



December 8, 1976

Ethnic Heritage Program
Department of Health, Education & Welfare
Washington, D.C.

Dear Sirs:

It is not often in these days of significant socio-economic change and technological advancement into inter-planetary exploration that a single project captures the hearts and excites the interest of a diversity of peoples and countries. This has happened with the Polynesian Voyaging Society's voyage of the double-hulled canoe, Hokule'a, from Honolulu to Tahiti and back and the related preparations -- a monumental undertaking well deserving of the public recognition it has received.

During 1976, ALU LIKE, Incorporated in its year-long research and planning project with the Native Hawaiian community has assessed the needs of Native Hawaiians in the State of Hawaii with the funding from the Office of Human Development (DHEW). Analysis of the assessment has, among other things, confirmed the concern of Hawaiians for the perpetuation of their culture, language and history. Consequently, ALU LIKE is extremely interested in plans of the Polynesian Voyaging Society to train people and develop materials which will assist in perpetuating the great history and traditions of a proud people and broaden the base of understanding of all people.

We heartily support the Polynesian Voyaging Society in their project and we urge your positive action on their application.

Sincerely,

(Mrs.) Winona E. Rubin
Project Director
ALU LIKE Native Hawaiian Project

cc: President, Polynesian Voyaging Society
President, ALU LIKE, Incorporated

Rec'd 12/6 11:00 A

TO: Winona Rubin & Paige Barber, Alu Like, Inc.
 FROM: George Warfel, MPAC, Inc.
 RE: Briefing for preparation of application for Ethnic Heritage Studies Program
 competitive grant funding.
 DATE: 11/27/76

I have researched the "Instructions and Application Forms for Submitting an Ethnic Heritage Studies Program Application", the "Guidelines for Application: Ethnic Heritage Studies Program - September 1976", portions of the Federal Register, and previously funded and currently in preparation proposals from Hawaii.

My initial prognosis is that the opportunity to achieve funding for a modified version of the Hokule'a as a teaching museum from this source is technically available to the Polynesian Voyaging Society and/or Alu Like as an applicant and that it would be worth the investment of 10 person days time in preparing and submitting an application.

Several points that are discussed in detail below need to be emphasized:

1. Maximum funding available is \$50,000 for one year. Average awards run around \$37,000.
2. Maximum funding period is 1 year.
3. The grants are not formula or entitlement but by competition with other applicants from Hawaii and the other 49 states.
4. I am personally aware of at least 3 other applications being submitted from Hawaii, each as meritorious as your proposal.
5. Winning competitive grant awards requires that the proposal be complete, well researched, strongly supported by a number of organizations outside the applicant, well written, well presented and lucky. With the proper mobilization of your staff I believe such a proposal can be produced by Alu Like and/or PVS.
6. The funding available is not specifically interested in supporting the teaching of ethnic knowledge to students and the community. It is interested in supporting activities that precede and will make possible the teaching of ethnic heritage to students and community. Such activities are:

I - Training teachers, leaders and others in how to do ethnic heritage work.

II - Developing curriculum materials for later use in classrooms.

III - Disseminating nationally training methods and curriculum materials developed in one location but of use in many settings.

Modification of the type of activity presently carried out by Hokule'a will be required if this type of funding is to be realistically sought.

7. The application must include documentation of the involvement of a community advisory group in the development (not just approval) of the proposal.
8. The application must be accompanied (not followed later) by binding letters of commitment for any and all funds to be provided from sources other than the grantor.
9. The post-mark deadline is Dec. 13.

Alu Like and PVS, if they decide to apply, should assign each of the following tasks to specific staff and monitor carefully that all work is moving forward toward a final review by myself or others on Wednesday Sept. 8. This leaves two days to obtain missing items and make corrections and two days to type, bind, etc.

The tasks are arranged in the sections that the application is assembled in as follows:

PART I

Part I consists of federal form 424, pages 1 & 2, sections I-IV. It and my annotated instructions are attached.

PART II

Part II consists of HEW form 608T - Project Approval Info. It and my annotated instructions are attached.

PART III

Part III consists of federal Budget Forms HEW 608T Sections A - F. One item for this will require some research. On line 6j you must compute your "indirect costs." This is determined by agreement in advance between applicants and agencies. Do either you or PVS have a predetermined rate (i.e. 18%, 24%, 27%, etc.)? If not, you should call HEW in San Francisco and find out what rate you should use. In filling out the budget forms let the rules, not common sense or standard accounting principals, determine what you do. You can make a common sense budget for your own use later.

PART IV

Part IV is the program narrative. It should include the following:

1. A Summary Statement giving the need being addressed, the approach and the specific outcomes planned. (LIMIT: 1 page.)
2. History of the Project. Indicate the ^{before} precursor projects, the source of this idea as the result of realizing the need and finding no other adequate response available. Document the involvement of the affected community groups in the development of this proposal. Clearly indicate how the group made decisions to have a multi-ethnic impact (i.e., beneficiaries will be of all races), how it decided to use this approach to help Hawaiians learn more about their own culture, how the final products will enable Hawaiian students and community people and others to learn more about the nature and role of ethnicity in their own lives.
=====
3. Area of Focus. Indicate that of the 3 areas of interest this project is concentrating on area I primarily and area II. Discuss the need to train teachers, community leaders, public officials, social service agency staff, and the general public in the cultural concepts associated with the Hawaiian society as expressed in its canoe building and ocean exploration accomplishments.
4. Need Statement. Discuss and document the need for this kind of cultural material and training. Discussion of need can include the negative social effects on Hawaiians of not knowing about, having pride in, etc. their own culture and of the social impoverishment of the general society by not having opportunities to learn about the one

Value like needs Statement - Education Section

local ethnic group whose cultural experience is the most closely interlocked with the islands and which has the longest continuous history of cultural development in the islands.

Also give an assessment of resources currently available to meet these needs and their inadequacy.

5. Goals and Objectives

State the major goal of the project: To develop an expanding cadre of persons with ~~any~~ ability to teach the ethnic history of the Hawaiians in the schools, the community and the social service agencies and to develop curriculum materials for use by these persons.

Breakout lists of objectives as follows:

GOAL - Train teachers and others in ethnic history of Hawaiians.

- Objective 1.1 Develop training materials
1.2 Develop training program
1.3 Train trainers
1.4 Recruit teachers and others (here emphasize drawing power of Hoku-lea)
1.5 Conduct training sessions (here describe reasons for open workshop training format rather than going to U.H. Manoa grad. school courses, etc. Explain why community at large invited to attend as well as target group teachers, leaders, etc.)
1.6 Evaluate training program and make modifications. Use of outside consultants.

GOAL - Develop curriculum materials for use by trained teachers & others.

- 2.1 Determination of which topics to cover (explain why using the various canoe crafts and how each leads into culture understanding)
2.2 Present state of research and development
2.3 Engagement of curriculum development expert.
2.4 Publication of curriculum materials (books? tapes? games?)
2.5 Field testing of materials (during workshops)
2.6 Revision and final publication.
2.7 Usefulness to non-Hawaiian situations and nation-wide dissemination strategy (piggy-back on National Geographic show, etc.)
2.7 Evaluation by educational evaluation consultants.

GOAL - Involve community in development of materials and training of teachers

- 3.1 Determination of deffects of training and materials developed solely by isolated experts.
3.2 Method of creating community involvement (describe advisory board, employment of community consultants and trainers, numerous workshops all open to community and in community settings, etc.)
3.3 Evaluation by community organization consultants

* 6. Approach

Describe a typical Hokule'a workshop. Describe Hokule'a, trip to Tahiti, effect on populace, excitement generated by her arrival in a community's harbor, etc. We must sell them on this rather novel idea of using Hokule'a rather than doing all this nice training

~~and~~

and curriculum development at a college or at Kam School, etc. Play upon the excitement of their becoming part of the Hokule'a mystique. Include national geographic article (original, so colors come through) as appendix. This section, Approach, is the key to the proposal. Only if they buy it will the rest have any chance.

7. Activities

Work out careful schedules of activities. Include:

- What's better*
- 7.1 Developing training program.
 - .2 Recruiting teachers and others to attend (include DOE agreement to co-operate)
 - .3 Developing training materials
 - .4 Training trainers
 - .5 Conducting the workshops
 - 7.5.1 Schedule of a typical workshop (hour-by-hour)
 - 7.5.2 Schedule of year's worth of workshops (cut back to 10 or 15)
 - 7.5.3 Map of locations and schools and number of teachers at each.
 - .6 Development of curriculum materials
 - 7.6.1 Current state of development (include in appendices)
 - .2 Planned topics to cover (cane related crafts and cultural practices)
 - .3 Use of one curriculum expert and several craft & culture experts from the Hokulea workshop staff.
 - .7 Dissemination activities
 - .8 Management of the whole project
 - 7.8.1 Management of training workshops
 - .2 Management of curriculum development
 - .9 Evaluation
 - 7.9.1 of training
 - .2 of curriculum
 - .3 of community involvement and overall program
 - .10 Community involvement
 - 7.10.1 Describe community advisory group. Meet each of following points:
 - each ethnic group involved must be represented
 - the group must be 50% community
 - the group must include educators and professionals
 - you must have at least one curriculum specialist and personnel specialist on the group.
 - none of the group can be employees of or paid by the applicant organization.
 - the group must meet once/month
 - the group must receive advance copies of all reports you make.
 - the group must pre-view all materials you develop
 - the group must make an assessment and report in the 7th month.

Consider a calendar or scenario format to summarize the activities. Across the top put the months (Oct - Sept) and down the side categories of activity: Management, Hiring, Developing Training, Developing Curriculum, Conducting Training, Evaluation, Sailing Times, Workshop Times, etc. At the intersection plot the level of activity.

Consider a man-loading analysis to be sure that what you are proposing is feasible. I will do this for you if the calendar, staffing and budget sections are done by the 8th.

8. Personnel

Develope your staffing pattern around your activities. It looks like you'll need:

PROJECT MANAGER / TRAINER	- One person will double as the training expert and the project manager.
CURRICULUM EXPERT	Get this donated by Kam Schools.
SUBJECT TRAINERS (8)	These are the six people who teach the crafts and cultural concepts plus the two who teach sailing. Carefully describe how they will be trained to be trainers.
SAILING CREW	Additional crew needed to sail Hokule'a.
EVALUATION CONSULTANTS	Suggest contract Educational Evaluation Associates of Los Angeles, California and/or MPAC of Honolulu or other similar group to provide needed evaluation services.

9. Budget

To fill in the tables in PART III, you should first develope a normal budget. For the above positions, I estimate:

MANAGER/TRAINER	14,000 at full time	14,000
CURRICULUM EXPERT	<i>donated</i>	
SUBJECT TRAINERS	50/day at 3 days per workshop x 10 work-shops plus one month traing at \$750/mo. x 8 people	18,000
SAILING CREW	50/day for 30 days x 5 crew	7,500
CONSULTANTS	150/day x 15 days plus expenses	2,500

Calculate equipment (minimal), supplies, office, etc. Indicate in-kind by Alu Like, etc

10. Evaluation

Curriculum - volunteer formative evaluation activities will be provided by _____ . Summative evaluation and certification of final draft materials by outside consultant.

Training - Program Manager/Trainer will provide formative evaluation of trainaing. Summative evaluation by outside consultant.

Community Involvement - Students from schools of Social Work, Public Health, etc. will monitor project and report to outside consultant who will make summative evaluation of effect of community invovlment.

PART V

Part V consists of a series of assurances. The applicatnt must meet all of these.

Goal	Activities	Actions	Evaluation
Train Teachers	Workshops	Overmonitors Counsellors	90% will begin by 10/9/80

MPAC

Warfel to Rubin & Barber

-6-

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1. Authority to make this application in name of this group.
 2. Civil Rights compliance (two types) form HEW 441.
 3. Certification that project does not displace anyone from their property.
 4. Compliance with Hatch Act.
 5. Compliance with Minimum Wage Act.
 6. Prohibit employees from using position ~~to~~ for personal gain.
 7. Guarantee access to books to grantor.
 8. HEW form 639
 9. HEW form 596
 10. Copy of charter, by-laws etc. of applicant to prove non-profit status and educational purpose.

APPENDICES

1. Stuff on Hokulea
2. Samples of teacher's manual, etc.
3. Letters of support from other ethnic, community and educational institutions. (especially important to get D.O.E.)
4. Vita of planned staff for budgeted positions (if known. If not known list qualifications.) and of co-operating donated staff.

I will be available to meet with you on a limited basis next week. Please note that I will not be available the weekends of Dec. 3 and 4 and Dec. 10 and 11. I think if your staff can follow this outline and the Guide and other materials provided and can get it done in time you will have a very good proposal. Personally, I think that this is one of the most imaginative and potentially important uses of ethnic heritage funds that I have seen to date.

Garfe

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF HIGHER AND CONTINUING EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR GRANTS UNDER THE ETHNIC HERITAGE STUDIES PROGRAM

(CFDA No. 13.549)

FORM APPROVED
OMB NO. 51-R1114
(OE Form 349, 9/77)



DATED MATERIAL — OPEN IMMEDIATELY

Closing Date: December 20, 1977

DISCRIMINATION PROHIBITED. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

NOTICE TO APPLICANTS. U.S. Office of Education intent is to notify all unsuccessful applicants as soon as possible after award decisions have been made. **DO NOT** infer that an award is forthcoming if such notification is **NOT** received. This may indicate only that the selection process has not been completed.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Ethnic Heritage Studies Program

Notice of Closing Date for Receipt
of Applications for Fiscal Year 1978

Notice is hereby given that pursuant to the authority contained in Title IX of the Elementary and Secondary Education Act of 1965, as amended by sections 901-907 of Pub. L. 92-318 and section 111 of Pub. L. 93-380 (20 U.S.C. 900 to 900a-5), applications are being accepted from public and private nonprofit educational agencies, institutions, and organizations for grants under the Ethnic Heritage Studies Program. Process of these applications will be subject to the availability of funds.

CLOSING DATE: DECEMBER 20, 1977

A. APPLICATION FORMS AND INFORMATION: Application forms are being prepared but are not yet available. We anticipate the application forms and program information packages will be ready for mailing on or about October 3, 1977.

Applications must be prepared and submitted in accordance with the regulations, instructions, and forms included in the program information packages.

B. APPLICATIONS SENT BY MAIL: An application sent by mail should be addressed as follows: U.S. Office of Education, Application Control Center, Attention 13.549, Washington, D.C. 20202. Applications must be received by the Application Control Center on or before the closing date. In an effort to prevent the late arrival of applications due to inclement weather, natural disasters, delayed airline flight, tardy messenger service, civil disturbance, etc., the Office of Education suggests that applicants consider the use of registered or certified mail as explained below.

An application sent by mail will be considered to be received on time by the Application Control Center if:

(1) The application was sent by registered or certified mail not later than December 15, 1977 as evidenced by the U.S. Postal Service postmark on the wrapper or envelope, or on the original receipt from the U.S. Postal Service; or

(2) The application is received on or before the closing date by either the Department of Health, Education, and Welfare, or the U.S. Office of Education mail room in Washington, D.C. In establishing the date of receipt, the Commissioner will rely on the time-date stamp of such mail rooms or other documentary evidence of receipt maintained by the Department of Health, Education, and Welfare, or the U.S. Office of Education.

C. HAND-DELIVERED APPLICATIONS: An application to be hand delivered must be taken to the U.S. Office of Education Application Control Center, Room 5673, Regional Office Building Three, 7th and D Streets, S.W., Washington, D.C. Hand delivered applications will be accepted daily between the hours of 8 a.m. and 4 p.m. Washington D.C. time, except Saturdays, Sundays, or Federal holidays. Applications will not be accepted after 4 p.m. on the closing date.

D. PROGRAM INFORMATION: The Ethnic Heritage Studies appropriation for Fiscal Year 1978 is expected to be \$2,300,000. The program expects to award 50 major grants averaging approximately \$46,000 in size. Contingent upon receipt of eligible competitive applications, support may be given to establishing two regional clearinghouses for the dissemination of information on ethnic studies. The amount of the award for these clearinghouses is expected to be about \$100,000 each. In addition, the program expects to award approximately 15 mini-grants not to exceed \$15,000 in size. The applications for all grants will be evaluated competitively under the funding criteria in 45 CFR 184.31. There are no continuation grants in the Ethnic Heritage Studies Program for this year and awards will be made for a one-year project period.

The above statement with regard to the expected distribution of funds is basically for informational purposes and does not bind the Office of Education, except as may be required by the applicable statute and regulation.

E. FOR FURTHER INFORMATION CONTACT: Chief, Ethnic Heritage Studies Branch, Division of International Education, Bureau of Higher and Continuing Education, Office of Education, Room 3919, 7th and D Streets, S.W., Washington, D.C. 20202, Area Code 202, 245-9506.

F. APPLICABLE REGULATIONS: The regulations applicable to this program include the Office of Education General Provisions Regulations (45 CFR Part 100a) and the Ethnic Heritage Studies Program regulations published in the Federal Register on May 20, 1975, at 40 FR 21954-21951, CFR Part 184.

(Catalog of Federal Domestic Assistance No. 13.549, Ethnic Heritage Studies Program.)

Dated:

U.S. Commissioner of Education

NOTE: THIS DOCUMENT IS NOT THE OFFICIAL CLOSING NOTICE AND IS PROVIDED FOR INFORMATION PURPOSES ONLY. THE OFFICIAL NOTICE WILL BE PUBLISHED SEPARATELY IN THE FEDERAL REGISTER.

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APPENDIX E. EXCER
CONCERNING THE ETH
HERITAGE PROGRAM f
the *Federal Regist*
Vol. 40, No. 98, M
20, 1975

Title 45—Public Welfare
CHAPTER 1—OFFICE OF EDUCATION
PARTMENT OF HEALTH, EDUCATION
AND WELFARE

PART 100a—DIRECT PROJECT
AND CONTRACT PROGRAMS

PART 184—ETHNIC HERITAGE
PROGRAM

Miscellaneous Amendments

Notice of proposed rule making
published in the *Federal Register*
December 31, 1974 (39 FR 4529)
forth regulations for the Ethnic
Heritage Studies Program (Title 45
Elementary and Secondary Education
Act) as added by section 504 of the
Education Amendments of 1972
92-318 (20 U.S.C. 900 to 906)
amended by section 111 of the
Amendments of 1974, Pub. L. 93-112

These proposed rules were
standards and funding criteria
were published on April 12, 1975

APPENDIX E. EXCERPTS
CONCERNING THE ETHNIC
HERITAGE PROGRAM from
the *Federal Register*,
Vol. 40, No. 98, May
20, 1975

Title 45—Public Welfare
CHAPTER 1—OFFICE OF EDUCATION, DE-
PARTMENT OF HEALTH, EDUCATION,
AND WELFARE

PART 100a—DIRECT PROJECT GRANT
AND CONTRACT PROGRAM

PART 184—ETHNIC HERITAGE STUDIES
PROGRAM

Miscellaneous Amendments

Notice of proposed rule making was published in the *FEDERAL REGISTER* on December 31, 1974 (39 FR 45297), setting forth regulations for the Ethnic Heritage Studies Program (Title IX of the Elementary and Secondary Education Act) as added by section 504 of the Education Amendments of 1972, Pub. L. 92-318 (20 U.S.C. 900 to 900a-5), and amended by section 111 of the Education Amendments of 1974, Pub. L. 93-380.

These proposed rules would replace standards and funding criteria which were published on April 12, 1974 (39 FR

RULES AND REGULATIONS

13297) by adding a new Part 184 to the Code of Federal Regulations. This program was administered under the April 12 standards last fiscal year.

The following paragraphs reiterate the fundamental changes between the standards published on April 12, 1974 and the regulations as they will be published in final form.

a. The standards published in April required all authorized activities (curriculum development, dissemination, and training) to be performed by a grant recipient. This may have had the result of unduly restricting entry into the program because some applicants with the ability to perform some activities lacked the capacity to perform all activities. Section 184.11(a) of the rule permits an applicant to qualify for consideration if it can perform at least one of the three activities listed. This change results from a substantive amendment to the Act made by section 111 of Pub. L. 93-380.

b. Previously, the Act required that curriculum materials developed be for use in elementary and secondary schools and institutions of higher education. The amendment contained in section 111 of Pub. L. 93-380 permits the development of materials for elementary schools, secondary schools, or institutions of higher education, thus allowing a more flexible approach. This change is reflected in § 184.11(a) (1) of the rule.

c. As a result of the 1974 amendments, funding criteria have been added for separate activities (curriculum, dissemination, and training). (see § 184.31(e).)

d. The section on advisory councils (§ 184.12) is essentially in the form set forth in the previous standard, with some drafting and clarifying changes.

Interested parties were invited to submit written comments, suggestions and objections. Below is a summary of the comments received pertaining to the proposed rule and the responses from this Office. All comments received were given careful consideration, but none was sufficiently substantive to merit a change in the proposed rules. Several technical corrections were made in the citations of legal authority under the table of contents and under subpart D, Funding Criteria: Several typographical errors were also corrected.

1. *Comment.* A commenter, an Indian tribe, requested that American Indian tribes be specifically designated as eligible applicants in the regulations.

Response. Title IX acknowledges the importance of the ethnic heritage of all Americans, consequently the scope of the legislative intent encompasses native American tribes and organizations as eligible to the extent that they are nonprofit and have an educational purpose. Section 184.21 states the parties eligible for assistance, as provided by the statute, including nonprofit educational organizations. The nonprofit educational organizations of an Indian tribe would be eligible under this language. This office received applications from several different Indian organizations which were considered in the preceding year.

2. *Comment.* A commenter, a nonprofit organization, commended the flexibility of the regulations and indicated a belief that they implemented congressional intent. The commenter specifically supports three facets of the regulations: (a) the dissemination of curriculum materials; (b) the equal emphasis given to the development and training in the use of curriculum materials; and (c) the multi-ethnic preference accorded to applications.

Response. The proposed rule was designed to introduce a greater degree of flexibility in the program regulations and to respond to concerns previously expressed to the program that participation by ethnic groups might have been hampered by regulatory requirements. The Office of Education appreciates the commenter's expression of views that this purpose has, in large measure, been achieved, particularly in the respects mentioned by the commenter.

3. *Comment.* A commenter stresses the importance of dissemination of ethnic heritage materials, including materials developed under the program.

Response. Dissemination of materials is an authorized activity under the proposed rules at § 184.11(a) (II). This activity is considered an essential aspect of the program in creating a national awareness of ethnic heritage studies. Dissemination of materials also serves to maximize independent efforts and eliminates duplication of materials.

4. *Comment.* A commenter submitted several comments. They are particularized below with response.

(a) *Comment.* With regard to § 184.2, relating to definitions, the commenter suggests that a definition of "ethnic," which excluded racial or religious groups, should be incorporated.

Response. The regulations follow the approach set by Congress which did not define "ethnic" in the legislation itself. The commenter's point relating to exclusion of minority and religious groups is at odds with the legislative history of Title IX which includes reference to such groups. See Senate Report No. 93-763 at page 50.

(b) *Comment.* Commenter requests that the regulations "spell out" that "genuine ethnic organizations" should be a prime vehicle for assistance.

Response. A conscious effort was made to encourage and enhance participation of ethnic groups and ethnic organizations as evidenced by § 184.12 (a) and (b), § 184.21, § 184.22 (a) and (b), § 184.31(b) (5) (iii) and § 184.31(c) (1).

However, under the legislation, ethnic organizations are not the sole category of eligible applicants. Furthermore, to accord one eligible applicant category priority over others merely by virtue of that category would be outside the congressional intent and an unauthorized action. Awards are based on competition among eligible applicants found in § 184.21.

(c) *Comment.* Commenter suggests that it should be specifically required that ethnic groups which have been organized within the past two years be

required to submit proof that they are a bona fide ethnic group.

Response. Documentation of the organizational legal status of nonprofit applicants has been a concern of the Ethnic Heritage Studies Program. In an attempt to determine this status, certain information is required for submission. From the documentation submitted under § 184.21 (charter, notarized articles of incorporation, by-laws, etc.) we believe the program has sufficient data to judge an applicant's status.

(d) **Comment.** Commenter wishes to declare ineligible any applicant which has hired a former OE employee within the last 12 months.

Response. The conflict of interest statutes govern situations regarding use of former employees by a grantee organization. It would be inappropriate for the Office to develop a particularized set of prohibitions for this program.

(e) **Comment.** Commenter wishes to deny preferential treatment to any previous grantee.

Response. Eligible applicants which were previously awarded grants under Title IX are not given preferential treatment in these rules.

Accordingly, after consideration of the above comments, part 100a of Title 45 as amended and Part 184 of Title 45 of the Code of Federal Regulations are adopted to read as set forth below.

Effective date: The notice of proposed rulemaking was transmitted to Congress on December 24, 1974 pursuant to section 431(d) of the General Education Provisions Act. (20 U.S.C. 1232(d)). The time period set forth therein for congressional action has expired without such action having been taken. Therefore these criteria shall become effective on May 20, 1975.

(Catalog of Federal Domestic Assistance Number 13.449, Ethnic Heritage Studies)

Dated: May 1, 1975.

T. H. BELL,
U.S. Commissioner of Education.
Approved: May 14, 1975.

CASPAR W. WEINBERGER,
Secretary of Health,
Education, and Welfare.

Title 45 of the Code of Federal Regulations is amended as follows:

1. § 100a.10 is amended by adding a new paragraph (a)(33) to read as follows:

§ 100a.10 Scope.

(a) . . .

(33) Financial assistance for carrying out Ethnic Heritage Studies Programs under Title IX of the Elementary and Secondary Education Act.
(20 U.S.C. 900)

2. A new Part 184 is added, to read as follows:

Subpart A—Purpose; Scope; Definition; General Provisions

Sec.
184.1 Purpose.
184.2 Definition.
184.3 Applicability and general provisions

RULES AND REGULATIONS

Subpart B—Authorized Activities and Program Advisory Councils

Sec.
184.11 Authorized activities.

184.12 Advisory councils.

Subpart C—Eligibility and Applications for Assistance

184.21 Eligibility for financial assistance.

184.22 Application for assistance.

184.23 Costs.

184.24 Coordination of efforts.

Subpart D—Criteria

184.31 Criteria for assistance.

Authority: Title IX of ESEA as added by sections 901-907 of P.L. 92-318 (1972) (20 U.S.C. 900a to 900a-5) and as amended by Section 111 of P.L. 93-380 (1974).

Subpart A—Purpose; Scope; Definition; General Provisions

§ 184.1 Purpose.

The purpose of the Act is to provide assistance designed to afford students opportunities to learn about the nature of their own cultural heritage and to study the contributions of the cultural heritages of the other ethnic groups of the Nation.

(20 U.S.C. 900)

§ 184.2 Definition.

As used in this notice, "Act" means title IX of the Elementary and Secondary Education Act of 1965, as added by section 504 of the Education Amendments of 1972 (P.L. 92-318), and amended by section 111 of the Education Amendments of 1974 (P.L. 93-380).

(20 U.S.C. 900 to 900a-5)

§ 184.3 Applicability and general provisions.

The regulations in this part apply to assistance provided under the Act. Such assistance is also subject to the provisions of Part 100a of the Office of Education General Provisions Regulations. (45 CFR Part 100a).

(20 U.S.C. 900)

Subpart B—Authorized Activities and Program Advisory Councils

§ 184.11 Authorized activities.

(a) Any ethnic heritage studies program assisted under the Act, in accordance with section 903 of the Act.

(1) (i) Shall develop curriculum materials for use in elementary or secondary schools or institutions of higher education, relating to the culture of the ethnic group or groups with which the program is concerned, and the contributions of that group or groups to the American heritage in such areas as history, geography, society, economy, literature, arts, music, drama, language or general culture; or

(ii) Shall disseminate such curriculum materials to permit their use in elementary or secondary schools or institutions of higher education throughout the Nation; or

(iii) Shall provide training for persons using, or preparing to use, ethnic heritage curriculum materials developed under the Act whether or not such materials were developed by the applicant; and

(2) Shall cooperate with persons and organizations which have a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting, encouraging, developing, or producing programs or other activities which relate to the history, culture, or traditions of that group or groups.

(b) An application which does not make adequate provision for the carrying out by the applicant of one or more of the activities in paragraph (a)(1) of this section and the activities described in paragraph (a)(2) of this section will not be approved.

(20 U.S.C. 900a-1; 900a-2(a)(2))

§ 184.12 Advisory councils.

(a) The Act requires that an ethnic heritage studies program assisted under the Act must be planned and carried out in consultation with an advisory council which is representative of the ethnic group or groups with which the program is concerned.

(20 U.S.C. 900a-2)

(b) The appointment of council members shall be made with the participation of appropriate ethnic and community groups and shall meet the following requirements:

(1) Each of the ethnic groups with which the program is concerned is represented on the council;

(2) More than one-half of the membership of the council consists of community representatives of the ethnic group or groups with which the program is concerned;

(3) The council is broadly representative of educational and professional backgrounds relevant to the program, and at least one member of the council is affiliated with an educational organization or institution and has expertise and experience in curriculum development, training of personnel, and/or dissemination of curriculum materials.

(4) The members of the council are not employed by, or otherwise associated with, the applicant.

(c) (1) An applicant for assistance under the Act shall consult with an advisory council (as described above) regarding the planning of the program for which assistance is requested and the preparation and submission of the application.

(2) In carrying out a program assisted under the Act, a recipient shall:

(i) Consult periodically (and in no event less frequently than once a month) with such council regarding such program;

(ii) Provide such council in a timely fashion with advance copies of all reports required by the Commissioner with respect to the program and all materials prepared or distributed pursuant to it;

(iii) Request semi-annual assessment of the program and its effect by the council; and

(iv) Otherwise involve the council in its advisory capacity in the planning,

Implementation, and evaluation of the program.
(20 U.S.C. 900a-2(a) (3))

Subpart C—Eligibility and Applications for Assistance

§ 184.21 Eligibility for financial assistance.

The Commissioner will make grants to public and private nonprofit educational agencies, institutions, and organizations to assist them in developing and implementing ethnic heritage studies programs pursuant to the Act and this part. Eligible organizations include ethnic, community, and professional associations and local educational agencies, State educational agencies, and institutions of higher education as defined in section 901 of the Elementary and Secondary Education Act of 1965.
(20 U.S.C. 881; 20 U.S.C. 900a)

§ 184.22 Application for assistance.

(a) An applicant other than a local educational agency, State educational agency, or institution of higher education shall furnish a copy of its charter or other documentary evidence (such as notarized articles of incorporation, bylaws, or other appropriate organic documents) which demonstrates that it is a nonprofit organization and that it has an educational purpose. (See 45 CFR § 100.1 for definition of nonprofit organization.)
(20 U.S.C. 900a; 900a-2(a))

(b) An application for assistance under the Act shall contain information indicating the manner in which the requirements of § 184.12 have been and will be implemented.
(20 U.S.C. 900a-2(a) (3))

§ 184.23 Costs.

(a) Funds will be made available to cover all or part of the cost of establishing and implementing ethnic heritage studies programs, including such items as the cost of research materials and resources, ethnic group and academic consultants, and related training of educational and community resource persons.

(b) Funds are not available under the Act for construction or remodeling of facilities.

(c) Funds requested under this Act for nonexpendable items such as printing equipment, copying machines, typewriters and audiovisual machines will be allowable only in exceptional circumstances.
(20 U.S.C. 900a; 900a-3)

(d) The Commissioner is prohibited from making any payment under the Act for religious worship or instruction.
(20 U.S.C. 885)

§ 184.24 Coordination of efforts.

In approving applications under the Act, the Commissioner will require that adequate provision is made for cooperation and coordination of efforts among

RULES AND REGULATIONS

the programs assisted under the Act, including exchange of materials and information. An applicant for assistance under this part will provide an affirmative assurance that it will cooperate and coordinate efforts with other programs assisted under the Act.
(20 U.S.C. 900a-2(b))

Subpart D—Criteria

§ 184.31 Criteria for assistance.

(a) *General criteria.* Applications for assistance under the Act which qualify for consideration will be evaluated in accordance with the following general criteria:

(1) General criteria set forth in § 100a.26(b) of Part 100a of the Office of Education General Provisions Regulations (45 CFR 100a.26(b)); and

(2) The overall quality of the program, with respect to the activities described in section 903 of the Act, and § 184.11 in helping students learn about their own cultural heritage and about the cultural heritages of other ethnic groups.

(b) *Specific criteria.* Applications for assistance under the Act will also be evaluated on the extent to which:

(1) There is evidence of commitment by the applicant and other interested groups to the program and to its continuation upon the expiration of Federal assistance;

(2) There is a clear demonstration of a specific contribution which the proposed program will make toward meeting the purpose of the Act;

(3) Approval of the application would promote an appropriate distribution of ethnic heritage studies programs throughout the Nation;

(4) The impact of the program is multi-ethnic;

(5) The program materials are designed for widespread use in schools or institutions of higher education and not exclusively for the applicants or the ethnic group(s) with which the program is concerned; and

(6) Provision is made for cooperation:

(i) With persons and organizations having a special interest in the program, as provided in section 903(4) of the Act;

(ii) With other programs assisted under this Act, including such joint activities as exchange of materials, personnel development models and cooperative dissemination efforts; and

(iii) Between ethnic or community groups and educational institutions or other agencies in order to implement the goals of the program.

(c) *Additional criteria.* (1) Programs described in § 184.11(a)(1)(i) (relating to development of curriculum materials) shall also be evaluated on the extent to which provision is made for:

(i) Obtaining data from resources within the community;

(ii) Field-testing curriculum materials to determine their effectiveness prior to use; and

(iii) Incorporating tested materials within the regular curriculum of schools or colleges;

(2) Programs described in § 184.11(a)(1)(ii) (relating to dissemination) shall also be evaluated on the extent to which provision is made for:

(i) Analysis of the materials to be disseminated;

(ii) Dissemination of materials on a nationwide basis; and

(iii) Facilitating exchange of materials among programs assisted under the Act.

(3) Programs described in § 184.11(a)(1)(iii) (relating to training) shall also be evaluated on the extent to which provision is made for:

(i) Maximum involvement of such leadership personnel as community leaders, teachers, teacher trainers, educational administrators, and/or curriculum development specialists and supervisors; and

(ii) Evaluation of the training program.
(20 U.S.C. 900-900a-5)

[FR Doc. 75-13216 Filed 5-19-75; 8:45 am]



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CERTIFICATION WITH RESPECT TO OPEN MEETINGS BY LOCAL
EDUCATIONAL AGENCIES IN CERTAIN PROGRAMS

(Ethnic Heritage Studies Program - Title IX, Elementary
and Secondary Act of 1965, as amended.)

As required by Sec. 812; Elementary and Secondary Education Act of 1965,
as added by Sec. 110 of Public Law 93-300, (20 U.S.C. 887e), the
applicant hereby certifies that:

- (1) prior to the submission of this application, the applicant held at least one meeting, open to the public, at which the program or project for which assistance is being sought and the activities proposed to be conducted in the application were explained, and the persons in attendance were afforded an opportunity to testify or otherwise comment on the contents of the application;
- (2) the applicant agency did advertise a notice of the meeting in a newspaper of general circulation serving the area affected by the program or project for which assistance is being sought, or otherwise provided adequate public notice, not less than seven (7) days prior to the date of such meeting. A copy of the application to be discussed was made available to the public at least 24 hours before the meeting is held; and
- (3) the applicant has given meaningful consideration to the comments or other testimony received at the open meeting, before submission of this application.

Signature of Appropriate LEA Official

Title

Date

ETHNIC HERITAGE STUDIES PROGRAM

Elementary and Secondary Education Act of 1965, Title IX, as Amended

GUIDELINES FOR APPLICATION

September 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Higher and Continuing Education
Division of International Education
Ethnic Heritage Studies Branch

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states:
"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 states that except for certain listed exceptions: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." (Refer to Title IX, Education Amendments of 1972, Public Law 92-318, p. 138.)

Therefore, the Ethnic Heritage Studies Title IX program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

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1. PROGRAM DESCRIPTION

The Ethnic Heritage Studies program seeks to develop intercultural understanding within our culturally pluralistic society. More specifically, the aims of the program are to help students learn more about the nature and role of ethnicity in their own lives and in the lives of others and to promote effective interactions among members of the various ethnic groups in the United States.

The Ethnic Heritage Studies program is administered by the U.S. Office of Education under the provisions of Title IX of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1972 and 1974. The program is conducted with the assistance of a 15-member National Advisory Council that provides guidance concerning general policies and priorities for ethnic heritage studies.

In Fiscal Year 1978, subject to the availability of funds, it is expected that about 50 grants will be made to ethnic groups and other public or private nonprofit educational organizations, local and State education agencies, and higher education institutions. Grants may be made to any combination of such groups, and consortia are encouraged. Assistance will be given for self-contained, 1-year projects, with a maximum grant not to exceed \$50,000. Projects may be proposed in one (or more) of the following three areas: (1) training of persons, (2) curriculum materials development, and (3) dissemination of materials in ethnic heritage studies. Every project, regardless of area of concern, must include plans for cooperative activities with persons and organizations that have similar interests in ethnic studies. Essentially, each proposal must give strong evidence of community-based cooperation, including creation of an advisory council as described hereafter in section IV.

In the selection of projects for 1978-79, preference will be given to applicants proposing new activities (as distinguished from ongoing ones) and to applicants not previously awarded grants in the Ethnic Heritage Studies program. Consideration will also be given to appropriate representation of projects in elementary, secondary, and higher education (since a project may concentrate on any educational level) and to adequate geographical distribution of projects throughout the Nation.

It is expected that no more than 20 percent of the funds will assist curriculum materials development and that the remaining funds will be allocated among projects that emphasize training, dissemination, or a combination of the two.

In addition, contingent upon receipt of eligible competitive applications, support may be given to establishing two regional clearinghouses for disseminating information on ethnic studies. The amount of the award for these clearinghouses is expected to be about \$100,000 each.

Proposals that are most attentively and creatively designed to enable people "to learn more about the nature of their own heritage and to study the contributions of the cultural heritages of other ethnic groups of the Nation" are specifically encouraged and will be given high priority. No project will be approved that fails to take into account "the heterogeneous composition of the Nation," as stated in section 901 of Title IX, and "the fact that in a multiethnic society, a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace."

These guidelines are intended to help prospective applicants complete all the forms necessary to request support for an ethnic heritage studies project. They indicate program and fiscal priorities, major goals, authorized activities, and criteria by which the proposals will be evaluated. Examples of *how* applicants might meet the program's objectives are given throughout, but they are intended neither to be restrictive nor to limit the applicant(s); rather, they are intended to be suggestive by illustrating some of the possibilities that exist in designing projects for ethnic heritage studies.

These instructions should be read and used in conjunction with the formal *Instructions for Application for Federal Assistance*, Ethnic Heritage Studies program, especially parts III and IV; i.e., the budget information and program narrative.

The deadline for receipt of applications (at the Application Control Center, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202) is December 20, 1977.

II. ELIGIBILITY

Applicants must be public or private nonprofit education agencies, institutions, or organizations. These include ethnic, community, and professional associations as well as local and State education agencies and higher education institutions (including community and other 2-year colleges).

An applicant other than a local or State education institution or a private college or university must include with the application form a copy of its charter or other evidence of its (1) nonprofit status and (2) educational purpose, such as Internal Revenue Service status, notarized articles of confederation, by-laws, or other legal documentation. *Such information must be current and supplied at the time of application.* Prior to submitting a formal proposal, applicants that are uncertain of their eligibility under this requirement are encouraged to contact the Ethnic Heritage Studies Branch to seek advisory opinions of the eligibility of their organization.

III. BASIC PROGRAM REQUIREMENT

Each proposal for a Title IX grant must contain explicit provisions for cooperating "with persons and organizations which have a special interest in the ethnic group or groups" with which the project is concerned in order to help them promote, encourage, develop, or produce programs or other activities "which relate to the history, culture, or traditions of the group or groups." (Title IX, section 903(4)). Proposals must indicate the applicant's willingness and capacity to serve as a resource for others in the community or elsewhere who are engaged in ethnic studies.

To insure that projects are responsive to local needs, applicants are advised to make early arrangements for collaborative planning and decisionmaking with any community groups, local and/or State agencies, and/or higher education institutions as may be appropriate.

A variety of agencies may be involved in such efforts. Examples of sources that may have some experience with ethnic heritage studies include ethnic and community associations, museums and art galleries, historical societies, research facilities or professional personnel at higher education institutions, teachers, administrators, and curriculum developers. Foreign students may provide additional assistance in connection with cultural origins of ethnic groups. As outlined in the *Instructions for Application for Federal Assistance*, the program narrative (part IV) should contain evidence of the nature and extent of any proposed collaboration.

IV. ADVISORY COUNCIL

Each project must be planned and implemented in consultation with an advisory council representative of the ethnic group(s) with which the project is concerned. Involvement with a project from its inception onward provides a base for fruitful participation in its subsequent development. For this reason, applicants are required to consult with prospective council members in developing and submitting the application.

Program experience indicates that many applicants provide insufficient information concerning the advisory council. Crucial to the technical eligibility of any application is tangible evidence that provisional council members (1) have participated in the planning process, (2) meet the membership requirements, and (3) will have an appropriate role in the project. Each applicant is urged to demonstrate that such persons have actually been contacted and that they have been involved in discussions concerning the project plan and the specific functions of the council. The names and ethnicity of prospective members should be included in part IV of the application.

Advisory council members should be selected with the participation of appropriate ethnic and community groups. In addition, each of the following requirements must be met:

1. Each ethnic group with which the project is concerned should have representation on the council.
2. More than one-half the membership should consist of community representatives of the ethnic group(s) basic to the project.
3. The council should be broadly representative of educational and professional backgrounds relevant to the program and include at least one member with experience and credentials in curriculum development, personnel training, and/or dissemination of curriculum materials.
4. Members of the council should not be employed by the applicant.

In implementing a project funded under Title IX, a recipient must:

1. Consult periodically (at least once a month) with the council regarding the project and its progress.
2. Provide the council with advance copies of all reports required by the Office of Education and copies of all materials prepared or distributed.
3. Request a semiannual assessment and evaluation of the project and its effect.
4. Otherwise involve the council (in its advisory capacity) in planning, implementing, and evaluating the project.

V. OPEN MEETING REQUIREMENT (APPLICABLE TO LOCAL EDUCATION AGENCIES ONLY)

Prior to considering an application from a local education agency, the Office of Education requires that the applicant convene at least one meeting, open to the public, at which the program or project for which assistance is being sought and the activities proposed to be conducted are explained, and at which the persons in attendance are afforded an opportunity to testify or otherwise comment on the contents of the application. A notice of such meeting must have been advertised in a newspaper of general circulation not less than 7 days before the meeting, and a copy of the application made available to the public at least 24 hours before the meeting was held. The applicant must give meaningful consideration to the testimony or comments received at the open meeting and must submit to the Office of Education any consequent additions as amendments to the program, before the application may be funded.

VI. AUTHORIZED ACTIVITIES

It is anticipated that, as a group, the projects funded under Title IX will represent a variety of approaches to ethnic studies. Applicants are advised to consider emphasizing one of the three areas and a single education level. (See p. 1, paragraphs 3 and 4.)

Prospective advisory council and staff members, school personnel, and other resource persons might meet to enumerate desired goals, determine specific educational needs, investigate the availability of appropriate resources for meeting these needs, and decide upon a basic focus.

Proposals should include a discussion of how and why specific project activities are expected to produce specific results.

Attention should be paid to methodology. If research is involved, then the research techniques should be elaborated; if a series of classroom activities is projected, the way in which it will be prepared should be explained; if a dissemination network is proposed, the mechanics for reaching potential users of the materials disseminated should be described in some detail.

Finally, discussions should focus on the anticipated results of the project with specific attention to their dissemination and to incorporating products with on-going educational programs following expiration of a Title IX grant.

The program narrative, part IV of the application, should contain complete information on each of the above factors, arranged according to the following headings:

1. Nature of the proposal
2. Regional and national needs
3. Objectives of the program
4. The proposed program
5. Results expected and their utilization by local and regional education agencies or schools
6. Approaches, methods, and procedures
7. Working schedule
8. Involvement of ethnic community advisory council
9. Utilization of local resources
10. Methods of evaluation
11. Methods of dissemination
12. Qualifications and facilities of the applicant
13. Staff and personnel
14. Interim and final reports
15. Budget

Area 1: Training of Persons in Ethnic Studies

The training of persons is one of the major concerns of the program for this year. The purpose of programs to train persons in ethnic studies is to insure extensive and effective use of materials with students in the schools and colleges of the Nation. Projects that focus upon such training may include preparation of teacher manuals or guides in ethnic studies, revision of preservice teacher education programs, or such inservice activities as workshops, courses, institutes, and classroom demonstrations of methods and materials. The rationale for a given training program must be based upon a carefully documented assessment of needs and resources, followed by determination of specific and manageable objectives designed to meet those needs.

Each project must include an examination of materials produced under Title IX grants as key resources in implementing ethnic heritage studies programs. Projects are also expected to include provision for evaluation of process and product, with attention to both cognitive and affective factors. Proposals should specifically explain the teaching strategies to be used and should address the issue of how best to reinforce the participants' training in the future as they confront actual problems in trying to apply what they have learned.

Appropriate candidates for training may include representatives from the schools and community, curriculum specialists, teachers (in both inservice and preservice training), administrators with responsibility for planning and implementing ethnic studies programs, and trainers of teachers. The application should include an explanation of the process by which such individuals will be selected.

Applicants may wish to investigate the possibility of awarding credits toward teacher certification, graduate degrees, or inservice training requirements to participants in such training programs.

Programs might be designed to accomplish several of the following objectives:

- Help trainees clarify feelings about their own ethnicity and about the concept of cultural pluralism and related social issues.
- Provide information about ethnicity, about ethnic groups, and the processes through which groups adapt and change.
- Develop skills for more effective interpersonal communication with persons of diverse ethnic backgrounds--students, teachers, parents --as well as skills for dealing with controversial issues such as prejudice and stereotyping.
- Train school personnel to analyze the ethnic content of instructional materials or to investigate a local ethnic community, or acquaint them with available resources and outstanding models.

A variety of teaching methods may be profitably employed such as role-playing, field investigations, gaining feedback through video tape, curriculum projects, and interaction with members of ethnic communities.

Suggestions concerning potential proposals in the area of training include the following:

- A school district or an association of educators might seek to train school administrators in implementing objectives for multi-ethnic schools. These might include school policies and practices in such areas as hiring, staff development, guidance and counseling, and curriculum content and methods.
- A community college might recruit elderly persons and others from ethnic communities to participate in a training program with teachers of ethnic studies.
- Several ethnic group schools or a local district might prepare a comprehensive inservice training program for school personnel (administrators, teachers, and support staff) that could become self-sustaining following development under a Title IX grant.
- A State department of education might propose a series of statewide training institutes in order to help prepare teachers to meet new State requirements in ethnic studies.
- Administrators and teachers might learn how to gain experience in several ethnic cultures in order to teach effectively about ethnicity or to organize a program of ethnic studies in the schools.

Area II: Curriculum Materials Development

The next major area of concern is development of curriculum materials for use in elementary, secondary, or higher education relating to the history, geography, society, economy, literature, art, drama, language, culture, and contributions of one or more ethnic groups.

Materials are available for teaching ethnic studies and applicants should therefore survey and assess what exists in order to avoid duplication of effort and to insure that proposed materials are in fact new and needed. Applicants may wish to consult with previous grantees in this regard. A list of previous grantees under the Ethnic Heritage Studies program may be obtained from the Ethnic Heritage Studies Branch.

In selecting the particular focus of an ethnic studies project and in implementing the project plan, applicants should involve appropriate ethnic groups, schools, and university personnel. The program narrative should contain evidence of a working relationship between the curriculum developers and those who will eventually use the materials in the classroom. This might best be achieved both through collaborating during the process of development and through demonstrating curriculum materials at

inservice educational programs or meetings of ethnic groups, teachers, or other educational personnel.

Curriculum developers should work with State and local education agencies in order to identify school needs, programs, and potential users of ethnic heritage studies materials. In addition to the regular curriculum of schools and colleges, nonformal learning programs of ethnic associations, museums, libraries, or community centers may also provide new, desired options for students and school systems. Applicants might propose to develop or expand such resources and make them more accessible to students and teachers. It might be possible to link these programs to the regular school curriculum by obtaining formal credit for such after-school language and culture classes as may result.

Curriculum changes resulting from ethnic heritage studies projects may include addition of ethnic studies courses, units, or materials to an educational program; or incorporation of data and experiences from ethnic cultures into existing courses and texts.

There are numerous possibilities for developing curriculum materials that will achieve significant learning objectives. For example, ethnic studies might--

- Help develop cognitive skills such as reading, reasoning, decision-making, values-inquiry, or conflict-resolution.
- Provide information about the composition and evolution of local communities and regions of the United States.
- Help students examine social issues and current events from a variety of perspectives.
- Serve as a way of teaching about basic human needs and the diversity of human behavior and values.
- Enhance a child's self-concept and improve communication within families.
- Provide a means for increasing parental involvement in the school and for lessening cultural discontinuities between home and school.
- Help schools better serve recent immigrants to the United States through studies of the acculturation process.

Oral history, field research, and multimedia approaches such as audio-visual and television materials or simulation games may also effectively be used to provide direct or indirect experience in ethnic studies.

Area III: Dissemination of Materials in Ethnic Studies

Dissemination of curriculum materials in ethnic studies to permit their use in schools and higher education institutions throughout the Nation constitutes the third area of concern. Projects should be designed to develop national or regional centers for dissemination and use of information on ethnic studies at the various educational levels, with responsibility for establishing direct communication with the potential users of such materials. Project personnel should try to establish liaison with such groups as ethnic associations, educational resource centers, college-level programs in ethnic studies and teacher education, and curriculum specialists, teachers, and key administrative personnel of State and local education agencies.

Applicants should assess and document the needs and plan a program that will be educationally sound, financially feasible, and consonant with the national priorities in ethnic heritage studies. To permit the most efficient use of Title IX resources, applicants for dissemination projects are urged to consider strategies that will have broad national impact. At the same time, attention must be paid to developing a program that can continue to function following expiration of the Title IX grant.

Strategies for national dissemination of materials should be practical in outlook and carefully articulated in the application. Applicants should note that projects are expected to include dissemination of products developed under previous Title IX programs.

Suggestions concerning proposals in dissemination include the following:

- Effective dissemination may be achieved through creative use of already functioning dissemination vehicles or the design of new ones.
- Many techniques may be employed: interpretive summaries of research, curriculum guides, bibliographies, evaluation instruments, abstracts, or indexes; educational presentations through the media (i.e., films, radio, theatre, and television programs) or at professional meetings of educators; linkages with Bicentennial Commissions, film libraries, and other learning resource centers, museums, community extension activities, newsletters or journals of ethnic groups and educational associations, data banks (e.g., the Educational Resources Information Center (ERIC) Clearinghouses), teacher education programs, and State or local education agencies.
- Examples of groups that might engage in analysis and dissemination of information on ethnic heritage studies materials and processes include national consortia of ethnic groups, working in conjunction with such groups as teacher associations, curriculum specialists, or school administrators; networks of regional educational organizations located in different parts of the country; community organizations concerned with education; and educational resource centers or data banks.

VII. SELECTION CRITERIA

Applications for assistance under Title IX will be evaluated and selected by the Office of Education based on the recommendations of a panel of consultants. Applications will be evaluated according to (1) general criteria for all Office of Education direct grant programs and (2) specific criteria for Ethnic Heritage Studies programs. These criteria have been published in the *Federal Register*, vol. 40, no. 98, May 20, 1975, and are reproduced in appendix B. In preparing the application form, particularly the budget and program narrative sections, applicants should attempt to address each of these criteria.

A. General Criteria

1. *Need for the proposed project in the area served or to be served.*

Applicants should survey what is already available in ethnic studies and propose to meet new needs. Applicants that have on-going projects in ethnic studies should clearly differentiate between their past efforts and the new and/or additional activity now being proposed.

2. *Relevance to priority areas of concern as reflected in provisions contained in the applicable Federal statutes and regulations.*

3. *Adequacy of qualifications and experience of personnel designated to carry out the proposed project.*

Applicants should identify such personnel and their relevant ethnic and academic experience or, at a minimum, list the qualifications sought for each position.

4. *Adequacy of facilities and other resources available to the project.*

5. *Reasonableness of estimated cost in relation to anticipated results.*

6. *Expected potential for utilizing the results of the proposed project in other projects or programs for similar educational purposes.*

In meeting this criterion, projects that are concerned with one locality or a single ethnic group must demonstrate the applicability of the method and/or conceptual framework to other educational settings and other target ethnic groups. In addition, applications must contain enough information on the methodology to be employed to permit an adequate assessment of the potential of the project.

7. *Sufficiency of size, scope, and duration of the project so as to secure productive results.*

The scope of the project should be realistic in terms of available funding (no grants will exceed \$50,000 and the average amount will be about \$46,000) and allowable length (12 months, maximum).

8. *Soundness of the proposed plan of operation, including consideration of the extent to which (a) the objectives of the proposed project are clearly defined and capable of being evaluated; (b) provision is made for adequately evaluating the effectiveness of the project and for determining the extent to which the objectives are accomplished; (c) where appropriate, provision is made for satisfactory inservice training connected with project services; and (d) provision is made for disseminating the results of the project and for making materials, techniques, and other products resulting therefrom available to the general public and specifically to those interested in the area of education with which the project itself is concerned.*

Some applicants may possess expertise in evaluation or may have prior experience in evaluating educational objectives. Those who do not would be advised to include in the development process someone with such professional talent as may be found among faculty and graduate students in higher education institutions, staff of State or local education agencies, or other educational associations.

B. Specific Criteria

The specific criteria for Ethnic Heritage Studies projects include the extent to which:

1. *There is evidence of commitment by the applicant and other interested groups to the project and its objectives and to its continuation upon the expiration of Federal assistance.*

Any plan for ethnic heritage studies should carry the strong endorsement and active participation of the relevant ethnic and educational associations. Past activity in ethnic studies and the potential for continuing that interest in subsequent years without additional assistance under Title IX should be described in the proposal.

2. *There is a clear demonstration of a specific contribution that the proposed project will make toward meeting the purpose of Title IX.*

The proposed activities should be clearly stated in terms of the specific mission of the Title IX program. They should not overlap or duplicate other activities in ethnic studies but, in fact, must be completely new activities, capable of completion both within the fiscal constraints of the program and before September 30, 1979. Applications that have been developed for other Federal programs and altered slightly for submission under Title IX will not receive serious consideration.

3. *Approval of the application would promote an appropriate distribution of Ethnic Heritage Studies projects throughout the United States.*

There will be concern that a variety of educational and ethnic group needs in different localities throughout the country are served and that the cumulative effect of the projects is multiethnic.

4. *The impact of the project is multiethnic.*

Since it is expected that knowledge about the shared experience of several ethnic groups will facilitate understanding of a culturally pluralistic society, each proposed project should indicate how it will draw upon the diverse ethnic heritage of the community it will serve. Cooperation of groups such as the Polish-American, Afro-American, Italian-American, Mexican-American, and Chinese-American groups in an urban community would be illustrative of the recommended multiethnic emphasis. It is also recognized, however, that a single ethnic project may be designed to reach multiethnic audiences and to explore cultural pluralism in terms of the experiences of a single ethnic group. Thus a framework for studying ethnicity may be created and the data for one group used as a case study or as a model for intercultural learning.

5. *The project is designed for widespread use by schools and higher education institutions, and not exclusively for the applicants or the ethnic group(s) with which the project is concerned.*

In any proposal, it is essential that provision be made for sharing the products of a Title IX project with persons other than those directly involved with a project. An ethnic group that proposes to develop materials or conduct a teacher-training workshop on its own heritage, for example, should arrange to make such materials available for use by community groups, State and local education agency personnel, and others.

6. *Projects specifically concerned with developing curriculum materials obtain data from resources within the community.*

Individual members of ethnic groups and museums, historical societies, archives, ethnic newspapers, and churches are only a few of the many available resources that provide authentic information on contemporary expressions of ethnic culture in the United States. The use of these resources for educational materials, as well as the creation of student and teacher activities for further experientially based learning, are important to developing effective materials in ethnic studies.

7. *Projects concerned with developing curriculum materials show evidence of (1) field testing curriculum materials to determine their effectiveness prior to use and (2) incorporating tested materials within the regular curriculum of schools and colleges.*

Each proposal for curriculum development should include a plan for testing and revising any materials developed and for seeking their inclusion within the curriculum.

8. *Projects that focus upon training persons in the use of ethnic studies materials delineate plans for (1) maximum involvement of such leaders, teachers, teacher trainers, educational administrators, supervisors, and curriculum development specialists and (2) evaluation of the training program.*
9. *Projects that focus upon disseminating materials in ethnic heritage studies articulate plans for (1) analysis of the materials to be disseminated, (2) dissemination of the materials on a nationwide basis, and (3) facilitation of exchange of materials among programs funded under Title IX.*
10. *Provision is made for cooperating with (1) persons and organizations having a special interest in the project and (2) other projects funded under Title IX.*

VIII. FINANCIAL PROVISIONS

Subject to the availability of funds, Fiscal Year 1978 activities will begin on October 1, 1978, and end on or before September 30, 1979. Grants will be made for 1 year only. Each project is expected to be self-contained and no project will be seriously considered if it is dependent upon other sources of funding (e.g., private foundations, U.S. Government agencies, etc.) not yet available to the applicant.

Applications for grants will be evaluated competitively. The Office of Education expects to fund approximately 50 grants with an average amount of \$46,000. No grant will exceed \$50,000 and no applicant should request more than that amount.

In addition, it is expected that the Office of Education will fund approximately 15 "mini-grants" ranging from \$10,000 to \$15,000. Applications for mini-grants will be evaluated competitively under the same criteria as the regular applications.

Funds will be made available to cover all or part of the cost of establishing and implementing new activities. Eligible costs include (1) preparation of materials and multimedia resources; (2) use of ethnic, academic, and other consultants; and (3) related training of educational and community resource persons when appropriate. Funds are not available for constructing or remodeling facilities. Funds requested for nonexpendable items such as printing equipment, copying machines, typewriters, and audiovisual machines will be allowable only in exceptional circumstances and should be justified in part III of the application.

Programs may not seek support for religious worship or instruction.

IX. APPLICATION PROCEDURE

Prospective applicants are urged to review carefully the program requirements and selection criteria described in these guidelines and officially reported in the *Federal Register*. Evaluation of applications will be based upon the degree to which these requirements and criteria have been successfully met. Parts III and IV of the application should contain concise and specific information related to each of these criteria. Applicants are encouraged to limit the length of their program narrative (part IV), particularly with respect to the amount of background and supplementary data.

Each application must be accompanied by a one-page abstract clearly indicating the focus of the project, its major area of concern, and its approach, including the amount of funding requested.

Applications must be prepared on the enclosed form, which is available upon request from the Ethnic Heritage Studies Branch. They should be submitted in triplicate (an original and two copies) and sent to:

Application Control Center
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

Hand-carried applications only may be delivered to the Application Control Center located in the Regional Office Bldg. No. 3, room 5673, 7th and D Sts., S.W.

The deadline date for receipt of applications by the Application Control Center will be about December 20, 1977. See the *Federal Register* for the exact date.

X. INFORMATION SOURCES

These guidelines, along with the *Federal Register* for May 20, 1975, and the official *Instructions for Application for Federal Assistance*, constitute the major source of information on the Fiscal Year 1978 Title IX program. Additional assistance is available by writing to:

Ethnic Heritage Studies Branch
Division of International Education
Bureau of Higher and Continuing Education
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

Telephone: (202) 245-9506

Applicants may also want to consult with professional associations concerned with ethnic studies or previous Title IX grantees. (A list of previous grantees may be obtained from the Ethnic Heritage Studies Branch.)

APPENDIX A. TEXT OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965,
TITLE IX, AS AMENDED BY THE EDUCATION AMENDMENTS OF
1972 and 1974

Ethnic Heritage Studies Program

Sec. 504. (a) The Elementary and Secondary Education Act of 1965
is amended by adding at the end thereof the following new title:

"TITLE IX--ETHNIC HERITAGE PROGRAM

"Statement of Policy

"Sec. 901. In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of the other ethnic groups of the Nation.

"ETHNIC HERITAGE STUDIES PROGRAMS

"Sec. 902. The Commissioner is authorized to make grants to, and contracts with, public and private nonprofit educational agencies, institutions, and organizations to assist them in planning, developing, establishing, and operating ethnic heritage studies programs, as provided in this title.

"Authorized Activities

"Sec. 903. Each program assisted under this Title shall --

"(1) develop curriculum materials for use in elementary or secondary schools, or institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, language, and general culture of the group or groups with which the program is concerned, and the contributions of that ethnic group or groups to the American heritage; or

"(2) disseminate curriculum materials to permit their use in elementary or secondary schools or institutions of higher education throughout the Nation; or

"(3) provide training for persons using, or preparing to use, curriculum materials developed under this title; and

"(4) cooperate with persons and organizations with a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting, encouraging, developing, or producing programs or other activities which relate to the history, culture, or traditions of that ethnic group or groups.

"Applications

"Sec. 904. (a) Any public or private nonprofit agency, institution, or organization desiring assistance under this title shall make application therefor in accordance with the provisions of this title and other applicable law and with regulations of the Commissioner promulgated for the purposes of this title. The Commissioner shall approve an application under this title only if he determines that --

"(1) the program for which the application seeks assistance will be operated by the applicant and that the applicant will carry out such program in accordance with this title;

"(2) such program will involve the activities described in section 903; and

"(3) such program has been planned, and will be carried out, in consultation with an advisory council which is representative of the ethnic group or groups with which the program is concerned and which is appointed in a manner prescribed by regulation.

"(b) In approving applications under this title, the Commissioner shall insure that there is cooperation and coordination of efforts among the programs assisted under this title, including the exchange of materials and information and joint programs where appropriate.

"Administrative Provisions

"Sec. 905. (a) In carrying out this title, the Commissioner shall make arrangements which will utilize (1) the research facilities and personnel of institutions of higher education, (2) the special knowledge of ethnic groups in local communities and of foreign students pursuing their education in this country, (3) the expertise of teachers in elementary and secondary schools and institutions of higher education, and (4) the talents and experience of any other groups such as foundations, civic groups, and fraternal organizations which would further the goals of the programs.

"(b) Funds appropriated to carry out this title may be used to cover all or part of the cost of establishing and carrying out the programs, including the cost of research materials and resources, academic consultants, and the cost of training of staff for the purpose of carrying out the purposes of this title. Such funds may also be used to provide stipends (in such amounts as may be determined in accordance with regulations of the Commissioner) to individuals receiving training as part of such programs, including allowances for dependents.

"National Advisory Council

"Sec. 906. (a) There is hereby established a National Advisory Council on Ethnic Heritage Studies consisting of fifteen members appointed by the Secretary who shall be appointed, serve, and be compensated as provided in part D of the General Education Provisions Act.

**ETHNIC HERITAGE STUDIES PROGRAMS
INSTRUCTIONS FOR APPLICATION FOR FEDERAL ASSISTANCE
(Nonconstruction Programs) (OMB NO. 29-R0218)**

This form shall be used to apply to the Office of Education (OE) for Federal assistance for Ethnic Heritage Studies Programs. This form shall be used also to request supplemental assistance and to propose changes or amendments for approved grants originally submitted on this form. No grants may be awarded unless a completed application form has been received (20 U.S.C. 900).

Addenda to proposals which are received after the submission deadline cannot be acknowledged or accepted.

Submit the original and two copies of the forms to:

U.S. Office of Education
Application Control Center
Washington, D.C. 20202

PART I

Part I of this application consists of the standard face page for Federal applications and the concomitant instructions.

The Ethnic Heritage Studies Program is not presently included as a program under OMB Circular No. A-95, the regulations for facilitating coordinated planning under the Intergovernmental Cooperation Act of 1968; therefore Clearinghouse notification is not mandated. However applicants should be aware that in various States, State law requires review of applications for Federal assistance under various programs not covered by Circular No. A-95. Implementation of such laws is enforced through State rules and regulations, and applicants are urged to ascertain the existence of such laws and to acquaint themselves with applicable State procedures. Clearinghouses are the proper source of information on additional review requirements. Applicants are en-

couraged to check with the appropriate Federal Regional Office to obtain the name(s) and address(es) of the Clearinghouses.

The following supplemental instructions for the items given below are to be used in lieu of or along with the standard instructions for Part I:

4. Add telephone numbers to be used in reaching applicant or project director directly,
5. If the applicant organization has been assigned a DHEW entity number consisting of the IRS employer identification number prefixed by "1" and suffixed by a two-digit number, enter the full DHEW entity number in block 5.

If the payee will be other than the applicant, enter in the remarks section "Payee:", the payee's name, department or division, complete address, and employer identification number or DHEW entity number. If an individual's name and/or title is desired on the payment instrument, the name and/or title of the designated individual must be specified.

6. Preprinted.
8. An applicant other than a local educational agency, State educational agency, or institution of higher education shall furnish with this application, a copy of its charter or other organic document which demonstrates its non-profit status and that it has an educational purpose.
9. Preprinted.
20. Preprinted.

PART II

Negative answers will not require an explanation unless the Federal agency requests more information at a later date. Provide supplementary data for all "Yes" answers in the space provided in accordance with the following instructions:

Item 1 - Provide the name of the governing body establishing the priority system and the priority rating assigned to this project.

Item 2 - Provide the name of the agency or board which issued the clearance and attach the documentation of status or approval.

Item 3 - Attach the clearinghouse comments for the application in accordance with the instructions contained in Office of Management and Budget Circular No. A-95. If comments were submitted previously with a preapplication, do not submit them again but any additional comments received from the clearinghouse should be submitted with this application.

Item 4 - Furnish the name of the approving agency and the approval date.

Item 5 - Show whether the approved comprehensive plan is State, local or regional, or if none of these, explain the scope of the plan. Give the location where the approved plan is available for examination and state whether this project is in conformance with the plan.

Item 6 - Show the population residing or working on the Federal installation who will benefit from this project.

Item 7 - Show the percentage of the project work that will be conducted on federally-owned or leased land. Give the name of the Federal installation and its location.

Item 8 - Describe briefly the possible beneficial and harmful impact on the environment of the proposed project. If an adverse environmental impact is anticipated, explain what action will be taken to minimize the impact. Federal agencies will provide separate instructions if additional data is needed.

Item 9 - State the number of individuals, families, businesses, or farms this project will displace. Federal agencies

will provide separate instructions if additional data is needed.

Item 10 - Show the Federal Domestic Assistance Catalog number, the program name, the type of assistance, the status and the amount of each project where there is related previous, pending or anticipated assistance. Use additional sheets, if needed.

PART III

General Instructions.

Sections A, B, C, and D should include budget estimates for the whole project. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary.

Lines 1-4, Columns (a) and (b).

Enter on Line 1 under Column (a) "Ethnic Heritage" and the catalog number "13.549" in Column (b).

Lines 1-4, Columns (c) through (g).

For new applications, leave Columns (c) and (d) blank. Enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project.

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of the increase or decrease of non-Federal funds. In Column (g), enter the new total budgeted amount (Federal and non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amounts shown in Columns (e) and (f). The amount(s) in Column (g) should not equal the sum of amounts in Columns (e) and (f).

Line 5. Show the totals for all columns used.

Section B. Budget Categories.

In the column heading (1), enter the title of the same program, function, and activity shown on Line 1, Column (a), Section A. Fill in the total requirements for funds (both Federal and non-Federal) by object class categories.

Lines 6a-h. Show the estimated amount for each direct cost budget (object class) category for Column (1).

PART III (continued)

Line 6a. "Personnel" must show salaries and wages only. Fees and expenses for consultants must be included on Line 6h.

Line 6b. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

Line 6c. Indicate travel of employees only. Travel costs of consultants, participants, etc., and local transportation (i.e., where no foreign or out-of-town travel is involved), should be included on Line 6h.

Line 6d. Applicants must indicate the cost of nonexpendable personal property. Such property means tangible personal property having a useful life of more than one year and an acquisition cost of \$300 or more per unit. A grantee may use its own definition of nonexpendable personal property provided that such definition would at least include all personal property as defined above.

Line 6e. Show all tangible personal property except that which is on Line 6d.

Line 6f. Use for (1) procurement contracts (except for those which belong on other lines such as equipment and supplies) and (2) subgrants or other assistance-like payments to secondary recipient organizations such as affiliates, cooperating institutions, etc. Line 6f must not include payments to individuals such as stipends, consulting fees, etc.

Line 6g. Construction, alterations, and renovations are not allowable costs. Enter "NA."

Line 6h. All direct costs not already covered by Lines 6a through 6g must be included here. Examples are fees and/or travel for consultants, conference costs, computer use charges, printing materials, stipends to be paid to individuals receiving training as part of the project, etc.

Line 6i. Show the totals of Lines 6a through 6h in each column.

Line 6j. Show the amount of indirect cost. Refer to Federal Management Circular 74-4.

Line 6k. Enter the total of amounts on Lines 6i and 6j. For all applications for new grants the total amount in Column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

Line 7. Enter "NA."

Section C. Source of Non-Federal Resources.

Lines 8-11. Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet. (See Attachment F, FMC 74-7.)

Column (a). Enter the program title identical to Column (a), Section A.

Column (b). Enter the amount of cash and in-kind contributions to be made by the applicant as shown in Section A. (See also Attachment F, FMC 74-7.)
ment and Budget Circular No. A-102.)

Column (c). Enter the State contribution if the applicant is not a State or State agency. Applicants which are a State or State agency should leave this column blank.

Column (d) Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e) Enter totals of Columns (b), (c), and (d).

Line 12. Enter the total for each of Columns (b)-(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs.

Line 13. Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14. Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15. Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project.

Lines 16-20. Enter "NA."

Section F. Other Budget Information.

Line 21. Use this space to explain amounts for individual direct object cost categories that may appear to be out of the ordinary and to explain the following details:

PERSONNEL SALARIES FROM LINE 6a. Include a statement which shows the total commitment of time and the total salary to be charged to the project for each key member of the project staff cited in Part IV, 5a.

TRAVEL FROM LINE 6c. Foreign travel for employees of the applicant must be separately identified and justified. No foreign travel will be authorized under the grant unless prior approval is obtained.

PART III (continued)

EQUIPMENT FROM LINE 6d. List items of equipment in the following format: Item, Number of Units, Cost Per Unit, Total Cost. Applicants requesting funds for non-expendable items must demonstrate the degree which the purchase of such equipment is necessary to the successful completion of the project.

OTHER FROM LINE 6h. Costs for stipends by number of persons to receive stipends and number of weeks/months stipend is to be paid.

Line 22. Enter the type of indirect rate (provisional, pre-determined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total of indirect expense.

Line 23. Provide any other explanations required herein or any other comments deemed necessary.

PART IV - PROGRAM NARRATIVE

Prepare the program narrative in accordance with the following instructions for all new grant programs. Requests for changes on an approved project should respond to Item 5b only. Requests for supplemental assistance should respond to Question 5c only.

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE.

- Pinpoint any relevant physical, economic, social, financial, institutional, or other problems requiring a solution. Demonstrate the need for assistance and state the principal and subordinate objectives of the project. Supporting documentation or other testimonies from concerned interests other than the applicant may be used. Any relevant data based on planning studies should be included or footnoted.

2. RESULTS OR BENEFITS EXPECTED.

Identify results and benefits to be derived.

3. APPROACH.

a. Outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished. Such plan must include the manner in which the applicant intends to carry out the authorized activities (see Regulations, 45 CFR 184). Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social or community involvement.

b. Provide quantitative monthly or quarterly projections of the accomplishments to be achieved in such terms as the number of people served or trained. When accomplishments cannot be quantified by activity or function (e.g., curriculum development and dissemination), list them in chronological order to show the schedule of accomplishments and their target dates.

c. Identify the kinds of data to be collected and maintained and discuss the criteria to be used to evaluate the results and successes of the project. Explain the methodology that will be used to determine if the needs identified and discussed are being met and if the results and benefits identified in Item 2 are being achieved.

d. List organizations, cooperators, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

Describe the role, composition, and manner of selection of the Advisory Council. (See Regulations, 45, CFR 184). Describe plan for cooperation with other programs assisted under the Act.

4. GEOGRAPHIC LOCATION

Give a precise location of the project or area to be served by the proposed project. Maps or other graphic aids may be attached.

5. IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION:

a. Present a biographical sketch of the program director with the following information; name, address, phone number, background, and other qualifying experience for the project. Also, list the name, training, and background for other key personnel engaged in the project.

b. For requests for changes or amendments, explain the reason for the change(s). If the scope or objectives have changed or an extension of time is necessary, explain the circumstances and justify. If the total budget has been exceeded, or if individual budget items have changed more than the prescribed limits contained in Attachment K to Federal Management Circular No. 74-7, explain and justify the change and its effect on the project.

c. For supplemental assistance requests, explain the reason for the request and justify the need for additional funding.

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	a. NUMBER	3. STATE APPLICATION IDENTIFIER	a. NUMBER
1. TYPE OF ACTION (Mark appropriate box)	<input type="checkbox"/> PREAPPLICATION <input checked="" type="checkbox"/> APPLICATION <input type="checkbox"/> NOTIFICATION OF INTENT (Opt.) <input type="checkbox"/> REPORT OF FEDERAL ACTION	b. DATE Year month day 19		b. DATE Year month day ASSIGNED 19	
4. LEGAL APPLICANT/RECIPIENT			5. FEDERAL EMPLOYER IDENTIFICATION NO.		
a. Applicant Name : b. Organization Unit : c. Street/P.O. Box : d. City : e. County : f. State : g. ZIP Code : h. Contact Person (Name & telephone No.) :			6. PRO-GRAM (From Federal Catalog) a. NUMBER 1 3 5 4 9 b. TITLE Ethnic Heritage Studies Program		
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT			8. TYPE OF APPLICANT/RECIPIENT		
			A-State B-Interstate C-Substate D-District E-City F-School District G-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify): Enter appropriate letter <input type="checkbox"/>		
10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)			11. ESTIMATED NUMBER OF PERSONS BENEFITING		
13. PROPOSED FUNDING			14. CONGRESSIONAL DISTRICTS OF:		
a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00			a. APPLICANT b. PROJECT 16. PROJECT START DATE Year month day 19 17. PROJECT DURATION Months 18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY Year month day 19		
20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) U.S. Office of Education, Application Control Center, Washington, D.C. 20202			21. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No		
22. THE APPLICANT CERTIFIES THAT ▶			23. CERTIFYING REPRESENTATIVE		
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved. b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached: (1) <input type="checkbox"/> (2) <input type="checkbox"/> (3) <input type="checkbox"/>			c. DATE SIGNED Year month day 19		
24. AGENCY NAME			25. APPLICATION RECEIVED 19		
26. ORGANIZATIONAL UNIT			27. ADMINISTRATIVE OFFICE		
29. ADDRESS			30. FEDERAL GRANT IDENTIFICATION		
31. ACTION TAKEN			32. FUNDING		
<input type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. DEFERRED <input type="checkbox"/> e. WITHDRAWN			a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		
33. ACTION DATE Year month day 19			34. STARTING DATE Year month day 19		
35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)			36. ENDING DATE Year month day 19		
38. FEDERAL AGENCY A-95 ACTION			37. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No		
a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.			b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)		

GENERAL INSTRUCTIONS

This is a multi-purpose standard form. First, it will be used by applicants as a required facesheet for pre-applications and applications submitted in accordance with Federal Management Circular 74-7. Second, it will be used by Federal agencies to report to Clearinghouses on major actions taken on applications reviewed by clearinghouses in accordance with OMB Circular A-95. Third, it will be used by Federal agencies to notify States of grants-in-aid awarded in accordance with Treasury Circular 1082. Fourth, it may be used, on an optional basis, as a notification of intent from applicants to clearinghouses, as an early initial notice that Federal assistance is to be applied for (clearinghouse procedures will govern).

APPLICANT PROCEDURES FOR SECTION I

Applicant will complete all items in Section I. If an item is not applicable, write "NA". If additional space is needed, insert an asterisk "*", and use the remarks section on the back of the form. An explanation follows for each item:

- | Item | Item |
|--|---|
| 1. Mark appropriate box. Pre-application and application guidance is in FMC 74-7 and Federal agency program instructions. Notification of intent guidance is in Circular A-95 and procedures from clearinghouse. Applicant will not use "Report of Federal Action" box. | D. Insurance. Self explanatory. |
| 2a. Applicant's own control number, if desired. | E. Other. Explain on remarks page. |
| 2b. Date Section I is prepared. | 10. Governmental unit where significant and meaningful impact could be observed. List only largest unit or units affected, such as State, county, or city. If entire unit affected, list it rather than subunits. |
| 3a. Number assigned by State clearinghouse, or if delegated by State, by areawide clearinghouse. All requests to Federal agencies must contain this identifier if the program is covered by Circular A-95 and required by applicable State/areawide clearinghouse procedures. If in doubt, consult your clearinghouse. | 11. Estimated number of persons directly benefiting from project. |
| 3b. Date applicant notified of clearinghouse identifier. | 12. Use appropriate code letter. Definitions are: |
| 4a-4h. Legal name of applicant/recipient, name of primary organizational unit which will undertake the assistance activity, complete address of applicant, and name and telephone number of person who can provide further information about this request. | A. New. A submittal for the first time for a new project. |
| 5. Employer identification number of applicant as assigned by Internal Revenue Service. | B. Renewal. An extension for an additional funding/budget period for a project having no projected completion date, but for which Federal support must be renewed each year. |
| 6a. Use Catalog of Federal Domestic Assistance number assigned to program under which assistance is requested. If more than one program (e.g., joint-funding) write "multiple" and explain in remarks. If unknown, cite Public Law or U.S. Code. | C. Revision. A modification to project nature or scope which may result in funding change (increase or decrease). |
| 6b. Program title from Federal Catalog. Abbreviate if necessary. | D. Continuation. An extension for an additional funding/budget period for a project the agency initially agreed to fund for a definite number of years. |
| 7. Brief title and appropriate description of project. For notification of intent, continue in remarks section if necessary to convey proper description. | E. Augmentation. A requirement for additional funds for a project previously awarded funds in the same funding/budget period. Project nature and scope unchanged. |
| 8. Mostly self-explanatory. "City" includes town, township or other municipality. | 13. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of the change. For decreases enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 13a, amount requested from Federal Government; 13b, amount applicant will contribute; 13c, amount from State, if applicant is not a State; 13d, amount from local government, if applicant is not a local government; 13e, amount from any other sources, explain in remarks. |
| 9. Check the type(s) of assistance requested. The definitions of the terms are: | 14a. Self explanatory. |
| A. Basic Grant. An original request for Federal funds. This would not include any contribution provided under a supplemental grant. | 14b. The district(s) where most of actual work will be accomplished. If city-wide or State-wide, covering several districts, write "city-wide" or "State-wide." |
| B. Supplemental Grant. A request to increase a basic grant in certain cases where the eligible applicant cannot supply the required matching share of the basic Federal program (e.g., grants awarded by the Appalachian Regional Commission to provide the applicant a matching share). | 15. Complete only for revisions (item 12c), or augmentations (item 12e). |
| C. Loan. Self explanatory. | |

- Item**
16. Approximate date project expected to begin (usually associated with estimated date of availability of funding).
17. Estimated number of months to complete project after Federal funds are available.
18. Estimated date preapplication/application will be submitted to Federal agency if this project requires clearinghouse review. If review not required, this date would usually be same as date in item 2b.

- Item**
19. Existing Federal identification number if this is not a new request and directly relates to a previous Federal action. Otherwise write "NA".
20. Indicate Federal agency to which this request is addressed. Street address not required, but do use ZIP.
21. Check appropriate box as to whether Section IV of form contains remarks and/or additional remarks are attached.

APPLICANT PROCEDURES FOR SECTION II

Applicants will always complete items 23a, 23b, and 23c. If clearinghouse review is required, item 22b must be fully completed. An explanation follows for each item:

- Item**
- 22b. List clearinghouses to which submitted and show in appropriate blocks the status of their responses. For more than three clearinghouses, continue in remarks section. All written comments submitted by or through clearinghouses must be attached.
- 23a. Name and title of authorized representative of legal applicant.

- Item**
- 23b. Self explanatory.
- 23c. Self explanatory.
- Note:** Applicant completes only Sections I and II. Section III is completed by Federal agencies.

FEDERAL AGENCY PROCEDURES FOR SECTION III

If applicant-supplied information in Sections I and II needs no updating or adjustment to fit the final Federal action, the Federal agency will complete Section III only. An explanation for each item follows:

- Item**
24. Executive department or independent agency having program administration responsibility.
25. Self explanatory.
26. Primary organizational unit below department level having direct program management responsibility.
27. Office directly monitoring the program.
28. Use to identify non-award actions where Federal grant identifier in item 30 is not applicable or will not suffice.
29. Complete address of administering office shown in item 26.
30. Use to identify award actions where different from Federal application identifier in item 28.
31. Self explanatory. Use remarks section to amplify where appropriate.
32. Amount to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of change. For decreases, enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 32a, amount awarded by Federal Government; 32b, amount applicant will contribute; 32c, amount from State, if applicant is not a State; 32d, amount from local government if applicant is not a local government; 32e, amount from any other sources, explain in remarks.
33. Date action was taken on this request.
34. Date funds will become available.

- Item**
35. Name and telephone no. of agency person who can provide more information regarding this assistance.
36. Date after which funds will no longer be available.
37. Check appropriate box as to whether Section IV of form contains Federal remarks and/or attachment of additional remarks.
38. For use with A-95 action notices only. Name and telephone of person who can assure that appropriate A-95 action has been taken—If same as person shown in item 35, write "same". If not applicable, write "NA".

Federal Agency Procedures—special considerations

- A. **Treasury Circular 1082 compliance.** Federal agency will assure proper completion of Sections I and III. If Section I is being completed by Federal agency, all applicable items must be filled in. Addresses of State Information Reception Agencies (SCIRA's) are provided by Treasury Department to each agency. This form replaces SF 240, which will no longer be used.
- B. **OMB Circular A-95 compliance.** Federal agency will assure proper completion of Sections I, II, and III. This form is required for notifying all reviewing clearinghouses of major actions on all programs reviewed under A-95. Addresses of State and areawide clearinghouses are provided by OMB to each agency. Substantive differences between applicant's request and/or clearinghouse recommendations, and the project as finally awarded will be explained in A-95 notifications to clearinghouses.
- C. **Special note.** In most, but not all States, the A-95 State clearinghouse and the (TC 1082) SCIRA are the same office. In such cases, the A-95 award notice to the State clearinghouse will fulfill the TC 1082 award notice requirement to the State SCIRA. Duplicate notification should be avoided.

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.

Does this assistance request require State, local, regional, or other priority rating?

☐ Yes ☐ No

Name of Governing Body _____

Priority Rating _____

ITEM 2.

Does this assistance request require State, or local advisory, educational or health clearances?

☐ Yes ☐ No

Name of Agency or Board _____

(Attach Documentation)

ITEM 3.

Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

☐ Yes ☐ No

(Attach Comments)

ITEM 4

Does this assistance request require State, local, regional, or other planning approval?

☐ Yes ☐ No

Name of Approving Agency _____

Date _____

ITEM 5

Is the proposed project covered by an approved comprehensive plan?

☐ Yes ☐ No

Check one:

☐ State

☐ Local

☐ Regional

Location of Plan _____

ITEM 6

Will the assistance requested serve a Federal installation?

☐ Yes ☐ No

Name of Federal Installation _____

Federal Population benefiting from Project _____

ITEM 7

Will the assistance requested be on Federal land or installation?

☐ Yes ☐ No

Name of Federal Installation _____

Location of Federal Land _____

Percent of Project _____

ITEM 8

Will the assistance requested have an impact or effect on the environment?

☐ Yes ☐ No

See instructions for additional information to be provided.

ITEM 9

Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

☐ Yes ☐ No

Number of:

Individuals _____

Families _____

Businesses _____

Farms _____

ITEM 10

Is there other related assistance on this project previous, pending, or anticipated?

☐ Yes ☐ No

See instructions for additional information to be provided.

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1.		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. TOTALS		\$	\$	\$	\$	\$

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1)	(2)	(3)	(4)	
a. PERSONNEL	\$	\$	\$	\$	\$
b. FRINGE BENEFITS					
c. TRAVEL					
d. EQUIPMENT					
e. SUPPLIES					
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER					
i. TOTAL DIRECT CHARGES					
j. INDIRECT CHARGES					
k. TOTALS	\$	\$	\$	\$	\$
7. PROGRAM INCOME	\$	\$	\$	\$	\$

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SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	\$	\$	\$	\$
9.				
10.				
11.				
12. TOTALS	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	\$	\$	\$	\$	\$
14. NON-FEDERAL					
15. TOTALS	\$	\$	\$	\$	\$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	\$	\$	\$	\$
17.				
18.				
19.				
20. TOTALS	\$	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

PART V

ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements, including OMB Circular No. A-95 and FMCs 74-4 and 74-7, as they relate to the application, acceptance and use of Federal funds for this federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act, in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.
5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with FMC 74-7.

NOTICE

1. No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), on Form HEW 441. If a copy of Form HEW 441 is NOT already on file with the Department, it must be submitted with this application.

2. No application for Department of Health, Education, and Welfare financial assistance under any education program or activity is approved unless the applicant has on file with the Department an accepted assurance of compliance with Title IX of the Education Amendments of 1972 (Public Law 92-318), on Form HEW 639A (formerly Form HEW 639). If a copy of Form HEW 639 or Form HEW 639A is NOT already on file with the Department, it must be submitted with this application.

3. Department of Health, Education, and Welfare policy requires that if any phase of THIS project will involve subjecting individuals to the risk of physical, psychological, sociological, or other harm, certain safeguards must be instituted and an assurance must be filed on Form HEW 596. If there is any question about application of requirements for protection of human subjects to this project, further information should be requested from the Office of Protection from Research Risks, National Institutes of Health, DHEW, 9000 Rockville Pike, Bethesda, Maryland 20014.

4. No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), on Form HEW 641. If a copy of Form HEW 641 is NOT already on file with the Department, it must be submitted with this application.

5. If this is an application for continued support, include if you have not already done so (a) the report of inventions conceived or reduced to practice required by the terms and conditions of the grant, or (b) a list of inventions already reported, or (c) a negative certification.

NOTE: A copy of each of the four forms enumerated above (Forms HEW 441, 639A, 596, and 641) is attached hereto for your convenience in the event that you may be required to file one or more of them in accordance with the ABOVE instructions. If, however, 1, 2, and/or 4 of the above assurances have been submitted to either the Office of Education (OE) or the Department, another original or copy need not be submitted nor will any OE program insist upon such a duplicate submission as a consideration of any application.

Explanation Of

HEW FORM NO. 441, ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REG- ULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Section 80.4 of the Department of Health, Education, and Welfare's Regulation effectuating Title VI of the Civil Rights Act of 1964 requires that every application to the Department for Federal financial assistance shall contain or be accompanied by an Assurance that the program or facility to be assisted will be conducted or operated in compliance with Title VI of the Civil Rights Act and with all requirements imposed by or pursuant to the Department's Regulation.

Section 80.4 further provides that "the form of the foregoing Assurance and the extent to which like Assurances will be required of subgrantees, contractors, transferees, successors in interest and other participants," shall be specified by the responsible Department official. Under this authority, HEW Form No. 441 has been specified as the form of Assurance which shall apply to all applications for Federal financial assistance (except for continuing state programs which must meet the requirements of Section 80.4(b) and school districts availing themselves of Section 80.4(c) of the Regulation) submitted to the Department after January 3, 1965; also the circumstances have been specified under which an Applicant shall obtain comparable written Assurances of compliance from its subgrantees, contractors, and transferees. (See answers to Questions 11 and 12 below in this regard.)

HEW Form No. 441 constitutes a legally enforceable agreement to comply with Title VI of the Civil Rights Act of 1964, and with all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare issued thereunder. Applicants are urged to read the Department's Regulation before executing the Assurance.

The following explanation of the requirements of the Department's Regulation and the examples of the kinds of discriminatory practices prohibited by them are for the guidance of the Applicants.

1. By executing the Assurance (HEW Form No. 441), what does an Applicant agree to do?

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in providing to individuals any service, financial aid, or other benefit under any program receiving Federal financial assistance extended to the Applicant by the Department.

2. What is meant by "distinction on the ground of race, color, or national origin"?

A. "Distinction on the ground of race, color, or national origin" includes (1) any type of segregation, separate or different treatment, or other discrimination on that ground; (2) the imposition of any admission, enrollment quota, eligibility, or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit under a program or to be afforded an opportunity to participate in a program, if the race, color, or national origin of individuals is considered in determining whether they meet any such requirement or condition; (3) the use of membership in a group as a basis for the selection of individuals for any purpose, if in selecting members of the group there is discrimination on the ground of race, color, or national origin; and (4) the assignment of personnel to provide services, or the assignment of times or places for the provision of services, on the basis of the race, color, or national origin of the individuals to be served. It does not, however, include distinctions on the ground of race, color, or national origin determined by the responsible Department official to be necessary to the conduct of research or experimental programs having as their primary objective the discovery of new knowledge concerning special characteristics of particular racial or other ethnic groups.

3. What is meant by "service, financial aid, or other benefit"?

A. "Service, financial aid, or other benefit" under a program receiving Federal financial assistance includes any education or training, any evaluation, guidance, counseling, or placement service, any health, welfare, rehabilitation, housing, or recreational service, any referral of individuals for any of the foregoing services, any scholarship, fellowship or traineeship stipend or allowance, and any loan or other financial assistance or benefit (whether in cash or in kind), which is made available to individuals (1) with the aid of Federal financial assistance, or (2) with the aid of the Applicant's or of other non-Federal funds required to be made available for the program as a condition to the receipt of Federal financial assistance, or (3) in or through a facility provided with the aid of Federal financial assistance or the non-Federal matching funds referred to in (2).

4. What requirements are placed on the use of facilities?

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in making available to individuals the use of any land, building, equipment, or other facility leased, acquired, constructed, improved, or equipped with the aid of Federal financial assistance extended to the Applicant by the Department, including—

- (a) the use of any room, dormitory, ward, or other space in the facility;
- (b) the use of any equipment in the facility;
- (c) the use of any office, waiting room, restroom, eating, recreational, concession, or other accommodation or convenience provided in the facility;
- (d) the use of any facility not provided with the aid of Federal financial assistance if the availability of such facility is required as a condition to the receipt of Federal financial assistance for the Federally-assisted facility.

5. What requirements are placed on the opportunities to participate in a program receiving Federal assistance?

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in affording opportunities to individuals to participate (other than as employees) in any program receiving Federal financial assistance extended by the Department to the Applicant, including opportunities to participate—

- (a) as providers of any service, financial aid, or other benefit to individuals under the program (e.g., as physicians, surgeons, dentists, or other professional practitioners seeking the privilege of practicing in a Federally-aided hospital or other facility),
- (b) as conferees, observers, consultants, or advisers, or as members of advisory or planning groups, or
- (c) as volunteers (e.g., as voluntary workers, or as patients or other subjects of study or experimentation in research, survey, demonstration, or like programs).

6. Does that mean that an Applicant who signs the Department's Assurance may nevertheless make distinctions among his employees on the basis of race, color, or national origin?

A. Title VI of the Civil Rights Act does not concern itself with employment practices except where a primary objective of the Federal financial assistance is to provide employment. Thus, where a basic objective of the program is to provide employment, the Applicant's employment practices are subject to the Department's Regulation. However, even where this is not the case an Applicant may be precluded from engaging in any discriminatory employment practices under the provisions of Title VII of the Civil Rights Act, Executive Orders 10925 and 11114, and the Merit System Regulations.

7. When an Applicant's employment practices are covered by the Department's Regulation, what requirements must be met?

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in its employment practices (including recruitment or recruitment advertising, hiring, layoff or termination, upgrading, demotion, or transfer, rates of pay or other forms of compensation, and use of facilities) with respect to individuals seeking employment or employed under any program receiving Federal financial assistance extended to the Applicant by the Department, in those programs where a primary objective of the Federal financial assistance is to provide employment to such individuals. This includes programs under which the employment is provided—

- (a) as a means of extending financial assistance to students or to needy persons,
- (b) to students, fellows, interns, residents, or others in training for related employment (including research associates or assistants in training for research work), or
- (c) to reduce unemployment or to provide remunerative activity to individuals who because of severe handicaps cannot be readily absorbed in the competitive labor market.

8. *What effect will the Regulation have on a college or university's admission practices or other practices related to the treatment of students?*

A. An institution of higher education which applies for any Federal financial assistance of any kind must agree that it will make no distinction on the ground of race, color, or national origin in the admission practices or any other practices of the institution relating to the treatment of students.

(a) "Student" includes any undergraduate, graduate, professional, or postgraduate student, fellow, intern, student, or other trainee receiving education or training from the institution.

(b) "Admission practices" include recruiting and promotional activities, application requirements, eligibility conditions, qualifications, preferences, or quotas used in selecting individuals for admission to the institution, or any program of the institution, as students.

(c) "Other practices relating to the treatment of students" include the affording to students of opportunities to participate in any educational, research, cultural, athletic, recreational, social, or other program or activity; the performance evaluation, discipline, counseling of students; making available to students any housing, eating, health, or recreational service; affording work opportunities, or scholarship, loan or other financial assistance to students; and making available for the use of students any building, room, space, materials, equipment, or other facility or property.

9. *Does the Assurance of nondiscrimination apply to the entire operation of an institution?*

A. Insofar as the Assurance given by the Applicant relates to the admission or other treatment of individuals as students, patients, or clients of an institution of higher education, a school, hospital, nursing home, center, or other institution owned or operated by the Applicant, or to the opportunity to participate in the provision of services, financial aid, or other benefits to such individuals, the Assurance applies to the entire institution. In the case of a public school system the Assurance would be applicable to all of the elementary or secondary schools operated by the Applicant.

10. *What about a university which operates several campuses?*

A. Section 80.4(d)(2) of the Regulation provides for a more limited Assurance only where an institution can demonstrate that the practices in part of its operation in no way affect its practice in the program for which it seeks Federal funds. This would be a rare case.

11. *If an Applicant intends to make use of other individuals to help carry out the Federally-assisted program, does the requirement not to discriminate apply to such a subgrantee or contractor?*

A. It does. The Applicant must require any individual, organization, or other entity which it utilizes, to which it subgrants, or with which it contracts or otherwise arranges to provide services, financial aid, or other benefits under, or to assist it in the conduct of, any program receiving Federal financial assistance extended to the Applicant by the Department, or with which it contracts or otherwise arranges for the use of any facility provided with the aid of Federal financial assistance for a purpose for which the Federal financial assistance was extended, to comply fully with Title VI of the Civil Rights Act of 1964 and the Regulation of the Department of Health, Education, and Welfare issued thereunder.

12. *Must this Assurance of nondiscrimination by the subgrantee, etc., be in writing?*

A. In the case (1) of any contractual or other arrangement with another such individual or entity which will continue for an indefinite period or for a period of more than three months, (2) of any subgrant, or (3) of any conveyance, lease, or other transfer of any real property or structures thereon provided with the aid of Federal financial assistance extended to the Applicant by the Department, the Applicant shall obtain from such other person, subgrantee, or transferee, an agreement, in writing, enforceable by the Applicant and by the United States, that such other individual or entity, subgrantee, or transferee will carry out its functions under such subgrant, or contractual or other arrangement, or will use the transferred property, as the case may be, in accordance with Title VI of the Act and the Regulation will otherwise comply herewith.

13. *What obligations does the Applicant have to inform beneficiaries, participants, and others of the provisions of the Regulation?*

A. The Applicant must make available to beneficiaries, participants, and other interested persons information regarding the provisions of the Regulation and protections against discrimination provided under Title VI of the Civil Rights Act. The Department will issue shortly more detailed instructions on carrying out this phase of the Regulation.

14. What obligations does the Applicant have to keep records and to make them available to the Department?

A. From time to time, Applicants may be required to submit reports to the Department, and the Regulation provides that the facilities of the Applicant and all records, books, accounts, and other sources of information pertinent to the Applicant's compliance with the Regulation be made available for inspection during normal business hours on request of an officer or employee of the Department specifically authorized to make such inspections. More detailed instructions in this regard will also be forthcoming from the Department in the near future.

15. Must separate Assurance forms be filed with each application?

A. As a general rule once a valid Assurance is given it will apply to any further application as long as there is no indication of a failure to comply.

**ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964**

(Name of Applicant) (hereinafter called the "Applicant")

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated _____ (Applicant)

By _____
(President, Chairman of Board, or comparable
authorized official)

(Applicant's mailing address)

Explanation Of

HEW FORM 639 A (3/77), ENTITLED "ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND THE REGULATION OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN IMPLEMENTATION THEREOF"

Section 901 of Title IX of the Education Amendments of 1972 provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Section 902 of Title IX authorizes and directs the Department of Health, Education, and Welfare (hereinafter the "Department") to effectuate the nondiscrimination requirements of section 901 by issuing rules, regulations, and orders of general applicability. Pursuant to section 902, the Department has issued 45 C.F.R. Part 86 (hereinafter "Part 86") which became effective on July 21, 1975.

Section 86.4 of Part 86 requires that every application for Federal financial assistance for any education program or activity shall, as a condition of its approval, contain or be accompanied by an assurance from the applicant satisfactory to the Director of the Office for Civil Rights (hereinafter the "Director") that each education program or activity operated by the applicant and to which Title IX of the Education Amendments of 1972 and Part 86 apply will be operated in compliance with Part 86.

Section 86.4 also provides that the Director will specify the form of the assurance required and the extent to which such assurance will be required of the applicant's subgrantees, contractors, subcontractors, transferees, or successors in interest. Under this authority, HEW Form 639 A, (3/77) has been specified as the form of assurance which shall apply to all recipients of and applicants for Federal financial assistance subject to the provisions of Title IX and awarded by the Department.

HEW Form 639 A, (3/77) constitutes a legally enforceable agreement to comply with Title IX and all of the requirements of Part 86. Applicants are urged to read Part 86 and the accompanying preamble. The obligation imposed by Title IX and Part 86 are independent of, and do not alter, the obligation not to discriminate on the basis of sex imposed by Title VII of the Civil Rights Act of 1964 (20 U.S.C. 2000e et seq.); Executive Order 11246, as amended; sections 799A and 855 of the Public Health Service Act (42 U.S.C. 295h-9 and 298b-2); and the Equal Pay Act (29 U.S.C. 206 and 206 (d)).

PERIOD OF ASSURANCE

HEW Form 639 A, (3/77) is binding on a recipient for a period during which Federal financial assistance is extended to it by the Department. With respect to Federal financial assistance used to aid in the purchase or improvement of real or personal property, such period shall include the time during which the real or personal property is used for the purpose of providing an education program or activity. A recipient may transfer or otherwise convey title to real and personal property purchased or improved with Federal financial assistance so long as such transfer or conveyance is consistent with the laws and regulations under which the recipient obtained the property and it has obtained a properly executed HEW Form 639 A, (3/77) from the party to whom it wishes to transfer or convey the title unless the property in question is no longer to be used for an education program or activity or the Federal share of the fair market value of such property has been refunded or otherwise properly accounted for to the Federal government.

An applicant or recipient which has submitted an HEW Form 639 A, (3/77) to the Director need not submit a separate form with each grant application but may, if the information contained therein remains accurate, simply incorporate by reference, HEW Form 639 A, (3/77), giving the date it was submitted. On the other hand, a revised HEW Form 639 A, (3/77) must be submitted within 30 days after information contained in the submitted form becomes inaccurate, even if no additional financial assistance is being sought.

OBLIGATION OF RECIPIENT TO OBTAIN ASSURANCES FROM OTHERS

As indicated in Article III, paragraph 2, of the Assurance, if a recipient subgrants to, or contracts, subcontracts, or otherwise arranges with an individual, organization, or group to assist in the conduct of an education program or activity receiving Federal financial assistance from the Department or to provide services in connection with such a program or activity, the recipient continues to have an obligation to ensure that the education program or activity is being administered in a nondiscriminatory manner. (See 45 C.F.R. 86.31.) Accordingly, the recipient must take reasonable steps to ensure that the individual, organization, or group in question is complying with Title IX and Part 86. These steps may include, but do not necessarily require, obtaining assurances of compliance from such subgrantees, contractors, and subcontractors in the form of, or modeled on, the HEW Form 639A, (3/77). These steps to require, however, such activities as may be reasonably necessary to monitor the compliance of these subgrantees, contractors, or subcontractors, regardless of whether they have submitted assurances to the recipient. If a recipient is unable to assure itself that any contractor, subcontractor, subgrantee, or other individual or group with whom it arranges to provide services or benefits to its students and employees does not discriminate on the basis of sex as described in Part 86, the recipient may not initiate or continue contracts, subcontracts, or other arrangements with that individual or group or make subgrants to it.

ADMINISTRATIVELY SEPARATE UNITS

If an educational institution is composed of more than one administratively separate unit, a separate HEW Form 639 A, (3/77) may be submitted for each unit or one may be submitted for the entire institution. If separate forms are submitted, the administratively separate unit for which the form is submitted should be clearly identified in the first line of HEW Form 639 A, (3/77). An "administratively separate unit" is defined as a school, department or college of an educational institution (other than a local educational agency) admission to which is independent of admission to any other component of such institution. See 45 C.F.R. 86.2(o).

STATE EDUCATION AGENCIES

State education agencies are generally not responsible for running pre-school, kindergarten, elementary or secondary programs. Such responsibility is generally left to local education agencies although some supervisory authority may be vested with the state education agency. Consequently, most state agencies should not check the boxes for "Pre-school," "Kindergarten," or "Elementary or Secondary" in Article I of HEW Form 639 A, (3/77). If the state agency runs special programs for the handicapped, including those on the pre-school, kindergarten, elementary, or secondary level, the box marked "Other" should be checked and the appropriate description inserted in the space provided.

Under Article III, paragraph 5, of HEW Form 639A, (3/77) a state education agency may be called upon from time to time to submit reports necessary to determine Title IX compliance by local education agencies within its jurisdiction. The form and content of such reports will be specified by the Director at the time the request is made.

RELIGIOUS EXEMPTION

Applicants or recipients which are educational institutions controlled by a religious organization are not covered by Part 86 to the extent that application of Part 86 would be inconsistent with the religious tenets of the controlling religious organization.

Section 86.12 of Part 86 requires an institution seeking an exemption to submit a written statement to the Director identifying the provisions of Part 86 which conflict with a specific tenet of the controlling religious organization. Such a statement must be signed by the highest ranking official of the educational institution claiming the exemption. An applicant or recipient claiming an exemption is not relieved of its obligations to comply with that portion of Part 86 not specified in its statement to the Director as being inconsistent with the tenets of the controlling religious organization.

Although 86.12 imposes no time restrictions when a recipient or applicant may claim an exemption, applicants or recipients are urged to make such claims when they initially submit HEW Form 639 A, (3/77) by checking the appropriate box in Article I of HEW Form 639 A, (3/77) and attaching thereto the statement required by 86.12(b). Such an approach will avoid misunderstandings on the part of both the Department and the applicant or recipient as to what, if any, action is required under Part 86.

An applicant or recipient will normally be considered to be controlled by a religious organization if one or more of the following conditions prevail:

- (1) It is a school or department of divinity; or
- (2) It requires its faculty, students or employees to be members of, or otherwise espouse a personal belief in, the religion of the organization by which it claims to be controlled; or
- (3) Its charter and catalog, or other official publication, contains explicit statement that it is controlled by a religious organization or an organ thereof or is committed to the doctrines of a particular religion, and the members of its governing body are appointed by the controlling religious organization or an organ thereof, and it receives a significant amount of financial support from the controlling religious organization or an organ thereof.

The term "school or department of divinity" means an institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects. (This definition is adopted from section 1201(1) of the Higher Education Act of 1965, P.L. 89-329.)

ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE
EDUCATION AMENDMENTS OF 1972 AND THE
REGULATION ISSUED BY THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE IN
IMPLEMENTATION THEREOF

(PLEASE READ EXPLANATION OF HEW FORM 639 A (3/77)* BEFORE COMPLETING
THIS DOCUMENT)

Pursuant to 45 C.F.R. 86.4:

(Name of Applicant or recipient)
(address)
(city, state, zip code)
(identifying code-FICE, OE, or IRS)

(hereinafter the "Applicant") gives this assurance in consideration of and for purpose of obtaining Federal education grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Health, Education, and Welfare (hereinafter the "Department"), including payments or other assistance hereafter received pursuant to applications approved prior to the date of this assurance.

ARTICLE I - TYPE OF INSTITUTION SUBMITTING ASSURANCE.

A. The Applicant is (check the following boxes where applicable):

1. () A state education agency.
2. () A local education agency.
3. () A publicly controlled educational institution or organization.
4. () A privately controlled educational institution or organization.
5. () A person, organization, group or other entity not primarily engaged in education. If this box is checked, insert primary purpose or activity of Applicant in the space provided below:

*HEW Form 639 A (3/77) This form supersedes HEW Form 639 (7/76). HEW Form 639 (7/76) submitted prior to this revision are valid and recipients need not submit a new assurance.

- B. ☐ Claiming a religious exemption under 45 C.F.R. 86.12(b).
(If religious exemption is claimed, attach statement by highest ranking official of Applicant identifying the specific provisions of 45 C.F.R. Part 86 which conflict with a specific religious tenet of the controlling religious organization.)
- C. The Applicant offers one or more of the following programs or activities (check where applicable):
- | | | | |
|-----------------------------|---|-----------------------------|--------------------------------|
| 1. <input type="checkbox"/> | Pre-school | 6. <input type="checkbox"/> | Undergraduate (including |
| 2. <input type="checkbox"/> | Kindergarten | | junior and community colleges) |
| 3. <input type="checkbox"/> | Elementary or Secondary | 7. <input type="checkbox"/> | Vocational or Technical |
| 4. <input type="checkbox"/> | Graduate | 8. <input type="checkbox"/> | Professional |
| 5. <input type="checkbox"/> | Other (such as special programs for the handicapped even if provided on the pre-school, elementary or secondary level). If this box is checked, give brief description below: | | |

ARTICLE II-PERIOD OF ASSURANCE. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department.

ARTICLE III-TERMS AND CONDITIONS. The Applicant hereby agrees that it will:

1. Comply, to the extent applicable to it, with Title IX of the Education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. 1681, 1682, 1683, and 1685 (hereinafter, "Title IX"), and all applicable requirements imposed by or pursuant to the Department's regulation issued pursuant to Title IX, 45 C.F.R. Part 86 (hereinafter, "Part 86"), to the end that, in accordance with Title IX and Part 86, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the Applicant receives or benefits from Federal financial assistance from the Department. (This assurance does not apply to sections 904 (proscribing denial of admission to course of study on the basis of blindness) and 906 (amending other laws) of Title IX, 20, U.S.C. 1684 and 1686.)

2. Assure itself that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education program or activity are not discriminating on the basis of sex against these students or employees.

3. Make no transfer or other conveyance of title to any real or personal property which was purchased or improved with the aid of Federal financial assistance covered by this assurance, and which is to continue to be used for an education program or activity and where the Federal share of the fair market value of such property has not been refunded or otherwise properly accounted for to the Federal government, without securing from the transferee an assurance of compliance with Title IX and Part 86 satisfactory to the Director and submitting such assurance to the Department.

4. Submit a revised assurance within 30 days after any information contained in this assurance becomes inaccurate.

5. If the Applicant is a state education agency, submit reports in a manner prescribed by the Director under 45 C.F.R. 80.6(b) as to the compliance with Title IX and Part 86 of local education agencies or other education programs or activities within its jurisdiction.

ARTICLE IV-DESIGNATION OF RESPONSIBLE EMPLOYEE AND ADOPTION OF GRIEVANCE PROCEDURES. (Check the appropriate box.)

A. 1. () Pursuant to 45 C.F.R. 86.8, the Applicant has adopted grievance procedures and designated the following employee to coordinate its efforts to comply with Part 86 and has notified all of its students and employees of these grievance procedures and the following name, address and telephone number of the designated employee:

2. _____
(name of employee)

3. _____
(office address)

4. _____
(telephone number)

B. 1. () The Applicant is not presently receiving Federal financial assistance subject to Part 86 and, consequently, has not designated a responsible employee or adopted grievance procedures pursuant to 45 C.F.R. 86.8 but will do so immediately upon award of such assistance and will immediately notify the Director, its students and employees of the name, office address, and telephone number of the employee so designated.

ARTICLE V - SELF-EVALUATION. (Check the appropriate box.)

A. () The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has not found it necessary to modify any of its policies and practices or to take any remedial steps to come into compliance with Part 86.

B. () The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has ceased to carry out any policies and practices which do not or may not meet the requirements of Part 86 and is taking any necessary remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to such policies and practices.

C. () The Applicant has not completed the self-evaluation required by 45 C.F.R. 86.3(c) but expects to have it completed by _____ insert date

D. () The Applicant is not required to conduct a self-evaluation under 45 C.F.R. 86.3 since it did not receive any Federal financial assistance to which Part 86 applies prior to July 21, 1976..

Date: _____

(Insert name of Applicant)

By

(This document must be signed by
an official legally authorized
to contractually bind the Applicant.)

(Insert title of authorized official.)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

**PROTECTION OF HUMAN SUBJECTS
ASSURANCE/CERTIFICATION/DECLARATION**

☐ ORIGINAL ☐ FOLLOWUP ☐ REVISION

☐ GRANT ☐ CONTRACT ☐ FELLOW ☐ OTHER

☐ NEW ☐ RENEWAL ☐ CONTINUATION
APPLICATION IDENTIFICATION NUMBER (If known)

STATEMENT OF POLICY: Safeguarding the rights and welfare of subjects at risk in activities supported under grants and contracts from DHEW is primarily the responsibility of the institution which receives or is accountable to DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of DHEW that no activity involving human subjects to be supported by DHEW grants or contracts shall be undertaken unless the Institutional Review Board has reviewed and approved such activity, and the institution has submitted to DHEW a certification of such review and approval, in accordance with the requirements of Public Law 93-348, as implemented by Part 46 of Title 45 of the Code of Federal Regulations, as amended, (45 CFR 46). Administration of the DHEW policy and regulation is the responsibility of the Office for Protection from Research Risks, National Institutes of Health, Bethesda, Md 20014.

1. TITLE OF PROPOSAL OR ACTIVITY

2. PRINCIPAL INVESTIGATOR/ACTIVITY DIRECTOR/FELLOW

3. DECLARATION THAT HUMAN SUBJECTS EITHER WOULD OR WOULD NOT BE INVOLVED

☐ A. NO INDIVIDUALS WHO MIGHT BE CONSIDERED HUMAN SUBJECTS, INCLUDING THOSE FROM WHOM ORGANS, TISSUES, FLUIDS, OR OTHER MATERIALS WOULD BE DERIVED, OR WHO COULD BE IDENTIFIED BY PERSONAL DATA, WOULD BE INVOLVED IN THE PROPOSED ACTIVITY. (IF NO HUMAN SUBJECTS WOULD BE INVOLVED, CHECK THIS BOX AND PROCEED TO ITEM 7. PROPOSALS DETERMINED BY THE AGENCY TO INVOLVE HUMAN SUBJECTS WILL BE RETURNED.)

☐ B. HUMAN SUBJECTS WOULD BE INVOLVED IN THE PROPOSED ACTIVITY AS EITHER: ☐ NONE OF THE FOLLOWING, OR INCLUDING: ☐ MINORS, ☐ FETUSES, ☐ ABORTUSES, ☐ PREGNANT WOMEN, ☐ PRISONERS, ☐ MENTALLY RETARDED, ☐ MENTALLY DISABLED. UNDER SECTION 6. COOPERATING INSTITUTIONS, ON REVERSE OF THIS FORM, GIVE NAME OF INSTITUTION AND NAME AND ADDRESS OF OFFICIAL(S) AUTHORIZING ACCESS TO ANY SUBJECTS IN FACILITIES NOT UNDER DIRECT CONTROL OF THE APPLICANT OR OFFERING INSTITUTION.

4. DECLARATION OF ASSURANCE STATUS/CERTIFICATION OF REVIEW

☐ A. THIS INSTITUTION HAS NOT PREVIOUSLY FILED AN ASSURANCE AND ASSURANCE IMPLEMENTING PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS WITH THE DHEW THAT APPLIES TO THIS APPLICATION OR ACTIVITY. ASSURANCE IS HEREBY GIVEN THAT THIS INSTITUTION WILL COMPLY WITH REQUIREMENTS OF DHEW Regulation 45 CFR 46, THAT IT HAS ESTABLISHED AN INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS AND, WHEN REQUESTED, WILL SUBMIT TO DHEW DOCUMENTATION AND CERTIFICATION OF SUCH REVIEWS AND PROCEDURES AS MAY BE REQUIRED FOR IMPLEMENTATION OF THIS ASSURANCE FOR THE PROPOSED PROJECT OR ACTIVITY.

☐ B. THIS INSTITUTION HAS AN APPROVED GENERAL ASSURANCE (DHEW ASSURANCE NUMBER _____) OR AN ACTIVE SPECIAL ASSURANCE FOR THIS ONGOING ACTIVITY, ON FILE WITH DHEW. THE SIGNER CERTIFIES THAT ALL ACTIVITIES IN THIS APPLICATION PROPOSING TO INVOLVE HUMAN SUBJECTS HAVE BEEN REVIEWED AND APPROVED BY THIS INSTITUTION'S INSTITUTIONAL REVIEW BOARD IN A CONVENED MEETING ON THE DATE OF _____ IN ACCORDANCE WITH THE REQUIREMENTS OF THE Code of Federal Regulations on Protection of Human Subjects (45 CFR 46). THIS CERTIFICATION INCLUDES, WHEN APPLICABLE, REQUIREMENTS FOR CERTIFYING FDA STATUS FOR EACH INVESTIGATIONAL NEW DRUG TO BE USED (SEE REVERSE SIDE OF THIS FORM).

THE INSTITUTIONAL REVIEW BOARD HAS DETERMINED, AND THE INSTITUTIONAL OFFICIAL SIGNING BELOW CONCURS THAT:

EITHER ☐ HUMAN SUBJECTS WILL NOT BE AT RISK; OR ☐ HUMAN SUBJECTS WILL BE AT RISK.

5. AND 6. SEE REVERSE SIDE

7. NAME AND ADDRESS OF INSTITUTION

8. TITLE OF INSTITUTIONAL OFFICIAL

TELEPHONE NUMBER

SIGNATURE OF INSTITUTIONAL OFFICIAL

DATE

5. INVESTIGATIONAL NEW DRUGS - ADDITIONAL CERTIFICATION REQUIREMENT

SECTION 46.17 OF TITLE 45 OF THE Code of Federal Regulations states, "Where an organization is required to prepare or to submit a certification . . . and the proposal involves an investigational new drug within the meaning of The Food, Drug, and Cosmetic Act, the drug shall be identified in the certification together with a statement that the 30-day delay required by 21 CFR 130.3(a)(2) has elapsed and the Food and Drug Administration has not, prior to expiration of such 30-day interval, requested that the sponsor continue to withhold or to restrict use of the drug in human subjects; or that the Food and Drug Administration has waived the 30-day delay requirement; provided, however, that in those cases in which the 30-day delay interval has neither expired nor been waived, a statement shall be forwarded to DHEW upon such expiration or upon receipt of a waiver. No certification shall be considered acceptable until such statement has been received."

INVESTIGATIONAL NEW DRUG CERTIFICATION

TO CERTIFY COMPLIANCE WITH FDA REQUIREMENTS FOR PROPOSED USE OF INVESTIGATIONAL NEW DRUGS IN ADDITION TO CERTIFICATION OF INSTITUTIONAL REVIEW BOARD APPROVAL, THE FOLLOWING REPORT FORMAT SHOULD BE USED FOR EACH IND: (ATTACH ADDITIONAL IND CERTIFICATIONS AS NECESSARY).

- IND FORMS FILED: ☐ FDA 1571, ☐ FDA 1572, ☐ FDA 1573

- NAME OF IND AND SPONSOR _____

- DATE OF 30-DAY EXPIRATION OR FDA WAIVER _____

(FUTURE DATE REQUIRES FOLLOWUP REPORT TO AGENCY) _____

- FDA RESTRICTION _____

- SIGNATURE OF INVESTIGATOR _____

DATE _____

6. COOPERATING INSTITUTIONS - ADDITIONAL REPORTING REQUIREMENT

SECTION 46.16 OF TITLE 45 OF THE Code of Federal Regulations IMPOSES SPECIAL REQUIREMENTS ON THE CONDUCT OF STUDIES OR ACTIVITIES IN WHICH THE GRANTEE OR PRIME CONTRACTOR OBTAINS ACCESS TO ALL OR SOME OF THE SUBJECTS THROUGH COOPERATING INSTITUTIONS NOT UNDER ITS CONTROL. IN ORDER THAT THE DHEW BE FULLY INFORMED, THE FOLLOWING REPORT IS REQUESTED WHEN APPLICABLE.

USE FOLLOWING REPORT FORMAT FOR EACH INSTITUTION OTHER THAN GRANTEE OR CONTRACTING INSTITUTION WITH RESPONSIBILITY FOR HUMAN SUBJECTS PARTICIPATING IN THIS ACTIVITY: (ATTACH ADDITIONAL REPORT SHEETS AS NECESSARY).

INSTITUTIONAL AUTHORIZATION FOR ACCESS TO SUBJECTS

- SUBJECTS: STATUS (WARDS, RESIDENTS, EMPLOYEES, PATIENTS, ETC.) _____

NUMBER _____

AGE RANGE _____

NAME OF OFFICIAL (PLEASE PRINT) _____

TITLE _____

TELEPHONE _____

NAME AND ADDRESS OF
COOPERATING INSTITUTION _____

- OFFICIAL SIGNATURE _____

NOTES: (e.g., report of modification in proposal as submitted to agency affecting human subjects involvement)

**DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE
REHABILITATION ACT OF 1973, AS AMENDED**

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient recognizes and agrees that such federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance and that the United States will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]

- a. ☐ employs fewer than fifteen persons;

A73

- b. ☐ employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has

A74 designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

Name of Designee(s) — Type or Print			
C12		C42	
Name of Recipient — Type or Print		Street Address or P. O. Box	
A12	A41	A42	A71
(IRS) Employer Identification Number		City	
A1	A11	B12	B41
B1	B11		
C1	C11	State	Zip
		B42	B71

I certify that the above information is complete and correct to the best of my knowledge.

Date	Signature and Title of Authorized Official
B72 B77	B78

If there has been a change in name or ownership within the last year, please PRINT the former name below:

NOTE: The 'A', 'B', and 'C' followed by numbers are for computer use. Please disregard.
PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION/OFFICE OF EDUCATION
APPLICATION CONTROL CENTER
WASHINGTON, D.C. 20202

CUT ALONG BROKEN LINE.

This will acknowledge receipt of your proposal/application for Federal assistance under Federal Catalog Number 13.549, Ethnic Heritage Studies Program. Please reference the Procurement Request (PR) number stamped below in all further correspondence regarding this application.

OE FORM 5354

CUT ALONG BROKEN LINE.

KEEP THIS PORTION FOR YOUR RECORD

This postcard is provided to expedite the notification of receipt of your grant application in the Office of Education's Application Control Center. Kindly self-address the return portion of this postcard so that we may more speedily notify you of receipt of your application and of the Procurement Request (PR) number assigned to your application.

If you fail to receive the notification of application receipt within 15 days from the date you mailed the application, immediately call:

(202) 245-7065

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
APPLICATION CONTROL CENTER
WASHINGTON, D.C. 20202

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF H.E.W.
NEW 365



**IMPORTANT NOTICE
TO PROSPECTIVE PARTICIPANTS
IN USOE CONTRACT AND GRANT PROGRAMS**

GRANTS

Applicants for grants from the U.S. Office of Education (USOE) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these two reasons, USOE must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that —

**Failure to meet a deadline will mean that an application will be rejected
without any consideration whatever.**

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$50.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No USOE employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Office of Education
Application Control Center
Washington, D.C. 20202

CONTRACTS

Competitive procurement actions undertaken by the USOE are governed by the Federal Procurement Regulations and implementing HEW Procurement Regulations.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the Request for Proposals (RFP). Questions regarding the submission of offers should be addressed to the Contracting Officer identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No USOE employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$80.00 per year via second class mail or \$105.00 per year via first class mail. Information included in the Federal Procurement Regulations (FPR) and the Health, Education and Welfare Procurement Regulations (HEWPR) are contained respectively in Title 41, Code of Federal Regulations, Chapters 1 to 2 (\$5.70) and Title 41, Code of Federal Regulations, Chapters 3 to 6 (\$5.90). The foregoing publications may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

In an effort to be certain this important information is widely disseminated, this notice is being included in all USOE mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

OFFICIAL BUSINESS
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HEW 395



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ETHNIC HERITAGE STUDIES PROGRAM

Elementary and Secondary Education Act of 1965, Title IX, as Amended

GUIDELINES FOR APPLICATION

September 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Postsecondary Education
Division of International Education
Ethnic Heritage Studies Branch

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 states that except for certain listed exceptions: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." (Refer to Title IX, Education Amendments of 1972, Public Law 92-318, p. 138.)

Therefore, the Ethnic Heritage Studies Title IX program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

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APPENDIXES

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I. PROGRAM DESCRIPTION

The Ethnic Heritage Studies program seeks to develop intercultural understanding within our culturally pluralistic society. More specifically, the aims of the program are to help students learn more about the nature and role of ethnicity in their own lives and in the lives of others and to promote effective interactions among members of the various ethnic groups in the United States.

The Ethnic Heritage Studies program is administered by the U.S. Office of Education under the provisions of Title IX of the Elementary and Secondary Education Act of 1965, as amended by the Education Amendments of 1972 and 1974. The program is conducted with the assistance of a 15-member National Advisory Council that provides guidance concerning general policies and priorities for ethnic heritage studies.

In fiscal year 1977, subject to the availability of funds, it is expected that about 50 grants will be made to ethnic groups and other public or private nonprofit educational organizations, local and State educational agencies, and higher education institutions. Grants may be made to any combination of such groups, and consortia are encouraged. Assistance will be given for self-contained, 1-year projects, with a maximum grant not to exceed \$50,000. Projects may be proposed in one (or more) of the following three areas:

① training of persons, ② curriculum materials development, and ③ dissemination of materials in ethnic heritage studies. Every project, regardless of area of concern, must include plans for cooperative activities with persons and organizations that have similar interests in ethnic studies. Essentially, each proposal must give strong evidence of community-based cooperation, including creation of an advisory council as described hereafter in section IV.

It is expected that about 50 percent of the grants awarded will support training projects, approximately 30 percent will assist projects concerned with curriculum materials development; and about 20 percent will assist dissemination projects. In the selection of projects for 1977-78, preference will be given to applicants proposing new activities (as distinguished from ongoing ones) and to applicants not previously awarded grants in the Ethnic Heritage Studies program. Consideration will also be given to appropriate representation of projects in elementary, secondary, and higher education (since a project may concentrate on any educational level) and to adequate geographical distribution of projects throughout the Nation.

* Proposals that are most attentively and creatively designed to enable people "to learn more about the nature of their own heritage and to study the contributions of the cultural heritages of other

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This is it!!!

ethnic groups of the Nation" are specifically encouraged and will be given high priority. No project will be approved that fails to take into account "the heterogeneous composition of the Nation," as stated in section 901 of Title IX, and "the fact that in a multi-ethnic society, a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace."

These guidelines are intended to help prospective applicants complete all the forms necessary to request support for an ethnic heritage studies project. They indicate program and fiscal priorities, major goals, authorized activities, and criteria by which the proposals will be evaluated. Examples of how applicants might meet the program's objectives are given throughout, but they are not intended to be restrictive nor should they limit the applicant(s); rather, they are intended to be suggestive by illustrating some of the possibilities that exist in designing projects for ethnic heritage studies.

These instructions should be read and used in conjunction with the formal *Instructions for Application for Federal Assistance*, Ethnic Heritage Studies program, especially parts III and IV; i.e., the budget information and program narrative.

The deadline for receipt of applications (at the Application Control Center, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202) is December 17, 1976.

An announcement of successful proposals will be made on or before June 15, 1977.

II. ELIGIBILITY

Applicants must be public or private nonprofit educational agencies, institutions, or organizations. These include ethnic, community, and professional associations as well as local and State educational agencies and higher education institutions (including community and other 2-year colleges).

An applicant other than a local or State educational institution or a private college or university must include with the application form a copy of its charter or other evidence of its (1) nonprofit status and (2) educational purpose, such as Internal Revenue Service status, notarized articles of confederation, by-laws, or other legal documentation. *Such information must be current and supplied at the time of application.* Prior to submitting a formal proposal, applicants who are uncertain of their eligibility under this requirement are encouraged to contact the Ethnic Heritage Studies Branch to seek advisory opinions of the eligibility of their organization.

III. BASIC PROGRAM REQUIREMENT

Each proposal for a Title IX grant must contain explicit provisions for cooperating "with persons and organizations which have a special interest in the ethnic group or groups" with which the project is concerned in order to help them promote, encourage, develop, or produce programs or other activities "which relate to the history, culture, or traditions of the group or groups." (Title IX, section 903(4)). Proposals must indicate the applicant's willingness and capacity to serve as a resource for others in the community or elsewhere who are engaged in ethnic studies.

To insure that projects are responsive to local needs, applicants are advised to make early arrangements for collaborative planning and decisionmaking with any community groups, local and/or State agencies, and/or higher education institutions as may be appropriate.

A variety of agencies may be involved in such efforts. Examples of sources that may have some experience with ethnic heritage studies include ethnic and community associations, museums and art galleries, historical societies, research facilities, or professional personnel at higher education institutions, teachers, administrators, and curriculum developers. Foreign students may provide additional assistance in connection with cultural origins of ethnic groups. As outlined in the *Instructions for Application for Federal Assistance*, the program narrative (part IV) should contain evidence of the nature and extent of any proposed collaboration.

IV. ADVISORY COUNCIL

Each project must be planned and implemented in consultation with an advisory council representative of the ethnic group(s) with which the project is concerned. Involvement with a project from its inception onward provides a base for fruitful participation in its subsequent development. For this reason, applicants are required to consult with prospective council members in developing and submitting the application.

Program experience indicates that many applicants provide insufficient information concerning the advisory council. Crucial to the technical eligibility of any application is tangible evidence that provisional council members (1) have participated in the planning process; (2) meet the membership requirements; and (3) will have an appropriate role in the project. Each applicant is urged to demonstrate that such persons have actually been contacted and that they have been involved in discussions concerning the project plan and the specific functions of the council. The names and ethnicity of prospective members should be included in part IV of the application.

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Advisory council members should be selected with the participation of appropriate ethnic and community groups. In addition, each of the following requirements must be met:

1. Each ethnic group with which the project is concerned should have representation on the council.
2. More than one-half the membership should consist of community representatives of the ethnic group(s) basic to the project.
3. The council should be broadly representative of educational and professional backgrounds relevant to the program and include at least one member with experience and credentials in curriculum development, personnel training, and/or dissemination of curriculum materials.
4. Members of the council should not be employed by the applicant.

In implementing a project funded under Title IX, a recipient must:

1. Consult periodically (at least once a month) with the council regarding the project and its progress.
2. Provide the council with advance copies of all reports required by the Office of Education and copies of all materials prepared or distributed.
3. Request a semiannual assessment of the project and its effect.
4. Otherwise involve the council (in its advisory capacity) in planning, implementing, and evaluating the project.

V. OPEN MEETING REQUIREMENT (APPLICABLE TO LOCAL EDUCATION AGENCIES ONLY)

Prior to considering an application from a local educational agency, the Office of Education requires that the applicant convene at least one meeting, open to the public, at which the program or project for which assistance is being sought and the activities proposed to be conducted are explained, and at which the persons in attendance are afforded an opportunity to testify or otherwise comment on the contents of the application. A notice of such meeting must have been advertised in a newspaper of general circulation not less than 7 days before the date of the meeting, and a copy of the application made available to the public at least 24 hours before the meeting was held. The applicant must give meaningful consideration to the testimony or comments received at the open meeting and must submit to the Office of Education any consequent additions as amendments to the program, before the application may be funded.

VI. AUTHORIZED ACTIVITIES

* It is anticipated that, as a group, the projects funded under Title IX will represent a variety of approaches to ethnic studies. Applicants are advised to consider emphasizing one of the three areas and a single education level. (See p. 1, paragraphs 3 and 4.)

Prospective advisory council and staff members, school personnel, and other resource persons might meet to enumerate desired goals, determine specific educational needs, investigate the availability of appropriate resources for meeting these needs, and decide upon a basic focus.

Proposals should include a discussion of how and why specific project activities are expected to produce specific results.

Attention should be paid to methodology. If research is involved, then the research techniques should be elaborated; if a series of classroom activities is projected, the way in which it will be prepared should be explained; if a dissemination network is proposed, the mechanics for reaching potential users of the materials disseminated should be described in some detail.

Finally, discussions should focus on the anticipated results of the project with specific attention to incorporating products with on-going educational programs following expiration of a Title IX grant.

The program narrative, part IV of the application, should contain complete information on each of the above factors.

Area I: Training of Persons in Ethnic Studies

to teachers!
The training of persons is the first major concern of the program for this year. The purpose of programs to train persons in ethnic studies is to insure extensive and effective use of materials with students in the schools and colleges of the Nation. Projects that focus upon such training may include preparation of teacher manuals or guides in ethnic studies, revision of preservice teacher education programs, or such inservice activities as workshops, courses, institutes, and classroom demonstrations of methods and materials. The rationale for a given training program must be based upon a carefully documented assessment of needs and resources, followed by determination of specific and manageable objectives designed to meet those needs.

Each project must include an examination of materials produced under Title IX grants as key resources in implementing ethnic heritage studies programs. Projects are also expected to include provision for evaluation of process and product, with attention to both cognitive and affective factors. Proposals should specifically

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explain the teaching strategies to be used and should address the issue of how best to reinforce the participants' training in the future as they confront actual problems in trying to apply what they have learned.

Appropriate candidates for training may include representatives from the schools and community, curriculum specialists, teachers (in both inservice and preservice training), administrators with responsibility for planning and implementing ethnic studies programs, and trainers of teachers. The application should include an explanation of the process by which such individuals will be selected.

? Applicants may wish to investigate the possibility of awarding credits toward teacher certification, graduate degrees, or inservice training requirements to participants in such training programs.

Programs might be designed to accomplish several of the following objectives:

- Help trainees clarify feelings about their own ethnicity and about the concept of cultural pluralism and related social issues.
- Provide information about ethnicity, about ethnic groups, and the processes through which groups adapt and change.
- Develop skills for more effective interpersonal communication with persons of diverse ethnic backgrounds--students, teachers, parents--as well as skills for dealing with controversial issues such as prejudice and stereotyping.
- Train school personnel to analyze the ethnic content of instructional materials or to investigate a local ethnic community, or acquaint them with available resources and outstanding models.

A variety of teaching methods may be profitably employed such as role-playing, field investigations, gaining feedback through video-tape, curriculum projects, and interaction with members of ethnic communities.

Suggestions concerning potential proposals in the area of training include the following:

- A school district or an association of educators might seek to train school administrators in implementing objectives for multi-ethnic schools. These might include school policies and practices in such areas as hiring, staff development, guidance and counseling, and curriculum content and methods.

- A community college might recruit elderly persons and others from ethnic communities to participate in a training program with teachers of ethnic studies.
- Several ethnic group schools or a local district might prepare a comprehensive inservice training program for school personnel (administrators, teachers, and support staff) that could become self-sustaining following development under a Title IX grant.
- A State department of education might propose a series of statewide training institutes in order to help prepare teachers to meet new State requirements in ethnic studies.
- Administrators and teachers might learn how to gain experience in several ethnic cultures in order to teach effectively about ethnicity or to organize a program of ethnic studies in the schools.

Area II: Curriculum Materials Development

The second major area of concern is development of curriculum materials for use in elementary, secondary, or higher education relating to the history, geography, society, economy, literature, art, drama, language, culture, and contributions of one or more ethnic groups in the United States.

Materials are available for teaching ethnic studies and applicants should therefore survey and assess what exists in order to avoid duplication of effort and to insure that proposed materials are in fact new and needed. Applicants may wish to consult with previous grantees in this regard. (See appendixes B, C, and D for lists of previous grantees under the Ethnic Heritage Studies program.)

In selecting the particular focus of an ethnic studies project and in implementing the project plan, applicants should involve appropriate ethnic groups, schools, and university personnel. The program narrative should contain evidence of a working relationship between the curriculum developers and those who will eventually use the materials in the classroom. This might best be achieved both through collaborating during the process of development and through demonstrating curriculum materials at inservice educational programs or meetings of ethnic groups, teachers, or other educational personnel.

Curriculum developers should work with State and local education agency personnel in order to identify school needs, programs, and potential users of ethnic heritage studies materials. In addition to the regular curriculum of schools and colleges, nonformal learning programs of ethnic

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associations, museums, libraries, or community centers may also provide new, desired options for students and school systems. Applicants might propose to develop or expand such resources and make them more accessible to students and teachers. It might be possible to link these programs to the regular school curriculum by obtaining formal credit for such after-school language and culture classes as may result. *

Curriculum changes resulting from ethnic heritage studies projects may include addition of ethnic studies courses, units, or materials to an educational program; or incorporation of data and experiences from ethnic cultures into existing courses and texts.

There are numerous possibilities for developing curriculum materials that will achieve significant learning objectives. For example, ethnic studies might--

- Help develop cognitive skills such as reading, reasoning, decisionmaking, values-inquiry, or conflict-resolution.
- Provide information about the composition and evolution of local communities and regions of the United States.
- Help students examine social issues and current events from a variety of perspectives.
- Serve as a way of teaching about basic human needs and the diversity of human behavior and values.
- Enhance a child's self-concept and improve communication within families.
- Provide a means for increasing parental involvement in the school and for lessening cultural discontinuities between home and school.
- Help schools better serve recent immigrants to the United States through studies of the acculturation process.

Oral history, field research, and multimedia approaches such as audiovisual, television materials, or simulation games may also effectively be used to provide direct or indirect experience in ethnic studies.

Area III: Dissemination of Materials in Ethnic Studies

Dissemination of curriculum materials in ethnic studies to permit their use in schools and higher education institutions throughout the Nation constitutes the third area of concern. Projects should be designed to develop national or regional centers for dissemination and use of information on ethnic studies at the various educational levels, with responsibility for establishing direct communication with the potential users of such materials. Project personnel should try to establish liaison with such groups as ethnic associations, educational resource centers, college-level programs in ethnic studies and teacher education, and curriculum specialists, teachers, and key administrative personnel of State and local education agencies.

connected to efforts

✓✓✓ Applicants should assess and document the needs and plan a program that will be educationally sound, financially feasible, and consonant with the national priorities in ethnic heritage studies. To permit the most efficient use of Title IX resources, applicants for dissemination projects are urged to consider strategies that will have broad national impact. At the same time, attention must be paid to developing a program that can continue to function following expiration of the Title IX grant.
✓✓✓

Strategies for national dissemination of materials should be practical in outlook and carefully articulated in the application. Applicants should note that projects are expected to include dissemination of products developed under previous Title IX programs.

Suggestions concerning proposals in dissemination include the following:

- Effective dissemination may be achieved through creative use of already functioning dissemination vehicles or the design of new ones.
- Many techniques may be employed: Interpretive summaries of research; curriculum guides, bibliographies, evaluation instruments, abstracts, or indexes; educational presentations through the media (i.e., film, radio, and television programs) or at professional meetings of educators; linkages with Bicentennial Commissions, film libraries, and other learning resource centers, museums, community extension activities, newsletters of ethnic groups and educational associations, data banks (e.g., the Educational Resources Information Center (ERIC) Clearinghouses), teacher education programs, and State or local education agencies.

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- Examples of groups that might engage in analysis and dissemination of information on ethnic heritage studies materials and processes include national consortia of ethnic groups, working in conjunction with such groups as teacher associations, curriculum specialists, or school administrators; networks of regional educational associations located in different parts of the country; community organizations concerned with education; and educational resource centers or data banks.

VII. SELECTION CRITERIA

Applications for assistance under Title IX will be evaluated and selected by the Office of Education based on the recommendations of a panel of consultants. Applications will be evaluated according to (1) general criteria for all Office of Education direct grant programs and (2) specific criteria for Ethnic Heritage Studies programs. These criteria have been published in the *Federal Register*, vol. 40, no. 98, May 20, 1975, and are reproduced in the appendix E. In preparing the application form, particularly the budget and program narrative sections, applicants should attempt to address each of these criteria.

A. General Criteria

1. *Need for the proposed project in the area served or to be served.*

Applicants should survey what is already available in ethnic studies and propose to meet new needs. Applicants who have on-going projects in ethnic studies should clearly differentiate between their past efforts and the new and/or additional activity now being proposed.

2. *Relevance to priority areas of concern as reflected in provisions contained in the applicable Federal statutes and regulations.*

3. *Adequacy of qualifications and experience of personnel designated to carry out the proposed project.*

Applicants should identify such personnel and their relevant ethnic and academic experience or, at a minimum, list the qualifications sought for each position.

4. *Adequacy of facilities and other resources available to the project.*
5. *Reasonableness of estimated cost in relation to anticipated results.*

6. *Expected potential for utilizing the results of the proposed project in other projects or programs for similar educational purposes.*

In meeting this criterion, projects that are concerned with one locality or a single ethnic group must demonstrate the applicability of the method and/or conceptual framework to other educational settings and other target ethnic groups. In addition, applications must contain enough information on the methodology to be employed to permit an adequate assessment of the potential of the project.

7. *Sufficiency of size, scope, and duration of the project so as to secure productive results.*

The scope of the project should be realistic in terms of available funding (no grants will exceed \$50,000 and the average amount will be about \$40,000) and allowable length (12 months, maximum).

8. *Soundness of the proposed plan of operation, including consideration of the extent to which (a) the objectives of the proposed project are clearly defined and capable of being evaluated; (b) provision is made for adequately evaluating the effectiveness of the project and for determining the extent to which the objectives are accomplished; (c) where appropriate, provision is made for satisfactory inservice training connected with project services; and (d) provision is made for disseminating the results of the project and for making materials, techniques, and other products resulting therefrom available to the general public and specifically to those interested in the area of education with which the project itself is concerned.*

Some applicants may possess expertise in evaluation or may have prior experience in evaluating educational objectives. Those who do not would be advised to include in the development process someone with such professional talent as may be found among faculty and graduate students in higher education institutions, staff of State or local education agencies, or other educational associations.

B. Specific Criteria

The specific criteria for Ethnic Heritage Studies projects include the extent to which:

1. *There is evidence of commitment by the applicant and other interested groups to the project and its objectives and to its continuation upon the expiration of Federal assistance.*

Any plan for ethnic heritage studies should carry the strong endorsement and active participation of the relevant ethnic and educational associations. Past activity in ethnic studies and the potential for continuing that interest in subsequent years without additional assistance under Title IX should be described in the proposal.

2. *There is a clear demonstration of a specific contribution that the proposed project will make toward meeting the purpose of Title IX.*


The proposed activities should be clearly stated in terms of the specific mission of the Title IX program. They should not overlap or duplicate other activities in ethnic studies but, in fact, must be completely new activities, capable of completion both within the fiscal constraints of the program and before September 30, 1978. Applications that have been developed for other Federal programs and altered slightly for submission under Title IX will not receive serious consideration.

3. *Approval of the application would promote an appropriate distribution of Ethnic Heritage Studies projects throughout the United States.*

There will be concern that a variety of educational and ethnic group needs in different localities throughout the country are served and that the cumulative effect of the projects is multiethnic.

4. *The impact of the project is multiethnic.*

Since it is expected that knowledge about the shared experience of several ethnic groups will facilitate understanding of a culturally pluralistic society, each proposed project should indicate how it will draw upon the diverse ethnic heritage of the community it will serve. Cooperation of groups such as the Polish-American, Afro-American, Italian-American, Mexican-American, and Chinese-American groups in an urban community would be illustrative of the recommended multiethnic emphasis. It is also recognized, however, that a single ethnic project may be designed to reach multiethnic audiences and to

 explore cultural pluralism in terms of the experiences of a single ethnic group. Thus a framework for studying ethnicity may be created and the data for one group used as a case study or as a model for intercultural learning.

5. The project is designed for widespread use by schools and higher education institutions, and not exclusively for the applicants or the ethnic group(s) with which the project is concerned.

In any proposal, it is essential that provision be made for sharing the products of a Title IX project with persons other than those directly involved with a project. An ethnic group that proposes to develop materials or conduct a teacher-training workshop on its own heritage, for example, should arrange to make such materials available for use by community groups, State and local education agency personnel, and others.

6. Projects specifically concerned with developing curriculum materials obtain data from resources within the community.

Individual members of ethnic groups and museums, historical societies, archives, ethnic newspapers, and churches are only a few of the many available resources that provide authentic information on contemporary expressions of ethnic culture in the United States. The use of these resources for educational materials, as well as the creation of student and teacher activities for further experientially based learning, are important to developing effective materials in ethnic studies.

7. Projects concerned with developing curriculum materials show evidence of (1) field testing curriculum materials to determine their effectiveness prior to use and (2) incorporating tested materials within the regular curriculum of schools and colleges.

Each proposal for curriculum development should include a plan for testing and revising any materials developed and for seeking their inclusion within the curriculum.

8. Projects that focus upon training persons in the use of ethnic studies materials delineate plans for (1) maximum involvement of such leaders, teachers, teacher trainers, educational administrators, supervisors, and curriculum development specialists and (2) evaluation of the training program.

9. *Projects that focus upon disseminating materials in ethnic heritage studies articulate plans for (1) analysis of the materials to be disseminated, (2) dissemination of the materials on a nationwide basis, and (3) facilitation of exchange of materials among programs funded under Title IX.*
10. *Provision is made for cooperating with (1) persons and organizations having a special interest in the project and (2) other projects funded under Title IX.*

VIII. FINANCIAL PROVISIONS

Subject to the availability of funds, fiscal year 1977 activities will begin on October 1, 1977 and end on or before September 30, 1978. Grants will be made for 1 year only. Each project is expected to be self-contained and no project will be seriously considered if it is dependent upon other sources of funding (e.g., private foundations, U.S. Government agencies, etc.) not yet available to the applicant. ✓✓

Applications for grants will be evaluated competitively. The Office of Education expects to fund approximately 50 grants with an average amount of \$37,000. No grant will exceed \$50,000 and no applicant should request more than that amount.

In addition, it is expected that the Office of Education will fund approximately 50 "mini-grants" ranging from \$10,000 to \$15,000 in size. Applications for mini-grants will be evaluated competitively under the same criteria as the regular applications.

Funds will be made available to cover all or part of the cost of establishing and implementing new activities. Eligible costs include (1) preparation of materials and multimedia resources; (2) use of ethnic, academic, and other consultants; and (3) related training of educational and community resource persons when appropriate. Funds are not available for constructing or remodeling facilities. Funds requested for nonexpendable items such as printing equipment, copying machines, typewriters, and audiovisual machines will be allowable only in exceptional circumstances and should be justified in part III of the application.

Programs may not seek support for religious worship or instruction.

IX. APPLICATION PROCEDURE

Prospective applicants are urged to review carefully the program requirements and selection criteria described in these guidelines and officially reported in the *Federal Register*. Evaluation of applications will be based upon the degree to which these requirements and criteria have been successfully met. Parts III and IV of the application should contain concise and specific information related to each of these criteria. Applicants are encouraged to limit the length of their program narrative (part IV), particularly with respect to the amount of background and supplementary data.

Each application must be accompanied by a one-page abstract clearly indicating the focus of the project, its major area of concern, and its approach, including the amount of funding requested.

Applications must be prepared on the enclosed form, which is available upon request from the Ethnic Heritage Studies Branch. They should be submitted in triplicate (an original and two copies) and sent to:

Application Control Center
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

The deadline date for receipt of applications by the Application Control Center is December 17, 1976.

X. INFORMATION SOURCES

These guidelines, along with the *Federal Register* for May 20, 1975, and the official *Instructions for Application for Federal Assistance*, constitute the major source of information on the fiscal year 1976 Title IX program. Additional assistance is available by writing to:

Ethnic Heritage Studies Branch
Division of International Education
Bureau of Postsecondary Education
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202
Telephone: (202) 245-9506

Applicants may also want to consult with professional associations concerned with ethnic studies or previous Title IX grantees. (For a list of fiscal year 1976 grantees, see appendix B.)

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APPENDIX A. TEXT OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965,
TITLE IX, AS AMENDED BY THE EDUCATION AMENDMENTS OF
1972 and 1974

Ethnic Heritage Studies Program

Sec. 504. (a) The Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof the following new title:

"TITLE IX--ETHNIC HERITAGE PROGRAM

"Statement of Policy

"Sec. 901. In recognition of the heterogeneous composition of the Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of the other ethnic groups of the Nation.

"ETHNIC HERITAGE STUDIES PROGRAMS

"Sec. 902. The Commissioner is authorized to make grants to, and contracts with, public and private nonprofit educational agencies, institutions, and organizations to assist them in planning, developing, establishing, and operating ethnic heritage studies programs, as provided in this title.

"Authorized Activities

"Sec. 903. Each program assisted under this Title shall --

"(1) develop curriculum materials for use in elementary or secondary schools, or institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, language, and general culture of the group or groups with which the program is concerned, and the contributions of that ethnic group or groups to the American heritage; or

"(2) disseminate curriculum materials to permit their use in elementary or secondary schools or institutions of higher education throughout the Nation; or

"(3) provide training for persons using, or preparing to use, curriculum materials developed under this title; and

"(4) cooperate with persons and organizations with a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting, encouraging, developing, or producing programs or other activities which relate to the history, culture, or traditions of that ethnic group or groups.

"Applications

"Sec. 904. (a) Any public or private nonprofit agency, institution, or organization desiring assistance under this title shall make application therefor in accordance with the provisions of this title and other applicable law and with regulations of the Commissioner promulgated for the purposes of this title. The Commissioner shall approve an application under this title only if he determines that --

"(1) the program for which the application seeks assistance will be operated by the applicant and that the applicant will carry out such program in accordance with this title;

"(2) such program will involve the activities described in section 903; and

"(3) such program has been planned, and will be carried out, in consultation with an advisory council which is representative of the ethnic group or groups with which the program is concerned and which is appointed in a manner prescribed by regulation.

"(b) In approving applications under this title, the Commissioner shall insure that there is cooperation and coordination of efforts among the programs assisted under this title, including the exchange of materials and information and joint programs where appropriate.

"Administrative Provisions

"Sec. 905. (a) In carrying out this title, the Commissioner shall make arrangements which will utilize (1) the research facilities and personnel of institutions of higher education, (2) the special knowledge of ethnic groups in local communities and of foreign students pursuing their education in this country, (3) the expertise of teachers in elementary and secondary schools and institutions of higher education, and (4) the talents and experience of any other groups such as foundations, civic groups, and fraternal organizations which would further the goals of the programs.

"(b) Funds appropriated to carry out this title may be used to cover all or part of the cost of establishing and carrying out the programs, including the cost of research materials and resources, academic consultants, and the cost of training of staff for the purpose of carrying out the purposes of this title. Such funds may also be used to provide stipends (in such amounts as may be determined in accordance with regulations of the Commissioner) to individuals receiving training as part of such programs, including allowances for dependents.

"National Advisory Council

"Sec. 906. (a) There is hereby established a National Advisory Council on Ethnic Heritage Studies consisting of fifteen members appointed by the Secretary who shall be appointed, serve, and be compensated as provided in part D of the General Education Provisions Act.

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San Francisco

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Curriculum

APPENDIX B. LIST OF FISCAL YEAR 1974 GRANTEES BY STATE, WITH PROJECT TITLE

ALABAMA

Alabama Center for Higher Education \$30,000
2121 8th Avenue North, Suite 1520
Birmingham, Alabama 35203

"Black Studies Research and Demonstration Project"

ALASKA

Alaska State-Operated Schools \$60,000
650 International Airport Road
Anchorage, Alaska 99502

"Ethnic Studies Materials for Alaskan Native Children
and Teachers of Indian Children"

CALIFORNIA

Bakersfield College \$70,000
1801 Panorama Drive
Bakersfield, California 93305

"Project MECHICA: Materials Development in Chicano Studies"

California State Department of Education \$70,000
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento, California 95814

"California Ethnic Heritage Program"

Japanese American Citizens League \$60,000
22 Peace Plaza, Suite 203
San Francisco, California 94115

"Contributions of Japanese Americans to American Life:
Curriculum Development Program"

COLORADO

Social Science Education Consortium, Inc. \$45,000
855 Broadway
Boulder, Colorado 80302

"Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials"

CONNECTICUT

University of Connecticut \$100,000
Department of Sociology
Storrs, Connecticut 06268

"Intergroup Relations and Ethnicity: The Peoples of Connecticut"

DISTRICT OF COLUMBIA

Frederick Douglass Museum of African Art \$60,000
316-318 A Street, N.E.
Washington, D.C. 20002

"Ethnic Heritage Studies Program With an Emphasis on Afro-Americans"

National Education Association Total with NJEA \$90,000
Civil and Human Rights
Washington, D.C. 20036

Jointly with: New Jersey Education Association

"The NEA/NJEA Multi-Ethnic/Racial Curriculum Development Program"

FLORIDA

Florida State University \$40,000
Science and Human Affairs Division
302 Education Building
Tallahassee, Florida 32306

"A Project in Multi-Cultural Learning: Greek American Contributions to the American Society"

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University
College o
Departmen
1776 Univ
Honolulu,

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ILLINOIS

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188 West
Chicago,

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HAWAII

University of Hawaii
College of Education
Department of Educational Foundations
1776 University Avenue
Honolulu, Hawaii 96821

\$55,000

"Ethnic Resources Center for the Pacific"

ILLINOIS

Illinois State Department of Education
Superintendent of Education
188 West Randolph Street
Chicago, Illinois 60601

Total with University
of Illinois \$170,000

Jointly with:

University of Illinois at Chicago Circle
P. O. Box 4348, Room 3030-ECB
Chicago, Illinois 60680

"Illinois/Chicago Project for Inter-Ethnic Dimensions in Education"

Southern Illinois University at Carbondale
Carbondale, Illinois 62901

\$19,000

"Drama & Theater of Baltic-American Youth"

INDIANA

Indiana University Foundation
University at South Bend
P. O. Box F
Bloomington, Indiana 47401

\$40,000

"Ethnic Heritage Study Program"

IOWA

Kirkwood Community College
Arts and Science Division
6301 Kirkwood Boulevard, S.W.
Cedar Rapids, Iowa 52406

\$25,000

"General Ethnic Heritage and Specific Czech Heritage Curriculum
Model Development"

MASSACHUSETTS

Boston Children's Museum
Jamaicaway
Boston, Massachusetts 02130

\$40,000

"Ethnic Discovery Project"

Brandeis University
Philip W. Lown Graduate Center
for Contemporary Jewish Studies
Waltham, Massachusetts 02154

\$80,000

"Center for Contemporary Jewish Studies Program for Jewish
Ethnic Heritage Studies"

Harvard University
Fellows of Harvard College
Harvard University Press
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138

\$45,000

"Harvard Ethnic Encyclopedia: Stage I"

MICHIGAN

Michigan Southeast Regional Ethnic Heritage Studies Center \$170,000
163 Madison Avenue
Detroit, Michigan 48226

"Ethnic Heritage Studies Program in Southeastern Michigan"

MINNESOTA

Gustavus Adolphus College
Scandinavian Studies
St. Peter, Minnesota 56082

\$25,000

"Expanded Program in Scandinavian Studies"

MINNESOTA

Mankato State
Minorities
Mankato, MN

"A Model Program"

MISSOURI

Washington University
Lindell & St.
St. Louis, MO

"Ethnic Heritage Studies"

NEW JERSEY

New Jersey State
Instructional Services
Trenton, New Jersey

Jointly with

"NEA/NJEA Model Project"

Rutgers University
State University
10 Seminary Place
New Brunswick, NJ

"The Institute for Ethnic Studies"

NEW MEXICO

Cuba Independence
P. O. Box 68
Cuba, New Mexico

"Cuba School Project"

MINNESOTA

Mankato State College \$60,000
Minorities Groups Studies Center
Mankato, Minnesota 56001

"A Model Program in Multi-Ethnic Heritage Studies"

MISSOURI

Washington University \$50,000
Lindell & Skinker Boulevards
St. Louis, Missouri 06130

"Ethnic Heritage Studies in Urban Neighborhoods"

NEW JERSEY

New Jersey Education Association Total with NEA \$90,000
Instruction Division
Trenton, New Jersey 08608

Jointly with: National Education Association

"NEA/NJEA Multi-Ethnic/Racial Curriculum Development Program"

Rutgers University \$60,000
State University of New Jersey
10 Seminary Place
New Brunswick, New Jersey 08903

"The Institute of Ethnic and Intercultural Education"

NEW MEXICO

Cuba Independent Schools \$11,000
P. O. Box 68
Cuba, New Mexico 87013

"Cuba Schools Ethnic Heritage Project"

NEW YORK

Anti-Defamation League of B'nai B'rith \$65,000
Program Division
315 Lexington Avenue
New York, New York 10016

"Task Force to Define Cultural Pluralism to Develop
and Test Strategies for Its Effective Teaching"

City University of New York \$60,000
CUNY Research Foundation
Convent Avenue at 138th Street
New York, New York 10031

"Curriculum Development Program in Comparative Ethnicity"

New York State Education Department \$70,000
Bureau of Social Studies Education
Washington Avenue
Albany, New York 12224

"Italo-American Curriculum Studies"

Buffalo City Schools System Total with University
712 City Hall College at Buffalo \$75,000
Buffalo, New York 14202

Jointly with:

New York State University
College at Buffalo-Research and Development Complex
1300 Elmwood Avenue
Buffalo, New York 14222

"Ethnic Heritage Curriculum Development Project"

OHIO

Cleveland Public Schools \$170,000
1380 East Sixth Street
Cleveland, Ohio 44114

"The Ethnic Heritage Studies Development Program"

OREGON

Portland Ce
0245 S. W.
Portland, O

"Increasing

PENNSYLVANIA

Duquesne Un
Tamburitzan
1801 Boulev
Pittsburgh,

"Developmen

King's Coll
133 North R
Wilkes-Barr

Jointly wit

University
Ethnic Stud
Scranton, P

"The Study
Lackawanna

RHODE ISLAND

Rhode Islar
199 Promena
Providence,

"The Ethnic

SOUTH CAROLINA

Charleston
Division of
3 Chisholm
Charleston,

"The Ethnic

OREGON

Portland Center for Urban Education \$45,000
0245 S. W. Bancroft Street
Portland, Oregon 97201

"Increasing the Understanding of Multi-Ethnic Heritage"

PENNSYLVANIA

Duquesne University \$65,000
Tamburitzans Institute of Folk Art
1801 Boulevard of the Allies
Pittsburgh, Pennsylvania 15219

"Development of Ethnic Heritage Studies Kit"

King's College Total with University
133 North River Street of Scranton \$60,000
Wilkes-Barre, Pennsylvania 18711

Jointly with:

University of Scranton
Ethnic Studies Program
Scranton, Pennsylvania 18510

"The Study of Ethnic Minorities in Northeastern Pennsylvania:
Lackawanna County: University of Scranton/Luzerne County: King's College"

RHODE ISLAND

Rhode Island Department of Education \$50,000
199 Promenade Street
Providence, Rhode Island 02908

"The Ethnic Heritage Studies Program of Rhode Island"

SOUTH CAROLINA

Charleston County School District \$30,000
Division of Instruction
3 Chisholm Street
Charleston, South Carolina 29401

"The Ethnic History of South Carolina Program"

SOUTH DAKOTA

South Dakota Department of Education and Cultural Affairs \$45,000
State Capitol Building
Pierre, South Dakota 57501

"Indian Ethnic Heritage Curriculum Development Project"

TEXAS

Southwest Educational Development Laboratory \$50,000
211 East Seventh Street
Austin, Texas 78701

"Ethnic Heritage Studies Program: Czechs, Poles, and Germans in Texas"

VIRGINIA

Dilenowisco Educational Cooperative \$50,000
Wise County School Board
Media Services
1032 Virginia Avenue
Norton, Virginia 24273

"Ethnic Heritage Studies Program for Five School Divisions in Appalachia"

WISCONSIN

State Historical Society of Wisconsin \$45,000
816 State Street
Madison, Wisconsin 53706

"Ethnic Heritage Studies: Old World Wisconsin and Ethnic America"

To acquire more information concerning the Ethnic Heritage Studies
Program, please write or call--

Ethnic Heritage Studies Branch
Division of International Education
U.S. Office of Education
ROB #3, Room 3907
400 Maryland Avenue, S.W.
Washington, D.C. 20202
202-245-9506 or 202-245-2293

APPENDIX

CALIFORNIA

Chinese
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Project

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APPENDIX C. LIST OF FISCAL YEAR 1975 GRANTEES BY STATE, WITH PROJECT
TITLE

CALIFORNIA

Chinese Culture Center \$40,000
750 Kearny Street
San Francisco, California 94108

Project Director: Shirley Sun

"Chinese American Heritage Studies Program"

*East Los Angeles College Foundation \$12,000
5357 E. Brooklyn Avenue
Los Angeles, California 90022

Project Director: Armando Rodriguez

"East Los Angeles Multicultural Oral History Program"

Palos Verdes High School \$25,000
600 Cloyden Road
Palos Verdes Estates, California 90274

Project Director: James F. Dimitriou

"A Curriculum Development Program in Suburban Ethnicity: A Case
Study of the Greek American Experience in Southern California"

University of California \$39,000
Center for the Study of Comparative Folklore and
Mythology
405 Hilgard Avenue
Los Angeles, California 90024

Project Director: Robert A. Georges

"The Traditional Arts and Oral History of Chicanos of Greater Los
Angeles"

*In cooperation with Administration on Aging (HEW), Amount \$8,000

APPENDIX C. LIST OF FISCAL YEAR 1975 GRANTEES BY STATE, WITH PROJECT TITLE

CALIFORNIA

Chinese Culture Center \$40,000
750 Kearny Street
San Francisco, California 94108

Project Director: Shirley Sun

"Chinese American Heritage Studies Program"

*East Los Angeles College Foundation \$12,000
5357 E. Brooklyn Avenue
Los Angeles, California 90022

Project Director: Armando Rodriguez

"East Los Angeles Multicultural Oral History Program"

Palos Verdes High School \$25,000
600 Cloyden Road
Palos Verdes Estates, California 90274

Project Director: James F. Dimitriou

"A Curriculum Development Program in Suburban Ethnicity: A Case Study of the Greek American Experience in Southern California"

University of California \$39,000
Center for the Study of Comparative Folklore and
Mythology
405 Hilgard Avenue
Los Angeles, California 90024

Project Director: Robert A. Georges

"The Traditional Arts and Oral History of Chicanos of Greater Los Angeles"

*In cooperation with Administration on Aging (HEW), Amount \$8,000

COLORADO

University of Denver
Center for Teaching International Relations
University Park
Denver, Colorado 80210

\$38,000

Project Director: Andrew F. Smith

"Continuing Ethnic Heritage: A Curriculum Project on the Trans-
National Linkage of American Ethnic Groups"

CONNECTICUT

Hartford Public Schools
249 High Street
Hartford, Connecticut 06103

\$33,000

Project Director: Henry Luccock

"Our Roots - Ethnic Heritage Studies Project"

DELAWARE

Historical Society of Delaware
Library
505 Market Street
Wilmington, Delaware 19801

\$40,000

Project Director: Ross McGuire

"Ethnic Delaware and Willingtown Village"

DISTRICT OF COLUMBIA

American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D. C. 20036

\$45,000

Project Directors: Frank Klassen and Joost Yff

"Dissemination of Ethnic Heritage Studies in American Teacher
Education"

El Congre:
One Dupont
Suite 410
Washington

Project Di

"Intercult
at Communi

National C
4408 8th S
Washington

Project Di

"Disseminat
Materials"

National Co
1201 16th S
Washington,

Project Dir

"Ethnic Stud

National Edu
Civil and Hu
Washington,

Project Dire

"Task Force

GEORGIA

Atlanta Publi
224 Central A
Atlanta, Geor

Project Direc

"Staff Develop

El Congreso Nacional de Asuntos Colegiales (CONAC) \$40,000
One Dupont Circle, N.W.
Suite 410
Washington, D. C. 20036

Project Director: Pepe Barron

"Intercultural Bilingual Curriculum Plan for Chicano Ethnic Studies
at Community and Junior Colleges"

National Center for Urban Ethnic Affairs \$49,000
4408 8th Street, N.E.
Washington, D. C. 20017

Project Director: Edward Plocha

"Dissemination of Critically Selected Ethnic Heritage Curriculum
Materials"

National Council for Social Studies \$44,000
1201 16th Street, N.W.
Washington, D. C. 20036

Project Director: Brian J. Larkin

"Ethnic Studies Curriculum Guidelines"

National Education Association \$50,000
Civil and Human Rights
Washington, D. C. 20036

Project Director: Samuel Ethridge

"Task Force on Assessment of Ethnic Heritage Studies Program"

GEORGIA

Atlanta Public Schools \$37,000
224 Central Avenue, SW
Atlanta, Georgia 30303

Project Director: Sidney Estes

"Staff Development and Resources for Ethnic Heritage Studies"

HAWAII

Institute of Behavioral Sciences
250 Ward Avenue, Suite 226
Honolulu, Hawaii 96814

\$30,000

Project Director: Kenneth O. Sanborn

"Intercultural Training Workshop"

IDAHO

Idaho State University
Pocatello, Idaho 83209

\$37,000

Project Director: Bori Lynn Gilliard

"Multicultural Ethnic Studies: An Inservice Program"

ILLINOIS

Selfreliance
2351 W. Chicago Avenue
Chicago, Illinois 60622

\$45,000

Project Director: Don Warren

"Chicago Consortium for Inter-Ethnic Curriculum Development"

IOWA

Burlington Community Schools
1429 West Avenue
Burlington, Iowa 52601

\$39,000

Project Director: Larry Meyers

"A Prototype of a Multi-Ethnic/Cultural Curriculum"

KANSAS

Mid America
1650 East C
Wichita, Kan

Project Dire

"Heritage of

LOUISIANA

Louisiana St
Community Se
P.O. Box 440
Baton Rouge,

Project Dire

"Louisiana E
White Acadia

MARYLAND

Neighborhood
3706 Rhode I
Mt. Rainier,

Project Dire

"The Univers

MASSACHUSETTS

Armenian Rel
212 Stuart St
Boston, Mass

Project Direc

"Armenian Eth

KANSAS

Mid America All Indian Center
1650 East Central
Wichita, Kansas 67214

\$45,000

Project Director: Frederick Schmid

"Heritage of the Plains Indians"

LOUISIANA

Louisiana State Department of Education
Community Services
P.O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804

\$42,000

Project Director: Sandra Gunner

"Louisiana Ethnic Studies Program: La Culture Acadienne En Louisiana.
White Acadians, Black Creoles, and Latinos"

MARYLAND

Neighborhoods Uniting Project, Inc.
3706 Rhode Island Avenue
Mt. Rainier, Maryland 20822

\$30,000

Project Director: Michael Krolewski

"The University-Ethnic Community Project"

MASSACHUSETTS

Armenian Relief Society
212 Stuart Street
Boston, Massachusetts 02116

\$38,000

Project Director: Robert Mirak

"Armenian Ethnic Heritage Program"

* Assumption College \$20,000
 Undergraduate Schools
 500 Salisbury Street
 Worcester, Massachusetts 01609
 Project Director: Claire Quintal
 "Contributions of the French to America: Dissemination of Materials"

Curry College \$35,000
 Division of Language and Literature
 1071 Blue Hill Avenue
 Milton, Massachusetts 02186
 Project Director: Robert Jesse Forbes
 "Curriculum Development in Cuban-Puerto Rican Heritages"

MICHIGAN

South East Michigan Regional Ethnic Heritage \$38,000
 Studies Center
 71 E. Ferry
 Detroit, Michigan 48202
 Project Director: Winifred DeWitt
 "Ethnic Curriculum Development Project"

MINNESOTA

Minneapolis Public Schools \$38,000
 Task Force on Ethnic Studies
 807 N.E. Broadway
 Minneapolis, Minnesota 55105
 Project Director: Christian K. Skjervold
 "Minneapolis Multi-Ethnic Curriculum Project"

*In cooperation with Administration on Aging (HEW), Amount \$6,700

MONTANA

College
 Department
 1301 20th
 Great Falls
 Project I

"Ethnic
 Tradition

NEBRASKA

University
 Arts Department
 3835 Holland
 Lincoln,

Project I

"Ethnic /

NEVADA

University
 Research
 Reno, Nevada

Project D

"Paiute and
 Education

NEW JERSEY

National
 790 Broad
 Newark, New

Project D

"Community

MONTANA

College of Great Falls
Department of Education
1301 20th Street, South
Great Falls, Montana 59405

\$26,000

Project Director: Harold Anderson

"Ethnic Heritage Studies Program: Television Program on Culture and Tradition of Montana Indians"

NEBRASKA

University of Nebraska
Arts Department
3835 Holdrege Street
Lincoln, Nebraska 68503

31,000

Project Director: William Wallis

"Ethnic Art Studies of Native Americans (Sioux) in Nebraska"

NEVADA

University of Nevada at Reno
Research and Educational Planning Center
Reno, Nevada 89507

\$35,000

Project Director: Evalyn Dearmin

"Paiute and American Indian Understanding Through Teacher Training and Education"

NEW JERSEY

National Conference of Christians and Jews
790 Broad Street
Newark, New Jersey 07102

\$41,000

Project Director: Jacento Marrero

"Community Action for Cultural Pluralism"

Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903

\$41,000

Project Director: E. C. Condon-Dauby

"Community Action for Cultural Pluralism"

NEW MEXICO

Menaul School
301 Menaul Blvd., NE
Albuquerque, New Mexico 87107

\$30,000

Project Director: Edmundo E. Vasquez

"Menaul School Ethnic Heritage Program"

NEW YORK

American Field Service International
Domestic Programs
313 East 43rd Street
New York, New York 10017

\$40,000

Project Director: Nancy Kelly

"Domestic Ethnic Exchange and Curriculum Development"

Estonian Learned Society
Estonian House
243 East 34th Street
New York, New York 10016

\$35,000

Project Director: Tonu Parming

"The Estonian American Ethnic Heritage Studies Program"

Freeport Public Schools
235 N. Ocean Avenue
P. O. Box 50
Freeport, New York 11520

\$35,000

Project Director: Alonzo H. Shockley, Jr.

"STRIDE: Specific Teaching Resources for the Introduction and
Development of Ethnic Studies"

The Research
New York State
P. O. Box
Albany, New York

Project Director

"Migrant Health

NORTH CAROLINA

Appalachian
College of
Boone, North Carolina

Project Director

"Appalachian

Madison County
Marshall, North Carolina

Project Director

"An Appalachian

OHIO

Metro Ministries
22 East Grand
Springfield, Ohio

Project Director

"Springfield

OREGON

Center for Urban
245 S.W. Bancroft
Portland, Oregon

Project Director

"Project BUILT

The Research Foundation of SUNY
New York State Migrant Center
P. O. Box 7126
Albany, New York 14454

\$35,000

Project Director: Gloria Mattera

"Migrant Heritage Studies Project"

NORTH CAROLINA

Appalachian State University
College of Learning and Human Development
Boone, North Carolina 28608

\$43,000

Project Director: David Mielke

"Appalachian Culture Ethnic Heritage"

Madison County Board of Education
Marshall, North Carolina 28753

\$39,000

Project Director: John Hough

"An Appalachian Ethnic Heritage Studies Program"

OHIO

Metro Ministry
22 East Grand Avenue
Springfield, Ohio 45506

\$38,000

Project Director: Ida Williams

"Springfield Program in Cultural Enrichment"

OREGON

Center for Urban Education
245 S.W. Bancroft
Portland, Oregon 97201

\$24,000

Project Director: Kent Layden

"Project BUILD: Building Useful Involvement for Local Dissemination"

PENNSYLVANIA

Bloomsburg State College \$38,000
Main and Penn Streets
Bloomsburg, Pennsylvania 17815

Project Director: David E. Washburn

"The Pennsylvania Ethnic Heritage Studies Dissemination Project"

King's College \$28,000
133 North River Street
Wilkes-Barre, Pennsylvania 18711

Project Director: Clement Valletta

"Heritage of Learning Project"

RHODE ISLAND

Rhode Island College \$41,000
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

Project Director: George Kellner

"Ethnic Heritage Studies Project"

TEXAS

Crystal City Independent School District \$40,000
805 East Crockett
Crystal City, Texas 78839

Project Director: Manuel Alonzo

"Ethnic Heritage Studies Program"

Dallas Independent School District \$40,000
Multi Ethnic Education Program
3700 Ross Avenue
Dallas, Texas 75204

Project Director: William Marks

"Multi Ethnic Heritage Dissemination Project"

UTAH

University
School of
Social Work
Salt Lake City

Project Director

"Understanding
and Future"

VIRGINIA

Arlington I
1426 North
Arlington,

Project Director

"Multi Ethnic"

WASHINGTON

Washington
Black Studies
Pullman, Washington

Project Director

"Pacific Northwest"

WEST VIRGINIA

West Virginia
Department of
Institute, I

Project Director

"Multi-Ethnic"

UTAH

University of Utah
School of Social Work
Social Work Building
Salt Lake City, Utah 84112

\$38,000

Project Director: E. Daniel Edwards

"Understanding Native Americans: Their Heritage, Skills, Contributions
and Future"

VIRGINIA

Arlington Public Schools
1426 North Quincy Street
Arlington, Virginia 22207

\$43,000

Project Director: Joshua Taylor, Jr.

"Multi Ethnic Staff Training Model Project"

WASHINGTON

Washington State University
Black Studies Program
Pullman, Washington 99163

\$30,000

Project Director: Talmadge Anderson

"Pacific Northwest Black Studies Summer Workshop"

WEST VIRGINIA

West Virginia State College
Department of Teacher Education
Institute, West Virginia 25112

\$45,000

Project Director: Martin H. Crowe

"Multi-Ethnic Heritage: West Virginia"

DOCUMENTS CAPTURED AS RECEIVED

WISCONSIN

University of Wisconsin
1725 State Street
La Crosse, Wisconsin 54601

\$35,000

Project Director: George E. Carter

"Institute for Minority Studies Training Project in Ethnic and Racial
Minority Studies"

APPENDIX D. LI
TI

ALABAMA

Greene County B
Instruction Dep
Post Office Box
Eutaw, Alabama

Project Director

"Project Search

ARIZONA

Curriculum Info
14 West 2nd Ave
Mesa, Arizona

Project Director

"Ethnic Heritage

CALIFORNIA

Association of C
1-15 Waverly Pla
San Francisco, C

Project Director

"TACT - Chinese

University of Sa
School of Educat
2130 Fulton Stre
San Francisco, C

Project Director

"Bay Area Filipi

DOCUMENTS CAPTURED AS RECEIVED

APPENDIX D. LIST OF FISCAL YEAR 1976 GRANTEES BY STATE, WITH PROJECT TITLE

ALABAMA

Greene County Board of Education \$40,000
Instruction Department
Post Office Box 569
Eutaw, Alabama 35462

Project Director: Abner B. Brown

"Project Search and Discover"

ARIZONA

Curriculum Information Center \$38,000
14 West 2nd Avenue
Mesa, Arizona 85201

Project Director: Jesus Cardona

"Ethnic Heritage Study Program"

CALIFORNIA

Association of Chinese Teachers \$39,000
1-15 Waverly Place
San Francisco, California 94108

Project Director: Laureen Chew

"TACT - Chinese American Heritage Project"

University of San Francisco \$38,000
School of Education
2130 Fulton Street
San Francisco, California 94117

Project Director: James S. Eckenrod

"Bay Area Filipino Culture Education Project (BAFCEP)"

DOCUMENTS CAPTURED AS RECEIVED

Visual Communications, Inc.
1601 Griffith Park Blvd.
Los Angeles, California 90026

\$39,000

Project Director: Robert J. Yamamoto

"Asian American Heritage Archival Project"

Catholic Offi
717 Fifth Str
Washington, D

Project Direc

"A Teacher/Pr

COLORADO

Denver School District #1
2320 W. 4th Avenue
Denver, Colorado 80223

\$35,000

Project Director: Robert W. Hirsch

"American Ethnic/Folk Music"

FLORIDA

Community Act
3737 S.W. 8 S
Miami, Florid

Project Direc

"Cuban-Americ

CONNECTICUT

Southern Connecticut State College
Health Education Department
501 Crescent Street
New Haven, Connecticut 06515

\$25,000

Project Director: Marjorie K. Bradley

"Counselor Ethnic Awareness Project"

GEORGIA

Metropolitan
2268 Adams Dr.
Atlanta, Geor

Project Direc

"Multi-Ethnic
Curriculum Uni

Thomaston Public Library
248 Main Street
Thomaston, Connecticut 06787

\$37,500

Project Director: June F. Tyler

"Multi-Ethnic Heritage Studies Program"

HAWAII

Leeward Commu
University of
96-045 Ala Ike
Pearl City, Ha

Project Direct

"Heritage of a

DISTRICT OF COLUMBIA

Catholic University
School of Social Service
Washington, D.C. 20064

\$40,000

Project Director: Richard Kolm

"Appreciation of Ethnic Pluralism in Education for Social Work"

DOCUMENTS CAPTURED AS RECEIVED

Catholic Office of Education \$38,000
717 Fifth Street, N.W.
Washington, D.C. 20005

Project Directors: Sandra N. Smith and Joseph C. Hager

"A Teacher/Principal Training Program in Ethnic Heritage Education"

FLORIDA

Community Action and Research, Inc. \$38,000
3737 S.W. 8 Street
Miami, Florida 33134

Project Director: Octavio Pino

"Cuban-American Ethnic Heritage Program"

GEORGIA

Metropolitan Cooperative Educational Service Agency \$39,000
2268 Adams Drive, N.W.
Atlanta, Georgia 30318

Project Director: Gerald Hodges

"Multi-Ethnic Southern Agrarian Heritage -- A Model Oral History Curriculum Unit."

HAWAII

Leeward Community College \$40,000
University of Hawaii
96-045 Ala Ike Street
Pearl City, Hawaii 96782

Project Director: George Warfel

"Heritage of a Plantation Community"

DOCUMENTS CAPTURED AS RECEIVED

ILLINOIS

Illinois Office of Education \$39,000
Urban and Ethnic Education Section
188 West Randolph Street
Chicago, Illinois 60601

Project Director: Rita Dee

"Illinois Project for Cooperative Roles in Multi-Cultural Education"

Polish American Congress \$38,000
Community Relations Committee - Loyola University
820 North Michigan Avenue
Chicago, Illinois 60611

Project Director: Mary Cygan

"Oral History Archives of Chicago Polonia"

INDIANA

Purdue Research Foundation \$32,000
Purdue University
West Lafayette, Indiana 47907

Project Director: Peter John Georgeoff

"Romanian-American in Lake County, Indiana: An Ethnic Curriculum Project"

IOWA

Price Laboratory School \$38,000
University of Northern Iowa
19th and Campus Streets
Cedar Falls, Iowa 50613

Project Director: Donald A. Scovel

"The Black Experience In Iowa"

KENTUCKY

Univeristy of
School of Educ
2301 South Thi
Louisville, Ken

Project Directo

"Louisville Ar
Development Pro

MARYLAND

Baltimore City
100 North Chest
Baltimore, Mary

Project Directo

"PATHWAY (Promo

Board of Educat
115 East Church
Frederick, Mary

Project Directo

"Frederick Coun

Middle East Edu
8401 Connecticu
Chevy Chase, Ma

Project Directo

"The Arab-Ameri

MASSACHUSETTS

TCHUBA, Inc.
14 Beacon Street
Boston, Massachu

Project Director

DOCUMENTS CAPTURED AS RECEIVED

KENTUCKY

Univeristy of Louisville \$39,000
School of Education
2301 South Third Street
Louisville, Kentucky 40208

Project Directors: Edward Berman and Everett Egginton

"Louisville Area Ethnic Heritage Studies Teacher Training and Curriculum Development Project"

MARYLAND

Baltimore City Public Schools - Region III \$40,000
100 North Chester Street
Baltimore, Maryland 21231

Project Director: Myron M. Winer

"PATHWAY (Promoting America's Total Heritage With All Youth)"

Board of Education of Frederick County \$40,000
115 East Church Street
Frederick, Maryland 21701

Project Directors: Robert Hess and Joseph Ozag

"Frederick County Ethnic Heritage Studies Program"

Middle East Educational Trust, Inc. \$38,000
8401 Connecticut Avenue
Chevy Chase, Maryland 20015

Project Director: Joseph Malone

"The Arab-American Ethnic Heritage Film Project"

MASSACHUSETTS

TCHUBA, Inc. \$22,000
14 Beacon Street
Boston, Massachusetts 02108

Project Director: Raymond A. Almeida

DOCUMENTS CAPTURED AS RECEIVED

"Understanding Culture and Human Resources Through the Study of
Cape Verdean Ethnic Heritage"

MICHIGAN

Detroit Public Schools \$43,000
5057 Woodward Avenue
Detroit, Michigan 48202

Project Director: Norman McRae

"Ethnic Heritage Studies Program of the Detroit Public Schools"

Suomi College \$23,000
601 Quincy Street
Hancock, Michigan 49930

Project Director: Arthur E. Puotinen

"A Modular Instructional Approach to Finnish Culture and Its Contributions
to American Life"

MICRONESIA

Trust Territory of the Pacific Islands \$39,000
Department of Education
Capitol Hill
Saipan, Mariana Islands 96950

Project Director: Justin Manglona

"Interchanging Resources to Activate Cultural Ties Project"

MINNESOTA

Minneapolis Public Schools \$42,000
Ethnic Cultural Center
1201 University Avenue, N.E.
Minneapolis, Minnesota 55413

Project Director: Christian K. Skjervold

"Five - State Multi-Ethnic Training Project"

NEW HAM

New Ham
2321 El
Manches

Project

"New Han
Program"

NEW MEXIC

College o
Departmen
Departmen
St. Micha
Santa Fe,

Project Di

"Native-Am

Indian Pue
Post Offic
Albuquerque

Project Di

"Pueblo Co

NEW YORK

Associatio
114 Fifth
New York,

Project Di

"A Multicu

DOCUMENTS CAPTURED AS RECEIVED

NEW HAMPSHIRE

New Hampshire College \$33,000
2321 Elm Street
Manchester, New Hampshire 03104

Project Director: Lucille J. Beaulieu

"New Hampshire Franco-American Ethnic Heritage Curriculum Development Program"

NEW MEXICO

College of Santa Fe \$39,000
Department of Humanities
Department of Social Science
St. Michael's Drive
Santa Fe, New Mexico 87501

Project Director: Natividad Chavez

"Native-American and Spanish-American Culture Curriculum Development"

Indian Pueblo Cultural Center, Inc. \$38,000
Post Office Box 6807, Station B
Albuquerque, New Mexico 87107

Project Director: Preston McCrossen

"Pueblo Contribution to the American Heritage"

NEW YORK

Association for Multiethnic Programs, Inc. \$26,000
114 Fifth Avenue
New York, New York 10011

Project Director: Max Nadel

"A Multicultural Project for Urban Studies In Middle Schools"

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Board of Cooperative Educational Services \$38,000
42 Triangle Center
Yorktown Heights, New York 10598
Project Director: George Simpson
"Scandinavian-American Ethnic Heritage Curriculum Studies"

Bronx Community College \$42,000
Center for Continuing Education and Community Services
University Avenue & West 181st Street
Bronx, New York 10453
Project Director: John Bragin
"Ethnic Theater: Springboard for a Multiethnic Curriculum"

John Jay College of Criminal Justice \$33,000
Office of Special Programs
444 West 56 Street
New York, New York 10019
Project Director: Charles A. Bahn
"Program Development for Public Service Ethnic Affiliate Associations"

New York City Board of Education \$33,000
Center for Humanities and Arts
131 Livingston Street
Brooklyn, New York 11201
Project Director: Judith Burgess
"The Caribbean-American Experience: The Recent Black Immigrant"

State University of New York at Binghamton \$38,000
Political Science Department
Binghamton, New York 13901
Project Director: Mary T. Hanna
"Ethnic Education for Future and Present Public Administrators"

Teachers
Institut
525 West
Box 75
New York

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Teachers College, Columbia University \$40,000
Institute for Urban and Minority Education
525 West 120th Street
Box 75
New York, New York 10027

Project Director: Charles C. Harrington

"Teacher Training Module for Implementing Multi-Ethnic Social Studies
in Elementary Schools"

NORTH DAKOTA

United Tribes of North Dakota \$38,000
3315 S. Airport Road
Bismarck, North Dakota 58501

Project Director: Angelita Dickens

"Ethnic Heritage Studies Training Project"

OHIO

Cleveland State University \$43,000
Ethnic Heritage and Language
Schools, Inc.
Cleveland, Ohio 44115

Project Director: Karl Bonutti

"Proposal for Curriculum Improvement and Teacher Training for Community
Ethnic Language and Culture Schools"

OKLAHOMA

University of Oklahoma \$40,000
Southwest Center for Human Relations Studies
Center for Continuing Education
555 Constitution Avenue
Norman, Oklahoma 73069

Project Director: Ira M. Eyster

"American Indian Heritage Studies Program"

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OREGON

Confederated Tribes of the Umatilla Indian Reservation \$35,000
Umatilla Tribal Education Board
Post Office Box 638
Pendleton, Oregon 97801

Project Director: Woesha Hampson

"Indian Studies Curriculum Development Program"

PENNSYLVANIA

Metropolitan Pittsburgh Public Broadcasting, Inc. \$38,000
Educational Services
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213

Project Director: John J. Sommers

"One Land - Many Voices"

University of Pittsburgh \$43,000
Pennsylvania Ethnic Heritage Studies Center
151 Mervis Hall
Pittsburgh, Pennsylvania 15260

Project Director: Sandy Smeltz

"Dissemination Through Training Workshops"

SOUTH CAROLINA

Winthrop College \$38,000
Rock Hill, South Carolina 29733

Project Director: B. Joye Pettigrew

"York County Multiethnic Cultural Heritage Project"

TEXAS

Human
3300 W
Dallas

Project

"Ethnic

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TEXAS

Human Systems, Inc. \$38,000
3300 W. Mockingbird Lane Suite 530
Dallas, Texas 75235

Project Director: Donald H. Weiss

"Ethnic Studies In the One - Race Classroom"

VERMONT

Green Mountain College \$13,000
Poultney, Vermont 05764

Project Director: Margot McKinney

"Welsh Revival Project"

VIRGINIA

Greater Washington ETA Association, Inc. \$38,500
3620 27th Street, South
Arlington, Virginia 22206

Project Director: Samuel Johnson

"The Folklore of Black America: A Television-based Curriculum for Ethnic Heritage Studies"

WASHINGTON

Seattle School District No. 1 \$40,000
Curriculum and Special Services
3928 South Graham Street
Seattle, Washington 98118

Project Director: Masako (Mako) Makagawa

"Rainbow Approach to Classroom Education"

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WISCONSIN

Greater Milwaukee Conference on Religion and Urban Affairs \$38,000
1442 North Farwell Avenue Suite 303
Milwaukee, Wisconsin 53202

Project Director: Sara Spellman

"A Multi-Ethnic Curriculum Planning and Design Model for Milwaukee,
Wisconsin"

WYOMING

University of Wyoming \$38,000
Department of History
Box 3334, University Station
Laramie, Wyoming 82071

Project Director: Robert W. Righter

"Wyoming European Heritage"

APPENDIX E
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