
SIAC



Special Issues Analysis Center

**Summary Report on Year Three Activities:
Development of an OBEMLA Database
Management System**

Task 3
(Final)

September, 1995

Development Associates, Inc.
Research, Evaluation, and Survey Services Division

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**Summary Report on SIAC Year Three Activities:
Development of an OBEMLA Database Management System
(Task 3)**

Under Task 3, the Special Issues Analysis Center (SIAC) is charged with investigating, reviewing, and reporting on OBEMLA data collection practices, and developing an electronic database management system for Title VII programs. In Year One of the contract, the SIAC staff interviewed OBEMLA staff and reviewed data collection practices. The result of those activities was a report entitled "A Proposed OBEMLA Database Management System." In Year Two, the SIAC performed a range of activities under Task 3. These included a survey of other agencies both within and outside of within the Department of Education about their use of database systems, a report on that survey, two brief reports containing recommendations on information systems for the near future and intermediate future, and an issue paper on the roles of OBEMLA staff and technical assistance contractors in developing, maintaining, and using information resources.

The Statement of Work for the SIAC for Task 3 did not define specific activities for Year Three. Rather, the activities were defined broadly as involving further development of an OBEMLA database management system. The Year Three activities thus were specified through input from OBEMLA and through SIAC analysis of the Task 3 goals. The purpose of this report is to describe Year Three activities.

Report Series on Information Systems

In Year Two, the SIAC submitted the first two of a series of three reports on information and data management systems for OBEMLA. The three reports were focused on, respectively, recommendations for the near future (next six months), recommendations for the intermediate future (6-18 months), and recommendations for the longer term (beyond 18 months). In Year Three, the SIAC completed this set of reports by submitting the third in the series (submitted December 13, 1994).

This third report is appended to this document. It identified four issues related to data management: (1) To what extent will report information (as opposed to application information) be used for managing, monitoring, and reporting on grantees? (2) How many elements of the application and report information which is collected will be entered onto computerized database systems? (3) What will be the relevant roles of OBEMLA staff and contractors in designing new information systems and in creating and using computerized databases? (4) What training or other resources are needed by OBEMLA staff in order to assume new roles in processing and communicating information.

This report also made recommendations in three areas. Specifically it suggested that OBEMLA should: (1) develop a system for predicting and preparing for information needs; (2) develop a plan for increasing the automation of information flows; and (3) develop a training plan to improve the computer database knowledge and skills of OBEMLA staff.

Resource Binders for OBEMLA Project Officers

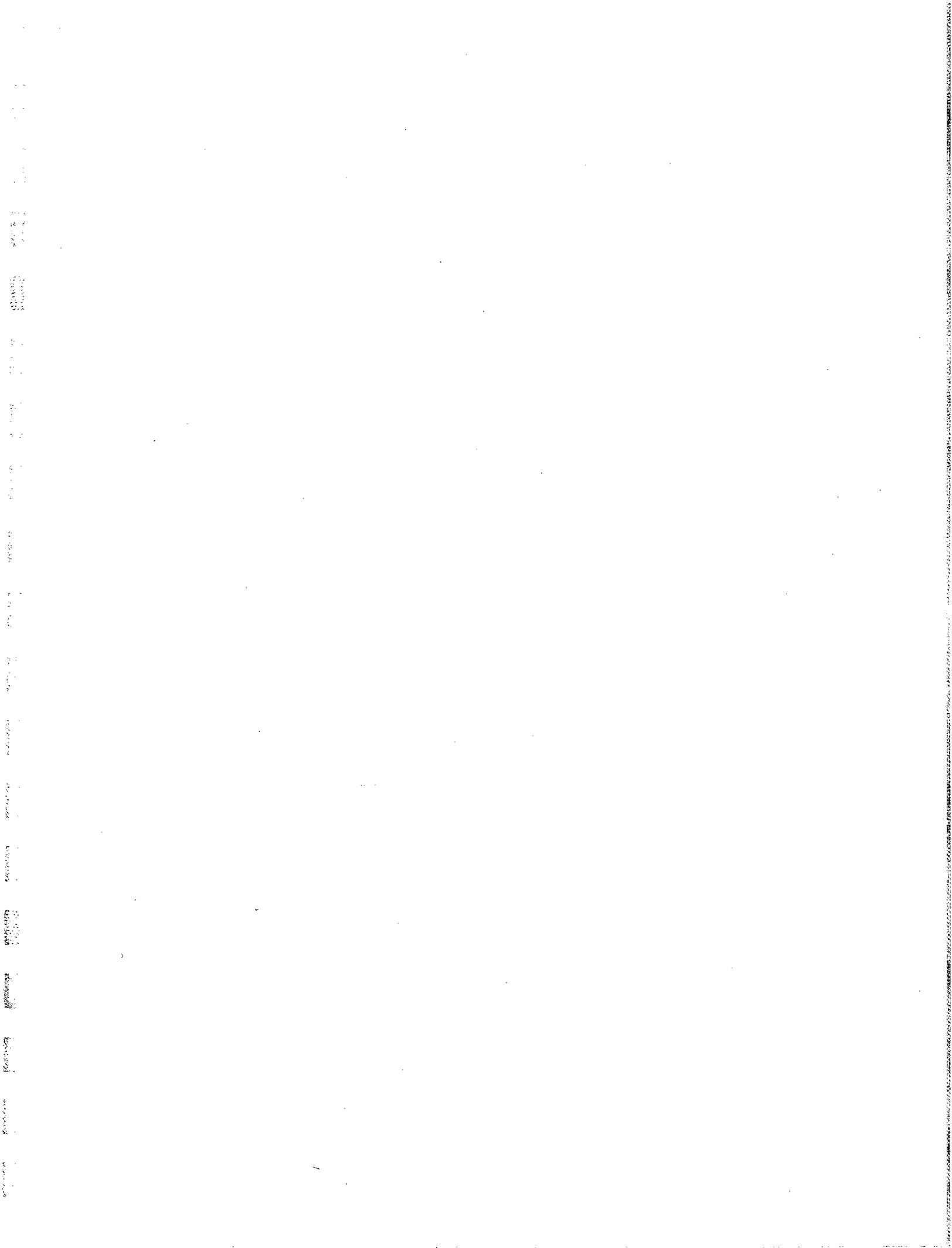
In the fall of Year Three, the SIAC prepared resource binders containing information from the corrected FY94 GCMS file which we had developed for Task 2. These resource binders contained: (1) lists of projects sorted by program and also sorted by state, so that Project Officers could quickly identify specific projects; (2) summary tables describing numbers of projects and funding by program; and (3) project profiles of each individual project including most of the descriptive information from the GCMS, which were distributed to relevant Project Officers.

SIAC staff met with a large number of OBEMLA staff in November to deliver the binders and to explain their contents. Based on comments by OBEMLA staff members during that meeting, the SIAC prepared and delivered additional summary tables which were requested by staff.

Title VII Demonstration Database

In the spring of Year Three, the SIAC developed a user-friendly database which could be used to show and print information concerning FY94 Title VII projects. The database had three major functions: (1) to provide lists of projects within particular programs and/or states; (2) to provide profiles of individual projects, including information from the corrected GCMS file and the FY94 application database; and (3) to show summary tables of information about FY94 projects from the corrected GCMS file and FY94 application database. The purposes of this database were to provide useful information about projects to OBEMLA staff and to demonstrate the potential for database applications.

The Title VII Demonstration Database, documentation for that database, a User's Manual and a User's Guide were delivered to OBEMLA on June 23, 1995. (A copy of the User's Manual is appended to this report.) An in-person demonstration of how to use the database was provided to selected OBEMLA staff members on June 19.



APPENDIX 1:

**OBEMLA Information Needs for Grant Programs:
Report #3: Recommendations for the Longer Term**

SPECIAL ISSUES ANALYSIS CENTER

TASK 3 Report

**OBEMLA Information Needs
for Grant Programs:
Report #3: Recommendations for the Longer Term**

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December 13, 1994

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OBEMLA Information Needs for Grant Programs

Report #3: Recommendations for the Intermediate Future

This paper is the third of a series of three which discuss possible improvements to OBEMLA's information system. In the first paper, we described nine key information needs related to OBEMLA's grant programs, described ongoing SIAC activities related to those information needs, and offered four specific recommendations for meeting the needs which could be implemented in the near future (next six months). In the second paper, we provided a brief overview of the continuous nature of information planning, and presented three recommendations for improving the OBEMLA information system in the intermediate future (six to eighteen months). The purpose of this paper is to take a long-term view of OBEMLA's information needs, to define some key issues, and to make recommendations for the longer term (beyond eighteen months).

This paper begins with a restatement of the nine information needs which we described in the first paper. Our recommendations are directly related to these needs, so we believe that restatement of them is extremely important. Next, we provide a discussion of some of the major issues confronting OBEMLA as it addresses its information needs. The remainder of the paper involves three specific recommendations for improving OBEMLA's information systems.

The recommendations presented in this paper are based on our experiences in working with information from OBEMLA, on interviews and discussions with OBEMLA staff, and on interviews and discussions with individuals in other organizations with similar information needs. We look forward to receiving OBEMLA's reactions to this paper as part of a continuing dialogue on these issues.

A. Information Needs of OBEMLA

As described in the first paper, we have identified nine types of information needs relating to OBEMLA grant programs which we believe are particularly important for monitoring individual grants, managing grant programs, and reporting on those programs. This list is not meant to be exhaustive of OBEMLA's information needs, nor does presence on the list imply that no information is presently available. However, the list does suggest areas in which more information, better information, more timely information, or better disseminated information could improve OBEMLA's operations.

The nine key types of information needs are as follows:

1. Project Officers should have a list of all projects within the programs which they administer. These lists should be sorted by state, city, and grantee organization.
2. Project Officers should have profile sheets on separate pages for all of the projects which they administer. These sheets should include all contact information and summary information about the project (numbers and types of persons served, types of services, etc.).
3. Project Officers should have copies of all key documents (applications, negotiation documents, evaluation reports) for the projects which they administer.
4. Project Officers should have a chronological record of all contacts with the projects which they administer, including documents received, telephone contacts, etc.
5. OBEMLA should have back-up (master-file) copies of all key documents relating to its projects for use by program managers, contractors, etc.
6. Program managers should have summary data on numbers of projects, obligated funds, numbers of persons served, etc. for various subsets of projects in their programs (e.g., by state, project type, etc.).
7. OBEMLA should have summary data on key variables (numbers of projects, obligated funds, numbers of persons served, etc.) for each of its programs.
8. OBEMLA should have project-level database files which describe key project characteristics (numbers of persons served, language groups served, types of services) both in terms of what was proposed and what was actually implemented. These files could be used to answer specific questions about programs from program managers, OBEMLA and ED managers, Congressional staff, and others.
9. OBEMLA should have historical data files on the grants which have been funded. These files would identify the type of grant program, the organization receiving funding, and the grant amount.

B. Major Issues Relating to OBEMLA's Information System

In developing plans for addressing its information needs in the future, there are a number of issues that OBEMLA must confront. The approaches which OBEMLA takes to these issues will have major implications for the future design and implementation of its various applicant and grantee information systems.

These issues can be described as follows:

1. To what extent will report information (as opposed to application information) be used for managing, monitoring, and reporting on grantees?
2. How many elements of the application and report information which is collected will be entered onto computerized database systems?
3. What will be the relevant roles of OBEMLA staff and contractors in designing new information systems and in creating and using computerized databases?
4. What training or other resources are needed by OBEMLA staff in order to assume new roles in processing and communicating information?

The source of the information. Most reporting on OBEMLA programs in the past has been based on information provided in project applications. Thus, the reports have described activities which were proposed to be conducted rather than those which were actually conducted. The two major exceptions to this pattern have been a verification survey which was performed with all FY92 grantees and a sample survey of 191 project directors of FY91 Part A programs.

A key issue for OBEMLA will be to decide the extent to which information from project reports (e.g., performance reports, evaluation reports) will be entered into computerized database systems and used for reporting. The advantage of using report information instead of application information is that it provides a more accurate picture of Title VII activities and project participants. The advantage of using application information is that it is more timely and thus can provide a picture of project activities while they are ongoing rather than after they have been completed. We believe that both should be used, but the relative amounts of information entered and reported from the two sources will need to be determined.

The amount of computerized information. A second, closely related issue concerns the amount of information which will be entered into computerized database systems. Much of the information which is collected from applicants and grantees may be useful for application review and project management, but because it will not need to be summarized or regularly reported, will not need to be included in computerized systems.

The decision of what information should be computerized should be based on the cost of data preparation and data entry (which is the largest cost for any database system), the likelihood that the information will need to be summarized or regularly reported, and the resources which are available for database systems. This decision will also need to be regularly reviewed based on changes in the information which is available, the needs for the information, and the available resources.

The custodians of the database system. A third key issue in the design of an information system will be the relevant roles of OBEMLA and contractors in developing, maintaining, using computerized databases. This issue was identified and discussed in two papers which have previously been delivered to OBEMLA: (1) our review of database systems used by other agencies (February 1, 1994); and (2) a special issue paper on this topic (August 31, 1994).

In summary, our recommendations on this issue are that OBEMLA be responsible for defining the structures of the files, assuring the quality of their contents, defining the information and reports to be generated from the files, and directing the dissemination of those reports. We believe that contractor(s) should be responsible for data entry, file maintenance, and generating reports relating to file contents.

Training needs for OBEMLA staff. If OBEMLA staff are assigned new or expanded roles relating to the information system, there will likely be a need for additional staff training. Thus, as a regular part of the information planning process, OBEMLA will need to review staff assignments to determine the types and amounts of training which will be needed.

Under the division of responsibilities for information systems outlined in our special issue paper, OBEMLA staff would take on increased responsibilities for defining the contents of computerized databases, reviewing the quality of the information in those databases, and defining the types of reports which should be generated. In order to take on these new roles, OBEMLA staff would need to learn more about the structures and parameters of database files, alternative ways of storing information to facilitate retrieval, and the types of reports which can and cannot easily be generated from various database structures.

C. Recommendations to OBEMLA for the Long Term

In this section, we present specific recommendations to OBEMLA for improving its information systems. We have defined them as being for the "long term" because we believe that if accepted, they would be implemented over the next 2-3 years. Initial planning for these activities could begin much sooner, however.

These recommendations address the issues just presented. The focus of the recommendations is on anticipating future needs relating to information systems, and defining longer term strategies for addressing those needs.

Recommendation 1: Develop a system for predicting and preparing for information needs.

Rationale:

Planning for information needs relating to grant programs is an inherently difficult process. No matter how complete are the information sources and databases, and no matter how well-planned are reports on those databases, there are always requests for information which cannot be addressed by existing information.

Nonetheless, it is important to plan for information needs. Many of those needs can be predicted based on past experiences and based on reasonable projections of future needs. For OBEMLA, the process of planning for information needs might not only improve

information systems but might also clarify program issues (e.g., what are the key variables for defining project success) and improve accountability.

A great deal of planning for information needs relating to grants already occurs in OBEMLA. Program managers and Project Officers have developed filing systems, summary forms, and computer databases for the storage of information, and have developed profile sheets and computer printouts for the reporting of information. In particular, attention has been paid to designing systems for accessing and reporting information on a project-specific basis. Somewhat less attention has been paid to the needs for summary information across projects.

Requests for summary information come from a range of sources, including program directors, other offices in the Department, and Congressional staff. Some of these requests are handled internally, and others are directed to the SIAC. However, there are few systems within OBEMLA to anticipate these requests, and thus to assure that the information will be available and that reports will be prepared which will address previously anticipated needs.

Without the extensive use of staff resources, OBEMLA could begin the process of summarizing ongoing requests for summary information about grant programs, and making projections concerning likely future information requests. This would involve keeping records of information requests which have been made (both those which had been addressed and those which could not), as well as interviewing other audiences within ED and Congress about likely future requests. Information from these various sources could then be combined into a summary report which could be used in designing future information systems.

This type of information planning concerning grant programs could be a regular part of OBEMLA's overall planning process. Specific staff members could be assigned to coordinating the collection of information and to preparing the summary report. Using such a report, a person within the Office of the Director could then work with division directors to plan for and develop reports on a schedule that meets anticipated needs.

Recommendation 2: Develop a plan for increasing the automation of information flows.

Rationale:

Most of the information which passes between OBEMLA and grantees does so by way of paper transactions. OBEMLA mails out application materials and application forms, and

applicants and grantees mail paper copies of applications, progress reports, and evaluation reports. The advantage of this system is that it leaves a "paper trail" of documents which can be stored and referenced. The disadvantage is that the information which is communicated cannot be easily summarized without time-consuming and expensive data entry, verification, and data editing procedures.

OBEMLA should begin the process of examining which of its existing information flows might more productively be handled through electronic means. For example, at the present time, information from applications is being entered into computerized databases by GCS, the SIAC, and individual Project Officers. In addition, there are plans by GCS to using scanning equipment to facilitate their data entry. If the information which is being entered were sent to OBEMLA using electronic means, the advantages might include: (1) significant cost savings; (2) more accurate entry of the information; and (3) greater timeliness in terms of the availability of the information.

There are a variety of mechanisms which could be used for the electronic transfer of information. Copies of forms and reports from OBEMLA for general distribution could be placed on electronic bulletin boards. Information from applicants and grantees could be collected via modem connections or through distribution of diskettes containing database versions of forms. Applicants and grantees without appropriate computer equipment could be provided access through ED technical assistance centers or through SEAs.

Any plan which is developed for increasing the automation of information flows will have to take into account the advantages and disadvantages of computerized systems. Computerized systems are particularly useful when the same information needs to be communicated to multiple audiences, or when information from multiple sources needs to be quickly summarized. Computer systems are less efficient (though still often useful) when the information to be transferred is highly complex and difficult to summarize, and when the information is unique to a particular interaction. Thus, for example, it may be more efficient to automate the flow of summary information from applications (e.g., number of students to be served, number of teachers to be trained), but less efficient to automate the transfer of detailed text information about services and training to be provided.

In developing a plan, OBEMLA should first identify those information flows which are the best candidates for automation. OBEMLA should then examine the various alternatives for automating those flows, and select one or two alternatives for pilot testing. Once the pilot testing has been completed, OBEMLA will need to determine if the alternative(s) have been successful, or whether additional testing should be performed. Full-scale implementation of an automation system should occur only after both parties to the communication (e.g., OBEMLA and grantees) have been consulted about the usefulness and efficiency of the system.

Recommendation 3: Develop a training plan to improve the computer database knowledge and skills of OBEMLA staff.

Rationale:

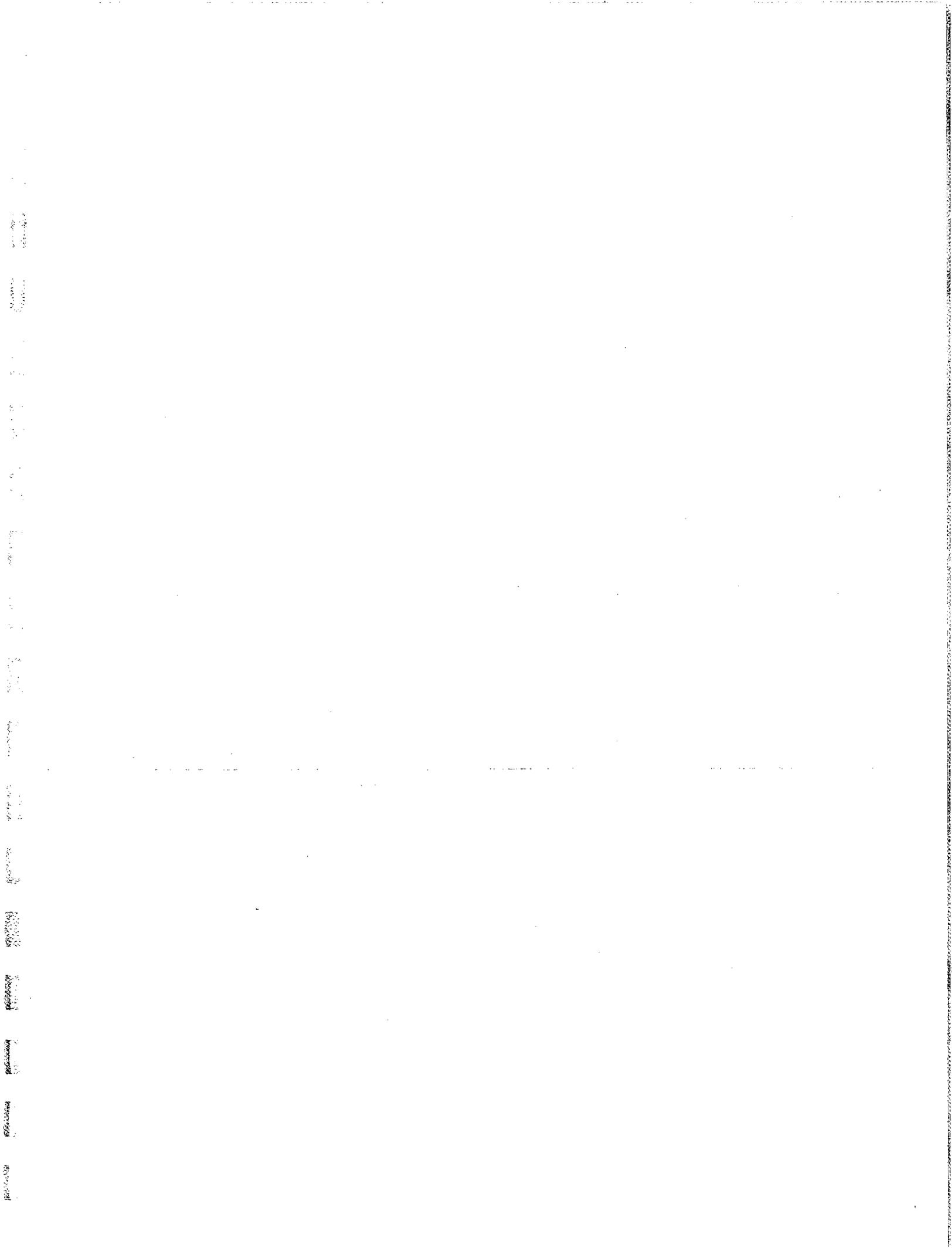
Depending upon the relevant roles which are defined for OBEMLA staff and contractors in the development, maintenance, and use of computerized database systems, there will be a range of new skills which OBEMLA staff will need to acquire to make best use of those systems. OBEMLA thus should begin the process of developing a training plan for its staff.

Over the next year or so, OBEMLA staff will be designing information systems for new and existing grant programs. Included in those information systems will be components which will be entered into computerized databases. It will be extremely important, therefore, for staff to understand how computerized databases work, so that the systems can be designed for optimal usefulness.

For example, a key variable for many programs involves the language groups to be served. How that information is entered into a computer database (the number of languages listed, the use of a single or multiple fields, whether numbers of participants are tied to specific languages) will influence the extent and ways in which the information can be summarized. OBEMLA staff should be aware of how database design influences the types of reports which can be generated.

Similarly, OBEMLA staff will need to understand mechanisms for the checking and quality control of computerized database information. OBEMLA staff should assist in defining computer editing specifications (e.g., out-of-range values, consistency checks), and should decide on those situations in which information should be edited directly and those in which additional information should be collected. All of these activities require both training and experience with computerized database files, and OBEMLA should plan to assist its staff in gaining that training and experience.

As OBEMLA's computerized information systems evolve and as information flows become more automated, OBEMLA's staff will face increasing demands for computer knowledge and skills. OBEMLA should attempt to anticipate those demands by developing and regularly updating a training plan for its staff. In particular, it may be useful to designate one staff member as the coordinator of computerized databases, and this person might be targeted for intensive training.



APPENDIX 2:

Title VII Demonstration Database User's Guide

SIAC



Special Issues Analysis Center

Title VII Demonstration Database

User's Manual

June 1995

Development Associates, Inc.
Research, Evaluation, and Survey Services Division

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Appendices

- Sample Project Profiles
- Sample Lists of Projects
- Summary Tables

FY94 TITLE VII DEMONSTRATION DATABASE

USER'S MANUAL

Introduction

This manual is designed to assist you in using the FY94 Title VII Demonstration Database. The Demonstration Database has been developed by the Special Issues Analysis Center (SIAC) using information from FY94 grant applications. The primary purpose of the database is to provide project profiles, lists of projects, and selected summary tables using FY94 application information. An important secondary purpose is to provide OBEMLA staff with opportunities to work with the data in order to identify the types of changes, additions, and improvements to be made to the database when it is developed as a complete interactive system.

It is important to recognize that the Demonstration Database is a limited database system. It is a "static" system; that means that there is no facility for you to correct or update the information in the system. There is also no facility for you to generate additional summary tables beyond those which are provided. Thus if you desire counts, totals, or means which are not provided, you will need to use other versions of the files and be able to perform database programming. Since these limitations could be addressed through a more comprehensive and interactive OBEMLA database system, you should make note of the types of information needs which you have which the Demonstration Database does not address.

To our knowledge, the Demonstration Database is the most accessible and user-friendly source of information from Title VII grant applications which has ever been available. We hope that it proves to be of assistance to you in your work, and look forward to your comments and reactions.

How To Load the Demonstration Database Onto Your Computer

To load the Demonstration Database onto the hard drive of your computer, you will need at least 1.74 megabytes of available hard disk memory. If you do not have that much disk space available, you will want to run the system from another computer with more memory.

- Make certain that your computer is at the DOS prompt (c:\).
- Make a new directory (c:\ md mis)
- Place yourself in the new directory (c:\ cd mis)
- Place the diskette containing the database into your disk drive and type "pkunzip b:mis" or "pkunzip a:mis" depending on which drive the diskette is in.

When the system is loaded, remove the diskette. The system is now stored in your computer under the "mis" directory.

How To Use the Demonstration Database

To enter the database, make certain that your computer is at the DOS prompt and in the "mis" directory, then type "obemla" (c:\mis\obemla). This command will put you into the Demonstration Database. Once in the database, the first thing you will see is the main menu. Your selection from this menu will take you to other menus.

At the bottom of the screen you will see some instructions for moving around in the system. At any time, you can type <Alt-M> to return to the main menu, or type <Alt-X> to exit the system entirely. Once you have found the information you were looking for, you can type <Alt-P> to receive a printed version of what you see on the screen.

The Demonstration Database can provide three types of outputs/products:

- **Project profiles:** basic information on each individual project based on their grant number;
- **Lists of projects:** lists of individual grantees and contact persons within particular programs and states; and
- **Summary tables:** tables that have been created to provide the most commonly requested data.

Project Profiles

This option presents basic information on a specific project. To use the project profile function, use the arrow keys to highlight the option on the main menu and press <return>, or press P. Then enter the grant number of the project. When typing in the specific grant number, be careful to type in the full number.

There are two screens of information for each project. The first screen provides identification information from the grant application (grantee, contact person, telephone number, etc.). The second screen provides information on students and participants. If there is no student or participant information available from application cover sheets, then the second screen will inform you that there is no additional information. To move from one screen to the other (backward or forward), press <F-10>.

A sample project profile is provided in the Appendix. Note that when a profile is printed, both screens are printed on a single profile page.

Lists of Projects

This option provides you with a list of projects within a specific program, or within a particular state. Or, you can list projects within a specific program for an individual state. To use the list function, use the arrow keys to highlight the option on the main menu and press <return>, or press L.

The database will then offer you a choice of categories:

- The "All projects within a particular program" will offer you a choice of all Title VII Part A and Part C programs.
- The "All projects within a particular state" will ask you for the initials of the state you wish to look at.
- The "All projects within a particular program and state" will first offer you a choice of programs and then will ask you for the state's initials.

To choose a category, use the arrow keys to highlight the category you want and press <return>, or you can press the highlighted letter of the option. All of the Part A and Part C programs are listed as program choices. To choose a program, use the arrow keys to highlight the program you are interested in and press <return>, or press the highlighted letter of the program.

Sample lists of projects are provided in the Appendix.

Summary Tables

This option offers a choice of summary tables that have been created to provide the most commonly requested data.

To use the summary table function, use the arrow keys to highlight the option on the main menu and press <return>, or press S. There are eight summary tables included in the system:

TABLE 1	Number of Projects by Year of Initial Funding: FY94 Title VII Programs
TABLE 2	Funding for Projects by Year of Initial Funding (in \$ thousands): FY94 Title VII Part A and Part C Programs
TABLE 3	Number of Projects by State: FY94 Title VII Part A and Part C Programs
TABLE 4	Obligated Funding by State: FY94 Title VII Part A and Part C Programs
TABLE 5	Number of Students Served by Program Type: FY94 Title VII Part A Programs
TABLE 6	Number of Students Served by State: FY94 Title VII Part A Programs

TABLE 7 **Number of LEP Students Served in the Top 30 Language Groups: FY94 Title VII Part A Programs**

TABLE 8 **Number of LEP Students Served in Major Language Categories by Program Type: FY94 Title VII Part A Programs**

To choose a table, use the arrow keys to highlight a table and press <return>, or press the highlighted number of the table.

A copy of each table is provided in the Appendix.

How to Print

The system is designed so that you can print any of the project profiles, lists of projects, or summary tables which appear on your screen. Printer setups on particular computers can be complicated, however, so you may need technical assistance to assure that the print capabilities of the system are available from your computer. If you experience difficulty printing, check your printer ports to make sure that the correct port is selected. Also, this program does not have a printer buffer, so if the printer is in use, the computer will not hold the file until the printer is free. Instead, it will tell you that it is not able to print the document. In this case, wait a short while and try again.

Final Notes

The Demonstration Database has been designed to be as user-friendly as possible. You should not feel nervous about using the database, since you cannot harm the data by using the program. It is not possible to press the wrong key, because only the keys that are listed at the bottom of each screen will operate and affect the program. Other keys, if hit accidentally, will not affect your screen. If at any time you wish to return to the main menu, press <Alt-M>.

If you want to look at a specific project profile, but you do not know the grant number, you can use the list option, and search the particular program or state for the project. Then you can use the project number in the project profiles option to obtain information on the specific project.

Once again, we hope that the Demonstration Database proves to be helpful to you in your work and we look forward to your comments.

APPENDICES

- Appendix A: **Sample Project Profiles**
- Appendix B: **Sample Lists of Projects**
- Appendix C: **Summary Tables**

Appendix A:

Sample Project Profiles

Title VII Project Profile
FY94 GCMS

Grant Number.....: T003A00008
Program.....: TRANSITIONAL BILINGUAL EDUC
Project Title...: SUCCESS IN ENGLISH IN A MULTICULTURAL ENVIRONMENT
This grant will develop the capacity of the
District to meet the needs of LEP Students

Applicant.....: WEST COVINA UNIFIED SCHOOL DIST
Organization.....:
Address.....: 1717 WEST MERCED AVENUE
City.....: WEST COVINA
State.....: CA Zip: 91790

Contact Person ..: GAUTREAU, MARIA
Telephone Number: (818) 338-8411

Funding Amount for FY94: \$ 122,997

Title VII Project Profile
FY94 Application Data

Number of Schools to be served:		Number of Students to be served:	
Public.....:	3	Total LEP.....:	391
Private.....:	0	Total Non-LEP.:	0
Indian.....:	0	Total Students:	391
Unknown.....:	0		
Total Schools:	3		
Grades to be served: K 1 2 3 4 5			

Five Largest Language Groups to be Served by the Project:

Language	Number of LEP Students
Spanish	80
Tagalog	79
Vietnamese	78
Chinese	77
Mandarin	77
Other Languages	0

Title VII Project Profile
FY94 GCMS

Grant Number.....: T003J20008
Program.....: Family English Literacy
Project Title....: PARENTS AS EDUCATIONAL PARTNERS
(PEP) Project

Applicant.....: COMMUNITY CONSOLIDATED SCH D. 54
Organization....: THE CENTER/ADULT LRNG RSRC CENTER
Address.....: 1855 MOUNT PROSPECT ROAD
City.....: DES PLAINES
State.....: IL Zip: 60018

Contact Person .: TERDY, DENNIS
Telephone Number: (708) 803-6420

Funding Amount for FY94: \$ 146,752

Title VII Project Profile
FY94 Application Data

Number of Participants: 115

Types of Participants:
Parents
In School Youth

Language Groups of Participants:
Hindi and Related
Spanish
Korean
Chinese
Japanese
German
Russian
Gujarathi

Title VII Project Profile
FY94 GCMS

Grant Number.....: T003R20026
Program.....: Educ Personnel Trng Prog
Project Title...: Training project leading to endorsement in
Bilingual Education/ESL. 30 participants. 16
language groups served.

Applicant.....: UNIV OF CENTRAL OKLAHOMA
Organization....: DEPT OF CURRICULUM & INSTRUCTION
Address.....: 100 NORTH UNIVERSITY DRIVE
City.....: EDMOND
State.....: OK Zip: 73034

Contact Person .: HAULMAN, APRIL
Telephone Number: (405) 341-2980

Funding Amount for FY94: \$ 69,963

Title VII Project Profile
FY94 Application Data

Number of Participants: 30

Types of Participants:
In-Service Teachers
Paraprofessionals
Other, specified

Degrees/Certifications
to be Attained:
Certificate in Bilingual Ed or Ed

Language Groups to be
Served by Participants:
Spanish
Vietnamese
Korean
Chinese
Thai
Russian
Tagalog
Arabic
Swahili
Persian

Appendix B:

Sample Lists of Projects

- B-1: Listing by Program**
- B-2: Listing by State**
- B-3: Listing by Program and State**

B-1: Listing by Program

Listing of Family English Literacy Projects

T003J20004	BRIGGS ELEMENTARY SCHOOL Blankenship, Karen	TAHLEQUAH (918) 456-4221	OK
T003J20005	ALHAMBRA SCHOOL DISTRICT SANTOMAURO, ANA	ALHAMBRA (818) 308-2739	CA
T003J20006	RAMONA UNIFIED SCHOOL DISTRICT TENNEBAUM, CAROL	RAMONA (619) 788-5091	CA
T003J20008	COMMUNITY CONSOLIDATED SCH D. 54 TERDY, DENNIS	DES PLAINES (708) 803-6420	IL
T003J20021	SAN JOSE UNIFIED SCHOOL DISTRICT NGUYEN-PHAN, KIM-ANH	SAN JOSE (408) 998-6049	CA
T003J20022	UNIVERSITY OF HAWAII LAWRENCE, ZANE,	HONOLULU (808) 956-7834	HI
T003J20028	INTERNATIONAL INST SAINT LOUIS CROSSLIN, ANNA	ST. LOUIS (314) 773-9090	MO
T003J20035	PARLIER UNIFIED SCHOOL DISTRICT BUSCO, RALPH	PARLIER (209) 646-2731	CA
T003J20038	DIV OF SPECIAL ED/NY PUB SCHOOLS ADLER, NANCY	BROOKLYN (718) 935-3182	NY
T003J20041	THE BRD OF TRUSTEE/UNIV OF IL RODRIGUEZ-BROWN, FLORA	CHICAGO (312) 996-3013	IL
T003J20046	ENCINITAS UNION SCHOOL DISTRICT BLOCKER, PAULA	ENCINITAS (619) 944-4300	CA
T003J20056	SACRAMENTO CITY UNIFIED SCH DIST LE, VIET	SACRAMENTO (916) 553-4113	CA
T003J20062	NEW YORK CITY PUBLIC SCHS/CSD 5 MANERO, VICTORIA	NEW YORK (212) 769-7504	NY
T003J20064	BOCES SOUTHERN WESTCHESTER MORGAN, MARIA	VALHALLA (914) 761-3400	NY
T003J20075	LONG BEACH UNIFIED SCHOOL DIST MORALES, ALEX	LONG BEACH (310) 436-9931	CA
T003J20077	DOS PALOS-ORO LOMA JNT UNIFIED SD WALL, ERNIE	DOS PALOS (209) 392-2131	CA
T003J20081	COLORADO MOUNTAIN JR COL DISTRICT BOWEN, SHIRLEY	GLENWOOD SPRINGS (303) 945-8691	CO
T003J20084	FORT BRAGG UNIFIED SCHOOL DIST CROGHEN, Mike	FORT BRAGG (707) 462-7436	CA
T003J20088	UNIV OF GUAM/MANGILAO Spencer, Mary	MANGILAO (671) 734-0143	GU

Listing of Family English Literacy Projects

T003J20091	YAKIMA VALLEY O.I.C. GARZA, AMELIA	YAKIMA (509) 454-4610	WA
T003J20107	YUBA CITY UNIFIED SCHOOL DISTRICT Link, Derek	YUBA CITY (916) 741-5200	CA
T003J20109	FLORIDA INTERNATIONAL UNIVERSITY GARCIA, DELIA	MIAMI (305) 348-2647	FL
T003J20110	RAVENSWOOD CITY SCHOOL DISTRICT FITTORIA, MAGDALENA	EAST PALO ALTO (415) 329-6526	CA
T003J20111	NEW YORK CITY BD OF EDUC/CSD 10 SALIT, VIVIAN	BRONX (718) 584-7070	NY
T003J30019	NORWALK LAMIRADA UNIFIED SCH DIST RAMIREZ, ESTELLA	NORWALK (310) 868-0431	CA
T003J30025	NEW YORK CITY PUBLIC SCHS/CSD 1 ROSEMBERG, RAY	NEW YORK (212) 602-9745	NY
T003J30043	PARTNERS IN EDUCATION YABU, SHERRIE	SAN JOSE (408) 238-6490	CA
T003J30045	LA MESA-SPRING VALLEY SCHOOL DIST HERMAN, ERNESTINA	LA MESA (619) 668-5877	CA
T003J30054	CAREER RESOURCES DEVELOPMENT CTR MABEL, TENG,	SAN FRANCISCO (415) 775-8880	CA
T003J30067	LINCOLN UNIFIED SCHOOL DISTRICT HOWARD, CHARLOTTE	STOCKTON (209) 956-5628	CA
T003J40020	ROCHESTER CITY SCHOOL DISTRICT PULHAMUS, LINDA	ROCHESTER (716) 262-8305	NY
T003J40026	LODI UNIFIED SCHOOL DISTRICT JACOBSON, PHYLLIS	LODI (209) 331-7025	CA
T003J40027	FOUNTAIN VALLEY SCHOOL DISTRICT WILLIAMS, FERN	FOUNTAIN VALLEY (714) 843-2279	CA
T003J40028	CROSS-CULTURAL ED CENTER, INC DENIECE, KELLEY	WELLING (918) 458-5334	OK
T003J40033	CAMPBELL UNION ELEM SCH DISTRICT CHARTRAND, GERRY	CAMPBELL (408) 364-4216	CA
T003J40047	LATON UNIFIED SCHOOL DISTRICT CANNON, PAUL	LATON (209) 923-9544	CA
T003J40054	LOS BANOS UNIFIED SCHOOL DISTRICT LOPEZ, PATRICIA	LOS BANOS (209) 826-6467	CA
T003J40064	LOS ANGELES UNIFIED SCHOOL DIST KEENAN, TOMMYE	LOS ANGELES (310) 830-1151	CA

Listing of Family English Literacy Projects

T003J40080	PAJARO VALLEY UNIFIED SCHOOL DIST TOTH, JANETTE	WATSONVILLE (408) 728-6988	CA
T003J40086	NEW YORK CITY PUBLIC SCHOOLS SID, KATHERINE	NEW YORK (212) 387-9382	NY
T003J40097	SAN DIEGUITO UNION HIGH SCH DIST HEATH, DONNA	ENCINITAS (619) 753-6491	CA
T003J40105	NEW YORK CITY PUBLIC SCH/CSD 2 ABREU, ROSENDO	NEW YORK (212) 337-8769	NY
T003J40106	CALIFORNIA HUMAN DEV CORPORATION Moona, O'TOOLE	SANTA ROSA (707) 576-0919	CA
T003J40146	WASHINGTON UNIFIED SCHOOL DIST TAYLOR, SARAH	WEST SACRAMENTO (916) 371-9300	CA
T003J40157	BROWNSVILLE INDEPENDENT SCH DIST HINOJOSA, RAMON	BROWNSVILLE (210) 548-8270	TX
T003J40171	YOLO COUNTY OFFICE OF EDUCATION TAPIA, RICHARD	WOODLAND (916) 661-2943	CA

B-2: Listing by State

Listing of Projects in Maryland

T003C40034	MONTGOMERY COUNTY PUBLIC SCHOOLS MET, MYRIAM	ROCKVILLE (301) 279-3440	MD
T003E00110	FREDERICK COUNTY PUBLIC SCHOOLS SMITH, SUSAN	FREDERICK (301) 694-1331	MD
T003E20018	THE HOWARD COUNTY PUBLIC SCH SYS CARR, CELESTINE	ELLICOTT CITY (410) 313-6633	MD
T003E20052	QUEEN ANNE'S COUNTY BOARD OF EDUC GOLEBIEWSKA, TERESA	CENTREVILLE (410) 758-2403	MD
T003N20057	BALTIMORE CITY PUBLIC SCHOOLS HYMAN, CARL	BALTIMORE (410) 396-8614	MD
T195P30090	UNIV OF MARYLAND BALTIMORE CTY SCHWARTZ, RON	BALTIMORE (410) 455-2379	MD

B-3: Listing by Program and State

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A00003	CHOWCHILLA SCHOOL DISTRICT RATLLFF, CHARLES	CHOWCHILLA (209) 665-4421	CA
T003A00005	MARYSVILLE JOINT UNIFIED SCH DIST TITUS, PAULA	MARYSVILLE (916) 741-6051	CA
T003A00008	WEST COVINA UNIFIED SCHOOL DIST GAUTREAU, MARIA	WEST COVINA (818) 338-8411	CA
T003A00013	SHASTA COUNTY OFFICE OF EDUCATION SKEETE, ELAINE	REDDING (916) 225-0291	CA
T003A00033	HOLLISTER SCHOOL DISTRICT GUTIERREZ, PETER	HOLLISTER (408) 637-3781	CA
T003A00057	CHATOM SCHOOL DISTRICT BORBA, TONY	TURLOCK (209) 664-8500	CA
T003A00075	CAMPBELL UNION HIGH SCHOOL DIST BISHOP, RITA	SAN JOSE (408) 371-0960	CA
T003A00076	CALEXICO UNIFIED SCHOOL DISTRICT CAMACHO, MARY	CALEXICO (619) 357-7362	CA
T003A00081	RIO SCHOOL DISTRICT MORENO, ESTELLA	OXNARD (805) 485-3111	CA
T003A00117	FONTANA UNIFIED SCHOOL DISTRICT SMITH, JERILYNN	FONTANA (209) 357-5111	CA
T003A00120	MOORPARK UNIFIED SCHOOL DISTRICT HERRITY, VISHNA	MOORPARK (805) 531-6464	CA
T003A00122	VAL VERDE UNIFIED SCHOOL DISTRICT QUON, PHIL	PERRIS (714) 940-6165	CA
T003A00123	SANTA BARBARA SCHOOL DISTRICT GARCIA-DURAN, LIDIA	SANTA BARBARA (805) 963-4331	CA
T003A00134	BALDWIN PARK UNIFIED SCHOOL DIST PEREZ, ANNA	BALDWIN PARK (818) 962-3311	CA
T003A00136	SAN DIEQUITO UNION HIGH SCHL DIST HEATH, DONNA	SAN DIEGO (619) 753-6491	CA
T003A00146	SAN FRANCISCO UNIFIED SCHOOL DIST AVENIDA, LIGAYA	SAN FRANCISCO (415) 239-0161	CA
T003A00151	FREMONT UNIFIED SCHOOL DISTRICT MELENDEZ, CARMEN	FREMONT (415) 659-2531	CA
T003A00153	CHARTER OAK UNIFIED SCHOOL DIST ROACH, JOHN	COVINA (818) 966-8331	CA
T003A00159	FORT BRAGG UNIFIED SCHOOL DIST FUNK, LEE	FORT BRAGG (707) 961-2850	CA

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A00161	LA HABRA CITY SCHOOL DISTRICT REED, GAIL	LA HABRA (213) 690-2316	CA
T003A00185	LOS ANGELES UNIFIED SCHOOL DIST LENNON, DEBORAH	LOS ANGELES (213) 625-6182	CA
T003A00190	LAKE TAHOE UNIFIED SCHOOL DIST MURRAY, WILLIAM	SOUTH LAKE TAHOE (916) 541-4111	CA
T003A00194	SANTA ANA UNIFIED SCHOOL DISTRICT Anaida, COLON-MUNI	SANTA ANA (714) 558-5855	CA
T003A00203	PAJARO VALLEY UNIFIED SCHOOL DIST TOTH, JANETTE	WATSONVILLE (408) 728-6988	CA
T003A00212	YUBA CITY UNIFIED SCHOOL DISTRICT LINK, DEREK	YUBA CITY (916) 741-5289	CA
T003A00218	CHICO UNIFIED SCHOOL DISTRICT BEVERS, GLORIA	CHICO (916) 891-3102	CA
T003A00226	AZUSA UNIFIED SCHOOL DISTRICT COOLEY, MARK	AZUSA (818) 967-6211	CA
T003A00235	LOS ANGELES UNIFIED SCHOOL DIST RIVERA, JOHANNA	LOS ANGELES (213) 249-9367	CA
T003A00236	SAN JOSE UNIFIED SCHOOL DISTRICT NGUYEN-PHAN, KIM-ANH	SAN JOSE (408) 998-6049	CA
T003A00238	GILROY UNIFIED SCHOOL DISTRICT LENTZ, RICHARD	GILROY (408) 842-7748	CA
T003A00257	STOCKTON UNIFIED SCHOOL DISTRICT RAYMOND PH.D., TOM	STOCKTON (209) 953-4792	CA
T003A10010	OXNARD ELEMENTARY SCHOOL DISTRICT PURDY, STEPHANIE	OXNARD (805) 487-3918	CA
T003A10030	LA HABRA CITY SCHOOL DISTRICT REED, GAIL	LA HABRA (310) 690-2316	CA
T003A10033	CASTAIC UNION SCHOOL DISTRICT LEEDS-HORWITZ, SUSAN	CASTAIC (805) 257-1381	CA
T003A10043	GLENN COUNTY OFFICE OF EDUCATION JOHNSON, MERRILEE	WILLOWS (916) 934-6575	CA
T003A10044	LOS BANOS UNIFIED SCHOOL DISTRICT LOPEZ, PATRICIA	LOS BANOS (209) 826-6467	CA
T003A10059	BASSETT UNIFIED SCHOOL DISTRICT LUNA, CHRISTINA	LA PUENTE (818) 918-3453	CA
T003A10067	ANDERSON VALLEY UNIFIED SCH DIST SNEED, MARLENE	BOONVILLE (707) 895-3774	CA

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A10077	SAN FRANCISCO UNIFIED SCHOOL DIST AVENIDA, LIGAYA	SAN FRANCISCO (415) 469-4777	CA
T003A10104	DOS PALOS JOINT UNION H. S. D. WALL, ERNIE	DOS PALOS (209) 392-2131	CA
T003A10122	CABRILLO UNIFIED SCHOOL DISTRICT SPIELLER, SHEILA	HALF MOON BAY (415) 726-7128	CA
T003A10127	LOS ANGELES UNIFIED SCH DISTRICT GROSS, JUDITH	CANOGA PARK (818) 340-3591	CA
T003A10159	LOS ANGELES U. S. D. - REGION B AUSTIN, DAN	LOS ANGELES (213) 625-6875	CA
T003A10204	PAJARO VALLEY UNIFIED SCHOOL DIST TOTH, JANETTE	WATSONVILLE (408) 728-6988	CA
T003A10210	STOCKTON UNIFIED SCHOOL DISTRICT RAYMOND, TOM	STOCKTON (209) 953-4792	CA
T003A10229	LINDSAY UNIFIED SCHOOL DISTRICT SOFLIN, ENA	LINDSAY (209) 562-8501	CA
T003A10245	KERMAN UNIFIED SCHOOL DISTRICT PATRON, ROSE	KERMAN (209) 846-5383	CA
T003A10263	BELLFLOWER UNIFIED SCHOOL DIST TURRENTINE, REBECCA	BELLFLOWER (310) 866-9011	CA
T003A10264	NORWALK-LA MIRADA UNIFIED SCH DIS RAMIREZ, ESTELLA	NORWALK (310) 868-0431	CA
T003A10268	COVINA-VALLEY UNIFIED SCHOOL DIST PORT, STELLA	COVINA (818) 331-3371	CA
T003A10278	BRAWLEY SCHOOL DISTRICT KELLY, NORMA	BRAWLEY (619) 344-9911	CA
T003A10285	SANTA CLARA UNIFIED SCHOOL DIST GONZALEZ, LIDIA	SANTA CLARE (408) 262-3600	CA
T003A10294	SAN FRANCISCO UNIFIED SCHOOL DIST AVENIDA, LIGAYA	SAN FRANCISCO (415) 469-4777	CA
T003A10301	SANTA ANA UNIFIED SCHOOL DISTRICT COLON-MUNIZ, ANAIDA	SANTA ANA (714) 558-5855	CA
T003A10315	LOS NIETOS SCHOOL DISTRICT LOPEZ, SUSAN	WHITTIER (310) 692-0271	CA
T003A10323	OAK GROVE ELEMENTARY SCH DISTRICT BARBARA, MANNY	SAN JOSE (408) 227-8300	CA
T003A20009	BASSETT UNIFIED SCHOOL DIST LUNA, CHRISTINA	LA PUENTE (818) 918-3453	CA

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A20015	PERRIS ELEMENTARY SCHOOL DISTRICT CARAVITO, HONORIA	PERRIS (714) 657-3118	CA
T003A20019	LUTHER BURBANK SCHOOL DISTRICT RODRIQUIZ, RICHARD	SAN JOSE (408) 295-1813	CA
T003A20027	KERMAN UNIFIED SCHOOL DISTRICT PATRON, ROSE	KERMAN (209) 846-5383	CA
T003A20033	JEFFERSON UNION HIGH SCH DIST CRILLY, MICHAEL	DALY CITY (415) 756-0300	CA
T003A20058	LE GRAND UNION ELEM SCH DIST ANDERSON, BETTY	LE GRAND (209) 389-4515	CA
T003A20062	MORENO VALLEY UNIFIED SCH DIST DOLAN, DARLENE	MORENO VALLEY (909) 485-5600	CA
T003A20066	MONROVIA UNIFIED SCHOOL DISTRICT HILL, RICHARD	MONROVIA (818) 359-9181	CA
T003A20086	VALLEJO CITY UNIFIED SCH DISTRICT BYE, THOMAS	VALLEJO (707) 644-8921	CA
T003A20092	SAN JOAQUIN CTY OFFICE OF EDUC LOCKWOOD, CLAUDIA	STOCKTON (209) 468-4865	CA
T003A20098	IRVINE UNIFIED SCHOOL DISTRICT BENN, WILLIAM/MEADOW, S, FELAND	IRVINE (714) 651-0444	CA
T003A20099	SANTA ANA UNIFIED SCHOOL DISTRICT COLON-MUINZ-Muniz, ANAIDA	SANTA ANA (714) 558-5855	CA
T003A20161	LATON UNIFIED SCHOOL DISTRICT CANNON, PAUL	LATON (209) 923-9544	CA
T003A20168	WILLITS UNIFIED SCHOOL DISTRICT CROGHAN, MIKE	WILLITS (707) 463-4822	CA
T003A20178	GREENFIELD UNION SCHOOL DISTRICT ARCHULETA, GILBERT	GREENFIELD (408) 674-2840	CA
T003A20186	FARMERSVILLE SCHOOL DISTRICT JONES, JANET	FARMERSVILLE (209) 747-3120	CA
T003A20188	CHINO USD/DON ANTONIO LUGO H.S. HERNANDEZ, JEAN	CHINO (909) 591-3902	CA
T003A20194	NORTH MONTEREY COUNTY U.S.D. HIGH, JULIE	MOSS LANDING (408) 633-4905	CA
T003A20226	WESTMINSTER SCHOOL DISTRICT PAINTER, TRACY	WESTMINSTER (714) 894-7311	CA
T003A20276	TULELAKE BASIN JOINT UNIFIED SD SMITH, LINDA	TULELAKE (916) 664-2131	CA

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A20278	BUENA PARK SCHOOL DISTRICT KITCHEN, JAN	BUENA PARK (714) 522-8412	CA
T003A20280	COMPTON UNIFIED SCH DISTRICT GOODMAN, FRANK	COMPTON (310) 639-4321	CA
T003A20281	TEMECULA VALLEY UNIF SCH DIST ROBINSON, LESLIE	TEMECULA (714) 676-2661	CA
T003A20297	STOCKTON UNIFIED SCHOOL DISTRICT TOM, RAYMOND	STOCKTON (209) 953-4792	CA
T003A20307	WOODLAND JOINT UNIFIED SCH DIST OLSEN, WALLY	WOODLAND (916) 662-0201	CA
T003A20322	SAN DIEGO CTY OFF OF EDUCATION CASCO, DOLLY	SAN DIEGO (619) 571-7203	CA
T003A20324	DIXON UNIFIED SCHOOL DISTRICT MONAGHAN, PLEUNETTE	DIXON (916) 678-4866	CA
T003A20332	RAVENSWOOD CITY SCHOOL DISTRICT RAMOS, R., MARIA	EAST PALO ALTO (415) 329-2866	CA
T003A20363	EARLIMART ELEMENTARY SCH DIST GOMES, LORETTA	EARLIMART (805) 849-2631	CA
T003A20370	CHARTER OAK UNIFIED SCHOOL DIST ROACH, JOHN	COVINA (818) 966-8331	CA
T003A40004	TULARE CITY ELEMENTARY SCH DIST Arndt, Sallie	TULARE (209) 685-7200	CA
T003A40012	FALLBROOK UNION ELEM SCH DIST CHATE, MIKE,	FALLBROOK (619) 723-7022	CA
T003A40025	GREENFIELD UNION SCHOOL DISTRICT ARCHULETA, GILBERT	GREENFIELD (408) 674-2840	CA
T003A40035	DUARTE UNIFIED SCHCOOL DISTRICT MEDINA, HELEN	DUARTE (818) 358-1191	CA
T003A40052	COLTON JOINT UNIFIED SCH DIST Cabrera, Yolanda	COLTON (909) 876-4254	CA
T003A40080	SADDLEBACK VALLEY UNIF SCH DIST Insley, Pat	MISSION VIEJO (714) 580-3347	CA
T003A40085	HAWTHORNE SCHOOL DISTRICT GARCIA, MARIA	HAWTHORNE (310) 676-2276	CA
T003A40096	GONZALES UNION HIGH SCHOOL DIST BRUSA, MIKE	GONZALES (408) 675-2495	CA
T003A40126	RIALTO UNIFIED SCHOOL DISTRICT BARCELO, JUDY	RIALTO (909) 820-7760	CA

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A40127	FIREBAUGH LAS DELTAS UNIFIED CHUCK, VIOLET	FIREBAUGH (209) 659-1476	CA
T003A40135	PLANADA ELEMENTARY SCHOOL DIST ALLEY, DONNA	PLANADA (209) 382-0351	CA
T003A40148	SHORELINE UNIFIED SCHOOL DIST DAVIS, STEPHEN	TOMALES (707) 878-2266	CA
T003A40153	LOS ANGELES UNIFIED SCHOOL DIST THOMAS, MARILYN	LOS ANGELES (213) 583-1257	CA
T003A40161	LOS ANGELES UNIFIED SCHOOL DIST FERNANDEZ, MAYRA	LOS ANGELES (213) 261-1171	CA
T003A40164	NEWMAN-CROWS LANDING UNIF SCH DIS SANTOS, KATHLEEN	NEWMAN (209) 862-2933	CA
T003A40165	AROMAS/SAN JUAN UNIF SCH DIST BLOOM, GARY	SAN JUAN BAUTISTA (408) 623-4500	CA
T003A40169	VAL VERDE UNIFIED SCHOOL DIST ROBERSON, ROSE	PERRIS (909) 940-6100	CA
T003A40175	PALM SPRINGS UNIFIED SCHOOL DIST HURST, JIM	PALM SPRINGS (619) 327-1581	CA
T003A40176	TRACY JOINT UNION HIGH SCH DIST HAWKINS, LAURA	TRACY (209) 831-5101	CA
T003A40179	RICHLAND-LERDO UNION SCHOOL DIST MACK, LYLE	SHAFTER (805) 746-3904	CA
T003A40192	EARLIMART ELEMENTARY SCHOOL DIST GOMES, LORETTA	EARLIMART (805) 849-2631	CA
T003A40197	LE GRAND UNION HIGH SCHOOL DIST HINDS, GEORGE	LE GRAND (209) 389-9400	CA
T003A40198	LOS NIETOS SCHOOL DISTRICT LOPEZ, SUSAN	WHITTIER (310) 692-0271	CA
T003A40199	STOCKTON UNIFIED SCHOOL DIST Tom, Raymond	STOCKTON (209) 953-4792	CA
T003A40204	BUTTE COUNTY OFC OF EDUCATION ST. GERMAINE, SUSAN	OROVILLE (916) 538-7678	CA
T003A40212	PASADENA UNIFIED SCHOOL DIST PALMER, OSCAR	PASADENA (818) 795-6981	CA
T003A40214	KING CITY UNION SCHOOL DISTRICT MCCOMBS, CAROLYN	KING CITY (408) 385-4884	CA
T003A40221	SAN YSIDRO SCHOOL DISTRICT DAVIS, JOAN	SAN YSIDRO (619) 428-4476	CA

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A40230	ALUM ROCK UNION ELEM SCH DIST MARTINE, NORRMA	SAN JOSE (408) 258-2214	CA
T003A40232	TURLOCK JOINT ELEMENTARY SCH DIST WEDLAKE, PHILIP	TURLOCK (209) 667-0887	CA
T003A40237	UKIAH UNIFIED SCHOOL DISTRICT IRMA, TURNER,	UKIAH (707) 463-5286	CA
T003A40248	SOLANA BEACH SCHOOL DISTRICT TOPOLOVAC, ELLIE,	SOLANA BEACH (619) 755-6705	CA
T003A40249	REDWOOD CITY SCHOOL DISTRICT LIZ, WOLFE,	REDWOOD CITY (415) 365-1550	CA
T003A40264	SEQUOIA UNION HIGH SCHOOL DIST Torres, Patricia	REDWOOD CITY (415) 369-1411	CA
T003A40298	LOS ANGELES UNIFIED SCHOOL DIST. LUEVANO-PEREZ, LUCILA	HUNTINGTON PARK (213) 585-0957	CA
T003A40314	COACHELLA VALLEY UNIFIED SCH DIST DEHARO, MARIA	THERMAL (619) 399-5137	CA
T003A40322	CARPINTERIA UNIFIED SCHOOL DIST KEATINGE, ROBERT	CARPINTERIA (805) 684-4511	CA
T003A40323	PORTERVILLE UNION HIGH SCH DIST WILLIAMSON, GAYLE	PORTERVILLE (209) 782-7000	CA
T003A40328	OCEAN VIEW SCHOOL DISTRICT NORDIN, PAM	HUNTINGTON BEACH (714) 847-2551	CA
T003A40333	LOS ANGELES UNIFIED SCHOOL DIST ALBANO, WILLIAM	LOS ANGELES (213) 560-1800	CA
T003A40338	LANCASTER SCHOOL DISTRICT YAMASAKI, IRENE	LANCASTER (805) 948-4661	CA
T003A40357	CARDIFF SCHOOL DISTRICT FREEMAN, SANDRA,	SAN DIEGO (619) 632-5892	CA
T003A40362	OCEANSIDE UNIFIED SCHOOL DISTRICT FREEMAN DE LEYVA, SH, ERRY	OCEANSIDE (619) 722-8219	CA
T003A40365	LOS ANGELES UNIFIED SCHOOL DIST GARCIA, CONSUELO	PACOIMA (818) 896-7411	CA
T003A40371	WEST COVINA UNIFIED SCHOOL DIST GAUTREAU, MARIA	WEST COVINA (818) 338-8411	CA
T003A40375	COALINGA HURON UNIFIED SCH DIST DURAN, ARTURO	COALINGA (209) 945-2236	CA
T003A40393	FONTANA UNIFIED SCHOOL DIST SMITH, JERILYNN	FONTANA (909) 357-5111	CA

Listing of Transitional Bilingual Education (Regular) Projects
in California

T003A40397	PARAMOUNT UNIFIED SCHOOL DIST BRYAN, HOWARD	PARAMOUNT (310) 602-6048	CA
T003A40408	RAMONA JUNIOR HIGH SCHOOL FLORA, PALMA,	CHINO (909) 627-9144	CA
T003A40424	STOCKTON UNIFIED SCHOOL DIST TOM, RAYMOND	STOCKTON (209) 953-4792	CA

Appendix C:

Summary Tables

TABLE 1

Number of Projects by Year of Initial Funding:
FY94 Title VII Programs

Program Type	Number of Projects First Funded in:					
	FY90	FY91	FY92	FY93	FY94	TOTAL
Transitional Bilingual Education						
Regular	92	96	106	--	155	449
Math/Science Priority	--	--	--	127	--	127
Recent Arrivals Priority	--	12	37	--	--	49
Overall	92	108	143	127	155	625
Developmental Bilingual Education						
Regular	15	8	18	--	19	60
Magnet Schools Priority	--	2	--	--	--	2
Overall	15	10	18	--	19	62
Special Alternative Instructional						
Regular	60	32	88	--	44	224
Magnet Schools Priority	--	2	--	--	--	2
Math/Science Priority	--	--	--	32	--	32
Recent Arrivals Priority	--	10	17	--	--	27
Overall	60	44	105	32	44	285
Special Populations	--	--	18	18	10	46
Academic Excellence	--	--	3	9	6	18
Family English Literacy	--	--	24	6	16	46
PART A TOTAL	167	162	311	192	250	1,082
Educational Personnel Training						
Regular			30	--	30	60
Math/Science Priority			--	25	--	25
Overall			30	25	30	85
Training Development & Improvement			3	--	--	3
Bilingual Education Fellowship			--	28	15	43
Short-Term Training			16	--	10	26
PART C TOTAL			49	53	55	157

TABLE 2

Funding for Projects by Year of Initial Funding (in \$ thousands):
 FY94 Title VII Part A and Part C Programs

Amount of FY94 Funding
 for Projects First Funded in:

Program Type	FY90	FY91	FY92	FY93	FY94	TOTAL
Transitional Bil. Educ.						
Regular	10,896	12,703	14,517	--	22,118	60,234
Math/Science	--	--	--	20,462	--	20,462
Recent Arrivals	--	1,574	5,139	--	--	6,713
Overall	10,896	14,277	19,657	20,462	22,118	87,409
Developmental Bil. Educ.						
Regular	2,509	1,129	2,744	--	3,721	10,103
Magnet Schools	--	312	--	--	--	312
Overall	2,509	1,441	2,744	--	3,721	10,415
Special Altern. Instruc.						
Regular	5,732	3,686	10,809	--	6,927	27,154
Magnet Schools	--	292	--	--	--	292
Math/Science	--	--	--	4,240	--	4,240
Recent Arrivals	--	1,255	2,348	--	--	3,603
Overall	5,732	5,233	13,157	4,240	6,927	35,289
Special Populations	--	--	3,236	3,091	1,855	8,182
Academic Excellence	--	--	732	1,908	1,258	3,899
Family English Literacy	--	--	3,384	856	2,245	6,486
PART A TOTAL	19,137	20,951	42,911	30,577	38,124	151,679
Educ. Personnel Training						
Regular			5,184	--	4,863	10,047
Math/Science			--	4,630	--	4,630
Overall			5,184	4,630	4,863	14,677
Training, Development, and Improvement			893	--	--	893
Bil. Educ. Fellowship			--	4,047	1,736	5,784
Short-Term Training			1,907	--	1,394	3,302
PART C TOTAL			7,984	8,677	7,994	24,655

TABLE 3

Number of Projects by State:
 FY94 Title VII Part A and Part C Programs

State	Number of Part A Projects	Number of Part C Projects	Number of Total Projects
Alabama	3	--	3
Alaska	9	--	9
Arizona	43	7	50
Arkansas	1	--	1
California	372	31	403
Colorado	21	6	27
Connecticut	2	3	5
Delaware	1	--	1
District of Columbia	4	4	8
Florida	13	5	18
Georgia	1	1	2
Hawaii	7	1	8
Idaho	9	3	12
Illinois	27	8	35
Indiana	1	1	2
Iowa	6	--	6
Kansas	6	--	6
Kentucky	3	--	3
Louisiana	14	1	15
Maine	10	--	10
Maryland	5	1	6
Massachusetts	19	2	21
Michigan	14	2	16
Minnesota	3	2	5
Mississippi	3	--	3
Missouri	1	1	1
Montana	25	4	29
Nebraska	4	--	4
Nevada	1	--	1
New Hampshire	2	--	2
New Jersey	2	2	4
New Mexico	47	6	53
New York	166	15	181
North Carolina	2	1	3
North Dakota	17	2	19
Ohio	3	--	3
Oklahoma	78	2	80
Oregon	20	4	24
Pennsylvania	4	3	7
Rhode Island	3	4	7
South Dakota	13	--	13
Texas	64	25	89
Utah	4	1	5
Vermont	1	--	1
Virginia	3	3	6
Washington	17	3	20
Wisconsin	1	1	2
Wyoming	2	--	2
Guam	1	--	1
Puerto Rico	2	2	4
Virgin Islands	1	--	1
Trust Territories	1	--	1
TOTAL	1,082	157	1,239

TABLE 4

Obligated Funding by State:
 FY94 Title VII Part A and Part C Programs

State	Part A Obligated Funding	Part C Obligated Funding	Total Obligated Funding
Alabama	450,167	--	450,167
Alaska	1,234,480	--	1,234,480
Arizona	5,810,634	891,710	6,702,344
Arkansas	175,000	--	175,000
California	53,927,967	5,025,936	58,953,903
Colorado	3,215,424	1,218,693	4,434,117
Connecticut	303,043	477,312	780,355
Delaware	175,000	--	175,000
District of Columbia	597,768	628,967	1,226,735
Florida	1,887,453	751,124	2,638,577
Georgia	143,197	77,741	220,938
Hawaii	1,029,985	114,560	1,144,545
Idaho	1,031,410	475,769	1,507,179
Illinois	3,954,662	1,460,328	5,414,990
Indiana	141,442	283,851	425,293
Iowa	706,532	--	706,532
Kansas	877,393	--	877,393
Kentucky	357,111	--	357,111
Louisiana	1,847,282	168,732	2,016,014
Maine	1,382,551	--	1,382,551
Maryland	709,735	109,273	819,008
Massachusetts	2,688,452	405,768	3,094,220
Michigan	1,986,402	282,220	2,268,622
Minnesota	556,028	304,238	860,266
Mississippi	383,658	--	383,658
Missouri	141,624	208,211	349,835
Montana	2,489,558	778,578	3,268,136
Nebraska	609,458	--	609,458
Nevada	146,565	--	146,565
New Hampshire	307,259	--	307,259
New Jersey	347,715	504,435	852,150
New Mexico	6,746,844	938,772	7,685,616
New York	24,936,664	2,092,404	27,029,068
North Carolina	328,786	147,565	476,351
North Dakota	2,185,379	124,938	2,310,317
Ohio	273,932	--	273,932
Oklahoma	9,187,553	219,882	9,407,435
Oregon	2,491,532	596,637	3,088,169
Pennsylvania	602,065	518,684	1,120,749
Rhode Island	432,937	580,348	1,013,285
South Dakota	1,660,779	--	1,660,779
Texas	8,706,001	3,615,348	12,321,349
Utah	589,348	147,733	737,081
Vermont	165,000	--	165,000
Virginia	319,836	542,105	861,941
Washington	2,162,286	565,856	2,728,142
Wisconsin	170,000	33,640	203,640
Wyoming	223,837	--	223,837
Guam	155,787	--	155,787
Puerto Rico	319,378	364,021	683,399
Virgin Islands	154,422	--	154,422
Trust Territories	252,000	--	252,000
TOTAL	151,679,321	24,655,379	176,334,700

TABLE 5

Number of Students Served by Program Type:
FY94 Title VII Part A Programs

Program	Number of LEP Students	Number of NonLEP Students	Total Number of Students
Transitional Bilingual Education			
Regular	146,237	21,391	167,628
Math/Science Priority	44,651	8,527	53,178
Recent Arrivals Priority	14,467	1,007	15,474
Developmental Bilingual Education			
Regular	8,517	8,834	17,351
Magnet Schools Priority	83	107	190
Special Alternative Instructional			
Regular	63,242	11,128	74,370
Magnet Schools Priority	66	0	66
Math/Science Priority	7,650	1,357	9,007
Recent Arrivals Priority	11,269	36	11,305
Special Populations			
	6,160	1,198	7,358
Total	302,342	53,585	355,927

TABLE 6

Number of Students Served by State:
FY94 Title VII Part A Programs

State	Number of LEP Students	Number of NonLEP Students	Total Number of Students
Alabama	876	10	886
Alaska	1,005	569	1,574
Arizona	14,066	3,057	17,123
Arkansas	288	0	288
California	129,765	24,868	154,633
Colorado	4,889	908	5,797
Connecticut	983	370	1,353
Delaware	222	55	277
District of Columbia	99	77	176
Florida	4,035	871	4,906
Georgia	1,332	2	1,334
Hawaii	1,632	279	1,911
Idaho	1,421	470	1,891
Illinois	6,735	3,877	10,612
Indiana	121	14	135
Iowa	1,386	350	1,736
Kansas	1,459	0	1,459
Kentucky	302	0	302
Louisiana	1,668	1,598	3,266
Maine	1,406	90	1,496
Maryland	1,031	288	1,319
Massachusetts	5,806	1,182	6,988
Michigan	3,003	346	3,349
Minnesota	2,839	0	2,839
Mississippi	908	0	908
Montana	2,484	513	2,997
Nebraska	1,275	134	1,409
Nevada	240	0	240
New Hampshire	371	0	371
New Jersey	150	150	300
New Mexico	9,726	2,958	12,684
New York	52,349	1,914	54,263
North Carolina	369	30	399
North Dakota	2,075	240	2,315
Ohio	354	0	354
Oklahoma	11,401	3,207	14,608
Oregon	2,942	335	3,277
Pennsylvania	459	60	519
Rhode Island	877	214	1,091
South Dakota	3,871	860	4,731
Texas	16,569	2,744	19,313
Utah	681	242	923
Virginia	4,655	187	4,842
Vermont	85	0	85
Washington	3,306	384	3,690
Wisconsin	415	87	502
Wyoming	311	5	316
Puerto Rico	100	40	140
Total	302,342	53,585	355,927

TABLE 7

Number of LEP Students Served in the Top 30 Language Groups:
FY94 Title VII Part A Programs

Language Group	Number of LEP Students
Spanish	186,982
Vietnamese	11,964
Chinese	11,158
Navajo	5,944
Cherokee	5,601
Hmong	5,356
Dakota	4,772
French Creole	4,752
Cambodian	4,603
Russian	3,663
Arabic	3,453
Thai	3,437
Korean	3,290
Tagalog	2,873
Choctaw	2,110
Portuguese	1,311
Farsi	1,289
American Indian	1,280
Greek	1,195
Muskogee	1,091
Armenian	1,087
Hindi	996
Miao-Yao	857
Ilocano	767
Japanese	740
Mandarin	704
Panjabi	686
Polish	626
Crow	623
Tewa	609

TABLE 8

Number of LEP Students Served in Major Language Categories
by Program Type: FY94 Title VII Part A Programs

Program Type	Language Categories				Total
	Spanish	Top 10 Asian	Native American	Other	
Transitional Bilingual Education	144,477	21,843	19,665	19,370	205,355
Developmental Bilingual Education	5,339	549	293	2,419	8,600
Special Alternative Instructional	33,482	21,872	7,470	19,403	82,227
Special Populations	3,684	781	748	947	6,160
Total	186,982	45,045	28,176	42,139	302,342