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DEPARTMENT OF EDUCATION

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Director, School Improvement Programs	ARTHUR COLE
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Director, Vocational-Tech Education Division	RONALD CASTALDI
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The Department of Education establishes policy for, administers, and coordinates most Federal assistance to education. Its mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

The Department of Education was created by the Department of Education Organization Act (20 U.S.C. 3411). The Department is administered under the supervision and direction of the Secretary of Education.

Office of the Secretary

Secretary The Secretary of Education advises the President on education plans, policies, and programs of the Federal Government. The Secretary also serves as the Chief Executive Officer of the Department, coordinating and overseeing all Department activities, providing support and encouragement to States and localities on matters related to education, and focusing the resources of the Department and the attention of the country on ensuring equal access to education and promoting educational excellence throughout the Nation. The Deputy Secretary, the Under Secretary, the Assistant Secretaries, the Inspector General, the General Counsel, the Chief Financial Officer, and the Chief Information Officer are the principal officers who assist the Secretary in the overall management of the Department.

Activities

Bilingual Education The Office of Bilingual Education and Minority Languages Affairs administers programs designed to fund activities that assist students with limited English proficiency. The Office administers the discretionary grant competition for 12 grant programs established by law and 1 formula grant program under the Immigrant Education Program. The Office also administers contracts for research and evaluation, technical assistance, and clearinghouse activities to meet the special educational needs of populations with limited English proficiency.

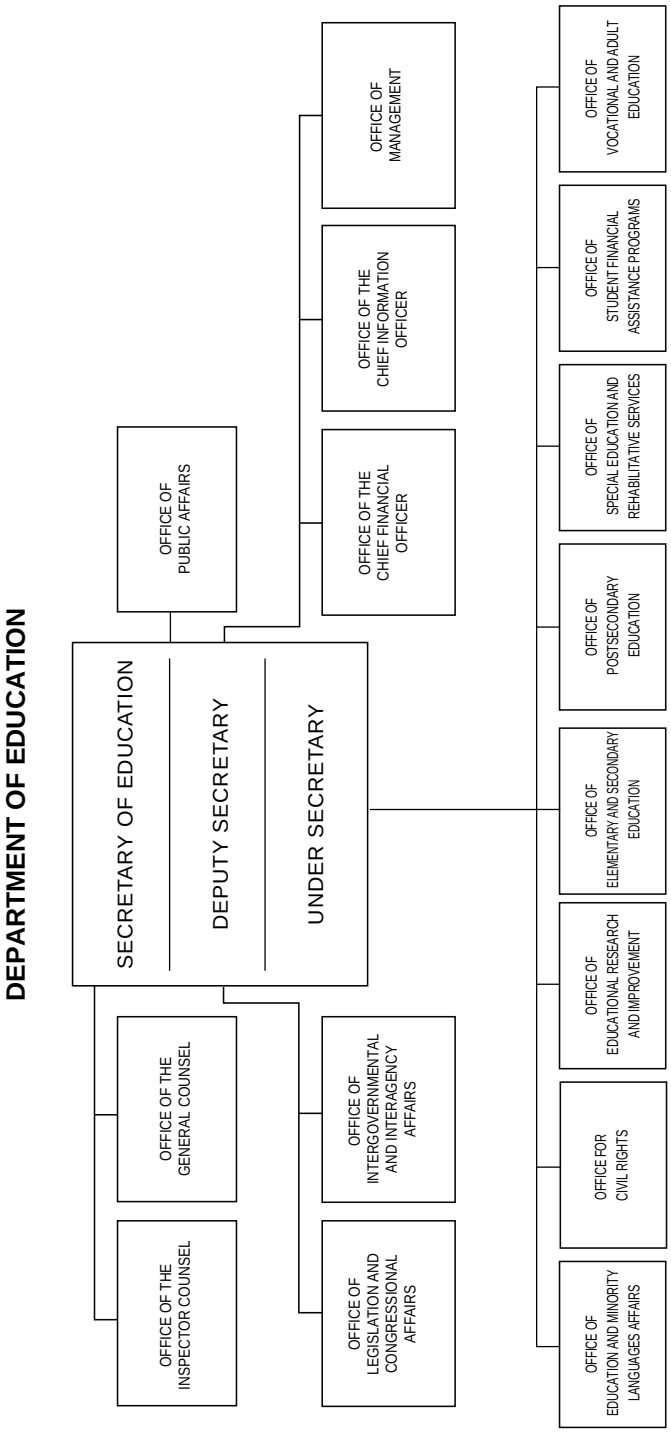
Civil Rights The Assistant Secretary for Civil Rights is responsible for ensuring that institutional recipients of Federal financial assistance do not discriminate against American students, faculty, or other individuals on the basis of race, color, national origin, sex, disability, or age.

Educational Research and Improvement The Assistant Secretary for Educational Research and Improvement provides national leadership in expanding fundamental knowledge and improving the quality of education. This Office is responsible for conducting and supporting education-related research activities; monitoring the state of education through the collection and analysis of statistical data; promoting the use and application of research and development to improve instructional practices in the classroom; and disseminating these findings to States and local education entities.

Elementary and Secondary Education The Assistant Secretary for Elementary and Secondary Education formulates policy for, directs, and coordinates the Department's activities relating to preschool, elementary, and secondary education. Included are grants and contracts to State educational agencies and local school districts, postsecondary schools, and nonprofit organizations for State and local reform, compensatory, migrant, and Indian education; drug-free schools; other school improvement programs; and impact aid.

Postsecondary Education The Assistant Secretary for Postsecondary Education formulates policy and directs and coordinates programs for assistance to postsecondary educational institutions and students pursuing a postsecondary education. Programs include assistance for the improvement and expansion of American educational resources for international studies and services, grants to improve instruction in crucial academic subjects, and construction assistance for academic facilities.

Special Education and Rehabilitative Services The Office of Special


DEPARTMENT OF EDUCATION
SECRETARY OF EDUCATION
DEPUTY SECRETARY
UNDER SECRETARY
OFFICE OF THE INSPECTOR COUNSEL
OFFICE OF THE GENERAL COUNSEL
OFFICE OF PUBLIC AFFAIRS
OFFICE OF LEGISLATION AND CONGRESSIONAL AFFAIRS
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS
OFFICE OF THE CHIEF FINANCIAL OFFICER
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OFFICE OF EDUCATION AND MINORITY LANGUAGES AFFAIRS
OFFICE FOR CIVIL RIGHTS
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF POSTSECONDARY EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF STUDENT FINANCIAL ASSISTANCE PROGRAMS
OFFICE OF VOCATIONAL AND ADULT EDUCATION

Education and Rehabilitative Services (OSERS) provides leadership to ensure that people with disabilities have services, resources, and equal opportunities to learn, work, and live as fully integrated, contributing members of society. OSERS supports programs that serve millions of disabled children, youth, and adults and that impact on the lives of the Nation's 49 million citizens with disabilities. It coordinates the activities of the Office of Special Education Programs, which works to help States provide quality educational opportunities and early-intervention services to help students with disabilities achieve their goals. OSERS' Rehabilitation Services Administration, among other efforts, supports State vocational rehabilitation programs that give disabled people the education, job training, and job placement services they need to gain meaningful employment. OSERS' National Institute on Disability and Rehabilitation Research supports research and technological programs that are crafting blueprints for a barrier-free, inclusive society.

Student Financial Assistance Programs The Office of Student Financial Assistance Programs (OSFAP) is headed by the Department's Chief Operating Officer and is the Federal Government's first performance based organization. OSFAP directs and coordinates those activities of the Department of Education which provide financial assistance through grants and work and loan programs to students pursuing a postsecondary education. The Federal student financial aid programs include: Stafford loans; Parent Loans for Undergraduate Students (PLUS); Supplemental Loans for Students (SLS); Federal Insured Student Loans (FISL); consolidated loans; Perkins loans; income contingent loans; Pell grants; College Work-Study Program; Supplemental Educational Opportunities Grants (SEOG); and State Student Incentive Grants (SSIG).

OSFAP provides leadership and direction for the Department of Education in meeting its goals of excellence in credit management and debt collection through the collection of defaulted student loans under the Guaranteed Student Loan Program and the Law Enforcement Education Program, and the collection of overpayments in the Pell Grant Program and Supplemental Educational Opportunities Grant Program.

Vocational and Adult Education The Assistant Secretary for Vocational and Adult Education administers grant, contract, and technical assistance programs for vocational-technical education and for adult education and literacy. The Office is also responsible for coordinating these programs with other Education Department and Federal programs supporting services and research for adult education, literacy, and occupational training.

Regional Offices Each regional office serves as a center for the dissemination of information and provides technical assistance to State and local educational agencies and other institutions and individuals interested in Federal education activities. Offices are located in Atlanta, GA; Boston, MA; Chicago, IL; Dallas, TX; Denver, CO; Kansas City, MO; New York, NY; Philadelphia, PA; San Francisco, CA; and Seattle, WA.

Federally Aided Corporations

[These Corporations are supported in part by Federal funds appropriated in the budget of the Department of Education.]

American Printing House for the Blind

P.O. Box 6085, Louisville, KY 40206
Phone, 502–895–2405

President	TUCK TINSLEY
Chairman of the Board	JOHN BARR III

The American Printing House for the Blind was incorporated by the Kentucky Legislature in 1858 to assist in the education of the blind by distributing Braille books, talking books, and educational aids without cost to educational institutions educating blind children pursuant to the act ''To Promote the Education of the Blind,'' as amended (20 Stat. 467), adopted by Congress in 1879.

Gallaudet University

800 Florida Avenue NE., Washington, DC 20002
Phone, 202–651–5000. Internet, http://www.gallaudet.edu/.

Chairman, Board of Trustees	GLENN B. ANDERSON
President, Gallaudet University	I. KING JORDAN
Vice President, Academic Affairs	ROSLYN ROSEN
Vice President, Administration and Business	PAUL KELLY
Vice President, Institutional Advancement	MARGARETE HALL
Vice President, Precollege National Mission Programs	JANE K. FERNANDES

The Columbia Institution for the Instruction of the Deaf and Dumb, and the Blind was incorporated by act of February 16, 1857 (11 Stat. 161). An amendatory act of February 23, 1865 (13 Stat. 436), changed the name to the Columbia Institution for the Instruction of the Deaf and Dumb. The name was subsequently changed to Columbia Institution for the Deaf by act of March 4, 1911 (36 Stat. 1422). The act of June 18, 1954 (20 U.S.C. 691 *et seq.*), changed its name to Gallaudet College. The Education of the Deaf Act of 1986 (20 U.S.C. 4301) changed the name to Gallaudet University.

Gallaudet University was established to provide a liberal higher education for deaf persons who need special facilities to compensate for their loss of hearing. The primary purpose of the university is to afford its students the intellectual and spiritual development that can be acquired through a study of the liberal arts and sciences.

In addition to its undergraduate program, the University operates a graduate program at the master's level to prepare teachers and other professional

personnel to work with persons who are deaf, a research program focusing on problems related to deafness, and continuing education for deaf adults.

Accreditation Gallaudet University is accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and the Council on Social Work Education.

Model Secondary School for the Deaf The school was established by act of October 15, 1966 (20 U.S.C. 693), when the Department of Health, Education, and Welfare entered into an agreement with Gallaudet College for the establishment and operation, including construction, of such a facility. It was established as an exemplary educational facility for deaf students of high school age from the District of Columbia, Maryland, Virginia, West Virginia, Pennsylvania, Delaware, and the rest of the Nation on a space-available basis. The school's mission is to provide maximum flexibility in curricula and to encourage the originality, imagination, and innovation needed to satisfy deaf students' high aspirations.

The objectives of the school are to provide day and residential facilities for deaf youth of high school age, in order to prepare them for college or for postsecondary opportunities other than college; to prepare all students to the maximum extent possible to be independent, contributing members of society; and to stimulate the development of similar programs throughout the Nation.

Kendall Demonstration Elementary School The School became the Nation's first demonstration elementary school for the deaf by act of December 24, 1970 (20 U.S.C. 695), which authorized Gallaudet College to operate and maintain it as a model that will experiment in techniques and materials, and to disseminate information from these and future projects to educational facilities for deaf children throughout the country. The School is located on the campus of Gallaudet University and is equipped to serve approximately 200 students.

For further information, contact the Public Relations Office, Gallaudet University, 800 Florida Avenue NE., Washington, DC 20002. Phone, 202–651–5505. Internet, http://www.gallaudet.edu/.

Howard University

2400 Sixth Street NW., Washington, DC 20059
Phone, 202–806–6100. Internet, http://www.howard.edu/.

President H. PATRICK SWYGERT

Howard University was established by act of March 2, 1867 (14 Stat. 438). It is governed by a 29-member self-perpetuating board of trustees. The University maintains a special relationship with the Federal Government through the Department of Education.

Howard University, jointly supported by congressional appropriations and private funds, is a comprehensive university organization offering instruction in 12 schools and colleges as follows: the college of arts and sciences; the college of dentistry; the college of engineering, architecture, and computer sciences; the college of medicine; the college of pharmacy, nursing, and allied health sciences; the graduate school of arts and sciences; the school of business; the school of communications; the school of divinity; the school of education; the school of law; the school of social work; and a summer school. In addition, Howard University has research institutes and centers in the following areas: drug abuse and addiction; science, space, and technology; African-American resources; cancer; child development;

computational science and engineering; international affairs; sickle cell disease; and small business development.

The University is coeducational and admits students of every race, creed, color, and national origin, but it accepts and discharges a special responsibility for the admission and training of black students.

For further information, contact the Office of University Communications, Howard University, 2400 Sixth Street NW., Washington, DC 20059. Phone, 202–806–0970. Internet, http://www.howard.edu/.

National Institute for Literacy

Suite 730, 1775 T Street NW., Washington, DC 20006
Phone, 202–632–1500

Director — ANDREW HARTMAN

The National Institute for Literacy is an independent Federal organization that leads the national effort towards a fully literate America. By building and strengthening national, regional, and State literacy infrastructures, the Institute fosters collaboration and innovation. Its goal is to ensure that all Americans with literacy needs receive the high-quality education and basic skills services necessary to achieve success in the workplace, family, and community.

National Technical Institute for the Deaf

Rochester Institute of Technology

52 Lomb Memorial Drive, Rochester, NY 14623
Phone, 716–475–6853 (voice/TDD)

President, Rochester Institute of Technology — ALBERT J. SIMONE
Dean, National Technical Institute for the Deaf — T. ALAN HURWITZ

The National Technical Institute for the Deaf (NTID) was established by act of June 8, 1965 (20 U.S.C. 681), and after several years of planning, programs began in 1968. Funded primarily through the Department of Education, it is an integral part of a larger institution known as the Rochester Institute of Technology (RIT).

The presence of NTID at RIT is the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students. Unique in the world, NTID is a vital part of RIT's main 1,300-acre campus in suburban Rochester, NY. It provides educational opportunities for qualified students from every State in the Nation and, through educational outreach, publications, and related service, serves deaf persons throughout the world. In addition, NTID conducts research to better understand the role of deafness in education and employment, and to develop innovative teaching techniques. It develops training activities for its faculty and staff, as well as for other professionals working with deaf persons across the country.

One of the major reasons for NTID's success in helping deaf students join the mainstream of American life is its close working relationship with other RIT colleges in developing career-oriented programs of study. One of RIT's main strengths over the years has been its

ability to adapt its educational programs to technological and social change, and NTID helps keep that tradition alive. It has served more than 7,000 deaf students since 1968.

Deaf graduates from RIT have found employment throughout the Nation or have moved on to advanced academic studies. In academic year 1996–1997, of those who pursued employment, more than 96 percent have been placed in jobs. Of those employed, 71 percent work in business and industry, more than 5 percent in government, and the remaining 24 percent in education and human services.

The Institutes accept applications from U.S. residents, as well as a limited number of international students. An overall eighth grade achievement level or above is required, and, except under special circumstances, an applicant must have completed a secondary program. An applicant also must show evidence of need for special services because of hearing loss and have an unaided better ear average of 70dB ISO. International applicants generally are required to take the Test of English as a Foreign Language (TOEFL) and must provide documentation of availability of financial resources to meet the full cost of attending RIT. References are requested.

Both Institutes are accredited by the Middle States Association of Colleges and Secondary Schools. Rochester Institute of Technology also has been accredited by the Engineers' Council for Professional Development, National Association of Schools of Art, Committee on Professional Training of American Chemical Society, Council on Social Work Education, and the National Accrediting Agency for Clinical Laboratory Sciences.

For further information, contact the Rochester Institute of Technology, National Technical Institute for the Deaf, Department of Recruitment and Admissions, Lyndon Baines Johnson Building, 52 Lomb Memorial Drive, Rochester, NY 14623–5604. Phone, 716–475–6700.

Sources of Information

Inquiries on the following information may be directed to the specified office, Department of Education, 400 Maryland Avenue SW., Washington, DC 20202.

Contracts and Small Business Activities Call or write the Office of Small and Disadvantaged Business Utilization. Phone, 202–708–9820.

Employment Inquiries and applications for employment, and inquiries regarding the college recruitment program, should be directed to the Human Resources Group. Phone, 202–401–0553.

Organization Contact the Executive Office, Office of Management. Phone, 202–401–0690. TDD, 202–260–8956.

For further information, contact the Information Resources Center, Department of Education, Room 5E248 (FB–6), 400 Maryland Avenue SW., Washington, DC 20202. Phone, 800–USA–LEARN. Internet, http://www.ed.gov/.