
U.S. Department of Agriculture (USDA)

The U.S. Department of Agriculture is comprised of the following components: Food and Consumer Service; Forest Service; Foreign Agricultural Marketing Service; National Agricultural Statistics Service; Natural Resource Conservation Service; Animal and Plant Health Inspection Service; Cooperative State Research, Education, and Extension Service.

1993-95 and 1996 Hispanic American Participation

- Approximately \$106.7 M was distributed in discretionary funds to Institutions of Higher Education (IHE)
- \$1.9 M or 1.8% was awarded to Hispanic Serving Institutions (HSIs)
- Approximately \$10.6 M is projected for 1996; \$29,800 or .28% will go to HSIs
- 84% or \$89.8 M of the discretionary funds was for research and development, 1.3% went to HSIs
- \$2.5 M from discretionary funds went to fellowships, internships, etc.
- Of those funds, HSIs received approximately 23.6%
- \$2.7 M was awarded from legislative awards; 2.2% or \$60,000 went to HSIs

Participants

- I. In 1993, Food and Consumer Service had 4.9 M participants
- II. 22.5% or \$1.1 M were Hispanic Americans
- III. In 1994, Food and Consumer Service had 5.4 M participants
- IV. 24.2% or \$1.3 M were Hispanic Americans
- V. State Research, Education, and Extension Service participants had approximately 63M participants in 1993; approximately 5% were Hispanic American
- VI. In 1994-95 the Hispanic American participation rate remained relatively stable
- VII. No changes are expected in 1996

Measurable Goals and Objectives

- I. Continue program and prepare strategic plan for the USDA/HACU Leadership Group
- II. Continue the USDA Summer Internship and the HACU Summer Intern Program
- III. Establish Center of Excellence programs to strengthen education, research, and service programs
- IV. Continue the Hispanic Mentoring Program.

a)

b) Exemplary Programs

- V. Center of Excellence at the Inter-American University of Puerto Rico, San German Campus established in

August 1994

VI. Hispanic Association of Colleges and Universities (HACU) summer internship program

VII. Executive-on-Loan to HACU

VIII. USDA Regional Hispanic Liaison Officer positions stationed at HSIs who are members of HACU

IX. Federal Information Exchange (FEDIX/MOLIS) minority student database

X. Coop-In-Residence Program designed to increase internships, cooperative education, and other employment opportunities

XI. Hispanic Mentoring Program which targets middle and high schools.

a)

Note: 1995 and 1996 data was not available for Food and Consumer Service. Information was insufficient for all other programs, or there was not enough to conduct an analysis.

United States Agency for International Development (USAID)

The U.S. Agency for International Development overall priority areas include: protecting the environment, building democracy, stabilizing world population growth and protecting human health, encouraging broad-based economic growth, providing humanitarian assistance and aiding post crisis transition. It includes eight national bureaus and five regional bureaus: Bureau for Africa, Bureau for Asia and the Near East, Bureau for Latin America and the Caribbean, Bureau for Europe and the New Independent States, and Bureau for Humanitarian Response.

Because USAID's mandate is international development, and the majority of its programs and activities are outside the U.S., education-related programs affecting the Hispanic American population is through grants for research and development, fellowships, traineeships, student tuition assistance, and scholarships, awarded for institutions specializing in foreign affairs. Some institutions have a long history of substantive involvement in international affairs and have trained international affairs leaders in the United States and other countries, i.e., the University of Texas system. Many Hispanic Serving Institutions, however, have little or no first hand experience overseas, and therefore, are limited in their readiness to participate fully in development assistance programs. The following information is related to activities which offer opportunities for professional and institutional development in foreign affairs for Institutions of Higher Education/Hispanic Serving Institutions (IHEs/HSIs).

1993-95 and 1996 Hispanic Americans Participation

I. \$816.1 M awarded to Institutions of Higher Education (IHEs) and related activities (discretionary funds); over 65% went to research and development projects

II. \$8.3M or 1% was awarded to Hispanic Serving Institutions (HSIs)

III. \$645.1M is projected to be awarded to IHEs and related activities in 1996

\$28.8M or 4.4% is expected to go to HSIs; an increase of over 75%; increase will be in training funds

Participants

I. 8.9% Hispanic American participation in USAID student programs, i.e., Presidential Management Intern

II. 10% Hispanic American participation in Internship Investment Program

III. 5% Hispanic American participation in International Development Internship Program

a)

Measurable Goals and Objectives

- I. Increase the number of HSI prime contractors
- II. Decrease the importance of overseas experience requirement in the competitive procurement process
- III. Implement an automated procurement monitoring system to report on funds provided to HSIs
- IV. Continue Hispanic Association of Colleges and Universities (HACU) Partnership for International Development, to provide training and technical assistance to HSIs interested in international affairs
- V. Increase HSI community college involvement through the Board of International Food Agricultural Development and Economic Cooperation

Exemplary Programs

- I. Bureau for Latin America and the Caribbean, and Global Bureau, established to involve more HSIs
- II. Minority On-Line Information Service (MOLIS) provides information on and for HSIs
- III. University Development links U.S. colleges/universities and developing country institutions
- IV. Internship Investment Program is designed for women and minorities to consider foreign service careers
- V. International Development Internship prepares candidates for foreign service officer careers; targets individuals with 2-5 years professional experience

Central Intelligence Agency (CIA)

The Central Intelligence Agency coordinates the nation's intelligence activities by collecting, evaluating and disseminating foreign intelligence that directly affects national security. It correlates the efforts of many Federal intelligence organizations and provides the President and other policy makers with information needed to formulate foreign policy.

The CIA reported that they would be unable to present a complete report due to non tracking of this type of data. The agency noted that they were in the process of developing a strategic diversity plan which included action items to develop the means to centrally register, track, collect data, and respond to reporting requirements. Prior to the tracking system being completed in Fall 1996, an interim report for 1995 was presented.

1993-95 and 1996 Hispanic American Participation

VI. Financial data not available

1996 Measurable Goals and Objectives

- I. Open a recruitment center in Dallas to increase Hispanic student applications for various student programs.
 - II. Continue to participate in Hispanic job fairs and recruit in areas with heavy Hispanic populations.
 - III. Establish procedures to target donations of excess agency equipment, to Hispanic educational institutions.
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- IV. Implement a tracking system to reply centrally to diversity matters by September 1996.

Exemplary Programs

- I. Adopt-a-school programs

Department of Commerce

Commerce is the business agency of the Federal Government. Its mission is to ensure economic opportunity for every American, and to foster, serve and promote the nation's economic development and technological advancement within the framework of the free enterprise system. Data for the following education-related programs was submitted: Office of Executive Assistance Management, Student Internships, Woodrow Wilson Fellowships, Patent & Trademark Training, National Student Internship, NIST Physics Lab Summer Undergraduate Fellowship, Telecommunications and Information Infrastructure Assistance, Career Awareness & Resource Education, Sea Grant Support, and Global Learning and Observation to Benefit the Environment.

1993-95 and 1996 Hispanic American Participation

- II. \$590.2 M awarded to Institutions of Higher Education (IHEs) for research and development, equipment/facilities, and private sector involvement
- III. Hispanic Serving Institutions (HSIs) received 3.5 % or \$20.4M of the total awards to IHEs
- IV. Over 67% or \$398.6M of the \$590.2 M went to IHEs for research and development
- V. HSIs received .53% of research and development funds
- VI. \$81.8M awarded for facilities and equipment
- VII. HSIs received 3.1% or \$2.5M
- VIII. HSIs were granted about \$102.8M or 13.6% of the private sector involvement funds; an increase from 6.6% in 1994 to 20% in 1995
- IX. \$913.6 of legislatively mandated funds awarded for research and development
- X. HSIs received none of the legislatively mandated funds

Measurable Goals and Objectives

- I. Commerce has already been implementing a far-reaching plan of action to increase Hispanic American participation, and plans to continue to enhance these programs.

Exemplary Programs

- I. Student Outreach and Recruitment designed to establish a pipeline to employment supported an unprecedented 97 interns in 1995; 109 in 1995
- II. Retained about 10% of the interns as permanent-career-conditional employees
- III. Staff Interchange & Capacity Building allows for personnel interchanges with universities and Hispanic Association of Colleges and Universities (HACU)
- IV. Organizational Support assists public/private programs which foster Hispanic advancement
- V. Business Outreach sponsors outreach and development seminars to encourage minority participation, i.e.,

contributed printing services to the White House Initiative office

Most data were presented in the aggregate, instead of by program. Participation information was not reported for all programs and so, comparisons were not appropriate. All funds are classified as discretionary. Awards for 1996 were not projected.

Corporation for National and Community Service (CNCS)

The CNCS supports a range of national and community service programs. AmeriCorps allows participants to earn education awards for college or vocational training and includes the National Civilian Community Corps and VISTA. The National Senior Service Corps utilizes skills and experience of older Americans and includes the Foster Grandparent, Senior Companion, and Retired and Senior Volunteer programs. The Learn & Serve K-12 and Higher Education and Community Based Program support schools and community organizations that engage school age youth and college students in service.

1993-95 and 1996 Hispanic American Participation

- I. \$28.2M went to Institutions of Higher Education (IHE) for institutional subsidies, third party awards
- II. Hispanic Serving Institutions (HSIs) received \$1.8M or 6.4%
- III. 24% increase, from \$9M to \$11.2M, in funding to IHEs from 1994-95
- IV. HSIs received 8.2% of the total from 1994-95
- V. 34% increase in funding to IHEs is projected in 1996
- VI. HSI awards will remain at 8.2% in 1996

Participants

- I. 13% Hispanic American participation out of 16,116 AmeriCorps participants in 1994
- II. 10% Hispanic out of 919 National Civilian Community Corps participants in 1994; 12% in 1995-96
- III. 4% Hispanic out of 467,400 National Senior Service Corps participation in 1993; 4.3% in 1994-96
- IV. 10% Hispanic American participation for the Learn and Serve America in 1994
- V. VISTA data was not provided

Measurable Goals and Objectives

- I. Maintain a 10% or greater participation in AmeriCorps programs
- II. Increase participation in programs with less than 10% Hispanic participation
- III. Increase the share of grants to HSIs in service learning initiatives
- IV. Award training and technical assistance grant to HSIs to provide program development in community
- V. Develop mechanisms for tracking data and improve reliability of data

Exemplary Programs

- I. AmeriCorps granted funds to National Council of La Raza to provide literacy and other services in three cities
- II. ASPIRA/AmeriCorps established in 1994 works with middle and high schools
- III. Siete del Norte Community Development Corp in northern New Mexico works with community issues

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- IV. Youth Service Center, Inc. in Arecibo, Puerto Rico, provides services to dropouts and homeless youth
 - V. Farmworker Opportunity Programs in Bowling Green Ohio help migrant and seasonal farm workers
 - VI. VISTA developed English as a Second Language programs to help non-English speaking families
 - VII. Texas VISTA Health Corps worked in 33 low income communities to immunize over 200,000 children
 - VIII. Dos Mundos, Dos Escuelas advanced Spanish class students interview recent immigrants in Spanish
 - IX. Children's Literature Project is a Limited English Proficient program in Redwood City, California
 - X. Santa Fe Community College Student Offering Service mentors and tutors at-risk students ages 5-21
 - XI. St. Edwards University Community Mentor Program works with 600 at-risk school students in Austin, TX
 - XII. Volunteers counsel and tutor Hispanic American children through Accion in Dade County, Florida

Department of Defense (DOD)

The Department of Defense includes: DoD headquarters, Army, Navy, Air Force, US Marine, Reserve and Guard Components, Defense Logistics Agency, and other DOD agencies.

*1993-95 and 1996 Hispanic American Participation**

DoD Headquarters

- I. \$1.4 B awarded to Institutions of Higher Education (IHEs) in 1995
- II. 13.4% or \$47.5 M went to minority institutions which includes Hispanic Serving Institutions (HSIs)*
- III. Approximately 60% was awarded for research and development

Army

- I. \$412.1 M awarded to IHEs in 1995
- II. \$4.5 M or 1.1% went to minority institutions
- III. Over 60% was for non-research and development

Navy

- I. \$593 M was awarded to IHEs in 1995
- II. \$13.9 M or 2.3% went to minority institutions
- III. Over 71% was for research and development

Air Force

- I. \$343.3 M awarded to IHEs in 1995
- II. \$29.1 M or 8.5% went to minority institutions
- III. Over 65% was for research and development

Defense Logistic Agency

- I. \$343.3 M awarded to IHEs in 1995

- II. None awarded to minority institutions
- III. Over 65% went to non-research and development

Advance Research Project Agency

- I. \$17.8 M awarded to IHEs in 1995
- II. None awarded to minority institutions
- III. Over 70% went to research and development

Other

- I. \$7.8 M awarded to IHEs in 1995
- II. Minority institutions received .39%
- III. Over 60% was for research and development

Civilian Training

- I. \$579 M spent on training in 1993-95
- II. \$33 M or 5.7% spent on Hispanic civilian employees*

Participants

- I. Hispanic civilian workforce was 5.69% of 920,755 in 1993; 5.78% of 876,265 in 1994; 5.93% of 828,156 in 1995

Measurable Goals and Objectives

- I. Develop a data system to collect and report information as required by EO 12900

Note: Award information was provided for 1995 only. Awards information for HSIs is included with minority institutions which includes Hispanic Americans, Asian Americans, and Native Americans. DOD assumed that training funds spent on the Hispanic workforce are proportionate to the percentage of Hispanic employees in the civilian workforce. DOD also assumed that 49% of the Hispanic workforce received training.

DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I. Even Start:	\$89.1M in 1993; \$91.4M in 1994; \$102M in 1995
II. Magnet School:	\$108M in 1993; \$108M in 1994; \$111.5M in 1995
III. Safe and Drug Free:	\$498.6M in 1993; \$369.5M in 1994; \$441M in 1995
IV. Eisenhower Grants:	\$246M in 1993; \$251M in 1994; \$251.3M in 1995
V. Instructional Services	\$138.6M in 1993; \$133.5M in 1994; \$113.4M in 1995
VI. Support Services:	\$24.6M in 1993; \$24.7M in 1994; \$28.2M in 1995

Measurable Goals and Objectives

- I. Implement a framework for education reform and support for Goals 2000:
 - a) Prepare children to start school ready to learn
 - b) Increase high school graduation rate to 90%
 - c) Increase competency in core academic subjects
 - d) Prepare teaching workforce to equip students for next century
 - e) Prepare Americans to be first in Mathematics and science
 - f) Prepare every adult to compete in a global economyMake every school safe and drug free
Promote partnerships to increase parental involvement.
- I. Provide formula funds to state educational agencies (SEAs) to help local education agencies (LEAs) pay for the extra Capital Expenses for Private School Children incurred in providing Title I services for students that meet the requirements of the Supreme Court in Aguilar v. Felton.
- I. Provide financial assistance to state education agencies, state agencies for higher education, local education agencies, institutions of higher education, the outlying areas, and the Bureau of Indian Affairs to improve the skills of teachers and the quality of instruction in mathematics and science in public and private elementary and secondary schools -- Dwight D. Eisenhower Grants.
- I. Provide assistance to eligible local educational agencies for the operation of magnet school programs in schools that are part of an approved desegregation plan.
- I. Eliminate a \$37.5M demonstration grant program designed to reduce the number of children who do not complete their elementary and secondary education.
- I. Provide Title I grants to local education agencies and schools, especially in high-poverty areas, to help low-income and low-achieving students by providing extra instruction and other services to help them meet high standards and match the achievements of their peers.

I. Implement improvements to Title I programs:

Ensure that children served by the program are expected to achieve the same high standards that the states apply to all students by providing challenging curriculum and accelerated instruction.

Expand school wide programs to more high-poverty schools.

Support high-quality teacher preparation to provide challenging curriculum and instruction.

Promote partnership between parents and schools in addressing children's needs through parent-school compacts and support for family involvement and family literacy.

Hold schools/districts accountable for the performance progress of Title I students.

I. Provide grant assistance to state agencies that operate education programs for neglected or delinquent children in state-supported institutions, community day programs, and adult correctional institutions to supplement and improve the education services provided to these children. The program also provides assistance for dropout prevention programs.

I. Implement improvements to the family-focused Even Start Program, a competitive state grant:

Target families in poverty.

Require that projects include active recruitment and preparation for participation of families in poverty, give priority to projects serving families in areas with high concentrations of poverty, and require that projects consider, at a minimum, individual levels of adult literacy (or English language proficiency) and poverty in recruiting families most in need.

Extend services to include teen parents.

I. Implement improvements to the Safe and Drug-Free Schools and Communities State and Local Programs:

Add violence prevention, in support of National Education Goal Seven, as a key element of the programs.

Target resources where they are most needed. States will receive 50% of their funds based on the Title I formula; the other 50 percent will be based on their school-age population.

Require/design a needs assessment and measurement of outcomes system and use results to formulate policies and program initiatives.

Require a plan from states and agencies on how they will use funds to support comprehensive drug prevention and violence prevention programs and how they will interact with local government, businesses, parents, medical and law enforcement professionals, and community-based organizations.

Broaden the range of authorized prevention activities, e.g., mentoring, comprehensive health education,

community service and service learning projects, conflict resolution, peer mediation, character education, acquisition of metal detectors, and hiring of security personnel.

- I Implement improvements to the formula grants to state educational agencies (SEAs) to provide programs of educational and support services to help migrant children overcome the educational disruption and other problems that result from repeated moves, and meet the challenging content and student performance standards that all children are expected to master.

Revise the definition of migrant to include those who have moved within the last three years as opposed to the last six years.

Include youth less than 22 years of age who migrate on their own and the accompanying spouses of migrant workers.

Encourage the formation of consortia of SEAs and other appropriate entities to reduce administrative costs and make more funds available for direct services to migratory children.

Eliminate sole-source funding of the Migrant Student Records Transfer System and place responsibility on the SEAs to transfer records and other data to other states and schools as children migrate.

- I Provide High School Equivalency Program (HEP) discretionary grants to institutions of higher education or private nonprofit organizations to help migrant agricultural workers, fishers, and seasonal farm workers, 16 years of age or older, obtain the equivalent of a secondary school diploma and gain employment or begin postsecondary education.
- I Provide College Assistance Migrant Program (CAMP) discretionary grants to institutions of higher education or private nonprofit organizations to help students, who are migrant agricultural workers, fishers, or seasonal farm workers that are enrolled in the first undergraduate year, to complete their programs of study for that year.

Hispanic American Participation

- I Hispanic American children are the fastest growing group in public schools. The percentage of students in elementary and secondary public schools has doubled over the last two decades. This demographic change has been most pronounced in central cities and other metropolitan areas.
- I D. D. Eisenhower grantees must assure equitable access to historically under-represented and under-served populations, including females, minorities, individuals with disabilities, individuals with limited English proficiency, migrant students, and gifted and talented students.
- I New applications will require information that describes how the magnet school project will increase interaction among students of different social, economic, ethnic and racial backgrounds.
- I The Secretary of Education will give priority to applicants that propose to select students to attend magnet schools by methods such as a lottery, rather than through academic examination.
- I Magnet Schools Assistance Program (MSAP) supports more than 400 schools each year through 64 grants, about 16% of the nation's estimated 2,400 magnet schools. Large urban school districts enroll 25% of the

nation's students, but receive 82% of funds. Predominantly minority districts (50% minority student population) enroll 30% of all students but receive 76% of funds. High poverty school districts, where 50% of students receive free/reduced price lunches, enroll 19% of all students but receive 53% of MSAP funds.

- I Almost 95% of all school districts receive Title I funds, and half of all schools (54,000), including two-thirds of all elementary schools. In 1991-92, they served 28% Hispanic American students (39.9% live in poverty); 27% Black (45.6% live in poverty); 40% White (13.2% live in poverty); 5% American Indian/Alaska Native or Asian/Pacific Islander.
- I In 1992-93 Hispanics families represented 22% of all Even Start participants; 36% in 1994-95.
- I Safe and Drug Free Schools and Communities Program funds distribution is responsive to students in greatest need--those who are Title I eligible.
- I The new migrant definition reduces the population of migratory children ages 3-21 from 861,000 to 696,000 and increases the number of children of secondary school age. Before the change, 35% of children were in grades 7-12.
- I In 1994, more than 540,000 migrant children were served (63% under new definition, 78% under old definition); approximately 80 percent were Hispanic.
- I The Hispanic student population served by HEP and CAMP was 83% in 1993 and 99% 1994.
- I Six or 30% of the 20 HEP grantees are Hispanic Serving Institutions; one or 17% of six CAMP grantees.
- I In 1995, HEP served 3,100 persons at an average of \$5800 per person, which includes on-campus residency; CAMP served 380 persons at an average cost per participant of \$2604, which includes supplemental financial aid.

Exemplary Programs

- I Malvern Junior High School, Malvern, AR is a rural community with 40% of students below the poverty level. It provides peer leadership, a prevention curriculum, a student assistance program, and parenting classes. Drug policy violations have decreased and disciplinary suspensions for violent or threatening behavior have been cut in half between 1988 and 1992. Student drug use rates have also decreased significantly between 1986 and 1992—the number of students who say they have ever used alcohol declined from 28% to 15%; tobacco and marijuana use also decreased. (Thorne & Newton, 1995).
- I Cordova Elementary School, Phoenix, AZ is an urban community with 70% of families below the poverty level. Cordova includes a prevention program in grades K through 8, support groups, Students Against Drunk Driving program, conflict mediation, across-grade tutoring, latchkey programs, and counseling services. Suspensions and disciplinary actions have decreased, and between 1988 and 1991, rates of use for tobacco, alcohol, and marijuana all fell. (Thorne & Newton, 1995).
- I The Resolving Conflict Creatively program in New York City Public Schools, provides instruction for teachers and students in conflict resolution. The program began in 1985 with 20 teachers from three schools and today involves 150 schools, 3,000 teachers, and 70,000 students nationwide. The K-12 programs include teachers training, follow-up training, and classroom instruction in conflict resolution and intergroup relations, peer mediators training, and program evaluation. A 1989 survey of participating teachers found that 71% saw less physical violence among their students, 66% observed less name calling, and 69% found children more willing

to cooperate. (Lawton, 1994; Metis & Associates, 1990).

- I The Migrant Education Program (ME) has served as a catalyst in bringing about greater communication and coordination between educational officials in the U.S. and Mexico. Several teacher exchanges, and transfer of standardized student information between U.S. and Mexican state educational programs have been supported, and flexible enrollment processes have been started in Mexican schools.
- I In 1995, the MEP established a national 1-800 number that a migrant family can call for educational and other support services. Information on this 1-800 number, and other services of the MEP are distributed nationally in English and Spanish.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I Title I, Disadvantaged:	\$6.7B in 1993; \$6.9B in 1994; \$6.7B in 1995
II State Grants:	\$2.1B in 1993; \$2.2B in 1994; \$2.3B in 1995 and 1996
III Infants and Children:	\$213.3M in 1993; \$253.2M in 1994; \$315.6M in 1995; \$315.8 M in 1996
IV Preschool Grants:	\$325.8M in 1993; \$339.3 in 1994; \$360.3M in 1995; \$360.4 M in 1996

Measurable Goals and Objectives

- I Conduct assessments of the progress made in the implementation of services for infants, children, and youth, ages birth to 22 years.
- I Strengthen and coordinate services for youth currently in school or who recently left school to help them make the transition to postsecondary education, vocational training, competitive employment, continuing education, independent and community living, or adult services; to stimulate the development and improvement of programs for special education at the secondary level.
- I Establish projects to improve special education and related services to children and youth with serious emotional disturbance.
- I Provide grants for training and distribution of information to parents and persons who work with parents to enable them to participate more effectively with professionals in meeting the educational and early intervention needs.
- I Pay for part or all of the cost of altering existing buildings and equipment.
- I Provide federal assistance to states to establish early intervention services for infants and toddlers with disabilities from birth through age two, and their families.
- I Provide grants for projects and centers for advancing the availability, quality, use, and effectiveness of technology, educational media, and materials in the education of children and youth with disabilities and the provision of early intervention services to infants and toddlers with disabilities.
- I Support rehabilitation research and the use of developments in rehabilitation procedures, methods, and devices.
- I Provide basic state grants for vocational rehabilitation services to individuals with disabilities so that they may prepare for and engage in gainful employment consistent with their strengths, resources, priorities, concerns abilities, and capabilities.

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- I Establish and implement assistance programs to inform and advise clients and client applicants of all available benefits under the Rehabilitation Act.
 - I Support projects to increase the number and improve the skills of personnel trained to provide vocational rehabilitation services to disabled people.
 - I Provide financial assistance to projects that provide job training and transportation services to youth with disabilities and show ways to increase client choice in the rehabilitation process.
 - I Support grants for special projects and demonstrations to expand or otherwise improve the provision of employment services to individuals with the most severe disabilities, and for technical assistance projects.
 - I Provide vocational rehabilitation services to individuals with disabilities who are migratory agricultural workers or seasonal farm workers and to members of their families.
 - I Provide grants for rehabilitation and training services to train family members and professional personnel and to conduct applied research development programs.
- a65535
- Initiate programs that create and expand job and career opportunities in the competitive labor market by engaging the talent and leadership of private industry as partners in the rehabilitation process.
- I Provide financial assistance for states to establish programs that promote a philosophy of independent living.
 - I Authorize formula grants to help states in developing collaborative programs with appropriate public agencies and private nonprofit organizations to provide employment services for individuals with the most severe disabilities.
- a65535
- Provide high quality special educational materials to legally blind persons enrolled in educational programs below the college level.
- I Promote the employment of people who are deaf.
 - I Provide elementary, secondary, college-preparatory, undergraduate, and continuing education programs for persons who are deaf, and graduate programs relating to deafness for both hearing and deaf persons.
 - I Support activities intended to enhance the ability of individuals of all ages with disabilities to obtain assistive devices and services.

Hispanic American Participation

- I In 1992, the Department of Education Civil Rights Office reported that \$2.6M disabled children attended elementary and secondary public schools
- I Of the 2.6M total, 70% or \$1.8M had learning disabilities

- I 217,433 Hispanic Americans had learning disabilities or 8% of the \$1.8M and 12% of the \$2.6M
- I 60,000 or 21% of Hispanic American members of migrant worker families are disabled nationwide
- I Department of Education reported that recent national surveys estimate over 21M Americans of working age with functional limitations. Of this number, about 13M or 62% are significantly limited. No data on Hispanic Americans was provided.
- I In 1992, the department reported 1.4M children as gifted and talented; 111,326 or 8% were Hispanic Americans
- I In 1993 the awards to HSIs was .4%; In 1995 the percentage was increased .7%

Exemplary Programs

- I Awarded a grant to University of Texas-Pan American in 1994 designed to address the shortage of Hispanic bilingual/bicultural undergraduates who train as rehabilitation personnel. Over a three-year period, 17 students will receive financial support, including tuition assistance and stipend awards.
- I National Institute on Disability and Rehabilitation Research (NIDRR) funds a project at the University of Puerto Rico designed to increase awareness and identify the needs of individuals with disabilities for assistive technology.
- I NIDRR funds a project that allows for collaborative research between the University of Puerto Rico and the University of Delaware on augmentative communication. This collaboration recognizes the cultural and linguistic differences in Puerto Rico. This project will allow for Spanish voices to be used on a voice synthesizer.
- I Office of Special Education and Rehabilitative Services (OSEPS) has several exemplary programs that serve Hispanics: Project designed to identify effective teaching strategies for culturally and linguistically diverse exceptional students who speak Spanish as their primary language; project that trains individuals who are in a masters program in bilingual speech language pathology; project called Ventanas is designed to increase the number of bilingual individuals in early childhood special education.
- I At the InterAmerican University, OSEPS funds several programs to train masters and doctoral candidates in education by adding a specialization in special education; training personnel to serve infants, toddlers and preschoolers with disabilities and their families; and training graduate speech/language personnel to educate monolingual (Spanish) Puerto Rican children with autism.

**DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I	Migrant Education:	\$302.8M in 1993; \$305.2M in 1994; \$305.5M in 1995
II	High School Equivalency:	\$8.1M in 1995
III	College Assistance Migrant:	\$2.2M in 1995
IV	Immigrant Education:	\$29.5M in 1993; \$39M in 1994; \$50M in 1995

Measurable Goals and Objectives

- I Provide instructional service grants to support local education agencies (LEAs), prepare limited English proficient (LEP) students to meet challenging state performance standards: three year programs for early childhood education, gifted and talented, and vocational and applied technology education programs; two year program to enhance or expand existing programs; five year grants for school-wide and district-wide programs to reform, restructure, and upgrade operations within an individual school.
- I Provide support services grants to state agencies in order to fulfill the new mandate to review all Instructional Services and Professional development applications and to provide Academic Excellence grants to identify and document successful models for serving LEP students and to distribute these models.
- I Provide teachers and personnel grants for institutions of higher education that have entered consortium arrangements with LEAs or state education agencies (SEAs).
- I Provide Professional Development Institutes that incorporate courses and curricula on appropriate and effective instructional and assessment methodologies for limited English proficient students into professional development programs.
- I Provide career ladder grants to help institutions of higher education, in a consortium with LEAs or SEAs, to upgrade the qualifications and skills of teacher aides and other educational personnel who are not certified teachers, or not specifically certified in bilingual education. It also helps these institutions to recruit and train secondary school students as bilingual education teachers.
- I Provide graduate fellowship grants to assist masters, doctoral, and postdoctoral levels in fields related to bilingual education. Participants must subsequently work in the field of bilingual education for a period equal to the period of the fellowship or repay the fellowship amount.
- I Provide foreign language assistance grants on a competitive and formula funded basis to state educational agencies and local educational agencies to increase the quantity and improve the quality of instruction in foreign languages deemed critical to the economic and security interests of the United States.
- I Provide immigrant education grants to LEAs that have large numbers of recently arrived immigrant students to enhance instructional opportunities for immigrant children and youth or for basic instructional services directly attributable to the presence of immigrant children.

Hispanic American Participation

- I More than \$2.8 M limited English proficient (LEP) children in public elementary and secondary schools during the 1993-1994 school year. Nearly half the nation's school districts enroll LEP students. Growth is expected to continue.
- I More than 75% or 2M of the nation's LEP students are Hispanic. California, New York, and Texas continue to enroll most of these students. New Jersey, Rhode Island, and Massachusetts registered a significant increase in the number and concentration of LEP students during the decade.
- I More than 30% of LEP students nationwide receive no tailored assistance to understand what is being taught. These unserved students are not taught how to speak English nor given extra help in understanding their classes.
- I Federal bilingual education programs reached 322,524 students in FY 1995, or 16% of eligible Hispanic students. Approximately 60% of students served by the Immigrant Education Program are Hispanic.
- I The number of Hispanics served by instructional services grants has grown from approximately 61% in 1993 to approximately 66% 1995. Approximately 203,302 Hispanic students served in FY 1993; 198,558 in 1994; 322,524 in FY 1995.
- I Academic Excellence awards are for technical assistance and distribution of model programs, and not the provision of direct services to students (no language or ethnic data is collected).
- I Professional development grants awarded to HSIs each year, 9.3% in 1993, 12.1% in FY 1994, 10.8% in 1995. In 1994 74% of students trained to serve Spanish speaking LEP students; 75% in 1994; 93.7% in 1995.
- I Appropriations for federal bilingual education have dropped by 35%; \$196.2 M in 1993 to \$128 M 1995.
- I Approximately 80% of school districts that sought teachers qualified to serve LEPs had difficulty finding them. A state educational agency characterized the shortage of bilingual teachers as a "staffing crisis," and showed a need for 8,000 additional bilingual teachers in California alone.
- I The Secretary of Education's 1996 request for bilingual education of \$200M reflected the amount needed to meet the demand and to reach 100,000 more Hispanic students and other LEP students. Congress reduced the final 1996 appropriation by 36%.

**DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I Basic Grants to States:	\$962.5M in 1993; \$955.6M in 1994; \$956M in 1995
II Tech Prep:	\$104.1M in 1993 & 1994; \$108M in 1995; \$100M in 1996
III Grants to States:	\$254.6M in 1993-94; \$252.4M in 1995; \$250M in 1996
IV Workplace Literacy:	\$19M in 1993-94; \$12.7M in 1995

Measurable Goals and Objectives

- I Submitted in April 1995, the "Career Preparation Education Reform Act of 1995" to amend and strengthen support for the School-to-Work opportunities systems, better improve the preparation of all students for college and careers, consolidate numerous vocational education programs, and give states greater flexibility.
- I Establish a national framework of School-to-Work systems to expand the educational, career, and economic opportunities of all youth through the creation of partnerships between businesses, schools, community-based organizations, and state and local governments.

Distribute grants directly to local partnerships and impoverished urban and rural communities -- many of which have a large Hispanic student population.

Continue to target the Hispanic American community to serve on the technical expert resource bank.

Require all state and local grantees to submit information on participation by ethnicity and gender. Initial data will be made available in the Congressional report due in the Spring of 1997.

- I Award basic grants to states to distribute to local school districts in order to develop educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.
- I Provide state financial assistance for special vocational education services for disadvantaged youth (projects must involve the collaboration of public agencies, community-based organizations and businesses).
- I Provide planning and demonstration grants to a consortia of local education agencies and postsecondary educational institutions, for the development and operation of four-year programs designed to provide a Tech-Prep education program that leads to a two-year associate degree or a two-year certificate.
- I Provide bilingual vocational education and training and English-language instruction to persons with limited English proficiency (LEP) and prepare these persons for jobs in recognized (including new and emerging) occupations.
- I Provide pre service and in service training for instructors, aides, counselors, and other ancillary personnel participating, or preparing to participate, in bilingual vocational training programs for LEP persons.

- I Develop instructional and curriculum materials, methods, or techniques for bilingual vocational training for LEP persons.
- I Distribute funds to local providers through a competitive process based on state-established funding criteria for students 16 and over. Courses of instruction include: Adult Basic Education (ABE), Adult Secondary Education leading to a high school degree or its equivalent (ASE), and English as a Second Language (ESL).
- I Conduct evaluation studies and provide assistance to states to evaluate the status and progress of adult education.

a65535 Evaluate effective English as a Second Language instructional models (current).

b65535

c65535 Utilize data needed for national policy-making, development of legislative proposals for reauthorization, and state and local program improvement.

d)

Fund competitive Workplace Literacy demonstration grants for programs involving partnerships between business industry, labor organizations, or private industry councils and education organizations, including state education agencies, local education agencies, and schools, (including area vocational schools and institutions of higher education, employment and training agencies, or community-based organizations).

- I Establish and maintain a network of State Literacy Resource Centers to stimulate the coordination of literacy services; enhance the capacity of state and local organizations to provide literacy services; and serve as a reciprocal link between the National Institute for Literacy and service providers for the purpose of sharing information, data, research and expertise, and literacy resources.

Hispanic American Participation

- I School to Work program data will be collected and reported in 1997.
- I The 1990 Perkins Act replaced categorical, set-aside, basic grant funding with general funding formulas weighted to reflect the presence of special populations and requires that "students of limited English proficiency have access to such education in the most integrated setting possible."
- I Adult education: 30% Hispanic, 35% White in 1993; 29% Hispanic, 37% White in 1994; 29% Hispanic, 37% White in 1995; similar rates projected for 1996.
- I No participation data available for technological preparation programs, community-based grants, English as a Second Language, Limited English Proficiency, evaluation studies programs, and Workplace Literacy programs.

Other Exemplary Programs

- I Funding for an evaluation of the *Crossroads Cafe Project*, a pioneering effort to provide ESL instruction to non-English speakers by television and video. The segments are scheduled for broadcast on PBS in the fall of 1996.
- I Third and fourth binational (U.S.\Mexico) conferences on adult education were held in 1995 and 1996 to build on earlier exchanges and continue development of collaborative projects for the future.

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- I Select publications used for the promotion of educational excellence for Hispanic Americans: *Factors That Influence the Academic and Vocational Development of African American and Latino Youth; Students with Limited English Proficiency: Selected Resources; The Role of Family in the Educational and Occupational Decisions Made by Mexican Americans.*
 - I Conference on state and local strategies to create and maintain successful bilingual vocational education programs for LEP students. An audio\video package based on this conference will be distributed in the summer of 1996.

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I	Pell Grant:	\$6.5B in 1993; \$6.6B in 1994; \$6.1 in 1995; \$4.9B in 1996 (\$3.2M transfer DOD in 1992-95; \$100M recision in 1994)
	Family Education:	\$5.8B in 1993; \$3B in 1994
	Supplemental:	\$577M in 1993; \$585.3 M in 1994; \$583.4M in 1995
	Perkins:	\$156M in 1993; \$168M in 1994; \$173M in 1995
	Workstudy:	\$615M in 1993; \$616.5 M in 1994 and 1995
	State Incentive:	\$72M in 1993; \$72.4 M in 1994 and 1995
	Upward Bound:	\$142.9M in 1993; \$146.9M in 1994; \$171.6M in 1995 and 1996
	Talent Search:	\$65.1M in 1993; \$76.2M in 1994; \$78.8M in 1995 and 1996
	Opportunity Cntrs:	\$20.5M in 1993; \$23.9M in 1994; \$24.7M in 1995 and 1996
	Student Support:	\$132.1M in 1993; \$139.2M in 1994; \$143.5M in 1995 and 1996
	Improvement:	\$28.2M in 1993; \$17.4M in 1994
	Special Program:	\$1.9M in 1993; \$2M in 1994; \$2M in 1995 and 1996

Measurable Goals and Objectives

- I Help financially needy undergraduate students meet the costs of education at participating postsecondary institutions by providing direct Pell Grant assistance.
- a65535
- . Encourage private lender to provide federally subsidized and insured long-term loans to students and their parents through the Federal Family Education Loan Program.
- I. Help financially needy undergraduate students meet the cost of education by providing supplemental grant assistance through the Federal Supplemental Educational Opportunity Grant and participating postsecondary institutions.
- a)
- II. Help financially needy undergraduate and graduate students meet the costs of education by providing low-interest loans through the Federal Perkins Loan Program and postsecondary institutions.
- a)
- III. Assist needy undergraduate and graduate students in financing postsecondary education costs through the Federal Work-Study Program.
- a)
- IV. Increase the rates at which participants enroll and graduate from institutions of postsecondary education and provide support to participants in their preparation for college entrance through the Upward Board Program.
- a)
- V. Increase the number of youth from disadvantaged backgrounds who complete high school and enroll in a postsecondary education institution and encourage high school dropouts to reenter the educational system to complete their education through the Talent Search program.
- a)
- VI. Increase the number of adult participants who enroll in postsecondary education institutions and

successfully complete degree programs, provide counseling and information on college admissions, and counsel on financial aid options through the Educational Opportunity Centers.

a)

VII. Increase the college retention and graduation rates of participants and facilitate the process of transition from one level of higher education to the next through the Student Support Services.

a)

VIII. Provide training for staff and leadership personnel who are employed or are preparing for employment in the Upward Bound, Student Support Services, Talent Search, Educational Opportunity Centers, and Ronald E. McNair Postbaccalaureate Achievement programs (Federal Trio programs) through the Training Program for Special Programs Staff and Leadership Personnel program.

a)

Hispanic American Participation

I. Hispanic students account for nearly 8% of total undergraduate enrollment at colleges and universities compared to approximately 10% for African American and 77% for whites.

I. In 1992-93, of the total Hispanic student population receiving financial aid, 9.5% received a Federal Supplemental Educational Opportunity Grant; 6% received a Federal Perkins Loan in 1992; 7% received Federal Work Study opportunities.

I. In 1992-93, 4 million students received the Pell Grant; average grant was \$1,543 per student.

10.6% of undergraduate Hispanics received a Pell Grant, a slight increase from the 10% in the Fall of 1986 and 9.3% in the Fall of 1992.

6,306 institutions were participating in 1992-93.

During 1994, HSIs received \$339.9 million in Pell dollars.

I. 668,771 students received Federal Perkins Loans in 1992; average award was \$1,333 per student. Total amount lent was \$868 million, including both the appropriation amount and dollars from the institutions revolving fund.

a)

II. In 1992-93, 714,440 students received Federal Work Study; average award was \$1,092 per student.

Approximately 90% goes to undergraduates; dependent undergraduate receive nearly 63% of funds.

I. Two thirds of the Upward Bound participants must be both low-income and first generation.

In 1995, over \$171 million was awarded for projects; average award was \$285,967 per project; average number of participants was 75 and the average cost per participants \$3,838.

During 1993, Hispanic Serving Institutions (HSIs) were awarded about \$8.8 million and in 1995 the amount increased to \$13.3 million.

- I. Two thirds of Talent Search participants must be first generation potential college students from low income families.

In 1995, approximately \$79 million was awarded to 319 projects; average award per project was \$247,144; average number of participants was 940 and the average cost per participants was \$263.

In 1993, Hispanics represented about 17.6% of the 224,000 participants served.

During 1993, \$3.8 million dollars were awarded to HSIs and in 1995 the amount increased to \$5.3 million dollars.

- I. At least two-thirds of the Educational Opportunity Center students must be first-generation, low-income, and at least 19 years old.

In 1995, over \$24.6 million was awarded to 74 projects; average award per project was \$333,115; average number of participants per project was 2,117 and average cost per participant was \$157.

During 1993, out of 127,000 participants served, 14% were Hispanic.

In 1993, HSIs received \$1.3 million with an increase to \$1.9 million by 1995.

- I. Two-thirds of the participants in Student Support Services must be either disabled or first-generation students from low-income families.

In 1995, over \$143 million was awarded to 706 projects; average award was \$203,320; average number of participants per project was 235; and the average cost per participant was \$867.

During 1993, out of approximately 175,000 students served in the Student Support Service program, about 15.4% were Hispanic.

In 1993, HSIs received \$10.5 million dollars and \$13.5 million by 1995.

- I. The Federal Trio Programs do not collect race/ethnicity data.

**DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT**

1993-95 and 1996 Hispanic American Participation

- I. \$122.3 M awarded to higher education, school districts, and organizations from discretionary funds from 1993-95

\$8.1 M or 7% awarded to Hispanic Serving Institutions

(1996 data incomplete).

Measurable Goals and Objectives

- I. Conduct research on professional development for teachers .
- I. Conduct research on student assessment.
- I. Conduct research on school change needed to move toward educational excellence.
- I. Conduct research on systemic reform.
- I. Conduct research on curriculum.
- I. Implementation of research findings.

Participants

- I. The 21st Century Community Learning Centers Program awarded six grants totaling nearly \$700,000 to rural and inner-city public elementary and secondary schools to enable them to plan, implement and expand community centers that meet the needs of the community by offering services in health, education, recreation, cultural and social service. Four of these three-year grants (which represent those serving the Hispanic community) were made to schools in the following Cities/States -- Chicago, Illinois, Brooklyn, New York, Philadelphia, Pennsylvania, and Lyford, Texas.

Chicago received 33% of the grant and will target those areas of pervasive poverty, unemployment, and general social distress that have been designated as the Empowerment Zone. **Brooklyn** received 25% of the grant and will target at-risk residents of the Bedford Stuyvesant Community, so they can gain information about, and access to, resources needed for literacy, social, recreational, and physical well-being. **Philadelphia** received 61% of the grant and will target an Empowerment Zone in one of the most depressed areas of the city. They will add new services to an existing center to provide more comprehensive and integrated programs to the community. **Lyford** received 96% of the grant and will target an Empowerment Zone in an economically depressed area. They will open a center to provide services to those individuals in need.

- I. **Field-Initiated Grants Competition.** In the Field-Initiated studies program, no awards have been made to an Hispanic Serving Institutions (HSI) in competitions of recent years. In preparation for the competition and to increase the number of applications from special institutions, the Institute on Postsecondary Education, Libraries, and Lifelong Learning (PLLI) has issued an invitational priority inviting applicants to "examine the capacities of special mission institutions in providing access and excellence in higher education for students, including the lifelong learning needs of adults in the service areas of these institutions." Hispanic Serving Institutions that apply will have an equal chance to receive at least one of these awards in FY96 and an increased number of applications from HSIs are expected.

PLLI established a Special Mission Institutions team to produce, synthesize, and disseminate educational information and research data that is of vital interest to special mission institutions, including HSIs. The team will provide technical assistance to HSIs and organizations that serve them; and, the team will engage in outreach efforts to encourage participation in field-initiated studies grants program and other activities.

PLLI has also commissioned a special report on the "Profile of Hispanic Serving Institutions." This will be a descriptive report on 2-year and 4-year postsecondary institutions, and will cover enrollment, degrees conferred, and tuition. The report will be completed by the end of this summer, and will be widely distributed.

- I. The National Writing Project's latest statistics show that in 1993-94, 4% of the Teacher Leaders were Hispanic, and 6.3% of the Urban Sites Network Teacher Leaders were Hispanic. At specific sites with large Hispanic populations, the % ages are higher, at the West Texas Writing Project, for example, 100% of the teachers served were Hispanic.

Exemplary Programs

- I. Publications translated into Spanish: Helping Your Child Use the Library, Learning Partners, Helping Your Child with Homework, Helping Your Child Learn Science, How Can We Provide Safe Playgrounds; and A Pocket Guide to Educational Resources Information Center (ERIC) System. Some were supplied to libraries and schools and some copies of the booklets were for parent involvement programs and general circulation.
- I. Brochures and books for Latino parents: Let's Read: 101 Ideas to Help Your Child Learn to Read and Write, What is Good Teaching?
- I. ERIC products: A clearinghouse on rural education and small schools entitled, Children of La Frontera: Binational Efforts to Serve Mexican Migrant and Immigrant Children; Hispanic Parent Involvement in Early Childhood Programs, 1995; Chicanos in Higher Education: Issues and Dilemmas for the 21st Century; Hispanic Parental Involvement; Hispanics in Higher Education: Trends in Participation, 1993; Improving the Performance of the Hispanic Community College Student, 1993; Doing Our Homework: How Schools Can Encourage Hispanic Communities, 1994; Facilitating Postsecondary Outcomes for Mexican Americans, 1994; Forging Partnerships Between Mexican American Parents and the Schools, 1995; Integrating Mexican-American History and Culture Into the Social Studies Classroom, 1992; Mexican American Women: Schooling, Work and Family, 1995; Mexican Immigrants in High Schools: Meeting Their Needs, 1993.
- I. Booklet: National Center for Education Statistics published a booklet in September, 1995 entitled, "Findings from The Condition of Education 1995; The Educational Progress of Hispanic Students". The 25 page booklet discusses educational statistics about Hispanic Students compared with their white counterparts and the

progress they have made over the past 10 years since "A Nation At Risk". It is filled with statistical information useful to educational analysts and policy makers throughout the nation.

- I. For more information, call 800-424-616 (DC area residents call 202-219-1692) or contact us on the Internet at library@inet.gov.

**DEPARTMENT OF EDUCATION
OFFICE OF MANAGEMENT**

1993-95 and 1996 Hispanic American Participation

- I. \$9.5M was spent on recruitment efforts from 1993-95
\$702,880 or 7% was spent on Hispanic American recruitment.

Measurable Goals and Objectives

- I. Work to increase the department's percentage of Hispanics in its workforce.
- I. Improve the ability to proactively collect, maintain, and provide accurate race and national origin information on applicants and employees for the various recruitment and development programs for the department's headquarters and regional offices.
- I. Evaluate previous recruitment activities and use the results to establish strategic and measurable 1996 recruitment plans for headquarters and regions that would link the department's Federal Equal Opportunity Recruitment Program plan, Affirmative Employment Plan, and the submission for Executive Order 12900. Recruitment plans would include attending Hispanic American organization conferences in larger regions, e.g., Atlanta, Chicago, San Francisco.
- I. Assign primary responsibility for administering the plan to the Equal Employment Opportunity Group.

*Hispanic American Participation**

- I. Co-op: 33% in 1993; 0% in 1994, 50% in 1995; 0% projected for 1996.
- I. Stay In School: 7% in 1993; 9% in 1994 and 1995; and 19% projected for 1996.
- I. Outstanding Scholar: 7% in 1993; 13% in 1994; 6% in 1995 and 1996.
- I. Paid summer hires: 0% for 1993; 7% in 1994; 4% in 1995 and 5% projected for 1996.
- I. There was no participation of non-paid interns or intergovernmental Personnel Act detailees.
- I. Hispanic American employment in the department was 179 or 3.9% out of 4,621 employees nationwide at the end of 1995. Currently the civilian workforce is 8.1%.

*Note: All information is aggregated for ten regions and the headquarters office. Regional offices in Dallas have higher rates, e.g., 50-60%.

The Department of Energy contributes to the Nation's welfare through its extraordinary scientific and technical capabilities in energy research, environmental remediation, and national security.

1993-95 and 1996 Hispanic American Participation

- I. \$2.2B was distributed to Institutions of Higher Education (IHEs) in discretionary funds
- II. \$18.3M (.852%) was awarded to Hispanic Serving Institutions (HSIs)
- III. Pattern of awards to HSIs includes small annual increases: .35% awarded in 1993; .77% in 1994 and 1.52% in 1995
- IV. \$627M is expected to be awarded to IHEs in 1996 from discretionary funds
- V. HSIs expected to receive 3.2%; continued pattern of increased participation
- VI. \$144M was awarded to IHEs from legislative driven funds
- VII. HSIs received .2% or \$230,100
- VIII. Data for legislatively driven funds for 1996 was not received

Measurable Goals and Objectives

- I. Increase percent of awards to HSIs to 3% of all DOE educational dollars in FY 1996; 4% in 1997; 8% in 1999; 10% in the year 2000
- II. Develop a comprehensive information system to track the status of funding grants, procurement, and other activities
- III. Develop, maintain, and annually distribute a list of contacts at Hispanic American educational groups to Secretarial officers, laboratories, and field offices
- IV. Host an annual seminar for the U.S. Hispanic American community on how to compete for educational grants, procurement and other funding opportunities
- V. Provide debriefings to all unsuccessful Hispanic American applicants for grants, procurement and other efforts for the next fiscal years (1996-97)
- VI. Establish a goal of 25% of all minority contract dollars in FY 1996 with appropriate increases to the year 2000
- VII. Establish accountability for DOE contractors for achieving Hispanic American subcontracting goals and establishment of a database to track Hispanic American small business funding
- VIII. Establish a goal of 6% average federal employment by FY 1996; 7% in 1997; 8% in 1998; 9% in 1999; 10% in the year 2000
- IX. Establish a goal of 5% participation in the Senior Executive Service by the year 2000
- X. Promulgate a diversity policy statement to ensure consideration of diversity goals in the event of Federal or contractor layoffs
- XI. Commitment to improve communications and consultations with the Hispanic American community.

Exemplary Programs

- I. Hispanic Science Camp is a bilingual introduction to elementary school sciences
- II. HACU High School Math and Science Curriculum Enhancement involves parental and cultural dynamics to increase higher education opportunities
- III. Hispanic Environment Technology Program through Sandia National Laboratory offers summer internships for training in environmental analysis
- IV. Science and Technology Alliance, New Mexico Highlands, the Ana Mendez University System and Sandia Labs, sponsors research for minority institutions
- V. Chairs of Excellence provides funding for professors to organize engineering curricula at HSIs.

Environmental Protection Agency (EPA)

The Environmental Protection Agency mission is to design programs, establish policy, and recommend regulation that protects our environment.

1993-95 and 1996 Hispanic American Participation

- I. \$119.1M was awarded to Institutions of Higher Education (IHEs) for research and development, training, facilities, equipment, fellowships, scholarships, and private sector involvement
- II. \$100.9M or 85% are legislative/formula driven funds
- III. 96% of the legislative/formula driven funds were awarded for research and development
- IV. None of the legislative/formula driven research and development funds were awarded to HSIs
- V. \$12M or 66% of the \$18.2M in discretionary funds were awarded for fellowships, internships, scholarships, and direct subsidies to institutions
- VI. Hispanic Serving Institutions (HSI) received approximately 32% of \$18.2M in discretionary funds*
- VII. Approximately 70% of direct institutional subsidies were awarded to HSIs in 1993; 76% in 1994; and 50% in 1995*

Measurable Goals and Objectives

- I. The data for this report was prepared based on information tracked for Historically Black Colleges and Universities (HBCUs). As a next step for this report, EPA will explore the feasibility of developing a tracking system to monitor the information requirements for this report.

Exemplary Programs

- I. In 1995, EPA established "border offices" in California and Texas, which are regions with high Hispanic population, to provide information and assistance to the local communities and to serve as conduit to EPA's regional offices.
- II. During 1995 and 1996, EPA contributed \$3M each year for programs along the borders, to the Commission for Environmental Cooperation, a partnership between US, Mexico, and Canada, formed as a result of the North American Free Trade Agreement.

Note: The agency notes that it does not track or require that institutions receiving awards for this purpose disclose

whether the awards were used in support of Hispanic American activities. From this statement, we concluded that awards went to IHEs in support of Hispanic American activities and not necessarily to HSIs. Data for 1996 was not provided.

Equal Employment Opportunity Commission (EEOC)

The Equal Employment Opportunity Commission is the primary enforcement agency for equal employment opportunity laws and develops policies to ensure certainty and predictability of enforcement. The EEOC reported that they are unable to provide direct funding to Hispanic Serving Institutions (HSIs) but that they plan to provide support through a variety of educationally enhancing initiatives in an effort to comply with the purpose of Executive Order 12900.

1993-95 and 1996 Hispanic American Participation

- I. Approximately \$200,000 spent in two programs: Technical Assistance Program Seminars and Technical Assistance and Education Program (outreach).

Measurable Goals and Objectives

- I. In FY 1995, each District Office, the Office of Communications and Legislative Affairs, and the Office of Management will establish the necessary contacts with the Hispanic community and appropriate government and school institutions to participate in educational activities.
- II. In FY 1996, each district office will target at least one outreach activity, i.e., laws, procedures, technology, management, and leadership. Recipients of the staff educational efforts can be of any age, belong to any organization, be a student, employee or employer, and be a member of the EEOC's outreach community.
- III. During FY 1996, the district offices are authorized to incur traveling expenses, within their travel allocations for educational activities.
- IV. Headquarters and field offices are encouraged to identify Hispanic American groups and/or individuals for Presidential Management Internships, stay-in-school programs, management and executive development, summer employment; identify school districts with high concentration of Hispanic Americans; and implement activities such as tutoring, mentoring, computer skills training, writing skills training, and civil rights knowledge.
- V. All activities will be tracked and reported in the annual report to White House Initiative on Educational Excellence for Hispanic Americans.

Federal Communications Commission (FCC)

The Federal Communications Commission regulates the nation's communications industries to ensure that they act in the public interest. The FCC does not directly run education programs, but has stressed in testimony to Congress that communications technology, i.e., telephones, networked computers, satellite service and more, have the power to transform education and that it is important to make these tools available to all children.

The Telecommunications Act of 1996 (ACT) will serve as a catalyst for bringing communications technologies to the nation's classrooms and directs the FCC to create incentives for businesses to provide affordable communications services to schools, libraries and hospitals. The FCC is working with states to develop and adopt rules by 1997.

1993-95 and 1996 Hispanic American Participation

- I. FCC did not have or award funds for educational programs.
- II. The Telecommunications Act of 1996 will initiate programs (see goals and objectives).

Participants

- I. 50% of Hispanic American children attend schools which use computers in the classroom as compared to 62% of non-minority children.
- II. 29% of Hispanic Americans use computers at work; 50% of non-minorities.
- III. 13% of Hispanic Americans own computers at home; 29% of non-minorities.
- IV. 86% of Hispanic Americans have telephones, compared to 95% for non-minorities

Measurable Goals and Objectives

- I. Conduct outreach to the Hispanic American community.
- II. Connect 20% of California and Hispanic-serving schools to information superhighway by 1996-Net Day.
- III. Facilitate school applications for the Telecommunication Development Fund (TDF).
- IV. Authorize lower rates for schools and Hispanic-serving schools/organizations for on-line research.
- V. Qualify small businesses providing technologies for schools, including Hispanic serving schools, for the TDF.

Exemplary Programs

- I. Education Technology Corporation, authorized by the Act of 1996, is a non-profit organization empowered to receive funds/services from government agencies and private sector to provide technical assistance, teacher training, financial assistance to schools introducing communications and information technology.
- II. "V-Chip" installed in all new TV sets will allow parents to screen out violent programming.
- III. Broadcasting industry encouraged to establish a violence rating system; Act directs the FCC to establish an advisory committee if rating system is not in place within a year.
- IV. Children's Television Act of 1990 will be implemented; working with groups on rules.
- V. Private sector initiatives to connect classrooms to information superhighway

General Services Administration (GSA)

The General Services Administration establishes policy for and provides economical and efficient management of Government property and records, including construction and operation of buildings, procurement and distribution of supplies, utilization and disposal of property; transportation, traffic, and communications management of the Government wide automatic data processing resources program.

1993-95 and 1996 Hispanic American Participation

- I. GSA reported that they do not have education-related programs.
- II. Data for employee programs such as the Woman's Executive Leadership and other executive development programs was not provided.
- III. Funds for internships has been eliminated as result of government downsizing.
- IV. Only program active in 1996 is the mentoring program in the Training and Organization Division, Office of Personnel. Program has one FTE and spends approximately \$5,000-\$7,000 on materials. No other information provided.

Measurable Goals and Objectives

- I. Plan not available.

Exemplary Programs

- I. Surplus Property Program seminar was held in South Texas to provide Hispanic Serving Institutions information on how to access surplus property in the various government agencies.

Health and Human Services (HHS)

The Department of Health and Human Services is organized into four components. The Public Health Service includes the Office of Assistant Secretary for Health Agency for Health Care Policy and Research; the Center for Disease Control and Prevention, Food and Drug Administration; the Health Resources and Services Administration; the National Institutes of Health; and the Substance Abuse and Mental Health Services Administration. Health Care Financing Administration includes the following education-related programs: Indirect Medical Education; Graduate Medical Education; In-house Employee Training; and Training for State Surveyors of Institutions Serving Medicare and Medicaid Beneficiaries. Projects of National Significance, a component of the Administration for Children and Families, includes ready to learn; teacher education; professional development; adult literacy; lifelong learning; and parental articulation programs; and the Administration on Developmental Disabilities which provided awards to teaching entities to provide a leadership role in preparing individuals with developmental disabilities for integration and inclusion into the community. The Administration on Aging addresses adult literacy; lifelong learning; skilled work force serving the elderly; and internship programs.

1993-95 and 1996 Hispanic American Participation

- I. \$24.1B in discretionary and legislative/formula driven funds went to Institutions of Higher Education (IHEs)
- II. 6% of the \$24.1B is mandated by legislation
- III. Hispanic Serving Institutions (HSIs) received 1.5% or \$363.4M
- IV. Of this total, the Public Health Service (PHS) awarded approximately \$24B to IHEs
- V. 99.8% of the funding for HHS education-related programs is in the Public Health Services
- VI. HSIs received 1.5% or \$362.1M of the \$24B
- VII. HSIs received 1.7% of total PHS awards to IHEs in 1993-94; decreased to 1.1% in 1995
- VIII. Of the total, the Health Care Financing Administration (HCFA) awarded \$16.6M
- IX. HSIs received none of the HCFA awards
- X. HSIs received \$16.9M or 5.9% of the \$286.4 M from the Administration for Children and Families
- XI. 5.9% is reflective of the increase in 1993-94: 3.7% in 1993; 6.9% in 1994; 6.8% in 1995
- XII. Administration on Aging (AOA) awarded \$21.6M
- XIII. HSIs received 1.8% of the \$21.6M
- XIV. HSIs did not receive AOA awards in 1993; HSIs awards increased to 2.5% in 1994 and then decreased to 2.1% in 1995

Measurable Goals and Objectives

- I. Establish formal responsibility and direction for completion of the annual plan in the Office of the Assistant Secretary for Health
- II. Establish a Hispanic Leadership Group to advise the Assistant Secretary for Health
- III. Require that each activity establish measurable objectives for proposed actions
- IV. Require midyear progress reports
- V. Establish a 3% funding goal for HSIs as a % of funding authorities with a progressive annual increase to 15%
- VI. Develop a network of HSIs from secondary schools to college to health profession schools to establish an educational pipeline in the science/health professions; only HSIs in Puerto Rico have three medical schools
- VII. Provide technical assistance to increase participation in Public Health Services-funded programs
- VIII. Increase the number of HSI faculty review and advisory councils
- IX. Provide HSIs with support by placing qualified Federal staff to augment staff/faculty; assisting with recruitment/retraining; and sponsoring conferences in HSI campuses.

Exemplary Programs

- I. Research Center on Minority Populations at the University of Texas Health Sciences Center, San Antonio studies the effectiveness of medical treatments for Hispanic populations; provides technical assistance and training for new researchers
- II. Centers of Excellence addresses the under representation of Hispanic faculty in health professions and funds fellows
- III. Model Hispanic Center of Excellence Program provides a continuum of support for selected Hispanic students from high school graduation through graduation from medical school.

a)

Program participation and 1996 awards data were not reported. No time line for achieving a 3% funding goal is provided.

Department of Housing and Urban Development (HUD)

The Department of Housing and Urban Development is charged with developing and implementing the nation's housing and community development needs, support local efforts to expand affordable housing, home ownership, and job opportunities. Educational programs are limited but HUD administers housing programs with education-related components, serving all communities, primarily those in low-income areas.

1993-95 and 1996 Hispanic American Participation

- I. \$32.4M was distributed to Institutions of Higher Education (IHEs) from discretionary funds
\$240,000 or .7% was awarded to Hispanic Serving Institutions (HSIs)

Participants

- I. National home ownership rate is 76.5%; 70.8% for whites; 42.4% Hispanic Americans; 42.2% African American; an increase of 3% from 1993 for Hispanic Americans
- II. Worse case housing is 18% Hispanic American; between 1989 and 1993 it increased by 36%, only 12% receive federal assistance
- III.
- IV. HUD Counseling Counseling Program had approximately 10% Hispanic American participation during FY 1995.

Measurable Goals and Objectives

- I. Develop an effective strategy for each program assuring Hispanic outreach and participation
- II. Develop an outreach effort through national trade associations and community development organizations
- III. Establish an interactive mechanism for assuring access and participation in national housing programs
- IV. Establish an HSI Community Development Work Study Program
- V. Establish and review standards of measurement and appropriate resources to assure equitable participation
- VI. Establish a Hispanic American Initiative working group comprising high level officials and provide staff from each program to support the initiative
- VII. Establish a 3-member Advisory Committee consisting of high level staff from the Department of Education and the White House Initiative on Educational Excellence for Hispanic Americans to advise the Secretary on educational initiatives
- VIII. Entrust the responsibility of EO 12900 in the office of the Secretary; Assistant Secretary for Administration will provide support; Assistant Secretary in the Office of Policy Research, and Development will implement the recommendations
- IX. Program directors will be responsible for uniform data collection
- X. Each agency will prepare an annual plan that will include measurable goals and objectives and awards by

program for all education related activities to comply with Executive Order 12900.

Exemplary Programs

- I. Office of Fair Housing and Equal Opportunity: Fair Housing Assistance Program and Fair Housing Initiatives Programs
- II. Office of Public and Indian Housing: Public and Indian Housing Resident management Technical Assistance Grants, Public and Indian Housing Youth Sports Program, the Campus of Learners Program, and the Public Housing Drug Elimination program
- III. Office of Policy Development and Research-The Office of University Partnerships: (Community Outreach Partnership Center, Doctoral Dissertation Research Grant Program, Community Development Work Study Program, The Joint Community Development, and the Community Renaissance Fellows Program)
- IV. Office of Housing: National Homeownership Strategy, Counseling for Homebuyers, Homeowner, and Tenants
- V. Interagency taskforce on colonias (neighborhoods)
- VI. *Rental Assistance at a Crossroads: A Report to Congress on Worst Case Housing Needs.*

Department of Interior

The Department of Interior is responsible for the conservation of most nationally owned public lands and the development of most natural resources: land use, water resources, fish and wildlife, the environment, and outdoor recreation. The bureaus include: Reclamation, Fish and Wildlife Service, Mines, Land Management, National Park Service, National Biological Survey, U.S. Geological Survey, and Office of the Secretary.

1993-95 and 1996 Hispanic American Participation

- I. \$84.1M was awarded to Institutions of Higher Education (IHEs) from discretionary funds
- II. 65% of awards were for Research and Development; 13% were for scholarships, fellowships
- III. \$3.5M or 4.2% went to Hispanic Serving Institutions (HSIs); in 1.78% in 1993, 9.9% in 1994, and 3.7% in 1995
- IV. 70% of the awards were for Research and Development; 16% were for scholarships, fellowships
- V. Beginning in 1995, IHEs received \$15M in awards from legislatively mandated funds.
- VI. HSIs did not receive awards from these funds.
- VII. 1996 data was not available.
- VIII. \$1.1M distributed for K-12 programs in 1994; no information on Hispanic American participation
- IX. \$3.5M distributed for K-12 programs in 1995; no information on Hispanic American participation

Participants

- I. Average Hispanic American participation for a selected number of programs approximately 6%

Measurable Goals and Objectives

- I. Implement activities in the Memorandum of Understanding with Hispanic Association of Colleges and Universities (HACU): Natural Resources Academy, Internships, Clearinghouse, Distance Learning, Atlanta Cluster Concept

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- II. Implement outreach activities as per agreement with HACU: International, Information Clearinghouse, Distance Learning, Sabbatical/Consultant Opportunities
 - III. Form a steering committee and develop projects responsive to the mandates of Executive Order 12900
 - IV. Sponsor the First Annual International Conference on Conservation of Natural Resources and Cultural Heritage, New Mexico State University
 - V. Modify data collection on K-12 programs to meet EO 12900 requirements.

Exemplary Programs

- I. Agreement with HACU for the Summer Intern Program
- II. K-12 Programs which addressed National Goals: school completion and mathematics and science.

International Trade Commission (ITC)

The International Trade Commission is an independent, bipartisan agency, widely recognized as an investigative and research resource to the President, Congress, and the private sector on matters of international trade and competitiveness, import remedy investigations, research program, trade information services, and trade policy support.

1993-95 and 1996 Hispanic American Participation

- I. Financial data not provided.

Measurable Goals and Objectives

- I. The director of EEO, with the assistance of the Hispanic Employment Program Coordinator, the Office of Personnel and the use of a newly initiated computerized mail tracking system, will develop and maintain an on-line mailing list for purposes of recruitment outreach to assure the broadest possible applicant pool for all recruitment and hiring activity for professional positions and those at the GS-12 level and above.

Department of Justice

The Department of Justice is the United States legal office and performs many law enforcement functions. Key components include: Immigration & Naturalization Service (INS), Bureau of Prisons (BOP), Federal Bureau of Investigation (FBI), U.S. Marshal's Service, Office of Justice Programs, Drug Enforcement Administration (DEA), Executive Office for U.S. Attorneys, National Central Bureau, and Offices, Boards and Divisions.

1993-95 and 1996 Hispanic American Participation

- I. \$54.4 M was awarded to Institutions of Higher Education (IHEs) from discretionary funds
- II. \$64,000 or .12% went to Hispanic Serving Institutions (HSIs)
- III. All awards were for research and development

- IV. \$8.1M was awarded to IHEs from legislated funds
- V. \$344,000 or 4.3% went to HSIs
- VI. All awards were for research and development
- VII. 1996 data not available

Participants

- I. Average Hispanic American participation internships, etc. is 19% Justice Department and 6% for FBI; most of the participation is in unpaid internships
- II. 0% participation in the Federal Junior Fellowship; 6% in the FBI Honor Internship; 1.6% in the FBI Summer Employment.

Measurable Goals and Objectives

- I. DEA will work with University of Texas at El Paso to recruit students to fill 300 special agent positions
- II. In FY 95-97 the department will work with the Hispanic Association of Colleges and Universities (HACU) and HSIs to recruit Hispanic American students to fill approximately 5000 border patrol positions, inspectors, examiners, and criminal investigators
- III. Participate at annual conferences and activities sponsored by national Hispanic organizations
- IV. Advertise in publications which target Hispanic Americans
- V. Continue agreement with HACU and the US Marshal's Service and Bureau of Prisons that includes recruitment, on the job training and permanent placement
- VI. Identify HSIs with criminal justice and law enforcement programs to conduct special recruitment activities

Exemplary Programs

- I. Policy statement directing department components to initiate activities with HACU members
- II. Focused recruitment effort to enhance applicant pool of minority and women attorneys for Assistant US Attorney positions
- III. US Marshal Service hired Hispanic Employment Program manager to initiate outreach
- IV. DEA included HSIs in the handbook for field program coordinators
- V. Several paid and unpaid internship programs.

Department of Labor

DoL was created by a 1913 Act of Congress as a Cabinet-level agency "to foster, promote and develop the welfare of the wage earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment." DoL is organized into eight components: Women's Bureau; Bureau of Labor Statistics; Employment Standards Administration; Employment and Training Administration; Occupational Safety and Health Administration; Mine Safety and Health Administration; Pension and Welfare Benefits Administration; and Veterans Employment and Training Service.

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-
- I. \$988.7M was awarded from discretionary funds to Institutions of Higher Education
a) **\$1.9M or .2% was granted to Hispanic Serving Institutions from discretionary funds**
b)
II. The majority of the \$988.7M was awarded for fellowships, internships, recruitment and IPAs
Total awarded for this category was \$929M of which only .05% went to Hispanic Serving Institutions.

Participants

- I. Only the Women's Bureau and the Employment Training Administration provided participation data in their Bureau programs. Bureaus were not able to provide any figures on any student (high school or college) intern programs.
a)
II. .03% Hispanic American participation in the Women's Bureau in 6 discretionary programs from 1993 - 1996
a)
III. 6.57% Hispanic American participation in the 1994 Women's Bureau in 2 legislative programs
a)
IV. 14.6% Hispanic American participation in the Employment Training Administration in 3 legislative programs from 1993 - 1996.

Measurable Goals and Objectives

- I. Increase the total number of participants and increase the percentage of minorities in the Employment and Training Administration's Bureau of Apprenticeship and Training (BAT)
a)
II. Increase the ratio of minority participants in BAT programs that train individuals for higher paying occupations
a)
III. Develop a competitive grant, which will be disbursed geographically, to determine what type of technical assistance is associated with the successful recruitment, selection, training, and completion of minorities and women for higher skilled apprenticeable occupations.
a)
IV. Will participate in future meetings relating to the goals of Executive Order 12900 (The Employment Standards Administration).

Exemplary Programs

- I. Memorandum of understanding (MOU) between DoL and the Hispanic Association of Colleges and Universities (HACU), this resulted in 230 surplus computers being provided to HACU institutions in throughout the U.S., hired two HACU faculty members hired through Inter-Personnel Agreements
II.
III. The Bureau of International Affairs made several awards to HACU institutions through small purchases
IV.
V. The Women's Bureau's Mi Casa Resource Center for Women sponsors workshops for single parent families

National Aeronautics and Space Administration (NASA)

The mission of the National Aeronautics and Space Administration is to contribute materially to the expansion of human knowledge and to the technological advancements in aeronautics, space technology, space science, and space exploration. The education-related programs include: Pre-college and Bridge Programs, Institutional Research Awards, NASA University Joint Venture in Space Science Program (JOVE), Minority University Research and Education Division, Training, Graduate Student Researchers Program, and Undergraduate Student Researchers Program.

1993-95 and 1996 Hispanic American Participation

- I. \$2.1B was awarded to Institutions of Higher Education (IHE)
- II. Hispanic Serving Institutions (HSI) received approximately 2.9%
- III. HSIs received .4% in 1993 which increased to 4.1% in 1994-96

Measurable Goals and Objectives

- I. Visit HSI campuses and invite administrators, faculty, and students to visit laboratories/installations; offer the NASA Field Installations to NASA-sponsored HSI programs for meetings and conferences; and track the number of visits and frequency of use of facilities
- II. Issue announcements of opportunity to provide funds to national Hispanic educational associations and nonprofit organizations
- III. Increase participation in the research centers, institutional research awards, faculty awards for research, mathematics, science and technology teacher preparation and curriculum enhancement awards, pre-college awards for excellence in mathematics, science, engineering and technology, graduate student researchers program, undergraduate student researchers program, and track award and participation
- IV. Fund a \$100,000 study for representatives from industry, educational institutions, government, and non profit entities to explore ways to increase Hispanic participation in NASA fields
- V. Use the NASA Economic Development Strategy for Technology Transfer (NEST2) with HSIs to enhance the technology transfer and commercialization capabilities of HSIs and serve as an impetus for business and community development

Exemplary Programs

- I. Cientificos Science Project prepares students for scientific careers
- II. El Ingeniero is a summer research and educational outreach for 7th and 8th graders and their parents
- III. Texas Prefreshman Engineering Program aimed to attract Hispanic students in mathematics, science and engineering
- IV. Aerospace Education School Services is a program designed to increase the awareness of aerospace science of pre-college students, and is implemented in twelve HSI school districts in Arizona; four in California; and one in New York
- V. HSIs which have participated in various programs: California State University at LA, Florida International University; New Mexico Highlands University; New Mexico State University in Las Cruces; City University of New York City College; University of Puerto Rico at Humacao; University of Texas campuses at

Brownsville/El Paso/San Antonio/Edinburg; and Santa Fe Community College.

All awards are from discretionary funds. Participation rates were not reported for all programs and, so comparison between IHEs participation and HSIs was not conducted for this report.

National Endowment for the Arts (NEA)

The primary activity of the National Endowment for the Arts is grant-making to arts organizations and artists, to state, local and tribal governments, and, to a lesser extent, to Institutions of Higher Education (IHEs). When IHEs apply to the Arts Endowment, it is on behalf of arts-related entities within the institutions.

1993-95 and 1996 Hispanic American Participation

- I. \$9.5M awarded to minority Institutions of Higher Education (IHEs)
- II. Hispanic Service Institutions (HSIs) received 3.4% or \$323,699 of the \$9.5M*

Measurable Goals and Objectives

- I. Provide improved data by 1998 after the completion of the data collection system joint project with the National Assembly of State Arts Agencies (NASAA).

Exemplary Programs

- I. Grant issued through the Arts Plus program to the Guadalupe Cultural Arts Center in partnership with the San Antonio Independent School District. The project allowed economically underprivileged school students to work on the "Danza Folklorica San Antonio" project.
- II. The Arts Endowment awards grants to state arts agencies for re-granting to arts and cultural organizations, and for related administrative costs. In 1994, the arts agencies began reporting participation rates and dollar awards to NASAA. As of August 1995, NASAA had received reports from nine states with high Hispanic American populations which indicate that approximately 9% of the re-grants went to activities benefiting Hispanic Americans.
- III. Internships are usually advertised in the Latino Reporter, The Hispanic Register, the Latino Voice, the Hispanic Network, and the Hispanic Association of Colleges and Universities.
- IV. The peer panel review process, by Congressional mandate, must be reflective of the country's cultural, ethnic, geographic, and gender diversity. Since 1993, 300 panels have convened. Of the 2,766 panelists selected, about 246 or 9% were Hispanic American.

All funds awarded are discretionary.

Participation information is not tracked by the agency, and information for 1996 was not available at the time of submittal. In 1996, NEA expects to reduce or eliminate internships due to drastic budget reductions from Congress. Fellowships are also provided but information on ethnic background is not collected or tracked.

National Endowment for the Humanities (NEH)

The National Endowment for the Humanities is a grant-making agency that supports preservation, research, education, and public programs in the humanities.

1993-95 and 1996 Hispanic American Participation

- I. \$72.3M awarded to Institutions of Higher Education (IHEs) each year for research and development, facilities and equipment, and fellowships and internships
- II. Hispanic Serving Institutions (HSIs) received 2.4% in 1993 and 3.3% in 1994; most of these grants were for research and development

Measurable Goals and Objectives

- I. Establish formal responsibility and direction for completion of the annual plan in the office of the Deputy Chair
- II. Continue to provide technical assistance, in the form of grant-writing workshops and staff reading, to Hispanic American and HSI applicants
- III. Focus special attention on individuals and not-for-profit organizations in Puerto Rico through the Fundacion Puertorriqueña de las Humanidades
- IV. Seek participation of the faculty from HSIs and Hispanic Americans as panelists and outside reviewers in the grant application review process
- V. Encourage applications that respond to Executive Order 12900 requirements.

Data was submitted by agency and not by program. Only two years of awards data, 1993 and 1994, were presented. All funds awarded were discretionary. Participation information was not presented in a manner that could be compared.

National Science Foundation (NSF)

The goal of the National Science Foundation is to uphold a position of world leadership in all aspects of science, mathematics, and engineering; promote the discovery, integration, dissemination, and employment of new knowledge in service to society; and achieve excellence in U.S. science, mathematics, engineering, and technology education at all levels. NSF programs fall within the following categories: Biological Sciences; Geosciences; Engineering; Mathematical and Physical Sciences; Computer & Information Science and Engineering; Social, Behavioral and Economic Sciences; Education and Human Resources; Academic Research Facilities and Instrumentation; and Science and Technology Infrastructure.

NSF reported on the following education-related programs: Educational System Reform, Experimental Program to Stimulate Competitive Research, Graduate Student Programs, Informal Science Education, Pre-college Education, Research, Undergraduate Student Support, Young Scholars, Teacher & Faculty Enhancement and Development, and Technology Utilization.

1993-95 and 1996 Hispanic American Participation

- I. \$6.5B awarded to Institutions of Higher Education (IHEs) in a three year period
- II. \$180.5M or 2.8% was awarded to Hispanic Serving Institutions (HSIs)
- III. \$2.3B is projected to be awarded to IHEs in 1996; a 3% increase from 1995
- IV. HSIs are projected to receive 3% in 1996, reflecting no change from 1995

Measurable Goals and Objectives

- I. Support systemic reform and other educational activities to significantly increase the number of under represented minority students who graduate from high school to pursue baccalaureate degrees in science, mathematics, engineering, and technology (SMET)
- II. Encourage research and educational activities that allow faculty in HSIs to contribute to the SMET enterprise and provide quality research experiences to under represented groups in all SMET fields at all educational levels
- III. Improve research equipment and facilities at HSIs
- IV. Provide opportunities for under represented minorities to pursue graduate education in SMET disciplines and for minority faculties to serve as NSF program officers.

Note: Awards data was reported in aggregate for all IHEs. All awards were made from discretionary funds. Participation numbers, however, were reported for a select number of programs only and not for all NSF programs. A participation assessment, therefore, was inappropriate.

Office of Personnel Management (OPM)

The Office Personnel Management is responsible for advising, recommending and implementing policy , guidelines, and programs affecting all areas of personnel. Although OPM is not directly responsible for awards to Hispanic Serving Institutions and organizations, they provide guidance to agencies on how to maximize participation. Given this role, the following is a report on efforts to increase employment and promotions of Hispanic Americans in the Federal government.

1993-95 and 1996 Hispanic American Participation

Measurable Goals and Objectives

- I. Establish a working relationship with school districts and Hispanic Serving Institutions
- II. Sponsor short briefing for placement officials to inform on student volunteer and other programs
- III. Participate in job fairs, career days, and conferences
- IV. Involve agency employees as liaisons, mentors, and ambassadors
- V. Improve the use of the student employment programs
- VI. Link recruitment of Hispanic American students to the Federal Equal Opportunity Recruitment Program

Exemplary Programs

- I. Pioneered partnerships among Federal agencies and Hispanic educational/academic associations
- II. Encouraged the use of the Intergovernmental Personnel Act to assign staff to educational agencies
- III. Provided electronic access to nationwide Federal job information to HACU members
- IV. Streamlined student employment programs and appointing authorities
- V. Made the National Hispanic Student Organization Directory available electronically to Federal agencies
- VI. Promoted the HACU National Internship Program
- VII. Issued guidelines on Strategies for Increasing Recruitment of Hispanic Students
- VIII. Issued a report on Federal employment of Hispanic Americans in August 1995

Hispanic Americans in the Federal Government: A Statistical Profile
1994 Hispanic American Population and Civilian Federal Workforce Profile

- I. Hispanic American population is approximately 27 M of the nation's 260 M people
- II. Between 1980 and 1990, the Hispanic American population grew by 53% while the total population grew by 10%
- III. Hispanic American population is expected to reach 41M by year 2010 and 63 M by 2030; this does not include Puerto Rico
- IV. Median age for Hispanics is 26 years compared to 36 years for non-Hispanics
- V. Hispanic Americans comprised 10% of the U.S. workforce
- VI. Hispanic American labor force participation rate is 66.1%; compared to 67.1% of whites; 63.4% of African Americans

Civilian Federal Workforce

- I. Average age of the Federal workforce is 42.4 years
- II. Federal service tenure is approximately 14 years
- III. Average adjusted salary is \$33,604 worldwide and \$47,882 for the Washington, DC metro area
- IV. Average civilian Federal GS grade is a GS-8
- V. Hispanic Americans comprise 10% of the workforce but only 5.7% of the Federal workforce
- VI. White males comprise 40.6% of the workforce and 44.1% of the Federal workforce; African-Americans comprise 10.6% of the workforce and 17% of the Federal workforce; Asian-Americans comprise 3.8% of the workforce and Federal workforce; and women make up 46% of the workforce and 42.7% of the Federal workforce
- VII. 9.2% of the 5.7% Federal workforce is supervisory or managerial
- VIII. Men make up 58.3% and women 41.7% of Federal workforce
- IX. 77% of Hispanic Americans are in the Air Force, Army, Veterans Affairs, Treasury, Navy, and Justice.

Source: 1994 Census Bureau and OPM

Note: the Hispanic Association of Colleges and Universities and National Association of Hispanic Federal Executives recognized OPM for its commitment to increased recruitment of Hispanic students in the Federal government.

Peace Corps

The Peace Corps recruits nearly four-thousand volunteers a year for service in 93 countries. Over half of the recruits are college graduates. Peace Corps offers them immediate practical experience in their field, and international work and travel, foreign language training and a real sense of mission in helping people help themselves.

1993-95 and 1996 Hispanic American Participation

- I. \$8.21M awarded to Institutions of Higher Education (IHE)
- II. Hispanic Serving Institutions (HSI) received \$10,000 or .1%
- III. Total awards reduced from \$7.2M in 1993; \$.9M in 1994; \$50,000 in 1995 and 1996
- IV. Of the \$50,000 awarded in 1995, HSIs received 20%
- V. \$50,000 to be awarded in 1996; HSIs will receive 20%

Participants

- I. 219 or 3.3% Hispanic American participants
- II. 12% of schools formally enrolled in the World Wise Schools Programs are Hispanic serving schools or institutions with 25% or more enrollment. The program provides quality educational materials to students in the K through 12 grades, teaches students about cultures and peoples of the Hispanic world, and utilizes such techniques as Internet and educational television broadcasting.

Measurable Goals and Objectives

- I. Increase the number of Hispanic American volunteers
- II. Continue, and where possible, expand the various education related efforts

All grants to IHEs are in the form of fellowships and related activities. This information is not tracked by ethnic groups. All awards are from discretionary funds.

Small Business Administration (SBA)

The Small Business Administration mission is to assist Americans in establishing and retaining their own businesses, and through these efforts, to contribute to the backbone of our country's free enterprise system. The agency has historically provided services through five education-related programs: Management and Technical Assistance, Small Business Development Centers, Small Business Institutes, Service Corps of Retired Executives (SCORE), and the Women's Demonstration Program. SBA provided aggregated agency totals for awards issued to IHEs and HSIs and participation rates within SBA programs.

1993-95 and 1996 Hispanic American Participation

- I. \$170.6M was awarded to Institutions of Higher Education (IHE)
- II. Hispanic Serving Institutions (HSI) received \$16.M or 9.4% of \$170.6M
- III. \$56.5M is projected to be awarded to IHEs in 1996
- IV. 9.9% of the 1996 awards will go to HSIs; a 5.2% increase from 1995

Participants

- I. Average number of participants during 1993-95 was 868,562
- II. 59,533 or 6.9% were Hispanic Americans
- III. 7.3% Hispanic American participation rate is projected in 1996, an increase of 7.5% from 1995

Measurable Goals and Objectives

SBA's goals were established following the assessment conducted to comply with Executive Order 12900 and are reflective of downsizing efforts:

- I. Establish formal responsibility and direction for completion of the annual plan in the Administrator's Office, Assistant Administrator for EEO and Civil Rights Compliance
- II. Continue to actively reach out to the Hispanic American community to offer management and technical assistance, counseling and training
- III. Increase the Hispanic American rate of service from 6.7% to 7.3%
- IV. Achieve a 10% level of funding for HSIs, or more, as a portion of total SBA awards to IHEs
- V. Aggressively recruit and increase the representation of Hispanic Americans in the agency
- VI. Open at least three Business Information Centers in areas with a high concentration of Hispanic Americans: Miami, Albuquerque, and Denver
- VII. Develop a process to systematically collect data on co-sponsored training events targeted for Hispanic Americans and minorities
- VIII. Open five new One-Stop Capital Shops in areas with high Hispanic American populations: Rio Grande Valley (Texas), Los Angeles, Houston, Chicago, and NY
- IX. Establish a target of 275,000 clients for the SCORE program for counseling and training, of which at least 6.5% will be Hispanic Americans
- X. Encourage organizations of Hispanic American service providers in highly Hispanic American populated areas

to promote business members to export

- XI. Increase funding levels for Women's Demonstration Projects in areas with high concentrations of Hispanic Americans.

All awards are mandated by legislation. Note that Congress did not provide 1996 funding for the Small Business Institutes Program or the Veterans Entrepreneurial Training. And, SBA has not yet received full funding for the Management and Technical Assistance Program. The participation rates exclude the SCORE program.

Social Security Administration (SSA)

The Social Security Administration is responsible for the Social Security Act of 1935 which created a social insurance program designed to pay retired workers age 65 or older, or to their aged wives/widows, children under age 18, and surviving aged parents, a continuing income after retirement. The Act was amended to include disabled workers in 1954 and under the Amendments of 1961 the retirement age was lowered to 62. It is also responsible for Medicare enacted in 1965, the Supplemental Security Income authorized in 1950, and the Social Security Amendments of 1980 which focused on work incentives for social security and disability benefits.

1993-95 and 1996 Hispanic American Participation

- I. SSA reported that they did not have education-related programs.
- II. Data for educational support for programs such as retirement, survivors, disability, and supplemental security income was not provided.
- III. Data for the Stay-in-School program and cooperative education programs was not provided.

Measurable Goals and Objectives

- I. None provided.

State Department

The State Department is responsible for planning, conducting and implementing U.S. foreign policy. Foreign Service Officers carry out the foreign policy of the United States under the direction of the Secretary of State. They participate in the development of policies, represent the United States in relations with other governments and with international organizations, keep the President and Secretary of State informed on developments abroad and protect American interests in foreign countries.

1993-95 and 1996 Hispanic American Participation

- I. \$45.2 M was awarded to Institutions of Higher Educations (IHEs) from discretionary funds
- II. Over 60% of awards made to IHEs was for research and development
- III. \$1.11 M or 2.5% went to Hispanic Serving Institutions (HSIs)
- IV. All awards to HSIs was for fellowships, internships, student tuition, and scholarships
- V. \$500,000 was spend in recruitment to meet Menendez Amendment requirement in 1994 and 1995
- VI. \$12.9 M is projected to be awarded to IHEs in 1996
- VII. HSIs will receive \$597,000 or 4.6%; no increase from 1995; an increase from 2.9% in 1994 and .25% in 1993
- VIII. In 1996, State projects spending \$47,300 for travel to colleges and universities; 30% of funds will be spent in travel to HSIs

Participants

- I. Ten or 26% Hispanic American participation in the Fellowship Program for a three year period
- II. Student Employment Programs did not provide information by ethnic category only by minority and non-

minority; 1993 minority participation was 34% out of 670; 1994 was 35% out 728; 1995 was 34% out 830.

- III. 3.8% of the 13,813 full time and part time permanent State Department workforce is Hispanic American; 3.2% of the 4,877 foreign service officers are Hispanic American; 3.3% of the 3,572 foreign service specialists; 3.7% Civil Service officers out of 5,364
- IV. 6% of the 12,151 foreign service exam takers were Hispanic Americans in 1993; a 22% increase from 1992
- V. 3% of the 2,748 who passed were Hispanic Americans in 1993; a 23% increase from 1992*

Exemplary Programs

- I. Hispanic Outreach and the Five-Year Recruitment Plan to meet the Menendez Amendment
- II. Student Employment Program: Student Intern (paid and unpaid), Cooperative Education, Foreign Affairs Fellowship, Presidential Management Intern, Fawcett Fellowships, Stay-in-School, Summer Clerical, Federal Junior Fellowship, Student Volunteer

Note: Workforce statistics are for 1994. Foreign service exam information was only provided for 1992 and 1993.

Department of Transportation (DOT)

The Department of Transportation is comprised of the following programs: Small & Disadvantaged Business Utilization, U.S. Coast Guard, Federal Aviation Administration, Federal Highway Administration, Federal Railroad Administration, National Highway Traffic Safety Administration, Federal Transit Administration, Maritime Administration, and Research & Special Projects Administration. Fifty-five (55) education-related programs were identified with one-third legislatively mandated.

1993-95 and 1996 Hispanic American Participation

- I. \$227.3 M awarded to Institutions of Higher Education (IHEs) from discretionary funds
- II. \$3.7 M or 1.6% awarded to Hispanic Serving Institutions (HSIs); 68% of the \$3.7 M was for tuition, fellowships, scholarships, etc.
- III. 80% of the awards to IHEs was for research and development
- IV. From 1993 to 1994 there was a 1.73% increase in funds; from 1994 to 1995 there as 73% reduction
- V. \$166 M was awarded to IHEs from legislatively mandated funds
- VI. \$7.5 M or 4.5% went to HSIs; 85% of the \$7.5 went to student tuition, scholarships, etc.
- VII. 65% of awards to IHEs was for student tuition, scholarships, etc.
- VIII. \$35 M from discretionary funds are projected to be awarded in 1996; 1.1% is projected for HSIs
- IX. \$64 M is projected from legislatively mandated funds; 3.6% is projected for HSIs

Participants

- I. Estimated 6-7% Hispanic American participation calculated from available data for selected programs

Measurable Goals and Objectives

- I. Increase participation by no less than 5% in 1995; 7% in 1996
- II. Increase participation in internships, professional development, etc. by at least 5% in 1995; 7% in 1996
- III. Establish formal responsibility and direction for completion of the annual plan
- IV. Develop a process to systematically collect data
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- V. Minority Officer Recruitment Effort, US Coast Guard
- VI. Claude Pepper Junior ROTC, US Coast Guard
- VII. Government and Industry Partnerships, Federal Aviation Administration (FAA)
- VIII. FAA and NASA Joint University Program
- IX. HACU Program, FAA
- X. Center of Excellence, FAA
- XI. Federal Information Exchange Minority On-line Information System, FAA
- XII. Transportation and Civil Engineer Career Center, Federal Highway Administration (FHWA)
- XIII. HACU Transfer Advisement Center, Federal Transit Administration (FTA)

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- XIV. Los Angeles Transportation Career Academies , FTA
 - XV. Mi Casa, Disadvantaged Business Enterprise Training, FTA
 - XVI. US Merchant Marine Academy Minority Recruitment Program
 - XVII. University Transportation Center, Research & Special Projects Administration (RSPA)
 - XVIII. University Research Institute, RSPA

Note: the average participation rate calculated from data available was 5-7% in these programs. In some cases, the percent is higher and others the percent is zero percent.

Department of Treasury

Treasury manages Federal finances, collects taxes and duties, pays the nation's bills, prints the U.S. currency, mints U.S. coins, manages the nation's debt, supervises national banks, advises on international finances, enforces finance and tax laws, and protects the President, Vice President, their families, and candidates for those offices.

The U.S. Treasury is organized into thirteen bureaus: Headquarters; Alcohol, Tobacco and Firearms (ATF); Comptroller of the Currency; U.S. Customs; Bureau of Engraving and Printing (BEP); Federal Law Enforcement Training; Financial Management Service; Internal Revenue Service; Office of Thrift Supervision; Public Debt; Secret Service; U.S. Mint.

1993-95 and 1996 Hispanic American Participation

- I. \$9.9M awarded to Institutions of Higher Education (IHE) for training, student aid, third party awards
- II. Hispanic Serving Institutions (HSI) received .4% or \$37,969
- III. Awards to IHEs decreased by 45% from 1993 (\$4.2M) through 1995 (\$2.3M)
- IV. HSI awards increased from \$2,075 (.05%) in 1993 to \$28,242 (1.21%) in 1995

Measurable Goals and Objectives

Treasury acknowledges the need to take more proactive steps to enhance the participation of Hispanic Americans in education-related programs and in its workforce. Treasury ranks sixth among forty agencies in the number of Hispanic Americans in its workforce 1994. Nevertheless, Treasury proposes positive steps to increase and upgrade Hispanic American participation.

- I. Establish formal responsibility and direction for completion of the annual plan in the office of the Assistant Secretary for Management, Office of Equal Employment Programs
- II. Ask bureaus to institute mechanisms for tracking the data required for this report
- III. Demand bureaus to allocate a larger share of the IHE funds to HSIs
- IV. Establish a Departmental Advisory Committee on Hispanic Americans
- V. Prompt bureaus to contact Hispanic-serving organizations to establish summer internship programs

- VI. Network with Hispanic professional organizations to advertise vacancies
- VII. Encourage bureaus to take non-monetary action such as mentoring, tutoring, and donating surplus equipment

Exemplary Programs

- I. Bilingual/Bicultural Hiring Authority and the Co-op Program are used to increase Hispanic American employees
- II. The Bureau of Alcohol, Tobacco and Firearms Gang Resistance, Education and Training Program (GREAT) trains police officers, who teach students techniques on how to avoid gangs and resolve conflicts without violence. The program is nationwide including regions with high concentrations of Hispanic American populations
- III. The U.S. Customs Canine Program is delivered to K-12 schools nationwide and involves a drug prevention and "civics" program, conducted by officers and "detector" dogs
- IV. IRS has initiated a local training program to assist Spanish-speaking taxpayers
- V. Adopt-A-School programs in schools with heavy Hispanic American population are at the Bureau of Engraving and Printing, Customs, and the Mint. They provide workshops on job interview techniques, dressing for success, goal setting, shadowing and mentoring, tutoring, school to work programs, summer internships, career days, etc.
- VI. The Federal Law Enforcement Training Center has invited Hispanic American college students throughout the U.S. to participate in its internship program. Selectees serve at different locations for one college quarter or semester.
- VII. Financial Management Services and the IRS have assigned two staff members to the White House Initiative on Educational Excellence for Hispanic Americans for a period of one year; Headquarters office has provided two employees to the White House Initiative to render on-going management support on special projects
- VIII. The Comptroller of the Currency recently signed an interagency agreement with HACU for summer internships.

Treasury notes that since this is the first time this inventory has been produced, the majority of its bureaus did not track the information with any consistency or reliability. Consequently, the data in this report is incomplete and understated. The information is presented in aggregate form rather than by bureau. All awards made to HSIs are from discretionary funds. Participation information was insufficient to arrive at any conclusion, and information for 1996 was not available for this report.

Department of Veterans Affairs (VA)

The Department of Veterans Affairs programs and services contribute to the well-being of America's Veterans and the quality of life of the entire nation. VA comprises eight education-related programs: Associated Health Professions Education Programs, Tuition Support Program, Tuition Reimbursement Program, Student Career Experience Program, Research Training Initiative, VA Education Program, and Management Development Program.

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- I. \$692.5M was distributed to Institutions of Higher Education (IHE) for training, fellowships, internships, student tuition, and scholarships
 - II. 99.1% of the distribution was made from discretionary funds
 - III. Hispanic Serving Institutions received \$17.4M (2.5%); awards were from discretionary funds only

Measurable Goals and Objectives

- I. Biomedical and behavioral research opportunities will be increased in the Research Training Initiative
- II. HSIs will be encouraged to apply for special funding to support collaborative research studies with VA scientists to promote and facilitate the pursuit of biomedical and behavioral research
- III. VA Health Administration will continue to provide clinical training to Hispanic American students in schools of medicine, dentistry, nursing, associated health and allied professions and provide funding to support medical and dental residents/fellows, specialized physicians and students in other health areas
- IV. High School Student Career Experience Programs in the VA Medical Centers in NJ, NYC, and Chicago will be expanded
- V. Supervisors will be encouraged to nominate Hispanic American employees for programs such as the Women's Executive Leadership Program, Leadership VA, and the Executive Potential Development Program
- VI. Regional offices will be requested to identify HSIs in their geographical areas and encouraged to enter into property and equipment sharing agreements
- VII. Distribution of the VA Recruitment Bulletin will be expanded to include HSIs and will continue to maintain high visibility at Hispanic American national professional conferences and conventions
- VIII. Awareness of tuition assistance programs for employees will be increased
- IX. State-of-the-art database services will be used to distribute information on education and research.

Exemplary Programs

- I. The College Assistance Migrant Program (CAMP) is an ongoing cooperative education agreement between VA Medical Center in Boise, Idaho and Boise State University. CAMP seeks to financially assist members of the Boise community of migrant workers (predominately Hispanic Americans) with their education while receiving on-the-job training in health care disciplines
- II. The San Antonio VA Medical Center High School Program works with local high school principals, teachers, and counselors, and VA Medical Center staff on a one year training program for seniors
- III. Student Career Experience Programs at HSIs is an on-the-job training program in the student's field

Information on awards and grants was provided by agency rather than by program. Participant information was not presented for all programs, so comparisons could not be made.

Federal Programs Inventory Conclusions and Recommendations

The following conclusions and patterns were drawn from the data provided by the agencies. Based on this information, we are recommending corrective actions or replication of exemplary models.

Conclusions and Recommendations

1. *Executive Order Responsibility.* The White House Initiative on Educational Excellence for Hispanic Americans established a liaison network to establish a link between the Initiative office and the departments. Many departments, but not all, have now identified the best office and staff responsible for the annual collection of data and submission of the information to the White House Initiative office.

We recommend that all agencies identify the appropriate office and staff to respond to this request by FY 96.

2. *Data Tracking.* All agencies were not prepared to report on data requested. Therefore, many of them stipulated that data had not been collected. Several, but not all agencies, identified data tracking as a goal to accomplish in FY 96.

We recommend that all agencies establish a data system which tracks number of participants and awards distributed for research and development, program evaluation, training, facilities and equipment, fellowships, internships, recruitment, student tuition, scholarships, private sector involvement, and administration to IHEs, HSIIs, school districts (K-12), Hispanic school districts, organizations, and Hispanic American organizations.

3. *Rate of Awards to HSIIs.* With the exception of a few agencies, like the Small Business Administration and Corporation for National and Community Services, most agencies reported a three-year average below 5% for awards distributed to Hispanic Serving Institutions. Many agencies identified programs designed to increase participation but did not identify a percent goal to achieve in FY 96.

We recommend that agencies with a participation rate of less than 10% identify an annual percent increase beginning with FY 96.

4. *Exemplary Programs.* All agencies presented excellent examples of successful models designed to increase the number of Hispanic American students and/or employees. Some agencies focused on parts of the "pipeline", i.e., Pre K-12 students, college and professional school students, and/or employment. Few developed programs designed to address the educational gaps in Hispanic American education in a coordinated or systematic manner.

In order for education-related programs to be effective in establishing a strong pipeline, we recommend that in FY 96 each agency identify specific programs to address each of these pipeline components: Pre K-12, college and professional schools, and employment. We further recommend that departments collaborate to build off or complement existing programs and use successful models identified in this report, i.e., K-12 programs at the Corporation for National and Community Service, Higher Education Colleges and Universities (HACU) programs at Commerce, Transportation and Agriculture, professional school programs at HHS and NASA, Centers of Excellence at HHS and Agriculture, etc.

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5. *Federal Agency Employment Profile.* As outlined in a report prepared by the Office of Personnel Management, two clear trends emerge: first is the aging Hispanic American Federal workforce and second is the concentration of Hispanic American Federal employees in GS 9-12 levels which are support staff and entry level professional positions. Management and decision making positions are at the GS 14-15 and Senior Executive Service (SES) levels. The professional pipeline from entry level to senior executive service is not well established. Consequently, promotions to management and senior executive service levels are rare.

We recommend that Office of Personnel Management and agencies establish programs to upgrade the Hispanic American employee "pipeline" from internships, to entry level, to mid management, to management and senior executive service positions.

6. *Interagency Collaboration.* Executive Order 12900 specifies that the White House Initiative office is authorized to utilize the services, personnel, information, and facilities of other Federal agencies. To date, agencies which have provided personnel include Army, Education, Labor, NASA, Navy, Transportation, and Treasury. Agriculture and Commerce have also provided services. These are highlighted in the exemplary program.

Since the Initiative office is an interagency effort, we recommend that in FY 96 all agencies, currently participating in the Re-invention Working Group, identify measurable contributions in services, equipment, and/or personnel to the White House Initiative on Educational Excellence for Hispanic Americans.

7. *Executive Order Renewal.* The executive order is the tool used by the executive branch to direct agencies to execute programs. Executive Order 12900 is scheduled for renewal in 1997.

We recommend that the renewal version include clarification on agency responsibility to implement the executive order as outlined in recommendation #1 and language on the type of data to be tracked as described in recommendation #2; that procurement and contract language be inserted to allow for equitable Hispanic American participation; and that personnel hiring language be included to increase Hispanic American employment at all levels, but especially at the management and senior executive levels.

We also recommend that language be included to allow the Office of Management and Budget (OMB) budget oversight for contributions to the White House Initiative Office.

8. *White House Initiative Office.* Given the importance improving Hispanic American education and the outreach to the community, it is important that this office be staffed with career-service employees to promote and encourage continuity. Currently the office has two appointed positions and one support career staff. The remaining staff are detailees. Although detailees will continue to be an important part of the interagency aspect of this office, the permanent career staff are needed to establish long-term working relationships with agencies and other entities and for program coherence.

We recommend that the Department of Education assign eight full-time-equivalent permanent employees to the Initiative office.

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