



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

The White House Initiative office has received numerous requests for more information about the Clinton Administration's Hispanic Education Action Plan (Plan). For fiscal year 1999, the Administration requested an increase of over \$600 million and Congress appropriated \$520 million for selected programs that can address the educational needs of many Hispanic students. The Plan is intended to help Latino youngsters master the basics of reading and math; help them learn English, stay in school, and prepare for college. Ultimately, the Plan is intended to help Latinos succeed in college -- so they can graduate and seize all the promise of their future.

The Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, the National Economic Council, the Department of Education, and the White House Initiative on Educational Excellence for Hispanic Americans. It is a response both to the final report of the Hispanic Dropout Project, **No More Excuses**, and to the earlier recommendations of the President's Advisory Commission on Educational Excellence for Hispanic Americans from their report **Our Nation on the Fault Line: Hispanic American Education**.

It is important to note that the funding for the Plan is for existing programs, not new educational initiatives necessarily targeted to Hispanic Americans. Specific information about each of these programs is available at the Department of Education web site [<http://www.ed.gov>]. The following table provides more detail of the funding increase for each program requested by the Administration and the final congressional appropriation for FY1999.

Hispanic Education Action Plan -- FY1999

(Increase in funding by program)

<u>Program</u>	President's Request	Actual Appropriation
Title I	\$ 391,768	\$ 300,788
Bilingual Education	33,000	26,000
Adult Education	33,449	24,449
Comprehensive School Reform	55,000	25,000
TRIO	53,333	70,333
Hispanic Serving Institutions	16,000	16,000
Migrant Education	49,216	49,216
High School Equivalency Program (HEP)	2,366	1,366
College Assistance Migrant Program (CAMP)	2,919	1,919
Migrant Youth Job Training (DoL)	5,000	5,000
Total:	\$ 642,051	\$ 520,071

Attached is additional information on each of the programs, including a chart of the President's Advisory Commission recommendations, the Administration's announcement of the Plan, and basic program summaries, appropriations, and contact information.

**President's Response and FY99 Appropriation to the
President's Advisory Commission on Educational Excellence for Hispanic Americans
"Our Nation on the Fault Line": Hispanic American Education**

Programs	President's Advisory Commission Recommendations	President's proposed FY 1999 budget	Actual FY 1999 budget appropriation
Comprehensive School Reform*	- Improve quality of instruction & condition of schools that Latinos attend - Address Hispanic high school drop out rates; - Enhance capacity to teach bilingual & multicultural students	\$30 million increase (20%) in existing program to reform schools with high dropout rates	\$30 million increase (25%) in the existing program; can be used to reform schools with high dropout rates
Bilingual Education*	- Equip educators to effectively teach bilingual & multicultural students - Promote multilingualism for all Americans	\$33 million increase (17%) to train more teachers over the next 5 years	\$26 million increase (9%) for existing programs and expand teacher training
TRIO Programs*	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$53 million increase (10%) for all programs combined	\$70 million increase (13%) for all programs combined
Hispanic-Serving Institutions (HSIs)*	- Commit special initiatives and resources to <u>HSIs</u>	\$16 million increase (133%)	\$16 million increase (133%)
Migrant Education Program*	- Increase resources to better meet needs	\$50 million increase (16%)	\$50 million increase (16%)
High School Equivalency Program (Migrant HEP)*	- Increase resources to better meet needs	\$2.4 million increase (31%)	\$1.4 million increase (18%)
College Assistance Migrant Program (CAMP)*	- Increase resources to better meet needs	\$2.9 million increase (138%)	\$1.9 million increase (92%)
Migrant Youth Job Training Demonstration [Dept. of Labor]*	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$5 million, new investment	\$5 million, new investment
Adult Education/ESL*	- Establish programs to train young and other adults for a technology driven workplace	\$33 million increase (9%); \$20 million of it for model ESL	\$24.4 million increase overall (7%)
High Hopes for College/ Gear Up	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$140 million (new program) \$15 million - Info. Campaign (new program)	\$120 million (new program)
Title I*	- Increase resources to better meet need	\$392 million increase (5.3%)	\$300.8 million increase (5.3%)
Head Start [HHS]	- Improve participation of Latino preschoolers and parents in early childhood programs	\$305 million increase (7%)	\$305 million increase (7%)
Goals 2000	- Increase resources to better meet need	\$10 million increase (2%)	\$0 million increase (0%)
Teacher Recruitment and Training	- Develop national campaign to recruit more educators who effectively teach bilingual & multicultural students - Improve the quality of instruction	\$65 million (\$350 million over 5 years)	\$75 million (new program)

**President's Response and FY99 Appropriation to the
President's Advisory Commission on Educational Excellence for Hispanic Americans
"Our Nation on the Fault Line": Hispanic American Education**

Programs	President's Advisory Commission Recommendations	President's proposed FY 1999 budget	Actual FY 1999 budget appropriation
Education Opportunity Zones	- Improve the quality of instruction - Improve knowledge, skills, and cross cultural competencies of teachers and administrators - Improve the condition of schools	\$200 million (\$1.5 billion over 5 years)	\$0 (initiative not included)
After-School and 21st Century Learning Center	- Provide access to quality learning environments for Hispanic students	\$200 million (\$1 billion over 5 years)	\$160 million increase
Modern School Buildings	- Improve condition of schools	\$19.4 billion in zero-interest bonds over 2 years	\$0 (initiative not included)

***Hispanic Education Action Plan**

Hispanic Education Action Plan - FY1999

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Hispanic Education Action Plan

THE WHITE HOUSE

Office of the Vice President

For Immediate Release

February 2, 1998

"America's future prosperity depends on our ability to provide a sound education to all of our children. The President's Hispanic education initiative will offer Latino students a better chance to develop their full academic potential so they can contribute the full force of their talent to the success of America in the Twenty-First Century."

-- Vice President Gore, February 2, 1998

EXCELLENCE IN EDUCATION

THE CLINTON ADMINISTRATION'S HISPANIC EDUCATION ACTION PLAN

Vice President Gore today (2/2) announced the Administration's \$600 million Hispanic education action plan. In his State of the Union address, President Clinton reinforced his commitment to excellence in education for all Americans. America cannot prosper as a nation unless educational opportunity is made available to all of our children. Today, about 14 percent of the school-age population is Latino; by 2020, the proportion will grow to about 22 percent. Hispanic students are among the nation's most educationally disadvantaged. To address this educational disparity, the Clinton Administration's FY99 Budget includes more than \$600 million dollars for a comprehensive action plan based on high standards and research-based school reform:

I. \$393 Million to Strengthen Basic Reading and Math Skills: Students, including those with limited English skills, must be held to challenging academic standards, with a firm foundation in reading and math. President Clinton proposes to increase funding for Title I -- the largest elementary and secondary program --

by 5.3 percent -- a \$393 million increase -- to meet these critical needs for all disadvantaged students. Thirty-two percent of those served are Latino.

II. \$66 Million to Train 20,000 Teachers to Teach Students English, and Help Adults Learn English: A 17 percent increase -- \$33 million -- in the Federal program for children with limited English skills would help train 20,000 teachers over five years to more effectively teach English in the context of high academic standards. A \$33 million increase in adult education will provide more parents and other adults with English training, including the first year of a five-year, \$100 million effort to promote model approaches to adult English-as-a-Second Language (ESL) programs.

III. \$30 Million to Transform Schools with High Dropout Rates: The President is calling for a 25% expansion of a new effort to reform failing schools, specifically targeting schools with high-dropout rates. This increase will allow low-achieving schools to receive expert advice to adopt research-based models to improve teaching and learning.

IV. \$69 Million to Prepare Disadvantaged Youth for Success in College: The federal TRIO programs fund outreach and support programs to help disadvantaged students prepare for and successfully complete college through counseling and academic assistance. One of the programs -- Upward Bound, which helps high school students with academic preparation for college -- has been found to be especially helpful to Hispanic youth. The President has proposed a \$40 million (20 percent) increase in funding for Upward Bound. All other TRIO programs will receive a total increase of \$13 million. In addition, the Federal program to strengthen colleges with large Latino populations is slated for a \$16 million -- 133 percent -- increase.

V. \$60 Million to Improve Education Programs for Migrant Youth and Adults: Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton seeks significant increases in the Migrant Education Program (16 percent increase of \$50 million), High School Equivalency Program (HEP: 31 percent increase of \$2.4 million), College Assistance Migrant Program (CAMP: 138 percent increase of \$2.9 million) and Migrant Youth Job Training Demonstration (a new \$5 million).

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OTHER CLINTON ADMINISTRATION ACTIONS TO IMPROVE EDUCATION FOR HISPANIC AMERICANS

The Hispanic Education Action Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, and the White House Initiative on Educational Excellence for Hispanic Americans. It is a response both to the final report of the Hispanic Dropout Project, No More Excuses, and to the earlier recommendations of the President's Advisory Commission on Educational Excellence for Hispanic Americans, Our Nation on the Fault Line.

As a result of these and other efforts, the Administration has not only invested in programs that address the education needs of Hispanic Americans, but has also taking a number of other actions to improve Federal programs. Below is a sample of some of the current or planned actions.

Getting Information to Parents and Students.

- The Education Department is improving its toll-free line to make it easier for Spanish-speaking callers to get the information they need, and to expand the capacity to handle large influxes of calls that could result from public service announcements.
- Univision, the country's largest Spanish language television network, is partnering with the Department in several cities with large Hispanic populations to develop TV spots and other programming with education themes.
- About 200,000 Spanish-language copies of the Education Department document, Getting Ready for College Early, were distributed by La Opinion — the largest Spanish newspaper in the U.S. La Opinion will also make the document available on computer disk to other newspapers, as well as on its web site.

Helping all Children to Read Independently by the End of the Third Grade. The America Reads Challenge includes several efforts directly targeted to Hispanic and limited-English students and their families.

- The Read*Write*Now! Campaign which combats "summer reading drop-off" through the use of reading partners for children, the active use of libraries, and new vocabulary -- has developed Spanish language tutoring kits that will be distributed to Hispanic communities.
- With the Education Department, Scholastic, Inc. created and disseminated 50,000 posters conveying the message "Reading is Power/Leer es Poder" to commemorate Hispanic Heritage Month for 1997. The poster includes reading activities in English and Spanish that teachers and parents can reproduce for use in the classroom and at home.
- The League of United Latin American Citizens (LULAC), the nation's largest constituency-based organization of Hispanics, has committed to work with the Department to prepare its 110,000 members to tutor Hispanic students through the America Reads Challenge.

Encouraging Parental Involvement in Early Childhood. For America's working families, the President has proposed that \$22 billion be devoted over five years to improve child care -- the largest investment in the nation's history. This will double the number of children covered by child care subsidies, help working families pay for child care through tax credits, and improve the safety and quality of child care. To enable more young children to improve their readiness for school, 1998 funding for Head Start was increased by \$374 million for a total of \$4.4 billion. The Department of Health and Human Services (HHS) will implement an outreach plan to ensure that programs are reaching the Hispanic community and that Head Start efforts are linking effectively with kindergarten and first grade. As a part of that effort, HHS will identify and disseminate a "best practices" guide for serving limited-English children.

Promoting Successful Models for Dropout Prevention. School and community leaders need "one-stop shopping" for ideas and information on best practices for keeping kids in school. The Education Department will provide thorough dropout prevention resources through its various research centers. In addition, as part of the Comprehensive School Reform program, the Department will identify model approaches that show promise in reducing high dropout rates, and that address the needs of limited-English proficient children, and will encourage states to use FY98 funding to implement those models where needed.

Increasing Technology in the Classroom. To ensure that all schools take advantage of the funding available through the \$2 billion Technology Literacy Challenge Fund and the E-rate discounts of up to 90 percent to connect to the Internet, the Education Department will target technical assistance workshops to communities with large populations of Hispanic students.

Providing Second Chances and Job Training Opportunities. \$250 million has been appropriated for FY99, targeted to the highest poverty areas in the country, to help out-of-school youth (age 16-24) become employable. Currently six cities are funded. In New York City, 67 percent of those served are Hispanic; in Houston, 65 percent; in Los Angeles, 50 percent.

Collecting Data and Supporting Research. The Department of Education and the National Center for Educational Statistics will seek to acquire more information to increase awareness of education issues involving Hispanics and limited-English students. For example, to ensure that limited-English students fully benefit from tests they are given, the Department plans to invest approximately \$5 million in 1998 research that addresses the most urgent questions relevant to assessment of limited-English students.

Forming an Interdepartmental Council for Hispanic Education Improvement. The Administration's initiative on education excellence for Hispanic Americans will launch a new interdepartmental council for Hispanic educational improvement this spring. Senior level representatives from all Departments will participate in the council and in working groups on early childhood, K through 12, undergraduate and graduate education and community and federal employment to pursue aggressive programs to improve educational opportunities for the nation's Latino community.

PRESIDENT CLINTON'S FY 1999 BALANCED BUDGET EDUCATION: PREPARING OUR CHILDREN FOR THE 21ST CENTURY

MAINTAINING THE COMMITMENT TO MAKING EDUCATION OUR NUMBER ONE PRIORITY. Building on the historic balanced budget agreement in 1997 which secured the largest education investment in 30 years and the largest investment in higher education since the G.I. Bill in 1945, the President's FY 1999 budget supports initiatives that will dramatically strengthen elementary and secondary education. These proposals will help ensure that all students start out in a small class with a good teacher, in a safe, modern school. They will also

help ensure that students, especially in high poverty urban and rural areas, attend schools where high standards are taken seriously and kids are given the help they need to succeed. The President's proposals will dramatically expand access to safe havens for after-school learning, and ensure that low-income students receive the support and encouragement to finish school and continue onto college.

Small Classes with Qualified Teachers to Improve Reading in Grades 1-3. President Clinton is proposing a \$12.4 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This will help ensure that every child receives personal attention, learns to read independently and gets a solid foundation for further learning. The new initiative will reduce class size in grades 1-3 to a nationwide average of 18, providing funds to help local school districts hire an additional 100,000 well-prepared teachers. The initiative will also provide funds to states and local school districts to test new teachers, develop more rigorous teacher testing and certification requirements, and train teachers in effective reading instruction practices. Schools districts will be accountable for demonstrating gains in reading achievement. These steps will help ensure that first through third grade students are receiving high-quality reading instruction in smaller classes from competent teachers.

Modern School Buildings to Improve Student Learning. In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, President Clinton is proposing Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered half the interest on an estimated \$20 billion in bonds. The tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years. Of the \$22 billion in bond authority, nearly \$20 billion is for a new School Modernization Bonds. Half of this bond authority will be allocated to the 100 school districts with the largest number of low-income children, and the other half will be allocated to the States. In addition, the President is proposing a more than \$2.4 billion expansion of the Qualified Zone Academy Bonds, school-business partnerships that will include funding for school construction and renovation.

Education Opportunity Zones: Helping Students in Poor Communities Reach High Standards. This initiative will strengthen public schools and help students master the basics where the need is the greatest: in high poverty urban and rural

communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately 50 high poverty urban and rural school districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) end social promotion and turn around failing schools. Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

Expanding Access to Safe After-School Care. To help create safe, positive learning environments for American school-age children who lack adult supervision during a typical week, the President has proposed to increase the 21st Century Learning Center Program by \$800 million over five years. The program will support school-community partnerships that expand or establish programs providing after-school care for up to half a million children a year.

Early Intervention to Promote College Attendance. President Clinton will soon announce a long-term effort to bring college opportunity to children in high-poverty areas by providing their families with early information about financial aid and the best courses to take to be well-prepared for college, as well as support services to help the children stay on track through high school graduation and into college.

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Title I, Part A (formerly Chapter 1) Program—Improving Basic Programs Operated by Local Education Agencies, Education for the Disadvantaged

Basic Information

Topical Heading: Disadvantaged

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.010

Agencies Who May Apply (Categories): State Education Agencies

Who May Apply (Specify): The secretary of the interior may also apply; local education agencies and Indian tribal schools are subgrantees of state education agencies and the secretary of the interior.

Type of Assistance (Categories): Formula Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act (ESEA) of 1965, Title I, Part A, as amended, 20 U.S.C. 6301-6514

Program Regulations: 34 CFR Part 200

Program Description: This program provides formula grants through state education agencies (SEAs) to local education agencies (LEAs) to improve teaching and learning in order to enable low-achieving children to meet challenging state content and student performance standards.

Federal funds are currently allocated through two formulas, with most of the funds distributed as Basic Grants. Concentration grants provide additional funds to counties and LEAs where the number of poor children exceeds 6,500 or 15 percent of the total school-age population. Federal allocations are based primarily on the number of children from low income families and state per-pupil expenditures for education.

LEAs target funds to schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must target Title I services to children who are failing, or most at risk of failing, to meet state academic standards. Beginning in 1996, schools enrolling at least 50 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school. (Prior to 1996, higher poverty thresholds applied.)

Types of Projects: More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, science, and computers, and special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

Education Level: K-12, Preschool

Subject Index: Compensatory Education, Educationally Disadvantaged, High Risk Students, Language Arts, Low Income, Mathematics, Poverty, Reading

Appropriations:

Fiscal Year 1997: \$7,295,232,000

Fiscal Year 1998: \$7,375,232,000

Awards Information:

Number of New Awards Anticipated: 53

Average Award: \$140,000,000

Range of Awards: \$16,000,000 - \$830,000,000

Note: The Department is not bound by any estimates in this notice.

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Comprehensive School Reform Demonstration Program

Basic Information

Topical Heading: School Reform

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.332A

Who May Apply (Categories): State Education Agencies

Current Competitions: SEA applications for federal formula awards starting in 1998

Type of Assistance (Categories): Formula Grants

Type of Assistance (Specify): Formula grants under Title I, section, and under the Fund for the Improvement of Education (FIE)

Program Details

Legislative Citation: P.L. 105-78;

Program Description: This program, first funded in 1998, provides formula grants to state education agencies (SEAs) for competitive grant awards to local education agencies and participating schools. Schools receive annual awards of not less than \$50,000 to adopt or develop comprehensive school reforms based on reliable research and effective practices. SEAs are encouraged to give competitive preference to LEAs that target funds on schools that have low levels of student achievement and high dropout rates.

Types of Projects: All participating schools must use program funds to adopt or develop research-based comprehensive school reform approaches that: (1) employ innovative strategies and proven methods for student learning, teaching, and school management; (2) have a comprehensive design for effective school functioning, including instruction, assessment, classroom management, and professional development that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students to meet challenging state content and performance standards and addresses needs identified through a school needs assessment; (3) provide high-quality and continuous teacher and staff professional development and training; (4) have measurable goals for student performance and benchmarks for meeting those goals; (5) are supported by school faculty, administrators, and staff; (6) provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities; (7) utilize high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement; (8) include a plan for the evaluation of the implementation of school reforms and the student results achieved; (9) identify how other resources (federal/state/local/private) available to the school will be utilized to coordinate services to support and sustain the school reform.

Education Level: K-12

Subject Index: Comprehensive Programs, Research

Appropriations

Fiscal Year 1997: \$0

Fiscal Year 1998: \$145,000,000

Fiscal Year 1999: \$145,000,000

Awards Information

Number of New Awards Anticipated: 52

Average Award: \$2,788,462

Range of Awards: \$318,175 - \$16,293,800

Note: The Department is not bound by any estimates in this notice.

Contact Information

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OESE, Comprehensive School Reform Demonstration Program

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Adult Education--Basic Grants to States

Basic Information

Topical Heading: Adult Education

Administering Office: Office of Vocational and Adult Education (OVAE)

CFDA #84.002

Who May Apply(Categories): State Education Agencies

Who May Apply(Specify): The following recipients are eligible to apply to state education agencies for funds: local education agencies; community-based organizations of demonstrated effectiveness; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; nonprofit institutions that have the ability to provide literacy services to adults and families; and consortia of the agencies, organizations, institutions, libraries, or authorities previously described.

Current Competitions: Awards are made automatically to state education agencies on a formula basis.

Type of Assistance(Categories): Formula Grants

Program Details

Legislative Citation: Adult Education and Family Literacy Act of 1998, Section 211(b).

Program Regulations: None at this time.

Program Description: This program provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy programs.

Education Level: Adult, Out of School Youth

Subject Index: Adult Education, Adult Learning, Adult Literacy, Out of School Youth, State Federal Aid

Appropriations:

Fiscal Year 1997: \$340,339,000

Fiscal Year 1998: \$345,339,000

Fiscal Year 1999: \$365,000,000

Awards Information:

Note: The Department is not bound by any estimates in this notice.

Contact Information:

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OVAE, Division of Adult Education and Literacy

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Telephone: (202) 205-9872

Adult Education--National Leadership Activities
Adult Education National Program--Evaluation and Technical Assistance

Basic Information

Topical Heading: Adult Education

Administering Office: Office of Vocational and Adult Education (OVAE)

CFDA #84.191

Who May Apply(Specify): Public or private nonprofit agencies, organizations, or institutions are eligible for grants, cooperative agreements, or contracts. Business concerns are eligible for contracts.

Current Competitions: Competitions are held when a national evaluation study is funded. This is done on an as-needed basis.

Type of Assistance(Categories): Contracts

Program Details

Legislative Citation: Adult Education and Family Literacy Act of 1998, Section 243.

Program Regulations: None at this time.

Program Description: This program supports national evaluations of the impact of federal money allocated to the states for adult education and literacy programs. It also supports technical assistance to the states regarding adult education and literacy programs.

Types of Projects: Projects include: professional development, national evaluations and surveys, curriculum development, distance learning, data analysis, professional papers/seminars/colloquia, and technical assistance.

Education Level: Adult, Out of School Youth

Subject Index: Adult Education, Adult Learning, Adult Literacy, Technical Assistance

Appropriations

Fiscal Year 1997: \$4,998,000

Fiscal Year 1998: \$4,998,000

Fiscal Year 1999: \$6,000,000

Awards Information

Note: The Department is not bound by any estimates in this notice.

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Bilingual Education Training for All Teachers

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.195B

Who May Apply(Categories): Institutions of Higher Education, Local Education Agencies, Nonprofit Organizations, Other Organizations and/or Agencies, State Education Agencies

Who May Apply(Specify): Institutions of higher education, nonprofit organizations, and other organizations that have a consortia agreement with a local or state education agency.

Current Competitions: February 23, 1999

Type of Assistance(Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 3, as amended, 20 U.S.C. 7473

Program Regulations: None

Program Description: The program provides discretionary grants for professional development of bilingual education teachers and other education personnel for the purpose of improving education services to limited English proficient students.

Types of Projects: Professional Development

Education Level: Postsecondary

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking, Professional Development, Teacher Education

Appropriations:

Fiscal Year 1997: \$0

Fiscal Year 1998: \$0

Fiscal Year 1999: \$3,500,000

Awards Information

Number of New Awards Anticipated: 18

Average Award: \$200,000

Range of Awards: \$100,000 - \$250,000

Note: The Department is not bound by any estimates in this notice.

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OBEMLA

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Bilingual Education Teachers and Personnel Grant

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
CFDA #84.195A

Who May Apply(Categories): Local Education Agencies, State Education Agencies

Who May Apply(Specify): Other organizations include institutions of higher education that have consortia arrangements with local or state education agencies. The state education agency and local education agencies for in-service professional development programs that have consortia arrangements are also eligible.

Current Competitions: Closes February 23, 1999

Type of Assistance(Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 3, as amended, 20 U.S.C. 7473

Program Regulations: None

Program Description: The program provides discretionary grants to institutions of higher education that have entered into consortia arrangements with local or State educational agencies for professional development of bilingual education teachers and other education personnel for the purpose of improving education services to limited English proficient (LEP) students.

Education Level: Postsecondary

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking, Professional Development, Teacher Education

Appropriations

Fiscal Year 1997: \$4,682,000

Fiscal Year 1998: \$12,500,000

Fiscal Year 1999: \$23,000,000

Awards Information

Number of New Awards Anticipated: 50

Average Award: \$200,000

Range of Awards: \$150,000 - \$250,000

Note: The Department is not bound by any estimates in this notice.

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Bilingual Education Comprehensive School Grants

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.290U

Who May Apply(Categories): Local Education Agencies

Who May Apply(Specify): Local education agencies alone or in collaboration with an institution of higher education, community-based organizations, or state education agency.

Current Competitions: February 26, 1999

Type of Assistance (Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 1, as amended, 20 U.S.C. 7424

Program Regulations: None

Program Description: The program provides discretionary grants for schoolwide bilingual education or English-as-a-second-language programs and other special alternative instructional programs to schools with concentrations of limited English proficient students. Programs should reform, restructure, and upgrade all relevant programs and operations that serve all (or virtually all) limited English proficient (LEP) students in a particular school. Grants may be used for family education, parent outreach, curriculum development, instructional materials, improved assessment procedures, education software, tutoring and counseling, and professional development that improves services to LEP students, or for compensation of personnel trained to serve LEP students.

Education Level: K-12

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking

Appropriations

Fiscal Year 1997: \$69,512,000

Fiscal Year 1998: \$84,500,920

Fiscal Year 1999: \$91,000,000

Awards Information

Number of New Awards Anticipated: 24

Average Award: \$250,000

Range of Awards: \$150,000 - \$350,000

Note: The Department is not bound by any estimates in this notice.

Contact Information

Name: Harry Logel

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U.S. Department of Education

OBEMLA

330 C Street, SW, Room 5082

Washington, DC 20202-6510

Fax: (202) 205-8680

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Migrant Education--High School Equivalency Program (HEP)

Basic Information:

Topical Heading: Migrant Education

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.141

Who May Apply (Categories): Nonprofit Organizations

Who May Apply (Specify): Institutions of higher education or a public or nonprofit private agency in cooperation with an institution of higher education

Current Competitions: None.

Type of Assistance (Specify): Competitive five-year project grants

Program Details

Legislative Citation: Higher Education Act of 1965, Title IV, Part A, Subpart 5, as amended, 20 U.S.C. 1070d-2(b)

Program Regulations: EDGAR

Program Description: Helps migratory and seasonal farmworkers (or children of such workers), 16 years of age or older and not currently enrolled in school, to obtain the equivalent of a high school diploma and subsequently to gain employment or begin postsecondary education or training. Competitive, five-year grants for HEP projects are made to institutions of higher education or other nonprofit private agencies that cooperate with such institutions.

Types of Projects: HEP participants receive developmental instruction and counseling services intended to prepare them (1) to complete the requirements for high school graduation or the general education development (GED) certificate (2) to pass a standardized test of high school equivalency and (3) to participate in subsequent postsecondary education or career activities. HEP major services include counseling, placement services, health care, financial aid stipends, housing for residential students, and cultural and academic programs. HEP serves about 3,600 students annually.

Subject Index: Academic Subjects, Adult Education, Daily Living Skills, Health, Migrants

Appropriations

Fiscal Year 1997: \$7,441,000

Fiscal Year 1998: \$7,634,000

Fiscal Year 1999: \$9,000,000

Awards Information

Number of New Awards Anticipated: 25

Average Award: \$375,000

Range of Awards: \$150,000 - \$495,000

Note: The Department is not bound by any estimates in this notice.

Contact Information:

Name: Mary Suazo

Internet Address: Mary_Suazo@ed.gov

Mailing Address:

U.S. Department of Education

OESE, Office of Migrant Education

400 Maryland Avenue, SW, Room 3E227, FOB6

Washington DC 20202-6134

Fax: (202)205-0089 Telephone: (202)260-1396

Migrant Education--Basic State Formula Grant Program

Basic Information

Topical Heading: Migrant Education

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.011

Who May Apply (Categories): State Education Agencies

Who May Apply (Specify): cont., the District of Columbia, and Puerto Rico.

Type of Assistance (Categories): Formula Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title I, Part C, as amended, 20 U.S.C. 6391-6399

Program Regulations: 34 CFR 200

Program Description: Funds help ensure migratory children have the opportunity to meet the same challenging state content and performance standards all children are expected to meet. Priority is given to migratory children who are failing or at risk of failing to meet state content and performance standards and whose education has been interrupted by a "qualifying" move during the past three years. Federal funds are allocated by formula to SEAs, based on each state's per-pupil expenditure for education and counts of migratory children, ages 3-21, residing within the state. The Secretary can set aside up to \$6 million for contracts/grants to improve intra- and inter-state migrant coordination activities.

Types of Projects: States identify eligible children and provide education and support services, including: academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, special guidance, counseling and testing services, health services, and preschool services.

Education Level: Pre-K, K-Adult

Subject Index: Health, Migrant Education, Migrant Workers, Migrants, Mobility

Appropriations

Fiscal Year 1997: \$305,473,000

Fiscal Year 1998: \$305,473,000

Fiscal Year 1999: \$354,689,000

Awards Information

Number of New Awards Anticipated: 51

Average Award: \$5,900,000

Range of Awards: \$62,000 - \$89,000,000

Note: The Department is not bound by any estimates in this notice.

Contact Information:

Name: Sam Harris

Internet Address: Sam_Harris@ed.gov

Mailing Address:

U.S. Department of Education

OESE, Office of Migrant Education

400 Maryland Avenue, SW

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Migrant Education—College Assistance Migrant Program (CAMP)

Basic Information

Topical Heading: Disadvantaged

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA: #84.149A

Who May Apply(Categories): Nonprofit Organizations

Who May Apply(Specify): Institutions of higher education or a nonprofit private agency in cooperation with an institution of higher education may apply.

Current Competitions: None

Type of Assistance(Specify): Competitive five-year project grants

Appropriations

Fiscal Year 1997: \$2,028,000

Fiscal Year 1998: \$2,081,000

Fiscal Year 1999: \$4,000,000

Awards Information:

Number of New Awards Anticipated: 12

Average Award: \$325,000

Range of Awards: \$150,000 - \$450,000

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Higher Education Act of 1965, Title IV, Part A, Subpart 5, as amended, 20 U.S.C. 1070d-2(c)

Program Regulations: EDGAR

Program Description: CAMP assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in the first undergraduate year at an institution of higher education to complete their study for that year. Competitive five-year grants for CAMP projects are made to institutions of higher education or to other nonprofit private agencies that cooperate with such institutions.

Types of Projects: CAMP services include: counseling, tutoring, skills workshops, financial aid stipends, and housing assistance to eligible students in their first year of college and limited follow-up services to participants after their first year. CAMP serves approximately 360 participants annually.

Education Level: Undergraduate

Subject Index: Colleges, Migrants

Contact Information:

Name: Mary Suazo

Internet Address: Mary_Suazo@ed.gov

Mailing Address:

U.S. Department of Education

OESE, Office of Migrant Education

400 Maryland Avenue, SW

Room 3E227, FOB6

Washington DC 20202-6134

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Hispanic Serving Institutions Program

Basic Information

Topical Heading: Higher and Continuing Education

Administering Office: Office of Postsecondary Education (OPE)

CFDA: #84.031S

Who May Apply (Categories): Institutions of higher education must be designated eligible for the Title V Strengthening Hispanic Serving Institutions Program.

Current Competitions: Competitions are held every two years. The next competition will be FY 2000.

Type of Assistance(Categories): Five-year development grants awarded competitively

Program Details:

Legislative Citation: Higher Education Act of 1965, Title III, Part A, Section 316, as amended.

Program Regulations: 34 CFR Part 607

Program Description: This program helps eligible institutions of higher education increase their self-sufficiency by providing funds to improve and strengthen their academic quality, management, and fiscal capabilities.

Types of Projects: Funds may be used for faculty development; administrative management, development, and improvement of academic programs; and for joint use of facilities and student services.

Education Level: Postsecondary

Subject Index: Higher Education, Staff Development

Appropriations:

Fiscal Year 1997: \$10,800,000

Fiscal Year 1998: \$12,000,000

Fiscal Year 1999: \$28,000,000

Awards Information:

Number of New Awards Anticipated: 37

Average Award: \$325,000

Note: The Department is not bound by any estimates in this notice.

Contact Information:

Name: Blanca Westgate

Internet Address: blanca_westgate@ed.gov

Mailing Address:

U.S. Department of Education
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Washington, DC 20202-5335
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Telephone: (202) 708-9926

Federal TRIO Programs

The Federal TRIO Programs are educational opportunity programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes five distinct outreach programs targeted to serve and assist students to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.

Over the years, the TRIO Programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The Higher Education Amendments of 1972 added the fourth program to the TRIO group by authorizing the Educational Opportunity Centers. The 1976 Education Amendments authorized the Training Program for Federal TRIO Programs, initially known as the Training Program for Special Programs Staff and Leadership Personnel. Amendments in 1986 added the sixth program, the Ronald E. McNair Postbaccalaureate Achievement Program. Additionally, in 1990, the Department created the Upward Bound Math/Science program to address the need for specific instruction in the fields of math and science. The Upward Bound Math/Science program is administered under the same regulations as the regular Upward Bound program, but it must be applied for separately. The legislative requirements for all six TRIO programs can be found in the Higher Education Act of 1965, Title IV, Part A, Subpart 2. Persons requesting additional information can contact the TRIO Clearinghouse at www.trioprogams.org.

Program Overviews

EDUCATIONAL OPPORTUNITY CENTERS: The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions.

Types of projects: •Academic advice •Personal counseling •Career workshops •Information on postsecondary educational opportunities •Information on student financial assistance •Assistance in completing applications for college admissions, testing and financial aid •Coordination with nearby postsecondary institutions •Media activities designed to involve and acquaint the community with higher education opportunities •Tutoring •Mentoring

Eligible applicants: Educational Opportunity Centers projects may be conducted by institutions of higher education, public and private not-for-profit agencies, a combination of institutions, agencies, and organizations and in exceptional cases, secondary schools. Only these entities may apply under this program. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Participants must reside in the target area served by an Educational Opportunity Center. The students must be at least 19 years old and two-thirds of them must be potential first-generation college students and low-income persons. If the services of a Talent Search program are not available in the target area, persons under 19 may be served.

Application/Competition: Competitions for the funding of Educational Opportunity Centers are held every fourth year. Applications for FY 1998 funding were submitted in September 1997. The next competition under this program will be in summer or fall of 2001.

RONALD E. MCNAIR POST BACCALAUREATE ACHIEVEMENT: The goal of McNair is to increase graduate degree attainment of students from segments of society that are underrepresented.

Type of Projects: •Research opportunities for participants who have completed their sophomore year of college •Mentoring •Seminars and other scholarly activities designed to prepare students for doctoral studies •Summer internships •Tutoring •Academic counseling •Assistance in obtaining student financial aid •Assistance in securing admission and financial aid for enrollment in graduate programs

Eligible participants: Only institutions of higher education and combinations of institutions of higher education are eligible to apply for McNair awards. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Students who qualify for McNair must be enrolled in a degree-granting program at an eligible institution. In all projects, at least two-thirds of the participants must be low-income, potential first-generation college students. The remaining participants may be from groups that are underrepresented in graduate education.

Applying for a grant/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 2, 1998.

STUDENT SUPPORT SERVICES: The goal of Student Support Services (SSS) is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next.

Types of projects: Instruction in basic study skills •Tutorial services •Academic, financial, or personal counseling •Assistance in securing admission and financial aid for enrollment in four-year institutions •Assistance in securing admission and financial aid for enrollment in graduate and professional programs •Information about career options •Mentoring •Special services for students with limited English proficiency

Eligible applicants: SSS projects may only be sponsored by institutions of higher education or combinations of institutions of higher education. Institutions must assure that SSS participants will be offered financial aid packages sufficient to meet their full financial needs. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Only potential first-generation college students, low-income students, and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be either disabled or potential first-generation college students from low-income families. One-third of the disabled participants must also be low-income students.

Application/next competition: Student Support Services competitions are held every fourth year. Applications for FY 1997 funding were submitted in October 1996. The next closing date for receipt of applications under this program will be in the summer or fall of 2000.

TALENT SEARCH: The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

Type of projects: Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs •Career exploration and aptitude assessment •Tutorial services •Information on postsecondary education •Exposure to college campuses •Information on student financial assistance •Assistance in completing college admissions and financial aid applications •Assistance in preparing for college entrance exams •Mentoring programs •Special activities for sixth, seventh, and eighth graders •Workshops for the parents of participants

Eligible applicants: Talent Search projects may be sponsored by institutions of higher education, public or private agencies or organizations, a combination of the above, and in exceptional cases, secondary schools. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Students must be between the ages of 11 and 27 and have completed the fifth grade. In any given project, two-thirds of the participants must be students who are low-income and potential first-generation college students.

Application/next competition: Competitions for Talent Search funding are held every fourth year. Applications for FY 1998 funding were submitted in October 1997. The next closing date for receipt of competitive applications under this program will be in the summer or fall of 2001.

TRAINING PROGRAM FOR FEDERAL TRIO PROGRAMS STAFF: The Training Program for Federal TRIO Programs provides funding to enhance the skills and expertise of project directors and staff employed in the Federal TRIO Programs.

Types of projects: The Training program provides training and information on the following topics: Student retention and graduation strategies •Reporting student retention and project performance •Counseling services •Legislative and regulatory requirements •Assisting students in securing adequate financial aid •The design and operation of model TRIO projects •New director training •Coordinating activities

Eligible applicants: Only institutions of higher education as well as public and private not-for-profit institutions or organizations may apply. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Individuals who are employed (or who are preparing for employment) in a TRIO project are eligible to participate in training programs.

Application/next competition: Competitions for Training funding are held every second year. Applications for FY 1998 funding were submitted in October 1997. The next closing date for receipt of competitive applications under this program will be in winter of 2001.

UPWARD BOUND: The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.

Types of projects: All Upward Bound projects MUST provide instruction in math, laboratory science, composition, literature, and foreign language. Other services include:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to academic programs and cultural events
- Tutorial services
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams

Eligible applicants: Only institutions of higher education, public or private not-for-profit agencies, a combination of institutions, agencies, and organizations, and in exceptional cases, secondary schools may apply. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: In order to qualify for the program, students must have completed the 8th grade; are between the ages of 13 and 19 (except veterans); and must have a need for academic support in order to pursue a program of postsecondary education. All students must be either from low-income families or be potential first-generation college students. The program requires that two-thirds of the participants in a project must be both low-income and potential first-generation college students. The remaining one-third must be either low-income or potential first-generation college students. Students are selected based on recommendations from local educators, social workers, clergy, or other interested parties.

Application/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 30, 1998.

UPWARD BOUND MATH/SCIENCE: The goal of the program is to help students recognize and develop their potential to excel in the fields of math and science and encourage them to pursue postsecondary degrees in math and science.

Types of projects: Summer programs of intensive math and science training •Year-round counseling and advisement •Exposure to university faculty who do research in math and science •Computer training •Participant-conducted scientific research under the guidance of a faculty member or graduate student serving as the participant's mentor.

Eligible applicants: Upward Bound Math/Science projects may only be sponsored by institutions of higher education, public or private not-for-profit agencies or organizations, a combination of institutions, agencies, or organizations, and, in exceptional cases, secondary schools. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Student applicants must be eligible to participate in the Upward Bound program and must have completed the ninth grade. However, participants do not necessarily have to be participating in a regular Upward Bound program. Two-thirds of all participants must be low-income, potential first-generation college students. The remaining one-third must be low-income or potential first-generation college students.

Application/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 2, 1998.

For additional information for each of the TRIO programs, contact the teams listed below.

Robert L. Belle, Director (202) 708-4804

College and University Preparation Team (202) 708-5545

- Talent Search
- Upward Bound
- Upward Bound Math/Science
- Educational Opportunity Centers

College and University Support Team (202) 708-5546

- TRIO Training Program
- Student Support Services
- McNair Program



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EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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FAX COVER SHEET

Number of pages (including cover): 13

To:

Ruby Shonir

Fax Number: 202-456-6687

From:

Sarita E. Brown

Date: July 14, 1999

Subject:

The First Lady and Hispanic Educational Issues - 14 July, 1999
Carlos Rodríguez, Ph.D. - Bio

Dr. Carlos Rodríguez is a Senior Research Analyst at the American Institutes for Research in Washington, DC. As a career educator, Dr. Rodríguez has had teaching, administrative, research and evaluation experience across the entire educational spectrum: elementary, secondary, college and university, and adult education. Dr. Rodríguez has demonstrated expertise in the design and direction of the research and evaluation components of national and multi-site educational intervention models including those that target special student populations with a particular focus on issues relevant to the U.S. Hispanic community.

Currently, he serves as the Project Director for the external evaluation of two national educational projects, the Partnerships for Health Professions Project (PHPE) of the Bureau of Health Professions of the Human Resources and Services Administration (HRSA) and the evaluation of the *Equity 2000 Project* of the College Board. These evaluations focus on both policy and program assessments. In these assessments, he leads teams of research staff to monitor and analyze, through quantitative and qualitative methods, the short-term and long-term effects of these national initiatives. The goal of the PHPEs is to increase the applicant pool of minority individuals who will seek careers in the health professions. PHPEs establish regionally based partnership models (7 sites) between community based organizations, health care providers and all levels of the education pipeline from elementary and secondary schools through medical and professional schools. The goal of *Equity 2000* is to close the gap between minority, disadvantaged, poor and mainstream students in college attendance and completion primarily through a high school mathematics intervention initiative.

In the Fall of 1996, he completed a major report on the educational status of Hispanic Americans for the White House Initiative on Educational Excellence for Hispanics, *"America on the Fault Line: Hispanic American Education."* This report analyzed policy and programmatic issues relevant to the educational progress of Hispanic Americans from infant care and pre-school through professional education. It has been cited by Vice President Gore on behalf of President Clinton as the first comprehensive look at the education of Hispanics and is being utilized "as a blueprint to address the education needs and challenges of Hispanic Americans."

Dr. Rodríguez has made numerous presentations at national conferences on his research on the persistence of undergraduate minority students in science and engineering that involve policy and programmatic interventions throughout a student's educational career. He is a Spencer Fellow of the Woodrow Wilson Foundation that supported his work: *Minorities in Science and Engineering: Patterns for Success*, which has been cited in several professional and scholarly publications. He volunteers as an adult ESL teacher in the Washington, DC area, reviews grants proposals for the Department of Education and the Sloan Foundation, and is active in several national professional associations. Dr. Rodríguez also serves as a member of the GPRA working group at HRSA to monitor grantee progress to assure HRSA compliance with the Reinventing Government Act. Dr. Rodríguez also holds appointments as Associate Professor in the College of Education at American University, Faculty Mentor at Walden University and Faculty and Advisor to the Doctoral Program in Educational Leadership at Johnson & Wales University.

Dr. Rodríguez holds a Ph.D. in Higher Education from the University of Arizona and a Masters degree in Bicultural and Bilingual Studies from the University of Texas at San Antonio. He is fluent in both Spanish and English.

CARLOS RODRIGUEZ

Education

- Ph.D. 1993, University of Arizona, Tucson, AZ, Higher Education Administration
- M.A. 1988, University of Texas at San Antonio, San Antonio, Texas, Bicultural-Bilingual Studies
- B.A. 1967, St. Edwards University, Austin, TX, English Literature

Present Position

American Institutes for Research
Senior Research Analyst

Responsible for conducting and directing research, evaluation, and technical assistance projects examining education practice and policy. Special focus on elementary, secondary, post-secondary and adult education issues with minority and at-risk populations. Further responsibilities include designing and managing research projects, supervising and conducting data collection and analysis procedures, developing technical assistance procedures and materials, and preparing reports for public and private clients. Expertise also includes business development and budget planning and management.

Professional Experience

Project Director, External Evaluation of The Equity 2000 Project of the College Board, (1995–Present). Senior manager of evaluation to assess the impact of a national education reform project of The College Board that requires all students in seven major, urban school districts to enroll in and complete algebra and geometry in high school. The goal of the project is to close the gap in college access and success between minority and disadvantaged students and non-minority students. Responsibilities include implementing the evaluation design, developing survey and course enrollment and completion instruments, interview, focus group, and classroom observation protocols, supervising all data collection and analyses activities, data presentations, and preparation of national reports. Served as *Deputy Director* from 1994–1995, and *Research Analyst* from 1993–1994.

Project Director, The Evaluation of The Partnerships for Health Professions Education, Division of Disadvantaged Assistance, Bureau of Health Professions, Health Resources and Services Administration. (1997–Present). Manage national evaluation of the development and impact of an educational partnership model, elementary through professional school. The purpose of the partnership model is to create a wider and higher qualified applicant pool of minority students interested in pursuing careers in the health professions. Responsibilities include implementing and revising the evaluation design, coordinating quantitative and qualitative methodological approaches including interview, focus group, and on-site protocols, supervising all data collection and analyses activities, data presentations, and preparation of quarterly and national reports. Responsibilities also include working closely with the Director and staff of the Division of

Disadvantaged Assistance to monitor the development and progress of the health profession partnership model at seven sites across the nation.

Senior Research Analyst, National "What Works" Evaluation of Adult ESL Students, (1995-Present). Task Leader of national evaluation of the impact of instructional approaches and methods on improving the literacy skills of low-literate adult learners. Responsibilities include assisting in the design and review of telephone and mails survey instruments, conducting and analyzing focus groups with teachers and bilingual students, training research assistants to conduct telephone surveys, analyzing assessment instruments utilized in adult ESL education programs with low-literate learners, and coordinating implementation of on-site study design.

Senior Research Analyst, The Latin American Educational Indicators Project, (1996-1998). Task leader for the development of educational indicators for Latin American and Caribbean nations. Responsible for the development and analysis of a Latin American database with comparable demographic, economic, educational and socio-historical data. Responsibilities also include establishing a network of researchers working in this field in the private and public sector, nationally and internationally.

Senior Research Analyst, A Profile of Hispanic Serving Institutions (1995-1997). Developed a report profiling Hispanic serving institutions in the United States by presenting an analysis of institutional and demographic data including enrollment, tuition, and degree trend data. Conceptualized the notion of an "emerging" Hispanic serving institution due to the changing demographic composition of several areas in the United States.

Senior Research Analyst, National Institute on Governance, Finance, Policy-Making and Management (1996). Responsible for coordinating logistics and internal panel communication for national expert panel on governance, finance, policy-making and management issues in education.

Deputy Director, A Study of Institutional and Student Responses to Higher Education Cost Pressures In the 1990s (1994-1996). Task leader for field study component and cross-site analysis of institutional responses to increasing costs in colleges and universities; conducted on-site interviews and focus groups with administrators, faculty and students. Assisted in the preparation of the final report for the Office of Educational Research and Improvements for the U.S. Department of Education.

Senior Research Analyst, Training Guides for the Head Start Learning Community, Supporting Families In Crisis (1995-1996). Conducted and analyzed on-site focus groups with Head Start grantees in the District of Columbia to field-test a national training guide to support families in crisis for the Head Start Bureau of the Administration for Children and Families.

Senior Research Analyst, National Review of Head Start Monitoring, Training and Technical Assistance (1995-1996). Conducted on-site regional focus groups with Head Start grantees in the West, Northwest and Mountain states to determine what is working, not working and how to improve the national Head Start monitoring and training and technical assistance

initiative. Responsibilities also included providing within-case analysis of focus group data and the preparation of written reports.

Senior Research Analyst, The Head Start Family Support Conference (1994-1995). Member of national conference planning design team for Head Start family assistance grantees. Conducted conference focus groups on identifying and solving community-based needs.

Research Analyst, The Saudi Arabian Skills Development and Assessment Centers Project (1993-1994). Task leader for the supervision of student-teacher internships of Saudi Arabian professionals in Washington, DC metropolitan area special education centers. Responsible for development and implementation of class observation protocols and providing continuous feedback to improve specific pedagogical expertise.

Graduate Research Associate, Vice President's Office of Academic Outreach and International Affairs (1989-1993). Responsible for academic appeals and complaints brought by undergraduate and graduate students; performed liaison activities on memoranda of agreement with Mexican, Central and South American colleges and universities including the coordination of higher education linkages with Mexico; University of Arizona representative to the Arizona-Mexico Commission Educational Committee; organized and coordinated a tri-national conference on NAFTA & Educational Policy; active role in President's budget priorities and strategic planning initiatives, and founding member of the University of Arizona Diversity Action Council.

Consultant Services

The Presidential Commission on Educational Excellence for Hispanic Americans (1996). Prepared and published the Commission's national report, *Our Nation on The Fault Line: Hispanic American Education*. Responsibilities included synthesizing and analyzing primary and secondary data sources, coordinating the overall publication of the document, writing and managing pre-publication copy, and continuous liaison with the White House Initiative office and the Presidential Commission. As of the summer of 1999, 100,000 copied of the report have been distributed throughout the nation.

The MacKenzie Groups (1996). Developed panel presentation and workshop on assessment of minority students in higher education for first national conference on the Models of Institutional Excellence initiative.

National Action Council for Minorities in Engineering [NACME] (1995-1996). Member of proposal design team of NACME. Developed proposal for within case and across case analysis of factors related to persistence in under graduating engineering fields.

Minority Access to Research Careers [MARC] (1994-1995). Advisor to the national evaluation of the MARC program of the National Institute of General Medical Sciences of the National Institute of Health.

Argonne National Laboratories (1994-1995). Advisor to the national evaluation of the Undergraduate Student Research Participation program of the U.S. Department of Energy. Provided consultative services on the integration of the critical incident technique to identify factors affecting the persistence of minority students in engineering, mathematics and science fields.

The Alliance for Undergraduate Education, The University of Pennsylvania (1992-1993). Conducted on-site institutional audit of the California State University of Northridge of the effects of diversity that included interviews and focus groups with students, faculties and administrators.

The Mexican American Studies Center, The University of Arizona (1990-1992). Developed a proposal for \$300,000 that was subsequently funded (and renewed) to support ten doctoral students per year for four years in studies related to Hispanic education needs.

The Division of Language, Reading and Culture, the College of Education of the University of Arizona (1989-1991). Conducted qualitative and quantitative analysis of multi cultural content inclusion of all course syllabi of the College of Education.

Additional Activities

Volunteer Adult ESL Instructor, Washington, DC (1994-present). Teacher team-leader for Basic through level three English-as-a-Second Language students.

Adjunct Associate Professor, The College Education, American University (on-going since Spring 1998). Responsible for teaching graduate seminar on Cultural Factors in American Higher Education and Foundations of Educational Administration and Organization Management.

Faculty, Scholar In Residence Program of Pennsylvania State University (Summers 1997 and 1995). Responsible for graduate seminar on Minority issues in Higher Education. For the summer of 1994, conceptualized and developed a seminar theme on the Measure of Diversity in Higher Education.

Adjunct Faculty, ESL/Bilingual Certification Curriculum, Continuing Education Division, The University of Phoenix, Tucson, Arizona (1991-1993). Courses Taught: Curriculum Development for ESL/Bilingual Educators, Methods of Integrating Culturally Related Concepts into the ESL/Bilingual Curriculum, Teaching ESL in the Content Areas.

Curriculum Development Specialist, Continuing Education Division, University of Phoenix, Phoenix, Arizona (1992-1993). Course Authorship: The Cultural Component of ESL/Bilingual Education and Instruction; Foundations and Assessment of ESL/Bilingual Populations.

Faculty of Record, Center for Transfer Students, The University of Arizona (1991-1993). Responsible for coordinating and teaching summer classes for community college transfer students.

Adult Educator, Citizenship and ESL Instructor, Pima County Adult Education (1990-1993).
Teacher team-leader for Basic through level three English-as-a-Second Language students.

Employment History

1995- Present	Senior Research Analyst, Pelavin Research Center of the American Institutes for Research, Washington, DC
1993-1995	Research Analyst, Pelavin Associates, Inc. Washington, DC
1989-1993	Faculty of Record & Research Graduate Associate, The University of Arizona, Tucson, AZ
1984-1989	Elementary, Middle School and High School bilingual teacher, public and private schools, San Antonio, TX Real Estate and Auto Leasing and Sales, San Antonio, TX
1982-1984	Private Educational Consultant, Central TX Restaurant Manager, Austin, TX Real Estate Sales Associate, San Antonio, TX
1972-1982	Senior Trainer, Southwest Educational Development Laboratory, Austin, TX
1970-1972	Alumni Director, St. Edwards University, Austin, TX
1969-1970	Consultant, Office of Public Information, The United Nations, New York, NY, author of feasibility study for the involvement of youth in international development
1967- 1969	Field Director, the Collegiate Council for the United Nations, The United Nations Association, New York, NY

Professional Affiliations

American Educational Research Association
 Association for the Study of Higher Education
 Higher Education Group of Washington, DC
 Hispanic Association of Colleges and Universities
 National Association of Bilingual Education
 National Association for Research in Science Training
 Phi Delta Kappa
 Teachers of English to Speakers of Other Languages
 United Nations Association
 Washington Area Education Group-National Academy of Science

Presentations

"Preliminary Findings of the Senior Survey Report of the Equity 2000 Project" at the American Educational Research National Conference, Montreal, Canada, April 1999.

"Preliminary Findings of the Senior Survey Report of the Equity 2000 Project" to the National Site Coordinators Committee of The College Board, Washington, DC, May 1999.

"Preliminary Findings of the Summative Evaluation of the Equity 2000 Project" to the National Advisory Committee of The College Board, Washington, DC, April 1997.

"Higher Education in the United States," invited speaker on "Conversemos En Esta Noche," ("Let's Talk Tonight"), a live simulcast call-in broadcast with the Voice of America throughout Latin American and Caribbean nations, March 1997.

"Higher Education in the United States," invited speaker for a Voice of America taped broadcast to Middle Eastern nations, March 1997.

"Minority Students in the Health Profession Pipeline," The Office of Minority Health Programs, the Department of Health and Human Services, Washington, DC, February 1997.

"Minorities in Higher Education . Roadblocks and Solutions," The Council on Graduate Medical Education, Washington, DC, June 1996.

"What the Data Tell Us About Student Retention," paper presentation, The National Action Council for Minorities in Engineering 10th. Annual Meeting, Atlanta, Georgia, June 1995.

"Strategies for Keeping Minority Students in Science and Engineering," paper presentation, Third Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Cornell University, April, 1995.

"The Critical Elements of K-12 Math and Science Reform," paper presentation, The American Association for the Advancement of Science 1996 Annual Meeting and Science Innovation Exposition, Baltimore, Maryland, February 1996.

"What the Data Tell Us About Student Retention," paper presentation, The National Action Council for Minorities in Engineering 10th. Annual Meeting, Atlanta, Georgia, June 1995.

"Strategies for Keeping Minority Students in Science and Engineering," paper presentation, Third Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Cornell University, April, 1995.

"The Critical Elements of K-12 Math and Science Reform," paper presentation, The American Association for the Advancement of Science 1996 Annual Meeting and Science Innovation Exposition, Baltimore, Maryland, February 1996.

"What the Data Tell Us About Student Retention," paper presentation, The National Action Council for Minorities in Engineering 10th. Annual Meeting, Atlanta, Georgia, June 1995.

"Strategies for Keeping Minority Students in Science and Engineering," paper presentation, Third Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Cornell University, April, 1995.

"Keeping Minorities and Women in Science and Engineering," paper presentations and Chair, Panel Discussion. Expanding Minority Opportunities, First Annual National Conference sponsored by the Coalition to Increase Minority Degrees, Arizona State University, January 1995.

Critical Review and Discussant on two papers, "Public University Fee Policies: The Cases of the Universidad National Autonoma de Mexico" and "Learning Outcomes Assessment in the New World: What Lessons for the New South Africa." AHSE International Conference, The Association for the Study of Higher Education, Annual Conference, Tucson, Arizona, 1994.

"Keeping Minority Students in Science and Engineering," paper presentation, The Association for the Study of Higher Education, Annual Conference, Tucson, Arizona, 1994.

"Patterns for Success: Minorities in Science and Engineering," The National Institute of Health, Washington, DC, 1994.

"Racism in the Academy," The Association for the Study of Higher Education, Annual Conference, Pittsburgh, Pennsylvania, 1994.

"Patterns for Success: Minorities in Science and Engineering," The American Indian Research Opportunities Symposium, Montana State University, Bozeman, Montana, 1994.

"Minority Students on Non-Minority Campuses," Quality Education for Minorities (QEM) Summit, Washington, DC, 1993.

"Patterns for Success: Minorities in Science and Engineering," Post Session, AERA Annual Meeting, Atlanta, Georgia, 1993.

"Increasing Minority Student Access and Success," Arizona Compact for Minority Student Achievement. Annual State Meeting, Phoenix, Arizona, 1992.

"How Policy Makers Address Minority Student Retention," Association for the Study of Higher Education, Annual Meeting, Boston, Massachusetts, 1991.

Moderator, "Town Meeting on the University of Arizona Campus Climate," Diversity in Action Conference, Tucson, Arizona, 1991.

Panel Chair, "The Minority Graduate Student Experience," The Third National Conference of the National Association of Graduate and Professional Students, University of Oklahoma, 1991.

"Racism On Campus, Racial Harmony Through Racial Understanding," Conference, Campus Christian Center, University of Arizona, 1991.

"Diversity and Student Challenges," New Horizons Program, Associated Students of the U of A, University of Arizona, 1990.

"American Campuses and Diversity," The Mortar Board Association-Regional Meeting, University of Arizona, 1990.

"The Diversity Action Plan of the University of Arizona," The Parent's Association of the Alumni, University of Arizona, 1990.

Publications

Education in Latin America: Trends and Challenges, Conceptual and analytic paper on education indicators in Latin America. NCES, 1999.

The Equity 2000 Evaluation: The Senior Survey Analysis of Cohorts 1,2,3. AIR, Palo Alto, 1999.

The Measure of Diversity: The Case of Penn State, A critical review of diversity policy and practice at Penn State University, in press, The Center for the Study of Higher Education, Pennsylvania State University, in progress.

The Practitioner's Perspective, A critical review of "Science, Mathematics and Engineering: A Study, by E. Smith. Sloan Foundation and NACME working conference on Minorities in Science, Mathematics and Engineering, Oxford University Press, 1998.

The Summative Report of the Equity 2000 Project of The College Board, Washington, DC, Pelavin Research Institute of the American Institutes for Research, (in progress) 1997.

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94), Statistical Analysis Report, National Center for Educational Statistics, Washington, DC, 1997.

Our Nation on the Fault Line: Hispanic American Education, President's Advisory Commission on Educational Excellence for Hispanic Americans, The White House Initiative for Educational Excellence for Hispanic Americans, Washington, DC, September 1996.

Higher Education Cost Pressures in the 1990's: Institutional Responses. Postsecondary Education Division, the Office of Educational Research and Improvement, the U.S. Department of Education, Washington, DC, 1996.

A Profile of Hispanic Serving Institutions, Pelavin Research Institute, Office of Educational Research and Improvement, Department of Education, Washington, DC, 1996.

The 1994-1995 National Implementation Report of the Equity 2000 Project of The College Board, Pelavin Research Institute, Washington, DC, 1996.

The College Board's Equity 2000 National Implementation Report for 1993-1994, Pelavin Research Institute, Washington, DC, 1995.

The 1994 Equity 2000 Summer Mathematics Institute Report, Pelavin Research Institute, 1995.

Counselor Focus Group Report, Spring 1995: Preliminary Summary Findings, Pelavin Research Institute, Washington, DC, 1995.

The 1994 Summer Guidance Institutes: Follow-up Survey Report, Pelavin Research Institute, Washington, DC, 1995.

The 1992 and 1993 Summer Math Institutes: Follow-up Survey Report, Pelavin Research Institute, Washington, DC, 1995.

The 1992 Summer Guidance Institutes: One-Year Follow-Up Study, The College Board's Equity 2000 Project, Report Number 69, Pelavin Associates, Incorporated, Washington, DC, 1994.

Manual of Appropriate Practices, Version 1.0, (for developmentally challenged learners, children and adults), Pelavin Associates, Incorporated, Washington, DC, 1994.

Crucial Practices of Diversity, A Project Report of the Alliance for Undergraduate Education, Pennsylvania State University, 1994.

What Works in Undergraduate Science and Mathematics, Leadership: Challenges for the Future, Project Kaleidoscope, The National Association of Independent Colleges, critical review. Washington, DC, 1994.

A Synthesis of Effective Practices in Science Education: A Comprehensive Review of Research, the National Institute of General Medical Sciences of the National Institutes of Health, 1994.

The Cultural Component of ESL/Bilingual Education and Instruction, Foundations and Assessment of ESL/Bilingual Populations, (two graduate curriculum modules), The University of Phoenix, Arizona, August 1993.

Minorities in Science and Engineering: Patterns for Success, The University of Arizona, unpublished dissertation, 1993.

How Policy Makers Address Minority Student Retention, ERI, 339310, April, 1992.

Fifth Grade, Bilingual Mathematics Textbooks, Editorial Consultant on Bilingual (Spanish/English) version, Silver, Burdett and Ginn and Company, New Jersey, 1990.

The Minority Graduate Student Experience, The Graduate Student Voice, Graduate College Newsletter, the University of Arizona, Tucson, Arizona, 1990.

Bilingual Oral Language and Reading Program, Teacher Manuals and Student Texts, first and second grade bilingual language development curriculum, National Educational Laboratory Publishers, Austin, Texas, 1975.

Theories of Language Learning and Reading, Staff Development Manual, National Educational Laboratory Publishers, Austin, Texas, 1975.

An Analysis of Gifted Behavior in Mexican American Children, Southwest Educational Development Laboratory, Austin, Texas, 1972.

Awards

Spencer Dissertation Award, Woodrow Wilson Foundation, 1992-1993.

Distinguished Service Award for Graduate Students, Graduate College, University of Arizona, April, 1991.

Bilingual Education Fellows Program, Mexican American Studies and Research Center, University of Arizona, 1990-1993.

Centennial Graduate Achievement Award, University of Arizona, December 1990.

The Latino Graduate Fellows Seminar, Inter-American University Program, UCLA, June 1990.

Minority Graduate Student Fellowship, University of Arizona, 1989-1990.

Languages

English, Spanish, and French

Research Interests

Education policy and practice related to under represented populations in United States.

The evaluation of the effects of diversity in colleges and universities.

Postsecondary education: Strategies for the persistence of undergraduate and graduate minority students; higher education access and retention policy, and finance.

Pre-School through Post-Secondary education reform initiatives.

Bilingual, Multi cultural, Adult, and Comparative International Education.

Effective pedagogy approaches with adult learners.