise to conduct research in all facets of aeronautics and space.

Role in Mathematics and Science Education

To maintain a leadership role in the 21st century, NASA and other Federal agencies must contribute to systemic reform of American education. NASA's education vision is to promote excellence in America's school systems by involving the educational community in our endeavors to inspire America's students, create learning opportunities, and enlighten inquisitive minds. NASA uses its inspiring mission, unique facilities, and specialized workforce to conduct science, mathematics, and technology education programs and activities.

Elementary and Secondary

To nurture early enthusiasm for science, mathematics, and technology, NASA has developed a broad range of programs and services for students at the elementary and middle school levels. These programs are specifically designed to use space and aeronautics as the vehicle to inspire students' interest in science, mathematics, and technology. Once interest has been captured, it is imperative to follow through at the secondary level with both formal and informal education experiences. NASA provides programs for teachers and faculty that have been specifically designed to enhance their knowledge, skills, and experience. Additionally, in a continuing effort to address groups that have not been adequately represented in the science and engineering workforce, NASA offers educational programs that are specifically tailored for under-represented minority students at the middle school and high school levels, as well as for minority teachers and faculty members.

Higher Education

NASA's higher education programs target faculty, graduate and undergraduate students, colleges and universities, and other organizations with an interest in aeronautics; life, Earth, and space science research; education; and related public service. NASA's programs at the collegiate level feature active participation in NASA research, undergraduate and graduate student financial support, and faculty preparation and enhancement activities.

Public Understanding of Science

NASA Visitor Centers offer the public a unique chance to see first-hand the past, present, and future of U.S. aerospace research. The Centers display hundreds of artifacts, scale models, and pieces of actual space equipment. Many of the Centers also offer special films, programs, and attractions that highlight the achievements of the past 30 years or future explorations.

How Mathematics and Science Education Programs Are Administered

NASA's national education programs are carried out through NASA Headquarters and the 10 NASA Field Centers. The Headquarters Education Division of the Office of Human Resources and Education oversees education programs and activities at a national level, while the 10 Field Centers administer segments of the national programs, as well as additional regional and local programs. To find the Field Center serving your State, see the State Highlights section of this publication.

Administrative Offices for Mathematics and Science Education

NASA's Education Program is carried out through five primary categories and one enabling goal. These categories are Teacher Preparation and Enhancement, Student Support, Curriculum Support, Systemic Change, and Education Technology, with the enabling goal of Evaluation and Performance Indicator System.

Education Division
NASA Headquarters, Code FE
300 E Street SW
Washington, DC 20546
(202) 358-1110

Teacher Preparation and Enhancement

Teacher Preparation and Enhancement uses the NASA mission, facilities, human resources, and programs to provide exposure and experiences to teachers and faculty to support the enhancement of knowledge and skills, and to provide access to NASA information in science, mathematics, engineering, and technology.

Student Support

Student Support uses the NASA mission, facilities, human resources, and programs to provide information, experiences, and research opportunities for K-12, undergraduate, and graduate students to support the enhancement of knowledge and skills in the areas of science, mathematics, engineering, and technology.

Curriculum Support

Curriculum Support provides supplementary instructional materials and curricula in science, mathematics, engineering, and technology based on NASA's unique mission, and to support the development and augmentation of higher education curricula.

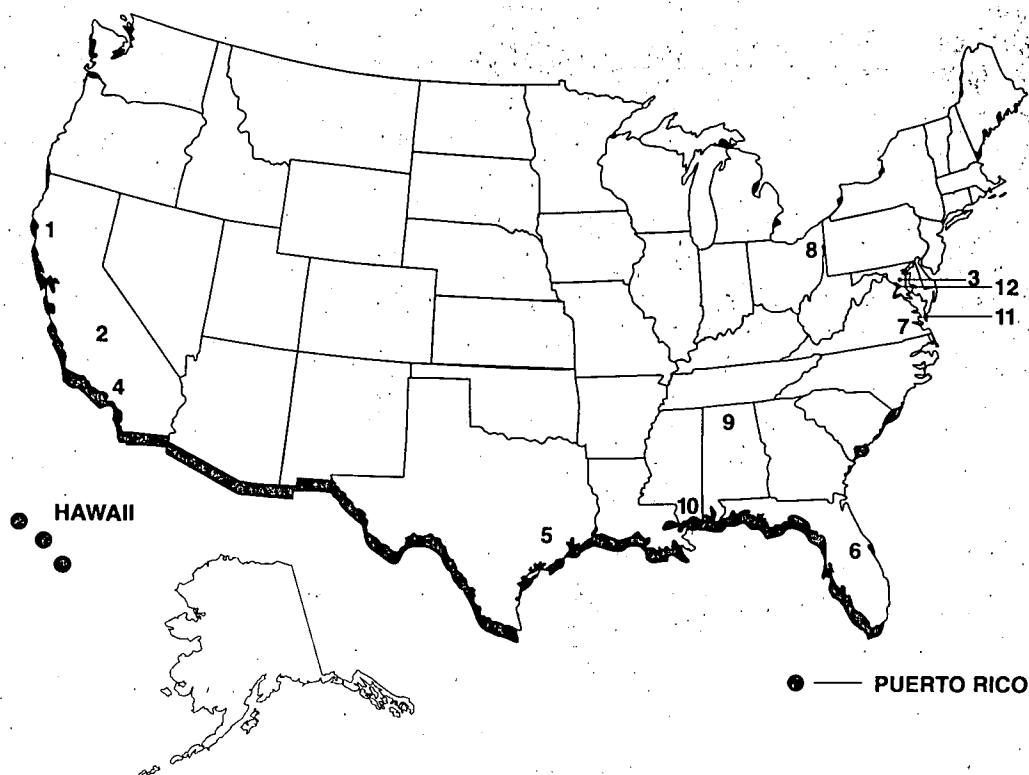
Systemic Change

Systemic Change uses the unique assets of NASA to support local, State, regional, and national efforts to enhance the goals of the educational community through individual or collaborative efforts with a range of partners.

Education Technology

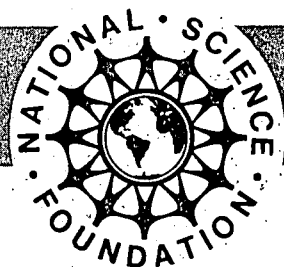
Education Technology provides products and services that facilitate the application of technology to enhance the educational process for formal education and lifelong learning.

NASA Headquarters and Field Centers



1. **Ames Research Center, Moffett Field, California**, contributes to the U.S. space program in the areas of space science, life sciences, and space technology.
2. **Dryden Flight Research Facility, Edwards Air Force Base, California**, is the Nation's premier aeronautical flight test facility and the landing site for many Space Shuttle missions.
3. **Goddard Space Flight Center, Greenbelt, Maryland**, is a unique national facility where hundreds of scientists, engineers, and technicians work together to design, develop, fabricate, test, launch, and track spacecraft; operate flight projects; and analyze data.
4. **Jet Propulsion Laboratory, Pasadena, California**, has as its primary focus the scientific study of the solar system and the exploration of the planets with automated spacecraft.
5. **Lyndon B. Johnson Space Center, Houston, Texas**, is the focal point for NASA's manned space flight program. Johnson has been "Mission Control" for all manned space flights since *Gemini 4* in 1965.
6. **John F. Kennedy Space Center, Cape Canaveral, Florida**, is the primary launch site for manned and unmanned space vehicles. Situated on a national wildlife refuge, it is the NASA Field Center where rockets and their payloads are inspected, prepared, and launched.
7. **Langley Research Center, Hampton, Virginia**, focuses primarily on aeronautical research. The Center currently devotes two-thirds of its programs to aeronautics and the remainder to space research.
8. **Lewis Research Center, Cleveland, Ohio**, conducts a varied program of research in aeronautics and space technology. Aeronautics research at Lewis includes work on advanced materials and structures for aircraft. Space-related research focuses primarily on power and propulsion.
9. **George C. Marshall Space Flight Center, Huntsville, Alabama**, is the primary propulsion system center for NASA. Its rockets sent the first Americans into space, landed men on the moon, launched Skylab, and lifted the Space Shuttle into orbit.
10. **John C. Stennis Space Center, Mississippi**, is NASA's prime test facility for large liquid propellant rocket engines and propulsion systems. Stennis is also responsible for research programs in environmental sciences and remote sensing of Earth's resources.
11. **Wallops Flight Facility, Virginia**, is a special facility for suborbital research, operated by Goddard Space Flight Center.
12. **NASA Headquarters, Washington, DC**, oversees agency programs.

National Science Foundation



Education in science and mathematics involves a chain of links from preschool through K-12, to undergraduate and graduate study, and a parallel chain of informal learning experiences. All the links must be strong. Education must stimulate the interests of all students, indeed of all citizens, so as to ensure that the Nation will have the science and technology workforce including scientists and engineers it needs in the years ahead and the scientifically literate citizenry that our democracy will require as we enter the 21st Century. In its education programming, the Foundation reaches out to all—not just to those who may become the scientists and engineers of tomorrow.

Luther S. Williams
Directorate for Education and
Human Resources
National Science Foundation

Mission

The National Science Foundation (NSF) was established to promote and advance scientific progress in the United States. The Foundation has a legislative mandate to initiate and support basic science and engineering research, with the dual objective of strengthening research potential and education programs at all levels. While the Foundation itself does not conduct such activities, it sponsors research and education in science and engineering.

Background

The National Science Foundation is an independent Federal agency, established in 1950. Policy-making authority within the agency is vested in the National Science Board, which is composed of scientists, educators, and public affairs experts. Its 25 members are appointed by the President with the consent of Congress.

NSF provides funding for research and education in the sciences and engineering. However, the Foundation does not support clinical research. Most proposals are initiated by educational institutions and other organizations rather than from individuals. More than one-half of its professional staff are scientists, engineers, and educators in these disciplines—60 percent

on temporary assignment as visiting scientists and Inter-Program Assignees. These individuals oversee the disbursement of funds through seven directorates within the Foundation: Biological Sciences; Computer and Information Science and Engineering; Education and Human Resources; Engineering; Geosciences; Mathematical and Physical Sciences; and Social, Behavioral, and Economic Sciences.

Role in Mathematics and Science Education

The National Science Foundation Act of 1950 authorizes and directs the Foundation to initiate and support education programs in virtually all fields of science and engineering, at all educational levels. The agency capitalizes on its unique ability to draw on the expertise of the science and mathematics research and education communities. Each year, NSF submits to Congress an updated 5-year strategic plan for science and engineering education. The plan simultaneously addresses short-term objectives that benefit the students currently in the system and long-term goals that result in fundamental changes to the basic delivery of education.

Elementary and Secondary

NSF places a major emphasis on elementary and secondary science, mathematics, and technology education, with the objectives of attracting and sustaining the interest of all students in these fields, as well as improving the quality of instruction for all students. The Foundation is actively involved in the support of reform efforts in science and mathematics curricula that emphasize comprehensive, integrated approaches to teaching and learning. NSF's highest priority in terms of funding currently is the enhancement of teachers' content and pedagogical knowledge in science, mathematics, and technology (especially at the elementary level); implementation of systemic reform at State, urban, and district levels; and implementation of science and mathematics standards for content, teaching, and student performance assessment.

Higher Education

NSF provides leadership and leveraged project support for the Nation's higher educational system of technical colleges, 2- and 4-year colleges, and comprehensive and research universities. NSF programs seek to engage all undergraduate students in the learning of science and mathematics—those who will be engineers and scientists or skilled technicians in our workforce; teachers of science and mathematics in our schools; leaders of business, the professions, and government; and, in every case, citizens in an increasingly technology-based society.

At the graduate level and beyond, the Foundation's activities concentrate principally in two directions: (1) support for outstanding graduate students to ensure a steady flow of high-ability students through the education and research training systems, and (2) support for postdoctorals and young faculty to attract beginning professionals to academic careers and provide them with critical study and research opportunities in their formative years.

Public Understanding of Science

The Foundation supports projects that provide rich and stimulating environments outside of school, where individuals of all ages, interests, and backgrounds can increase their appreciation and understanding of science and mathematics and their applications. Program emphases include establishing creative linkages between formal and informal education and stimulating parental/adult involvement in, and support of, quality science, mathematics, and technology education. These projects involve broadcast, print, and film; museums and science and technology centers; zoological parks, arboreta, and aquaria; and community-based organizations.

How Mathematics and Science Education Programs Are Administered

The Directorate for Education and Human Resources is the primary unit for education programs within NSF, and is funded by Congress through separate appropriation. All NSF research directorates, however, also engage in educational activities related to their disciplinary focus.

Administrative Offices for Mathematics and Science Education

Division of Elementary, Secondary, and Informal Education

The Division of Elementary, Secondary, and Informal Education provides the foundation for NSF reform efforts in science, mathematics, and technology education from prekindergarten through grade 12. Its programs provide quality educational experiences for all students in classroom settings and increase opportunities for all individuals to explore science, mathematics, and technology through museum exhibits, the media, and community activities. Division programs support instructional materials development, inservice teacher education and career recognition, advanced technological education, informal science education, and research experiences for high-potential and high-ability youth.

Margaret B. Cozzens, Division Director
Division of Elementary, Secondary, and Informal Education
National Science Foundation, Room 885
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1620/Fax: (703) 306-0412
E-mail: mcozzen@nsf.gov

Division of Human Resource Development (HRD)

The Division of Human Resource Development at NSF works to broaden the participation of persons from underrepresented groups in science, engineering, and mathematics. HRD programs focus on making comprehensive and systemic changes in the education and research training of minorities, women, and persons with disabilities from precollege to graduate education.

Roosevelt Calbert, Division Director
Division of Human Resource Development
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1640

Division of Research, Evaluation and Communication

The Division of Research, Evaluation and Communication supports research, statistical studies, and evaluations of science, mathematics, engineering, and technology education in the United States. In addition, the Division prepares a biennial indicators report on all levels of science and mathematics education; supports communication of educational research results; funds projects in advanced educational technology, teaching, and learning; and provides analytical and policy support in these critical areas.

Daryl E. Chubin, Division Director
Division of Research, Evaluation, and
Communication

National Science Foundation
4201 Wilson Boulevard, Suite 855
Arlington, VA 22230
(703) 306-1650/Fax: (703) 306-0434
E-mail: dchubin@nsf.gov

Division of Undergraduate Education

The Division of Undergraduate Education serves as the focal point for the National Science Foundation's agencywide effort in undergraduate education. The programs in this division support course and curriculum development, instrumentation and laboratory improvement, undergraduate faculty enhancement, undergraduate preparation of future elementary and secondary science and mathematics teachers, and advanced technological education for the technical workforce.

Robert F. Watson, Division Director
Undergraduate Education
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1670/Fax: (703) 306-0445

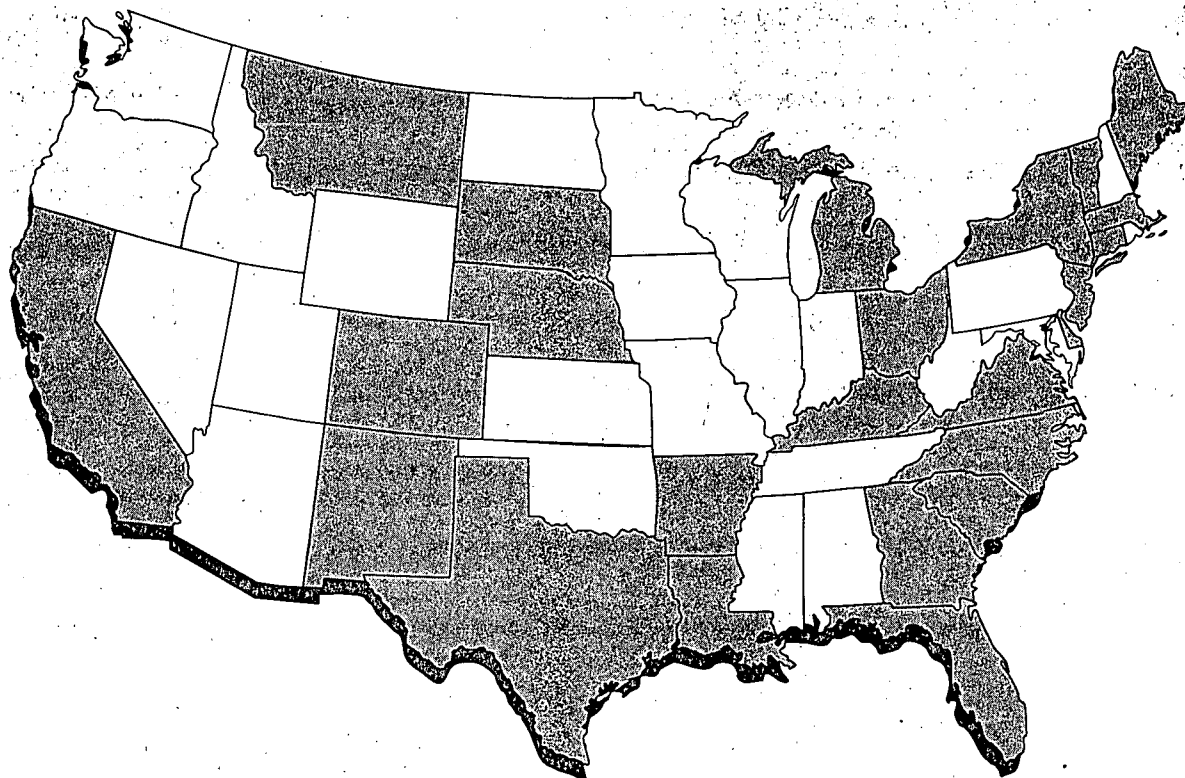
Office of Systemic Reform

The Office of Systemic Reform is an active partner in efforts to improve mathematics and science education and academic research competitiveness in selected States, cities, and rural areas.

Peirce Hammond, Acting Office Administrator
Office of Systemic Reform
National Science Foundation
4201 Wilson Boulevard, Suite 875
Arlington, VA 22230
(703) 306-1690/Fax: (703) 306-0456

National Science Foundation

Statewide Systemic Initiatives



● — PUERTO RICO

The National Science Foundation established the Statewide Systemic Initiatives (SSI) Program to encourage improvement in mathematics, science, engineering, and technology education through comprehensive systemic changes in State education systems. Currently, 24 States and 1 Territory, highlighted above, have been awarded competitive grants from this program. For more information about individual State initiatives, see the State Highlights section of this publication.

State Systemic Initiatives grant recipients:

Arkansas	Maine	Ohio
California	Massachusetts	Puerto Rico
Colorado	Michigan	South Carolina
Connecticut	Montana	South Dakota
Delaware	Nebraska	Texas
Florida	New Jersey	Vermont
Georgia	New Mexico	Virginia
Kentucky	New York	
Louisiana	North Carolina	

Smithsonian Institution

150
1846-1996
Smithsonian

Much of what the United States has achieved in the 20th century is due to its commitment to scientific inquiry and technological development. But our take off was grounded in the preparation in science and mathematics of earlier generations of Americans. That intellectual capital is nearly spent. It is time to replenish it through investment in the education of new generations.

I. Michael Heyman, Secretary
Smithsonian Institution

Mission

The Smithsonian Institution is a trust instrumentality of the Federal Government, established to increase and diffuse knowledge. While the Institution receives Federal support for its operation, it has no government or regulatory functions and serves, in effect, as an independent agency.

Background

The Smithsonian Institution was founded in 1846. Although it is best known for its 14 museums and the National Zoo, the Smithsonian is also one of the country's premier research facilities. In addition to its federally-funded programs, the Institution has many privately funded activities.

Role in Mathematics and Science Education

As part of its mandate to increase and diffuse knowledge, the Smithsonian Institution considers science education to be one of its most important missions.

Elementary and Secondary Education

In recent years, the Institution has focused on assisting school systems in addressing the national crisis in science and mathematics education. Three areas receiving particular attention, both in the museums and in other Smithsonian bureaus, have been profes-

sional education for teachers, curriculum materials for schools, and programs to effect attitudinal changes about science.

Higher Education

Through internships and fellowships the Institution provides individualized training in science for undergraduate and graduate students. Smithsonian programs for those individuals studying astrophysics and biology are especially outstanding.

Public Understanding of Science

Through educational outreach programs, the Smithsonian Institution can improve science literacy among the general public. The museums inform and educate visitors through special exhibits, onsite demonstrations, and publications.

How Mathematics and Science Education Programs Are Administered

Each administrative division within the Smithsonian is responsible for its own education programs, and each museum has an education office that reports to the museum director. The Institution's Office of Elementary and Secondary Education is the central office for precollege education.

Administrative Offices for Mathematics and Science Education

Harvard-Smithsonian Center for Astrophysics

The Smithsonian Astrophysical Observatory coordinates its varied scientific programs with the Harvard College Observatory, and together the two observatories form the Harvard-Smithsonian Center for Astrophysics in Cambridge, Massachusetts. The Science Education Department at the Center cur-

rently manages eight projects funded by the National Science Foundation or the Annenberg Foundation, with additional support from the Smithsonian Institution. These projects address the needs of teachers and students in elementary, secondary, and college science education through advanced technology, curricula and materials, teacher enhancement, and teacher networks.

Hal Coyle, Senior Writer
Science Education Department
Harvard-Smithsonian Center for Astrophysics
60 Garden Street, MS-71
Cambridge, MA 02138
(617) 495-9798/Fax: (617) 496-5404
E-mail: hcoyle@cfa.harvard.edu

National Air and Space Museum

The National Air and Space Museum serves as a major educational center that the public can access easily to learn about the history and development of aeronautics, Earth and planetary sciences, astronomy, astrophysics, and related areas of the arts, humanities, and sciences. Particular emphasis is given to the social implications of the museum's collections and research on the quality of life for humankind.

Jacqueline Grazette
Assistant Director for Education
Educational Services Department, MRC 305
National Air and Space Museum
Washington, DC 20560
(202) 786-2524/Fax: (202) 633-8928

National Museum of Natural History/ Museum of Man

The National Museum of Natural History/Museum of Man houses the world's largest and most valuable assemblage of natural history specimens and human artifacts. It is the largest research organization in the Smithsonian, and at the college level the museum has a large internship program. Through its many exhibits, educational programs, and scholarly and popular publications, the museum disseminates knowledge about the world's natural and cultural diversities.

Laura McKie
Assistant Director for Education
National Museum of Natural History
10th Street and Constitution Avenue NW,
MRC 158
Washington, DC 20560
(202) 357-2066/Fax: (202) 786-2778

National Science Resources Center

Operated jointly by the Smithsonian Institution and the National Academy of Sciences, the National Science Resources Center's mission is to improve the teaching of science in the Nation's schools. The Center's work is in three principal program areas: national outreach to build consensus, dissemination of information, and development of innovative science curriculum materials.

Douglas Lapp, Executive Director
National Science Resources Center
MRC 403
Smithsonian Institution
Washington, DC 20560
(202) 357-2555/Fax: (202) 786-2028

National Zoological Park

The National Zoological Park maintains a living collection at the zoo and a major conservation, animal breeding, and research facility in Virginia. Through programs in education, research, conservation, and animal health, the park promotes understanding of animal adaptations and evolution, and the interaction of wildlife with the environment and human culture. Through a series of new exhibits, programs, and graphics, the zoo is transforming the park into a biological park to educate the public about life in all of its forms and its interconnections.

David Jenkins
Associate Director for Interpretive Programs
National Zoo/Education Department
3001 Connecticut Avenue NW
Washington, DC 20008
(202) 673-4919/Fax: (202) 673-4746

Office of Elementary and Secondary Education

Drawing on the collections, exhibitions, and research of the Smithsonian's many museums and research institutes, the Office produces programs and publications for teachers and their students nationwide. It serves as a clearinghouse about the Institution's many educational resources and as a source of model instructional approaches. The Office advises senior management on precollege education and helps to formulate pan-Institutional policies on and goals for education.

Ann Bay, Director
Office of Elementary and Secondary Education
Smithsonian Institution
Arts and Industries Building, Room 1163
Washington, DC 20560
(202) 357-2425/Fax: (202) 357-2116

Smithsonian Environmental Research Center

The Smithsonian Environmental Research Center conducts long-term scientific research on estuarine land and water ecosystems found in the Chesapeake Bay watershed. The Center disseminates the results of its research through scientific journals, national and international meetings and seminars, the training of scientists, and public education activities for adults, families, and students (K-12).

A. Mark Haddon, Education Director
Smithsonian Environmental Research Center
P.O. Box 28
Edgewater, MD 21037
(301) 261-4190/Fax: (301) 261-7954
E-mail: HADDON@SERC.SI.EDU or
HADDON@AOL.COM

Smithsonian Tropical Research Institute

The Smithsonian Tropical Research Institute conducts basic research on the ecology, behavior, and evolution of tropical organisms. Headquartered in Panama, the Institute conducts research throughout the tropics and is the custodian of the Barro Colorado Nature Monument, a 12,000-acre tropical nature preserve located along the Panama Canal. Other facilities include a cloud-forest station, a research vessel, marine laboratories on the Atlantic and Pacific Oceans, and a research library.

Georgina DeAlba
Smithsonian Tropical Research Institute
P.O. Box 2072
Balboa, Republic of Panama
(507) 227-4918/Fax: (507) 232-5978
E-mail: Stremois@SIVM.SI.EDU

Water Employees Together With America's Youth Program

In cooperation with National Geographic, the Water Employees Together With America's Youth Program was launched to expand the National Geographic Awareness Week Program. Program volunteers visit classrooms and conduct demonstrations about water and other environmental issues.

Education Coordinator, Office of Water
U.S. Environmental Protection Agency
401 M Street SW (4102)
Washington, DC 20460
(202) 260-0599

National Aeronautics and Space Administration (NASA)

Aerospace Education Services Program (AESP)

AESP focuses on elementary and secondary school levels and uses NASA's mission to enhance the knowledge, skills, and experience of teachers to capture the interest of students and to channel that interest into related career paths. Teacher enhancement is NASA's highest priority in elementary and secondary education. NASA-AESP programs meet accepted teaching standards and expose teachers to curriculum standards including skills, attitudes, connections, and content. High-quality instructional materials and state-of-the-art educational research and technologies are used while highlighting both subject content and pedagogical skills. Teacher workshops use exemplary teaching practices in emphasizing the NASA mission as a common theme. AESP Specialists perform educational assemblies and classroom visits in schools where teacher workshops, school-sponsored and designed integrated thematic units, and NASA Aerospace Community Involvement Programs are being conducted.

Education Division, Code FE
NASA Headquarters
Washington, DC 20546-0001
(202) 358-1531

Community Involvement Program (CIP)

The Community Involvement Program is a unique, multidimensional service that seeks to involve not just schools, but service clubs, local government officials, and the private sector in a communitywide program that places special emphasis on the educational value of the Nation's aerospace program. CIPs are usually initiated at the request of a school administrator or State education official. Once a community has been selected, NASA officials and educators within the community meet to plan the program and its duration, which can range from 1 week to 1 month. Aerospace Education Services Program Specialists usually form the core of the program, with additional NASA personnel added as desired or needed. While no two CIPs are alike, a typical program includes many of the elements of an education specialist's visit in an expanded format; for example, comprehensive inservice workshops, community exhibits, student competitions, workshops, assemblies for both students and the general public, and other public events. Although CIPs are extremely well received and are in great demand, due to limited resources and the intensive nature of these programs, NASA conducts no more than four or five each year. Therefore, smaller school districts are encouraged to contact other school districts, or possibly a State education official, in an effort to widen the geographic area proposed for this program.

Education Division, Code FE
NASA Headquarters
Washington, DC 20546-0001
(202) 358-1531

Educational Horizons

The newsletter *Educational Horizons* is NASA's triannual publication for educators. Each issue features information about upcoming Shuttle missions, updates on space science and aeronautics research, and information about NASA's Education Program. The newsletter is free by subscription to educators and announces the latest educational publications available from NASA.

NASA Headquarters
Educational Horizons
Code FE
Washington, DC 20546-0001
(202) 358-1533

Specifics

MATHCOUNTS

MATHCOUNTS is an annual mathematics competition for 7th- and 8th-grade students that brings a number of organizations together in a cooperative effort to promote and reward excellence in mathematics. Competition begins at the local level and culminates in a national competition. NASA sponsors a week-long trip to the U.S. Space Camp for individual and team winners of the national competition, and awards a 3-day mathematics workshop at a NASA Field Center to the top eight coaches in the national competition.

MATHCOUNTS
1420 King Street
Alexandria, VA 22314
(703) 684-2928

NASA Educational Workshops for Elementary School Teachers (NEWEST)

NEWEST provides a 2-week workshop (graduate credit optional) to elementary school teachers (grades K-6) at a NASA Field Center. The teachers participate in seminars conducted by NASA scientists and engineers, learn about current research and projects, and are provided with techniques to assist them in incorporating aerospace-related topics into their curricula. Participants receive a variety of educational materials to take back to their classrooms. The application deadline is mid-February, with selection in mid-April.

National Science Teachers Association
NEWEST Program
1840 Wilson Boulevard
Arlington, VA 22201-3000
(703) 243-7100

NASA Educational Workshops for Math, Science, and Technology Teachers (NEWMAST)

NEWMAST provides mathematics, science, and technology teachers (grades 7-12) a 2-week inservice workshop (graduate credit optional) at a NASA Field Center. Participants observe state-of-the-art research and development activities, interact with NASA scientists and engineers, and receive a variety of educational materials to share with their peers and students. The application deadline is mid-February with selection in mid-April.

National Science Teachers Association
NEWMAST Program
1840 Wilson Boulevard
Arlington, VA 22201-3000
(703) 243-7100

NASA Spacelink

NASA Spacelink is a computer information service that allows individuals to receive news about current NASA programs, activities, and other space-related information, including historical and astronaut data, lesson plans, classroom activities, and even entire publications. Although primarily intended as a resource for teachers, anyone with a personal computer and a modem can access the network. The Spacelink computer access number is (202) 895-0028. Users need a computer, modem, communications software, and a long-distance telephone line to access Spacelink. It is also available through the Internet, a worldwide computer network connecting a large number of educational institutions and research facilities. Callers with World Wide Web or telnet access may reach NASA Spacelink at any of the following addresses:

<<http://spacelink.msfc.nasa.gov>>
<spacelink.msfc.nasa.gov>
<192.149.89.61>

NASA Spacelink Administrator
Code CLOI
NASA Marshall Space Flight Center
Huntsville, AL 35812-0001
(205) 961-1225

NASA Teacher Resource Center

The Teacher Resource Center has NASA-related educational materials in various formats, including laser discs, CD-ROMs, videotapes, slides, audiotapes, publications, and teacher guides. Teachers may preview or copy NASA materials upon request.

Education Division
Code FE
NASA Headquarters
Washington, DC 20546-0001
(202) 358-1518

NASA Teacher Resource Center Network (TRCN)

Teachers can enhance their existing curriculum through information that is generated by NASA programs, technologies, and discoveries. Although NASA educational materials relate primarily to mathematics, science, and technology, they can be valuable curriculum supplements for all subjects. To disseminate materials to elementary educators, secondary educators, and higher education faculty, the NASA Education Division has established the NASA Teacher Resource Center Network. TRCN is composed of Teacher Resource Centers, Regional Teacher Resource Centers, and the NASA Central Operation of Resources for Educators.

Education Division
Code FE
NASA Headquarters
Washington, DC 20546-0001
(202) 358-1518

NASA Television

NASA Television is the Agency's distribution system for live and taped programs. It offers the public a front-row seat for launches and missions, as well as informational and educational programming, historical documentaries, and updates on the latest developments in aeronautics and space science. The educational programming is aimed at inspiring students to achieve, especially in science, mathematics, and technology. If your school's cable system carries NASA TV or if your school has access to a satellite dish, the programs may be downlinked and videotaped. Daily and monthly programming schedules for NASA Television are also available via NASA Spacelink. NASA Television is transmitted on Spacenet 2 (a C-band satellite) on transponder 5, channel 9, 69 degrees west longitude, frequency 3880.0 megahertz, horizontal polarization, audio on 6.8 mHz.

NASA Television
Code P-Z
NASA Headquarters
300 E Street SW
Washington, DC 20546
(202) 358-3572

Satellite Videoconferences

The "NASA...On the Cutting Edge" education videoconference series offers teachers and students opportunities for live, interactive dialog—by telephone and via NASA Spacelink—with NASA scientists. Conferences highlight current NASA research and technology. Participation is free. Register via mail, telephone, or e-mail.

NASA...On the Cutting Edge
NASA Teaching from Space Program
Oklahoma State University
308 CITD, Room A
Stillwater, OK 74078-8089
(405) 744-6784/Fax: (405) 744-6785
E-mail: NasaEduTV@smtpgate.osu.hq.nasa.gov

Science and Engineering Fairs

To stimulate interest in aeronautics and aerospace sciences among secondary school students, NASA participates in the science fairs administered by Science Services. NASA recognizes students with outstanding projects in aeronautics, space sciences, mathematics, space technology, and applications. Participation in NASA's award program must be requested by fair directors, and NASA depends on individual science and engineering fair judges to select recipients of NASA certificates. NASA's own team of judges attends the international fair and selects 10 students to receive an educational trip, accompanied by their teachers, to a NASA Field Center.

Science Service
1719 N Street NW
Washington, DC 20036
(202) 785-2255

Shuttle Amateur Radio Experiment (SAREX)

With the help of Amateur Radio clubs and ham operators, astronauts on designated shuttle flights make radio contacts while in orbit. The astronauts talk directly with teachers, parents, and communities. The American Radio Relay League, the Radio Amateur Satellite Corporation, and NASA's Education Division sponsor this shuttle experiment. The American Radio Relay League can provide educators with lesson plans and resource materials.

American Radio Relay League (ARRL)
225 Main Street
Newington, CT 06111
(860) 594-0200

Space Science Student Involvement Program (SSIP)

SSIP is an annual program that allows students to compete in diverse areas related to space exploration, including the arts and sciences. While the program culminates in a national competition, it has been designed to be used within the context of existing curricula. SSIP has five multidimensional program elements within which students may compete: one for grades 3-12; one for grades 3-5; one for grades 6-8; and two for grades 9-12. Public or private school students are eligible to apply.

National Science Teachers Association
SSIP Program
1840 Wilson Boulevard
Arlington, VA 22201-3000
(703) 243-7100

Summer High School Apprenticeship Research Program (SHARP) Plus

SHARP Plus is a research-based mentor program that is the residential analog of the NASA Summer High School Apprenticeship Research Program. SHARP Plus research experiences occur in industry or in laboratories at universities that host SHARP Plus students on their campuses. The objective of the SHARP Plus Program is to increase underrepresented students' participation and success rates in mathematics and science precollege courses, thereby increasing the pool of underrepresented mathematics, science, and engineering majors in college, and hence the number of underrepresented professionals available for the workplace. SHARP Plus offers a select group of 300 rising, underrepresented 11th- and 12th-grade students, who have aptitude and interest in science and engineering, with the opportunity to participate in an intensive 8-week residential mentor-based research experience.

Education Division, Code FE
NASA Headquarters
Washington, DC 20546-0001
(202) 358-1540

Urban Community Enrichment Program (UCEP)

The Urban Community Enrichment Program exposes teachers and middle school students from urban communities to interesting and broadening activities. Special emphasis is placed on communication, logic, and reasoning skills that are curriculum based. Major activities include lectures, demonstrations, and structured classroom activities highlighting the various sciences that supplement the ongoing curriculum. In addition, workshops and other activities are offered to school personnel. Technical and logistical assistance are supplied by the NASA UCEP Coordinator. In preparation for the program, NASA Aerospace Education Specialists train core teachers as a team to conduct interdisciplinary aerospace activities in school districts.

Education Division, Code FE
NASA Headquarters
Washington, DC 20546-0001
(202) 358-1531

National Science Foundation (NSF)

Advanced Technological Education (ATE)

The ATE program promotes exemplary improvement in advanced education through support of curriculum development and program improvement. The program targets technicians being educated for the high-performance workplace of advanced technologies. Such technicians normally earn an associate degree in engineering or science technology that qualifies them for immediate employment or for transfer to a 4-year institution. Because of the nature of advanced technological education programs, where appropriate, projects should build on alliances of associate degree-granting institutions with 4-year colleges and universities, secondary schools, business, industry, and government. The program supports National/Regional Centers of Excellence in Advanced Technological Education; projects for the development of instructional materials and curriculum; instrumentation and laboratory improvement;

technical experiences for students and faculty and teacher development; and special projects such as conferences and studies that will improve understanding of issues in advanced technological education. ATE centers and projects will result in major improvements in advanced technological education, serve as models for other institutions, strengthen student preparation in mathematics and science, and yield educational products for national dissemination. All projects must have a vision for technician education that is used to guide project development. The ATE program is jointly managed by the Division of Undergraduate Education (DUE) and the Division of Elementary, Secondary, and Informal Education (ESIE).

Advanced Technological Education
Directorate for Education and Human Resources
Division of Undergraduate Education
National Science Foundation
4201 Arlington Boulevard, Suite 835
Arlington, VA 22230
(703) 306-1668

Collaboratives for Excellence in Teacher Preparation Program

The Collaboratives for Excellence in Teacher Preparation Program supports projects aimed at major changes in approaches to the undergraduate preparation of future teachers of elementary and secondary science and mathematics. This includes development of new institutional structures, the production of creative materials, courses and curricula for teacher education, and research on factors affecting the recruitment and preparation of teachers. Projects demonstrate leadership by the scientific discipline departments and emphasize a solid foundation in science or mathematics and rigorous attention to effective teacher practices, including the use of advanced instructional technologies. Special interests include multidisciplinary projects and initiatives for recruiting members of underrepresented groups into the teaching profession. Collaborations among scientists, science educators, teachers, and other educational leaders, within and among institutions of higher education and school systems, are encouraged in the planning and implementation of projects. Colleges and universities or their consortia that have the capacity to prepare significant numbers of highly qualified teachers are eligible to submit proposals. In addition, proposals for teacher preparation that are smaller in scale and more focused than a collabora-

tive are welcome in other programs in the Division of Undergraduate Education, as appropriate. These programs support course and curriculum development, undergraduate faculty enhancement activities, and laboratory equipment. Projects may support courses in which prospective teachers are all or part of the preservice audience. Special interests parallel those of the Collaborative program.

Teacher Preparation Program
Division of Undergraduate Education
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1668

Comprehensive Partnerships for Minority Student Achievement Program

The Comprehensive Partnerships for Minority Student Achievement Program supports comprehensive precollege education reform programs targeted at school systems having significant minority student populations. City and county school systems, which are the units of change, are expected to link with institutions of higher education, businesses, professional organizations, community-based, and other educational organizations in the design and implementation of in-school student and teacher enhancement activities and informal education efforts. The program's goals are to improve student achievement in mathematics and science courses, to enhance teacher knowledge and skills, and to expand student interest in science, mathematics, and technology as career choices. Academic institutions and nonprofit organizations are eligible to apply for funding through this program.

Comprehensive Partnerships for Minority Student Achievement Program
Division of Human Resource Development
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1633

Informal Science Education Program

The Informal Science Education Program supports projects to provide rich and stimulating environments outside of school where individuals of all ages, interests, and backgrounds can increase their appreciation and understanding of science, mathematics, and technology. Projects, developed by museums

and science centers, the media, the community and youth organizations, are designed to have the potential for significant regional or national impact. The program is particularly interested in (1) increasing the number of underrepresented youth (e.g., minorities, females, the physically disabled) pursuing science, mathematics, and technology (SMT) activities both in and out of school; (2) establishing linkages between formal and informal education that result in creative and improved learning environments; (3) stimulating parents' support of their children's SMT education and their own role as effective advocates for quality SMT education; and (4) bringing informal science opportunities to underserved rural and inner-city areas. Proposals are accepted from any organization having a scientific or educational mission.

Informal Science Education Program
Division of Elementary, Secondary, and Informal Education
National Science Foundation
4201 Wilson Boulevard, Suite 885
Arlington, VA 22230
(703) 306-1616

Instructional Materials Development Program

The Instructional Materials Development Program supports development of an innovative, comprehensive, and diverse portfolio of materials, prekindergarten through grade 12, which implement standards-based reform in science, mathematics, and technology education and lead to development of thinking skills and problem-solving abilities. Materials, designed for the success of all students, are based on the latest research reflecting how students learn most effectively, and incorporate state-of-the-art instructional technologies and appropriate assessment strategies. Supported projects are expected to have dissemination plans that lead to adoption and utilization in school both nationally and internationally. Any organization with a scientific or educational mission may submit proposals to this program.

Instructional Materials Development Program
Division of Elementary, Secondary, and Informal Education
National Science Foundation
4201 Wilson Boulevard, Suite 885
Arlington, VA 22230
(703) 306-1614

Presidential Awards for Excellence in Science and Mathematics Teaching Program

The Presidential Awards for Excellence in Science and Mathematics Teaching Program provides national recognition to outstanding teachers in science and mathematics. Each year, two mathematics teachers and two science teachers at the elementary, middle, and secondary school levels are selected from each State and each of the four jurisdictions. State finalists receive a cash award; national finalists receive discretionary funds and materials to improve science, mathematics, or technology education at their home institution, as well as attend special activities in Washington, DC, which promote professional interactions. Eligible teachers include those whose primary responsibility is classroom teaching of science, mathematics, or technology in public or private schools. Applicants must have a minimum of 5 years' experience and intend to continue teaching over the next 2 years. Teachers may be nominated by administrators, students, or parents.

Presidential Awards for Excellence in Science and Mathematics Teaching Program
Division of Elementary, Secondary, and Informal Education
National Science Foundation
4201 Wilson Boulevard, Suite 885
Arlington, VA 22230
(703) 306-1613

Programs for Persons With Disabilities

NSF Programs for Persons With Disabilities have recently been expanded and are committed to bringing about change in academic and professional climates, developing new methods of teaching science and mathematics, increasing the awareness and recognition of the needs and capabilities of students with disabilities, promoting the accessibility and appropriateness of instructional materials and educational technologies, and increasing the availability of mentoring resources. Though the Foundation encourages persons with disabilities to participate fully in NSF-supported programs, its Human Resource Division has initiated efforts focused on (1) eliminating barriers to the participation of students with disabilities in science, engineering, and mathematics studies; (2) changing the attitudes of the education community and the public in general about the potential of persons with disabilities; and (3) offering

aid for adaptive technologies and assistance to allow students, scientists, engineers, and mathematicians to participate in NSF-supported research.

Programs for Persons With Disabilities
Division of Human Resource Development
Directorate for Education and Human Resources
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1637

Programs for Women and Girls

The goal of the Programs for Women and Girls is to elicit projects that have high potential for effecting both short- and long-term changes in the representation of women in science, engineering, and mathematics careers, and in the overall science, engineering, and mathematics education of women and girls. Efforts involved in the initiative address educational issues from preschool through the graduate level, as well as professional issues. Three programs—Model Projects, Experimental Projects, and Information Dissemination Activities for Women and Girls—accomplish this goal.

Programs for Women and Girls
Division of Human Resource Development
Directorate for Education and Human Resources
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230
(703) 306-1637

Rural Systemic Initiatives (RSI) Program

The Rural Systemic Initiatives Program is an NSF effort to address barriers to systemic and sustainable improvements in science, mathematics, and technology education in rural, economically disadvantaged regions of the Nation. RSI is designed to fund projects from coalitions in regions defined by similarities in social, cultural, and economic circumstances, rather than by governmental boundaries. The program supports activities that lead to the formation of partnerships and coalitions; determination of present needs and resources and of future educational goals and implementation of strategies directed toward systemic educational reform, such as professional development for teachers and administrators that is aligned with national science and mathematics standards; adaptation of high quality, challenging curricula to address cultural diversity;

and formulation of appropriate assessment strategies that can measure gains in achievement for all students, regardless of socioeconomic status.

Rural Systemic Initiatives
Division of Educational System Reform
National Science Foundation
4201 Wilson Boulevard, Suite 875
Arlington, VA 22230
(703) 306-1684

Statewide Systemic Initiatives (SSI) Program

The Statewide Systemic Initiatives Program is a major NSF effort to encourage improvements in science, mathematics, and engineering education through comprehensive systemic changes in the education systems for the States. The program represents a strategy to strengthen the infrastructure for science and mathematics education through alignment of State policies and resources. This effort requires the collaboration of educators at all levels, business and industry, parents, and the community at large. States were selected for funding through a rigorous merit review process that included preliminary proposals, panel reviews of full proposals, and site visits. Selection was based on (1) State commitment to fundamental reform of mathematics and science education; (2) new directions in State vision for mathematics and science education that includes curriculum goals, assessment, teacher development, equity, governance, and improved outcomes; (3) consensus on the current status of science and mathematics education and on the identification of the most serious problems that need to be addressed; (4) partnerships that enable the effort to succeed; (5) a plan for effective management and oversight; and (6) an evaluation plan that encourages mid-course corrections. Twenty-five States and Puerto Rico received 5-year awards.

Statewide Systemic Initiatives Program
Division of Educational System Reform
National Science Foundation
4201 Wilson Boulevard, Suite 875
Arlington, VA 22230
(703) 306-1684/Fax: (703) 306-0456

Teacher Enhancement Program

The Teacher Enhancement Program supports the development of effective approaches and creative materials for the continuing education of elementary,

middle, and secondary school teachers of mathematics, science, and technology. Successful projects provide intensive training and followup activities during the academic year that result in strengthening both content knowledge and pedagogical skills. Projects are also expected to utilize the most effective instructional materials, assessment strategies, and educational technologies. The program places emphasis on projects to implement systemic change of science and mathematics education through the professional development of teachers in entire school districts for grades K-8 and of mathematics grades 7-12. Organizations having scientific or educational missions may submit a proposal.

Teacher Enhancement Program
Division of Elementary, Secondary, and Informal
Education
National Science Foundation
4201 Wilson Boulevard, Suite 885
Arlington, VA 22230
(703) 306-1613

Urban Systemic Initiatives (USI) Program

The Urban Systemic Initiatives Program in science, mathematics, and technology education is a comprehensive and systemic effort designed to enable fundamental reform of K-12 science and mathematics education in large urban school systems. Eligibility for the program is limited to school systems in the 25 cities having the largest numbers of school-aged children (ages 5-17) living in poverty as determined by the 1990 Census. Built upon experience gained from the Statewide Systemic Initiatives (SSI) program and the Comprehensive Regional Centers for Minorities (CRCM), the program provides significant support for 5 years to cities that have completed comprehensive planning and demonstrate readiness to make systemic and sustainable changes in the policies, practices, and procedures of urban school systems. At present, 16 of the eligible cities have received awards.

Urban Systemic Initiatives Program
Division of Educational System Reform
National Science Foundation
4201 Wilson Boulevard, Suite 875
Arlington, VA 22230
(703) 306-1684

Young Scholars Program

The Young Scholars Program is designed to excite students entering grades 7-12 about science, mathematics, and technology, and to encourage them to investigate and pursue careers in these fields. The program emphasizes student participation in the process of scientific discovery through interaction with practicing scientists in the laboratory and in the field. Projects offer a combination of research and problem-solving activities, along with discussions of career preparation and science ethics. Proposals may be submitted by colleges or universities or their associations or consortia, scientific or professional societies whose members are primarily university faculty or researchers, and for-profit industries or other organizations that are engaged in significant advanced research efforts and have experience interacting with students.

Young Scholars Program
Division of Elementary, Secondary, and Informal
Education
National Science Foundation
4201 Wilson Boulevard, Suite 885
Arlington, VA 22230
(703) 306-1615

Smithsonian Institution

National Science Resources Center's (NSRC) Resource Collection

The National Science Resources Center maintains a comprehensive and growing collection of effective science-teaching resource materials. Housed at the Arts and Industries Building of the Smithsonian Institution, the collection holds more than 5,000 volumes. The resource collection is cataloged and accessible through computerized information databases that include annotations as well as bibliographic data. The Resource Center has also produced an annotated guide to elementary science resources, *Science for Children: Resources for Teachers*. The completely revised and updated second edition is available under a new title, *Resources for Teaching Elementary School Science*. A companion volume for middle schools is also under development.

Douglas Lapp, Executive Director
National Science Resources Center
MRC 403
Smithsonian Institution
Washington, DC 20560
(202) 357-2555/Fax: (202) 786-2028

NSRC Elementary Science Leadership Institutes

Each summer the National Science Resources Center (NSRC) conducts two Elementary Science Leadership Institutes at the Smithsonian Institution. These Institutes provide teams of administrators, curriculum specialists, teachers, and scientists from school districts across the country with the information and skills they need to develop and maintain effective hands-on elementary science programs. The Institutes are staffed by science educators and scientists who have implemented exemplary elementary science programs in their districts. This Initiative includes technical assistance to school districts across the country that are working to reform their elementary science programs.

Douglas Lapp, Executive Director
National Science Resources Center
MRC 403
Smithsonian Institution
Washington, DC 20560
(202) 357-2555/Fax: (202) 786-2028

The Private Universe Project

The Private Universe Project is developing a six-part nationally broadcast television series to help science teachers address student preconceptions in science. The 3-year project, funded in 1992, focuses on grades K-12. The series is derived from work pioneered in Project STAR: Science Teaching through its Astronomical Roots, and is an extension of that project's award-winning video, "A Private Universe." The project will alert science teachers to problems posed by their students' preconceived ideas and will encourage them to devise solutions tailored to students' specific needs.

Nancy Finkelstein
60 Garden Street, Mail Stop 71
Cambridge, MA 02138
(617) 496-7687/Fax: (617) 496-7670

Professional Development Opportunities for Teachers

Regional workshops and summer institutes are designed to strengthen ties between museums and schools nationwide and to contribute to the improvement of teaching methods and materials.

Brinton Ramsey
Office of Elementary and Secondary Education
Smithsonian Institution
Arts and Industries Building, Room 1163
Washington, DC 20560
(202) 357-2624/4542/Fax: (202) 357-2116

Project SPICA: Support Program for Instructional Competency in Astronomy

Project SPICA provides astronomy education support to precollege teachers, particularly in grades K-9. The project has prepared some 180 expert teachers in 41 States to provide workshops to other teachers who want to enhance their use of astronomy in their classrooms. The SPICA agents may be contacted through the project office listed below. In addition, a manual containing 37 astronomy activities for grades 2-12, *Project SPICA: A Teacher Resource to Enhance Astronomy Education*, is available from Kendall/Hunt Publishing Company.

Judith Peritz
Harvard-Smithsonian Center for Astrophysics
60 Garden Street, MS71
Cambridge, MA 02138
(617) 496-4785/Fax: (617) 496-5405

Smithsonian Institution Student Programs

The Office of Elementary and Secondary Education (OESE) each year conducts an internship program for graduating high school seniors. Young people from across the country spend 6 weeks working and learning under the guidance of Smithsonian scientists and other experts.

Bruce Underwood
Office of Elementary and Secondary Education
Smithsonian Institution
Arts and Industry Building, Room 1163
Washington, DC 20560
(202) 357-2425/4542/Fax: (202) 357-2116



OFFICE OF THE ATTORNEY GENERAL
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DEPARTMENT OF JUSTICE OUTSIDE EDUCATION AND TRAINING PROGRAMS

General Administration: Debt Collection Management co-sponsored with the Department of the Treasury, training on the Debt Collection Improvement Act of 1996. Training conferences were held for the benefit of Federal agency participants in numerous locations around the country. Historically, DCM has participated in Treasury sponsored training for Federal agencies, and by invitation, training programs sponsored by other components of Justice, other Federal agencies and private sector organizations.

Community Policing:

1. **Community Policing Consortium:** COPS has funded the Community Policing Consortium's community policing training and technical assistance to COPS grantees.
2. **Law Enforcement Coordinating Committee Innovative Training Program:** COPS has funded public safety, educational and community organizations, and local training projects administered by 60 U.S. Attorneys' Offices.
3. **Regional Community Policing Institutes:** This program will award funds to agencies for the development of Regional Community Policing Institutes to develop a nationwide network of community policing training for America's law enforcement agencies.
4. **Advancing Community Policing:** This grant program will fund the development of community policing laboratories and organizational change efforts to help sustain community policing in law enforcement agencies across the country after Federal funding has expired.
5. **National Association of Drug Court Professionals Mentoring Project:** This project will rely heavily on teaching or mentor sites to create linkage between community police officers and the entire criminal justice system.
6. **Police Integrity Initiative:** This initiative offers technical assistance through regional sites to assist law enforcement maintain and improve police integrity.

Tax Division: The Tax Division provides representatives to assist the Internal Revenue Service conduct training programs for IRS's district counsel offices and the IRS Criminal Investigation Division. In the Civil area, we regularly provide lecturers to training programs relating to bankruptcy litigation. In the Criminal area, senior Tax Division attorneys lecture on issues relating to search warrants, evidentiary matters, trial strategy, and other areas related to criminal prosecution. We also assist in a program to develop candidates for the IRS's expert witness program.

Criminal Division:**Electronic Crime Training:**

1. Training for federal agents: Computer Crime and Intellectual Property Section (CCIPS) lawyers teach computer crime, electronic search and seizure, and electronic evidence (among other subjects) in virtually every existing federal technical training course. Some courses are agency-specific in-service courses; others are seminars specially sponsored by Law Enforcement Coordinating Committees or other groups for prosecutors and agents--federal, state, and local. CCIPS lectures to lawyers and agents for military services, Inspectors General, FBI, FLETC, DEA, USSS, and countless others.
2. Training for state and local personnel: CCIPS provides legal training for technical courses sponsored by the National White Collar Crime Center (10 - 12 courses every year) all over the country. In addition, they assist the National Association of Attorneys General in creating a state Computer/Telecommunications Coordinator (CTC) program to expand our investigative network. Our training for this effort begins in April 1996 in Chicago. Finally, CCIPS lawyers regularly address law enforcement groups organized by the various states or by law enforcement technical associations: state district attorneys' conferences, investigators' conferences, meetings of technical investigators, and many others.
3. Other government training: CCIPS lawyers often lecture on computer crime and computer security to government managers from DOJ, Treasury, DOD, CIA, NSA, NIST, NSTAC (National Security Telecommunications Advisory Committee) and many others.
4. Training and outreach in the technical industry: To increase levels of reported computer crimes, to inspire confidence in the Justice Department's program, and to stay abreast of fast-paced changes in industry, CCIPS frequently trains technical groups on computer-crime issues. These groups include Computer Security Institute, American Society of Information Security, and many others. Other frequent sponsors are university technical seminars and technical companies.
5. Training and outreach in the public schools: CCIPS attorneys have addressed elementary and middle school audiences on computer-crime issues. Students who learn to use computers must not only learn to protect themselves from injury, but must also learn not to use the technology to hurt others. These sessions are usually eye-openers for both students and teachers.
6. International training: The FBI has invited CCIPS to teach at international training courses for agents and will soon host an extensive conference for technical investigators from more than thirty countries at which we will speak. Recently, the P-8 Subcommittee on High-Tech Crime has endorsed the idea of creating international law enforcement points of contact that would extend the CTC idea across international borders. As part of creating this network, the P-8 agreed that the U.S. should host a training conference for

the designated international contacts. Finally, OLE has agreed that, to the extent possible, foreign prosecutors would be welcome to attend computer crime courses taught by CCIPS and sponsored by OLE. We have already received a request from the Secretariat of the new Council of Europe Experts' Group on Information Technology to attend the next course.

Training Sponsored by the Office of Enforcement Operations: The Office of Enforcement Operations provides training, as needed, to officials in other federal agencies, state government agencies, and even foreign governments. The subjects of these training exercises can cover a variety of areas including the use of electronic surveillance, operation of witness security programs, operation of the international prisoner transfer program, and the provisions of the Indian Gaming Regulatory Act and the Archaeological Resources Protection Act.

Training by the Fraud Section: Fraud Section attorneys participate regularly as lecturers and panelists at domestic training events sponsored by other executive departments and agencies, by bar and other professional groups and by industry and special interest associations. These attorneys also meet periodically with foreign law enforcement officials visiting the United States and offer presentations to them on the organization of our law enforcement community and on our fraud enforcement programs.

Training Sponsored by the Public Integrity Section:

1. The Public Integrity Section sponsors training seminars for federal prosecutors and agents involved in public corruption investigations and prosecutions. These include instruction focusing on the conflicts of interest laws to investigators with the various Offices of Inspectors General and an ongoing training program at the Federal Law Enforcement Center located in Glynco, Georgia.
2. The Election Crimes Branch of the Public Integrity Section provides lectures at training seminars held for prosecutors, investigators, and election officials in order to promote greater awareness of election crimes and the Department's prosecutive responsibility in this area.

Training Sponsored by the Narcotic and Dangerous Drug Section: The Narcotic and Dangerous Drug Section provides training on a periodic basis to federal and state prosecutors on various aspects of the federal death penalty.

Training Sponsored by the Office of International Affairs The Office of International Affairs provides training regarding international extradition, mutual legal assistance and related legal matters to other U.S. federal agencies, to state prosecutors and organizations, and to law enforcement authorities and government officials of foreign governments.

Training Sponsored by the Asset Forfeiture and Money Laundering Section (AFMLS):

1. AFMLS conducts extensive training within the United States for state and local law enforcement (agents, supervisors, prosecutors, etc.) in the area of asset forfeiture, law, practice and policy; and provides training regarding the money laundering statutes to federal law enforcement agencies, such as FDA (Office of Criminal Investigations), FBI, IRS-CID, and Customs, as well as State and local law enforcement agencies and prosecutors. In addition, AFMLS conducts Asset Forfeiture Component Seminars in various judicial circuits within the United States for headquarters and field personnel from the Department of Justice, Department of the Treasury, United States Postal Inspection Service, the Food and Drug Administration, and the United States Park Police, concerning asset forfeiture law, practice and policy.

2. AFMLS conducts International Forfeiture Conferences each year to train prosecutors from various regions of the world in the prosecution and investigation of asset forfeiture cases and matters; and conducts country-specific training for prosecutors in money laundering and asset forfeiture. Two such courses have been provided to Colombia and will be provided in the future to Mexico. The Section also sends attorneys to provide instruction in money laundering and asset forfeiture at various international conferences sponsored by the State Department, DEA, FinCEN, Secret Service, IRS-CID, Customs, and at the International Law Enforcement Academy, as well as conferences sponsored by such international organizations as OAS/CICAD, Financial Action Task Force, Caribbean Financial Action Task Force, the Asian Secretariat of the Financial Action Task Force, and ONDCP. Students at these conferences include law enforcement agents, prosecutors, judges and policy makers. In the last year, training has been provided to countries in the Caribbean region, Central America, South America, Russia, Ukraine, Hungary, Moldova, Estonia, Latvia, Israel, Colombia, Mexico.

International Criminal Investigative Training and Assistance Program (ICITAP): ICITAP, funded through the State Department, with some funding received via the Agency for International Development (AID), provides law enforcement training and developmental assistance to countries that are either trying to establish new police forces or re-establish existing forces through a democratic form of government. ICITAP currently has projects in Bolivia, Bosnia, the Caribbean, Colombia, Costa Rica, Dominican Republic, El Salvador, Eastern Slavonia (Croatia), Guatemala, Haiti, Honduras, Liberia, Newly Independent States, Panama, Rwanda, and South Africa.

The Office of Overseas Prosecutorial Development, Assistance and Training (OPDAT): OPDAT, funded by the State Department and AID, provides training, technical and criminal law reform assistance to selected countries in building and maintaining viable criminal justice institutions, particularly those performing the prosecutorial function. The purposes of this assistance are fostering the rule of law and promoting greater cooperation in transnational criminal matters. OPDAT currently has programs in Colombia, Haiti, Poland, and Russia, and expects shortly to open programs in Latvia and the Ukraine.

Civil Division: The Civil Division participates in training provided by others and conducts seminars, as requested, for officials in other federal agencies, and state government agencies. The subjects of these training exercises can cover a variety of areas including fraud, bankruptcy, general litigation, admiralty law, etc.

Environment and Natural Resources Division (ENRD): ENRD provides training to civil and criminal investigators and others from the Environmental Protection Agency. In addition, the Division also provides new agent and in-service training to agents in the Departments of Commerce and the Interior on environmental law.

Civil Rights Division

1. **Office of Special Counsel (OSC).** OSC conducts an outreach and education program aimed at educating employers, potential victims of discrimination and the general public about their rights and responsibilities under the Immigration and Nationality Act's (INA) antidiscrimination and employer sanctions provisions. Each year OSC awards grants to nonprofit organizations across the country to conduct local public education campaigns. Additionally, aside from their investigatory and litigative duties, OSC attorneys participate in many education and outreach activities. This participation includes making presentations at conferences, seminars and meetings held by interested groups regarding employer and employee rights and obligations under the INA.

2. **Americans with Disabilities Act (ADA).** The Disability Rights Section protects the rights of persons with disabilities under Titles I, II, and III of the ADA. The Section engages in a wide range of technical assistance activities designed to raise the awareness of the ADA, including the issuance of Technical Assistance Manuals, the operation of a toll-free ADA telephone information line, mass mailings to entities covered by the ADA, and the maintenance of an electronic bulletin board and Internet files allowing direct access to ADA materials by personal computer users. In addition, the Section administers a technical assistance grant program to support projects to inform the private sector, state and local governments, and individuals with disabilities about their rights and responsibilities under the ADA.

Antitrust Division

1. **U.S. Agency for International Development (AID)** The Division, in conjunction with the Federal Trade Commission (FTC), provides technical assistance in competition policy to countries in Central and Eastern Europe, the New Independent States, Latin America, and the Caribbean. AID provides funding for these programs.

2. **Guidance to the Business Community: Business Review Program** Under the Division's Business Review Program, 28 C.F.R. Sec. 50.6, businesses can ascertain the Division's current enforcement intentions with respect to proposed business conduct. This is a formal means for the Division to educate the business community and wider audiences about the parameters of competition law and the Division's enforcement priorities.

3. Outreach Efforts to Federal, State and Local Agencies In support of the Division's ongoing cooperative enforcement efforts with Federal, State and Local agencies, the Division also provides training for state antitrust attorneys and investigators. The Division conducts seminars and conferences for state enforcement officials. The Division sponsors, with the FTC, a series of Common Ground Conferences at which official of the two Federal agencies meet with State officials to discuss antitrust enforcement issues of mutual concern.

4. Development and Publication of Antitrust Guidelines and Policy Statements Through the development and publication of antitrust guidelines and policy statements, such as those on merger analysis, the Division seeks to communicate its enforcement policy so that businesses and consumers will have greater knowledge of and certainty about the Division's application of antitrust law.

U.S. Attorneys: In addition to United States Attorneys' office and Department of Justice personnel, the Office of Legal Education presently provides training for legal personnel in executive branch agencies as well as small number of state and local prosecutors.

28 C.F.R. Part 0, Section 22(c) provides that the Director of the Executive Office for United States Attorneys shall: "Supervise the operation of the Office of Legal Education, the Attorney General's Advocacy Institute and the Legal Education Institute, which shall develop, conduct and authorize the training of all Federal legal personnel."

U.S. Trustees: At the regional level, the U.S. Trustee program provides the following kinds of external training:

1. Annual training to standing trustees who handle cases under Chapter 12 and 13 of the Bankruptcy Code.
2. New trustee training for those who handle cases under Chapter 7 of the Bankruptcy Code and annual training for all Chapter 7 trustees.
3. Some regions are heavily involved in the investigation and criminal referral of fraud cases provide financial/bankruptcy training for new FBI agents on a periodic basis and conduct an annual training program on bankruptcy fraud in conjunction with the Criminal Investigation Division of the Internal Revenue Service, the Federal Bureau of Investigation and the investigative arm of the Postal Service.

Community Relations Service

1. Training of law enforcement agencies in cultural diversity training CRS Conciliators have provided training to Federal and local law enforcement agencies that include a curriculum on the exploration of the differences in cultures. CRS utilizes various training approaches including giving the histories of different cultures in the country, role play, and the interaction of minority community members to law enforcement.

2. Training of law enforcement agencies in conflict resolution CRS Conciliators teach the theory and practice of what leads to conflict with an individualized test of response to conflict. CRS teaches practical skills in the recognition of triggering mechanisms that can exacerbate conflict and listening skills to reduce conflict.

3. Training of teachers and administrators in conflict resolution and cultural diversity. The CRS Student Identification and Resolution program assists school administrators in addressing racial and ethnic tension through a carefully structured process that involves students, teachers, administrators, and parents. A further development of this program involves local police agencies as key partners in the design of an action plan. CRS now trains police officers to conduct the SPIR program as a part of a process to strengthen cooperation among police and schools.

Federal Bureau of Investigation:

1. FBI National Academy Program - The principal FBI training to State and local law enforcement officers held at the FBI Academy in Quantico, VA. Training consists of an 11-week, multi-disciplinary program for officers who are considered to have potential for further advancement by their nominating agency heads. During 1998, 1,040 State, local and international law enforcement officers are projected to attend training through the FBI National Academy program.

2. International Law Enforcement Academy (ILEA) - Located in Budapest, Hungary, ILEA is a joint training program of the Department of Justice, the Department of State, and all Federal law enforcement agencies. ILEA opened in April 1995 and provides law enforcement and professional development training to officers from other nations. Instruction and lead agency coordination is provided by the FBI, other U.S. law enforcement agencies, as well as law enforcement personnel from Canada, Germany, Hungary, Ireland, Italy, Russia, the United Kingdom, and the European Law Enforcement College.

3. The National Executive Institute (NEI) - A training program at the FBI Academy for chief executive officers of the 150 largest law enforcement agencies in the U.S. and selected international law enforcement agencies.

4. The Major City Chiefs Program (MCC) - A training program at the FBI Academy for Chiefs of Police of the 150 largest law enforcement agencies in the U.S.

5. The Law Enforcement Executive Development Seminar (LEEDS) - A training program at the FBI Academy designed for police chiefs from mid-sized agencies.

6. The National Law Institute - A one-week specialized training program held at the FBI Academy for State and local police, legal advisors, and prosecutors.

7. The Field Police Training Program (FPTP) - Field training for approximately 125,000 State and local criminal justice personnel that serves as the foundation for the FBI's Comprehensive Law Enforcement Training Program. The program provides such law enforcement training subjects as

hostage negotiations, computer-related crimes, violent crimes, criminal psychology, and forensic science.

8. FBI/Local Police Violent Crime Task Force Training - Violent Crime/fugitive task force survival and awareness training as part of the Safe Streets Program to promote a coordinated effort between FBI field offices and their State and local counterparts in efforts to apprehend violent fugitives and disrupt street gangs and drug-related violence.

9. Weapons of Mass Destruction Training (Nunn-Lugar II) - Training for Federal, State and local emergency responders/public safety agencies conducted by the FBI, in conjunction with the Department of Defense, Department of Energy, and other Federal agencies under the provisions of the Weapons of Mass Destruction Act of 1996. The program will provide training to 120 metropolitan areas over a four-year period, beginning with 27 cities in 1997.

10. Criminal Justice Information Services (CJIS) Education and Training - The CJIS Division provides continuous training to State, local, and Federal law enforcement agencies on the National Criminal Information Center (NCIC) and Uniform Crime Reporting (UCR) Programs. This training includes instruction on how to recognize hate crimes, how to gather and report data, and how to access NCIC records.

11. The Law Enforcement Television Network - 24 hour programming with training segments, information, and outreach for approximately 5,000 subscriber law enforcement agencies around the nation.

12. The Law Enforcement Satellite Training Network (LESTN) - Live, interactive teleconferences produced by the FBI Academy transmitted to approximately 1,500 sites around the nation, including Federal, State, and local law enforcement agencies, law enforcement training academies, and other educational sites such as universities and school systems.

Drug Enforcement Administration

The Demand Reduction Section of the Drug Enforcement Administration (DEA) and demand reduction coordinators around the country provide training to a variety of groups on a variety of subjects related to reducing the demand for illicit drugs:

1. They train state and local law enforcement officials about drug education and prevention programs, as well as community policing programs and crime prevention techniques. They train DARE officers about drug-specific information.

2. DEA Demand Reduction Coordinators provide Drugs in the Workplace training for management and employees of various companies and organizations. They sponsor training in conjunction with local Chambers of Commerce and with larger companies for their sub-contractors.

3. DEA provides seminars for those who work with youth--teachers, coaches, school

administrators, volunteer mentors, etc., regarding how to protect young people from the dangers of drug abuse.

4. DEA also trains community members and leaders in how to set up a community-based coalition to protect the community from drug abuse.

DEA's Office of Training conducts several training initiatives which are presented to audiences outside the Department of Justice.

1. The Office of International Training conducts approximately 50 training schools per year and trains approximately 1,500 students. These training programs are conducted overseas and encourage four foreign drug enforcement counterparts to initiate and develop self-sufficient narcotics investigative training programs. These programs, funded through the Department of State, include an International Narcotic Enforcement Management Seminar, Basic and Advanced Drug Enforcement Seminars, Financial Investigations Seminars, Executive Leadership Seminars and numerous others.

2. The Office of Training conducts several training initiatives throughout the continental U.S. focusing on state and local law enforcement counterparts. DEA generally provides two Drug Unit Commander Academies per year which are designed for state and local supervisors of state and local drug enforcement units. This program provides training in a number of areas, including leadership, legal issues, and ethics and management.

Immigration and Naturalization Service:

Training Branch, Human Resources Division, HOINS:

1. International Training - The Training Branch developed and delivers two training programs, designed to combat international migrant smuggling, to mid-level managers from Eastern and Central America.

2. We are in the process of developing and delivering instruction on the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) to affected State and local law enforcement officials and interested non-government organizations. Training packages are also under development for foreign consulates.

3. Customs cross-training and recertification for US Customs on the provisions to the Immigration and Nationality Act to include changes that were effected by the IIRIRA.

Records Program:

1. Conducts training on verification of entitlement to immigration benefits. Training is provided upon request to other Federal agencies, as well as to State and local governments.

2. Conducts training on verification of status (employment authorizations) to State governments and to large employers.

3. Provides training and educational programs to rural law enforcement and prosecution agencies on criminal justice issues.
4. In cooperation with INS provides state and local law enforcement agencies with criminal alien training.
5. Provides narcotics task force commanders specialized management training in support of the anti-drug abuse act in the area of multijurisdictional task force approaches to narcotics trafficking.
6. In coordination with ATF provides a nationwide training effort for state and local law enforcement agencies on the investigation of illegal trafficking in firearms, and the use of crime guns as leads in criminal investigations.
7. Provides training to state and local policymakers and practitioners responsible for public safety resource allocation in developing policies, procedures and programs related to the law enforcement and chemical problems associated with the clandestine manufacturing of illegal drugs.
8. Provides training to state and local law enforcement, fire service, clergy and other key local personnel on church arson prevention.
9. Provides training to judges, court administrators, and state judicial educators judicial education.
10. BJA, funded through Byrne Discretionary resources, provides training and technical assistance to Federal, state, and local law enforcement agencies on line of duty deaths. The training and TA is conducted through a grant to Concerns of Police Survivors (COPS). Participating law enforcement agencies are better prepared to assist the families, coworkers, and community in moving forward in the aftermath of a law enforcement officer's line of duty death.

Violence Against Women Grant Office

1. VAWGO, through the STOP Violence Against Women formula grants, provides resources to the States to support training for local law enforcement officers and prosecutors to more effectively identify and respond to violent crimes against women, including sexual assault, domestic violence, and stalking. VAWGO's STOP grants also support judicial education programs to enhance the courts' handling of cases involving violence against women, and training for probation and parole officers to enhance the management of offenders released into the community.
2. Through the STOP Violence Against Indian Women discretionary grants, VAWGO is supporting training to Indian tribal leaders, police officers, prosecutors, and judges on the dynamics of sexual assault and domestic violence and the appropriate tribal justice system response to such violence.
3. Through the Grants to Encourage Arrest Policies, VAWGO supports training for law

Investigations Program/INS Forensic Document Laboratory: Training is provided in the detection of fraudulent immigration and travel documents (passports, visas, Alien Registration Cards, etc.) to State and local governments, foreign governments, and major international airlines.

Federal Prison System, National Institute of Corrections: The National Institute of Corrections provides comprehensive, technical assistance to State and local correctional agencies through the National Institute of Corrections Academy. This training enhances interaction among correctional agencies, other components of the criminal justice system, public policy makers, and concerned public and private organizations.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

1. Through Juvenile Justice Program resources, provides professionals working directly with young people training on "Advancing Youth Development: A Curriculum for Youth Workers."
2. Through Juvenile Justice Program and Missing Children resources, provides educators, students, attorneys, and judges with education and/or training on criminal justice response to parental abduction cases, due process advocacy program development, education in law and juvenile justice and effective community-based approaches for dealing with missing and exploited children.
3. Through Juvenile Justice Program resources, provides corrections and detention personnel and elected officials education and/or training on juvenile detention and corrections, disproportionate minority confinement, and cultural differences for law enforcement and juvenile justice practitioners.
4. Through Juvenile Justice Program and Missing Children resources, provides prosecutors, juvenile unit chiefs, juvenile justice practitioners, victim and witness advocates, law enforcement officials, mental health professionals, and investigators education and/or training child abuse prosecution; parental abduction and juvenile justice prosecution.
5. Through Juvenile Justice Program resources , provides judges, law enforcement, school teachers and administrators on law-related education.
6. Through Missing Children resources, provides law enforcement, prosecutors, district attorneys, child protective services workers, physicians and other medical personnel, community groups and individuals involved with child abuse on development of children's advocacy centers.

Bureau of Justice Assistance

1. Provides to firefighters and emergency medical personnel as first responders to terrorist acts, terrorism response training.
2. In cooperation with the FBI provides state and local law enforcement agencies and prosecutors, anti-terrorism preparedness training.

enforcement officers and prosecutors to enhance tracking of cases involving domestic violence, outstanding protection orders, and violations of protection orders. The Grants to Encourage Arrest Policies also support training for judges and criminal and other courts to ensure that protection orders are enforced and violations of protection orders are considered serious violations of criminal law.

4. VAWGO, through the Rural Domestic Violence and Child Victimization Enforcement discretionary grants, supports public education programs to enhance rural communities' understanding of the dynamics and prevalence of domestic violence and child abuse and the impact of such violence on victims and child witnesses; and to increase the reporting of such violence to local law enforcement and criminal justice officials.

5. VAWGO, through the Training Programs authorized by the Violence Against Women Act, will support training for probation and parole officers who manage sex offenders released into the community. The training, which will be offered for the first time later this year, will address case management, supervision, and relapse prevention.

6. Finally, through its technical assistance program, VAWGO supports training to enhance prosecutors' preparation and trial presentation of domestic violence, sexual assault, and stalking cases; training for police officials on how to respond to police officers in their departments who are involved in violent relationships, and the impact of domestic violence on children who witness it, and the appropriate response by police officers when they encounter children at the scene of a domestic violence incident; workshops for judges to enhance their understanding of stranger and non-stranger sexual violence and ensure an appropriate sanction from the courts; workshops for police officers, prosecutors, victim advocates, and other criminal justice officials on the application of advanced technology, such as protection order registries and offense tracking systems, to reduce and prevent violence against women; training for teams of criminal justice practitioners and victim advocates and service providers on the development of an effective coordinated community response to domestic violence.

National Institute of Justice: The National Institute of Justice oversees administration of a Law Enforcement Family Support (LEFS) grant program authorized by section (Title XXI) of the Violent Crime Reduction and Law Enforcement Act of 1994. This program provides for stress reduction training and related services to law enforcement officers and their families in urban and rural areas throughout the country.

Weed and Seed: EOWS provides training in the wide variety of elements of the Weed and Seed strategy.

- Gun abatement for police officers, prosecutors, and site managers;
- Local evaluation for local evaluation professionals and site managers;
- Safe Haven crime prevention strategies for Safe Haven and site managers;
- Grant application procedures for site grant writers;
- Community mobilization for site managers and residents;

among the States.

Activities with State Correctional Administrators: CPO is working with the Association of State Correctional Administrators (ASCA) to facilitate meetings of the State-Federal, Victims, Substance Abuse, and Juvenile Committees to educate the directors on best practices and current Federal initiatives in these areas.

The Corrections Program Office funded through the Residential Substance Abuse Treatment for State Prisoners Formula Grant Program.

Topical Research and Evaluation: Funds were made available to the States through NIJ to assess the impact of residential substance abuse treatment programs within the States. These evaluations will assist States in determining the effectiveness of these programs and assessing the best practices in this area.

Technical Assistance Conferences and Workshops: National technical assistance conferences and workshops are used to provide training and technical assistance and state-of-the-art information on effective substance abuse programs within correctional environments. These meetings bring together State and local government and criminal justice policy makers and practitioners as well as experts on substance abuse within each State.

The Corrections Program Office is also planning a series of workshops that will be held in various locations around the country. The workshops will provide practitioners with a more in-depth understanding of the essential elements of designing an effective program, and with instruction on how to successfully implement the program. Topics being considered for workshops include therapeutic communities, substance abuse treatment programs for juvenile offenders, and developing and implementing drug testing, sanctioning, and intervention policies.

Site Specific Technical Assistance: Site-specific technical assistance is available to assist State and local agencies in addressing issues related to program design, implementation, and evaluation of current drug testing, sanctions and treatment interventions through cooperative agreements with NIC, the Center for Substance Abuse Treatment (CSAT), the Criminal Justice Institute (CJI), and others. These partnerships allow CPO to provide grantees with assistance by drawing on the expertise of hundreds of practitioners and issue experts with knowledge and experience in state-of-the-art residential substance abuse treatment policies and practices. The technical assistance response is tailored to address the specific needs of the requesting jurisdiction.

- Economic development, for site managers and residents;
- Crime prevention and control programs, for site managers, police, prosecutors, residents, and mayors.

Drug Courts: The Drug Courts Program Office provides training through program funds on how to plan and implement a drug court for local judges, prosecutors, defense lawyers and treatment professionals.

Corrections Program Office: Funded through the Violent Offender Incarceration and Truth-in-Sentencing Incentive Grant Program:

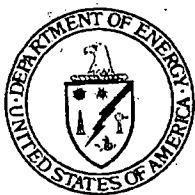
Topical Research and Evaluation: Funds were made available to the States, through NIJ, to conduct policy relevant research and evaluations designed to improve State and local sentencing policies and related correctional practices. This program facilitates the improvement of evaluation capability within State and local criminal justice systems by encouraging partnerships with research institutions.

Technical Assistance Conferences and Workshops: National technical assistance conferences and workshops are used to provide training and technical assistance and state-of-the-art information on effective correctional programs, prison construction, sentencing reform, and other corrections-related issues and programs. These meetings bring together State and local government and criminal justice policy makers and practitioners.

The Corrections Program Office is also planning a series of workshops that will be held in various locations around the country. The workshops will provide practitioners with a more in-depth understanding of the essential elements of designing an effective program, and with instruction on how to successfully implement the program. Topics being considered for workshops include therapeutic communities, substance abuse treatment programs for juvenile offenders, and developing and implementing drug testing, sanctioning, and intervention policies.

Site-Specific Technical Assistance: Site-specific technical assistance is available to assist State and local agencies in addressing issues related to program implementation, sentencing reform, and corrections through cooperative agreements with NIC, the Criminal Justice Institute (CJI), and others. These partnerships allow CPO to provide grantees with assistance by drawing on the expertise of hundreds of practitioners and issue experts with knowledge and experience in state-of-the-art corrections policies and practices. The technical assistance response is tailored to address the specific needs of the requesting jurisdiction.

Data Collection and Information Systems Improvement: CPO and BJS are working cooperatively with the Association of State Correctional Administrators to address the need for more timely and enhanced information to use in formulating sentencing and correctional policy and assessing existing practices. The collaborative effort will result in an inventory of offender-based State corrections information systems and a review of current information interchange capabilities



Department of Energy
Washington, DC 20585

FAX from:

ANNA PULIDO FERRERA
Special Assistant to the Secretary
U.S. Department of Energy
1000 Independence Avenue, S.W.
Room 7B-222

Phone: (202) 586-1400

FAX: (202) 586-7210

TO: Jennifer Klein

FAX # 456 2878

DATE: 5/22/97 TIME: 5:55pm

TOTAL PAGES (Excluding Cover) 10

REMARKS:

Per your request.
Federally - conducted education
programs under DOE.

As you can see, we have
many funded. If you have a different
definition of "federally-conducted" please
let me know and we will work on a new

PART 1-A SUMMARY OF AGENCY AWARDS BY CATEGORY: FY1996

UNITED STATES DEPARTMENT OF ENERGY

TOTAL UNIVERSE OF FUNDS FOR INSTITUTIONS OF HIGHER EDUCATION
\$672,908,263**DISCRETIONARY AWARDS**

CATEGORY	AWARDS TO IHEs*	AWARDS TO HBCU**	AWARDS TO HBCU as % of TOTAL
1. Research & Development	\$546,539,825	\$23,557,856	4.31%
2. Program Evaluation	\$8,836,775	\$88,900	1.01%
3. Training	\$16,731,825	\$520,647	3.11%
4. Facilities & Equipment	\$25,161,058	\$3,204,491	12.74%
5. Fellowships, Traineeships	\$8,187,135	\$132,947	1.62%
6. Student Tuition Assistance	\$4,751,933	\$491,752	10.35%
7. Direct Institutional Subsidies	\$3,915,122	\$250,000	6.39%
8. Third Party Awardees	\$47,765,020	\$6,715,443	14.06%
9. Private Sector Involvement	\$1,800,000		0.00%
10. Administrative Infrastructure	\$1,125,000		0.00%
11. Other	\$8,094,570		0.00%
TOTAL	\$672,908,263	\$34,962,036	5.20%

* Institutions of Higher Education

** Historically Black Colleges and Universities

PART 1-B SUMMARY OF AGENCY AWARDS BY CATEGORY: FY1996

UNITED STATES DEPARTMENT OF ENERGY

TOTAL UNIVERSE OF FUNDS FOR INSTITUTIONS OF HIGHER EDUCATION
\$55,558,747**LEGISLATED or FORMULA DRIVEN AWARDS**

CATEGORY	AWARDS TO IHEs*	AWARDS TO HBCU**	AWARDS TO HBCU as % of TOTAL
1. Research & Development	\$35,692,625	\$483,000	1.35%
2. Program Evaluation			
3. Training	\$250,000	\$250,000	100.00%
4. Facilities & Equipment	\$17,386,122	\$1,080,000	6.21%
5. Fellowships, Traineeships	\$230,000		0.00%
6. Student Tuition Assistance			
7. Direct Institutional Subsidies			
8. Third Party Awardees	\$2,000,000		0.00%
9. Private Sector Involvement			
10. Administrative Infrastructure			
11. Other			
TOTAL	\$55,558,747	\$1,813,000	3.26%

* Institutions of Higher Education

** Historically Black Colleges and Universities

PART 1-C TOTAL AWARDS FY 1996

	IHE	HBCU
DISCRETIONARY	\$672,908,263	\$34,962,036
LEGISLATIVE	\$55,558,747	\$1,813,000
TOTAL	\$728,467,010	\$36,775,036

FY 1996
FEDERAL AGENCY AWARDS TO INSTITUTIONS

STATE/INSTITUTION	R&D	PE	TRAINING	F&E	FELLOWS	SFA	DIS	TPA	PSI	AI	OTHER	TOTALS
LABAMA	2,279,366	0	17,000	0	0	64,600	0	374,141	0	0	0	2,735,107
LABAMA A&M	1,848,366					16,600		232,000				2,096,966
LABAMA STATE	21,000							3,570				24,570
ISHOP STATE COMM.												0
ARVER CAMPUS												0
ONCORDIA COLLEGE												0
REDD STATE TECH												0
AWSON STATE								88,571				88,571
ILES COLLEGE												0
AKWOOD COLLEGE												0
ELMA UNIVERSITY								50,000				50,000
F. DRAKE TECH												0
TILLMAN COLLEGE												0
ALLADEGA COLLEGE												0
RENHOLM STATE TECH												0
USKEGEE UNIVERSITY	410,000		17000			48,000						475,000
ARKANSAS	199,985	0	0	24,399	0	0	0	0	0	0	0	224,384
ARKANSAS BAPTIST												0
PHILANDER SMITH												0
SHORTER COLLEGE				24,399								24,399
J. OF ARKANSAS @ PB	199985											199,985
DELAWARE	90,000	0	0	0	0	0	0	0	0	0	0	90,000
DELAWARE STATE	90,000											90,000
DISTRICT OF COLUMBIA	484000	0	12500	2816092	26483	133000	50000	286322	0	0	0	3808397
HOWARD UNIVERSITY	484,000			2,816,092	19,168	133,000	50,000	211,322				3,713,582
UNIV. OF D. C.			12,500		7,315			75,000				94,815

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FY 1996
FEDERAL AGENCY AWARDS TO INSTITUTIONS (cont'd)

STATE/INSTITUTION	R&D	PE	TRAINING	F&E	FELLOWS	SFA	DIS	TPA	PSI	AI	OTHER	TOTALS
FLORIDA	782262	0	62000	80000	0	0	0	177631	0	0	0	1101893
ETHUNE COOKMAN												0
DWARD WATERS												0
FLORIDA A&M	782,262		62,000	80,000				177,631				1,101,893
FLORIDA MEMORIAL												0
GEORGIA	9271305	86900	287000	0	0	262852	0	1053717	0	0	0	10961774
ALBANY STATE												0
CLARK ATLANTA U.	8,280,349	86,900	2,000			5,500		272,497				8,647,246
FORT VALLEY STATE	250,000		35,000			226,152		526,402				1,037,554
INTERDENOMINATIONAL THEOLOGICAL CENTER												0
MOOREHOUSE COLLEGE								153,000				153,000
MOOREHOUSE MEDICAL								21,500				21,500
MORRIS BROWN												0
PAINE COLLEGE												0
SAVANNAH STATE	281,258					25,400						306,658
SPELMAN COLLEGE	459,698		250,000			5,800		80,318				795,816
KENTUCKY	0	0	0	0	0	0	0	0	0	0	0	0
KENTUCKY STATE												0
LOUISIANA	3,639,123	100,000	92,000	1,244,000	0	10,000	200,000	388,868	0	0	0	5,673,991
DILLARD UNIVERSITY												0
GRAMBLING STATE								42,525				42,525
SOUTHERN U. & A&M	304,265			1,020,000			200,000	278,843				1,803,108
SOUTHERN/BATON ROUGE	157,000		92,000	224,000				55,000				528,000
SOUTHERN/NEW ORLEANS												0
SOUTHERN/SHREVEPORT	188,000											188,000
XAVIER UNIVERSITY	2989858	100000				10,000		12,500				3,112,358
MARYLAND	35,000	0	61,500	0	15,714	12,000	0	83,000	0	0	0	207,214
BOWIE STATE			12,500		15,714			75,000				103,214
COPPIN STATE												0
MORGAN STATE			2,000			12,000						14,000
U. OF MARYLAND ES	35000		47000					8,000				90,000

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STATE/INSTITUTION	R&D	PE	TRAINING	F&E	FELLOWS	SFA	DIS	TPA	PSI	AI	OTHER	TOTALS
MICHIGAN	0	0	0	0	0	0	0	0	0	0	0	0
OWENS COLLEGE OF BUS.												0
MISSISSIPPI	527,400	0	0	0	0	18,500	0	302,423	0	200,000	0	1,048,323
ALCORN STATE								88,571				88,571
JOHNSON JR. COLLEGE												0
ANDERSON COMM. COLLEGE												0
JACKSON STATE	485,000					12,500		201,696		200,000		899,196
MARY HOLMES												0
MISSISSIPPI VALLEY	42,400					6,000		12,156				60,556
RUST COLLEGE												0
DOUGLASS COLLEGE												0
MISSOURI	0	0	0	0	0	0	0	0	0	0	0	0
HARRIS STOWE STATE												0
LINCOLN UNIVERSITY												0
NORTH CAROLINA	1516728	2000	34000	40000	0	24800	0	891790	0	0	0	2509318
BARBER-SCOTIA												0
BENNETT COLLEGE						12,000						12,000
ELIZABETH CITY STATE												0
FAYETTEVILLE STATE	15,000											15,000
JOHNSON C. SMITH												0
LIVINGSTONE COLLEGE												0
N. C. A&T STATE	1,157,728	2,000	19000	40,000				715,540				1,934,268
N. C. CENTRAL	194,000		15,000			12,800		51,250				273,050
ST. AUGUSTINE												0
SHAW UNIVERSITY	150,000							125,000				275,000
WINSTON-SALEM STATE												0
OHIO	132,836	0	0	40,000	0	0	0	50,000	0	0	0	222,836
CENTRAL STATE	22,413							50,000				72,413
WILBERFORCE UNIV.	110423			40,000								150,423
OKLAHOMA	0	0	24,990	0	45,892	0	0	179,918	0	0	0	250,800
LANGSTON UNIV.			24,990		45,892			179,918				250,800

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STATE/INSTITUTION	R&D	PE	TRAINING	F&E	FELLOWS	SFA	DIS	TPA	PSI	AI	OTHER	TOTALS
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0	0	0
HEYNEY UNIV.												0
INCOLN UNIV.												0
SOUTH CAROLINA	173,000	0	119,657	0	4,858	22,500	0	99,997	0	0	0	420,012
ALLEN UNIVERSITY												0
BENEDICT COLLEGE												0
CLAFLIN COLLEGE			119,657		4,858							124,515
CLINTON JR. COLLEGE												0
DENMARK TECH.												0
MORRIS COLLEGE								99,997				99,997
S. C. STATE UNIV.	173,000					22,500						195,500
VOORHEES COLLEGE												0
TENNESSEE	558585	0	2000	0	0	0	0	247968	0	0	0	808551
FISK UNIV.	122,000							245,995				367,995
KNOXVILLE COLLEGE												0
MORRISTOWN CAMPUS												0
LANE COLLEGE												0
LEMOYNE-OWEN	11,595							1,971				13,566
MEHARRY MEDICAL												0
TENNESSEE STATE	424,990		2000									426,990
TEXAS	1096712	0	36000	30000	0	17600	0	431170	0	0	0	1611482
HUSTON-TILLOTSON												0
JARVIS CHRISTIAN			30,000									30,000
PAUL QUINN COLLEGE								25,000				25,000
PRAIRIE VIEW A&M	696,684		6000			17,600		326,150				1,046,434
SAINT PHILLIP'S												0
SOUTHWESTERN CHRIST.												0
TEXAS COLLEGE												0
TEXAS SOUTHERN	400,028			30,000				80,020				510,048
WILEY COLLEGE												0

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STATE/INSTITUTION	R&D	PE	TRAINING	F&E	FELLOWS	SFA	DIS	TPA	PSI	AI	OTHER	TOTALS
IRGINIA	2854554	0	22000	10000	40000	25900	0	561000	0	0	0	3513454
AMPTON UNIV.	1,311,554		22,000	10,000				401,000				1,744,554
ORFOLK STATE	1,375,000					25,900		160,000				1,560,900
SAINT PAUL'S												0
IRGINIA STATE	168,000				40,000							208,000
IRGINIA UNION												0
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0	0	0
BLUEFIELD STATE												0
W. VIRGINIA STATE												0
U.S. VIRGIN ISLANDS	0	0	0	0	0	0	0	50,000	0	0	0	50,000
UNIV. OF THE V. I.								50,000				50,000
VARIOUS HBCU								1,537,500				1,537,500
GRAND TOTAL	23640856	188900	770647	4284491	132947	591752	250000	6715443	0	200000	0	36775036

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HSI FUNDING BY DEPARTMENT OF ENERGY, FISCAL YEAR '96 AWARDS:

NAME OF HISPANIC SERVING INSTITUTION	TYPE OF AWARD	AMOUNT OF AWARD
	Defense Programs:	
Miami-Dade Comm. College	3rd Party-Indirect	\$12,000.
Florida International Univ.	Research & Development	\$104,000.
Luna Tech. Vocational Inst.	3rd Party-Indirect	\$52,100.
NM Highlands Univ., LV.	Research & Development	\$17,885.
" " " "	3rd Party-Indirect	\$884,265.
NM State Univ., Las Cruces	Research & Development	\$4,226,901.
" " " "	3rd Party-Indirect	\$513,849.
Northern NM CC, Espanola	Research & Development	\$10,045.
" " " "	3rd Party-Indirect	\$144,983.
Santa Fe CC, Santa Fe	Research & Development	\$162,797.
" " " "	3rd Party-Indirect	\$131,875.
Univ. of NM, Albuquerque	Research & Development	\$9,287,754.
" " "	3rd Party-Indirect	\$2,615,543.
TX A&M, Corpus Christi	3rd Party-Indirect	\$25,000.
Univ. of TX at El Paso	Research & Development	\$168,800.
" " "	3rd Party-Indirect	\$32,000.
Univ. of Houston, Downtown	Research & Development	\$72,581.
" " "	3rd Party-Indirect	\$25,364.
University of Turabo, PR	Research & Development	\$100,000.
" " "	3rd Party-Indirect	\$444,050.
Metropolitan Univ., PR	3rd Party-Indirect	\$95,075.
U of Puerto Rico, Mayaguez	Research & Development	\$85,100.
" " " "	3rd Party-Indirect	\$48,000.

	Energy Research:	
Calif. State Univ., LA	Training	\$116,795
Florida Int'l Univ., Miami	Research & Development	\$566,533
" " " "	3rd Party-Indirect	\$170,000
NM Highlands Univ., LV	3rd Party-Indirect	\$100,000
NM State Univ., Las Cruces	Research & Development	\$655,374
" " " "	3rd Party-Indirect	\$110,000
Univ. of NM, Albuquerque	Research & Development	\$1,763,486
CUNY City College, NY	Research & Development	\$1,023,299
Univ. of TX, San Antonio	Research & Development	\$5,945
Univ. of Houston, Downtown	" "	\$708,000
University of Turabo, PR	3rd Party-Indirect	\$200,000
Metropolitan University, PR	Research & Development	\$200,000
U of Puerto Rico, Mayaguez	" "	\$84,000
" " " , San Juan	Research & Development	\$925,000
Society for Advancement of Chicanos & Native Americans	Other	\$36,000
Hispanic Minority On-Line Information Service	Other	\$94,534
Federal Information Exchange (50% MOLIS)	Other	\$29,021
Self Reliance Foundation	Other	\$124,990
Hispanic Association of Colleges & Universities	Other	\$99,575
	Fossil Energy:	
Univ. of PR, Mayaguez	Internships (Faculty/Student)	\$20,000
Various Majority Universities	Hispanic Internships	\$35,000

	Policy & International Affairs	
Raising Hispanic Academic Achievement	Other	\$10,000
	Energy Efficiency & Renewable Energy	
San Bernardino Valley Coll.	Research & Development	\$50,000
TX State Tech. College, HLN	Student Tuition, Scholarship	\$12,000
Univ. of PR, Mayaguez	Research & Development	\$60,397
" " , San Juan	" "	\$81,225
" " , Ponce Tech.	" "	\$65,645
" " , Rio Piedras	" "	\$88,367
	Environmental Management	
Florida Int'l Univ., Miami	Research & Development	\$2,767,294
Albuquerque Tech. Voc. Inst.	Training	\$496,998
New Mexico Highlands	Research & Development	\$125,000
Univ. of Turabo, PR	Research & Development	\$300,000
Univ. of Texas at El Paso	Research & Development	\$125,000
National Hispanic Scholarship Fund	Scholarship and Tuition	\$220,000
Southwest Center for Environmental Excellence & Opportunity	Research & Development	\$500,000

Compiled by the Office of Economic Impact & Diversity, May 23, 1997 (Version #1, total of three pages).