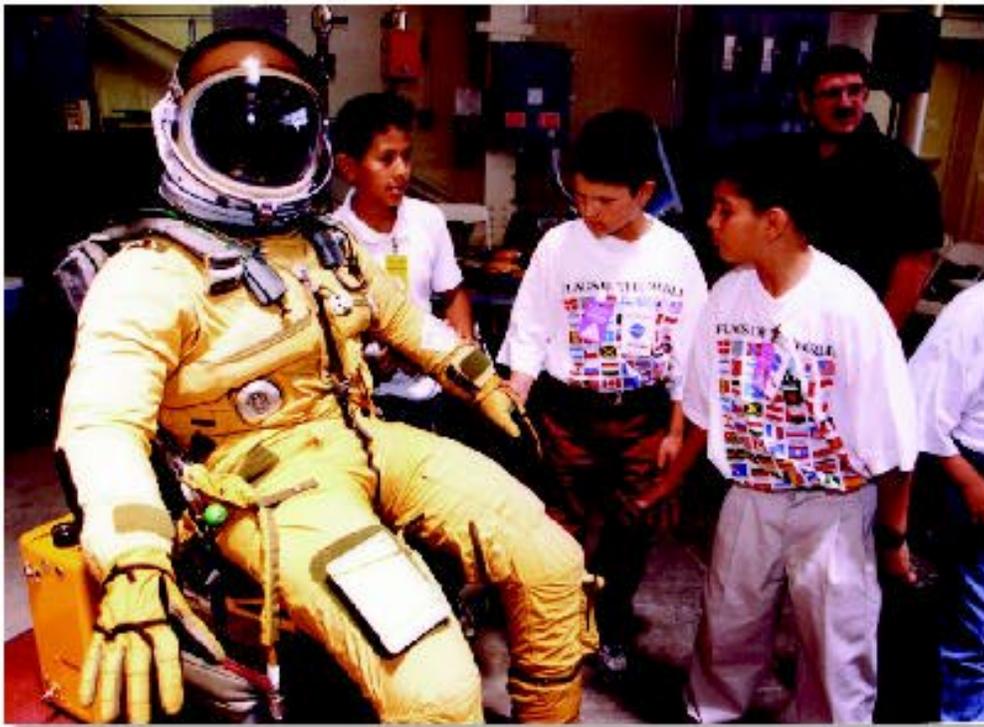




National Aeronautics and Space Administration

Fiscal Year 2000 Annual Performance Report
to the White House Initiative Office on
Educational Excellence for Hispanic Americans



Office of Equal Opportunity Programs
December 2000

EXECUTIVE SUMMARY

As we enter the new millennium, a citizenry well prepared in mathematics, science and engineering is critical to the United States' social and economic viability. It is imperative that we prepare our youth with the knowledge and skills necessary to thrive in the mathematics, science, and technology-based careers that will define the leadership role of the United States. In Fiscal Year (FY) 2000, the National Aeronautics and Space Administration (NASA) continued to be the leading force in this exciting process by providing \$47.3 million in funding to Hispanic-Serving Institutions (HSI) across the Nation.

NASA's Hispanic Education Program is based on the White House Initiative on Educational Excellence for Hispanic Americans Executive Order 12900. NASA started working with HSI's and organizations in the 1980's and created its first plan entitled, "NASA's Plan to Strengthen Relationships with Hispanic-Serving Institutions," in 1991. NASA's Hispanic Education Program is carried out in collaboration with the Strategic Enterprise Offices and the Office of Human Resources and Education through awards that enhance research and academic infrastructure and expand faculty and student involvement in the NASA research and education community. These awards include teacher and student preparation programs and undergraduate and graduate student support, all of which focus on NASA-related disciplines. The process begins in grades K-12 and continues through college and graduate school, with many students conducting NASA-related research as part of their graduate and postdoctoral programs.

Since the development of its initial plan, NASA's Hispanic Educational Initiative has grown considerably. In FY 2000, NASA served over 8,500 Hispanic students from socially and economically disadvantaged backgrounds through 209 grants that were funded to 34 HSI's and several key Hispanic professional associations. NASA reached out to Hispanic Americans through presentations and workshops at numerous educational forums, research and education programs funded by the Agency for many years, and several new initiatives. One highlight from this past year was the establishment of the Aerospace Educational Laboratory (AEL) in Puerto Rico, which will provide teachers and students with access to state-of-the-art educational technology and an opportunity to benefit from NASA's educational resources. The AEL program was inaugurated by NASA Administrator Daniel S. Goldin, Astronaut Franklin Chang-Diaz, and a cadre of professionals representing NASA Headquarters and Glenn Research Center. Also noteworthy are the initiation of the NASA Houston Community College Science Challenge at five community college campuses in Houston, Texas and the NASA Teacher's Workshop conducted in conjunction with the Society for the Advancement of Chicanos and Native Americans in Science and Engineering (SACNAS). NASA's exemplary HSI programs continue to be recognized. A recent example is an award to the University of New Mexico for the 2000 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

NASA remembers past accomplishments, remains committed to present programs and initiatives, and looks forward to continued collaboration with the Hispanic community and HSI's to promote educational excellence for Hispanic Americans.

TABLE A
Summary of Agency Awards to Hispanic-Serving Institutions (HSI's)
FY 2000
(Dollars in Thousands)

CATEGORY	Awards to Institutions of Higher Education (IHE's)	Awards to IHE's for Hispanic Activities	Awards to HSI's	Awards to HSI's as % of Total Awards to IHE's
Research & Development	\$845,417,099		\$23,695,528	2.8%
Program Evaluation				
Training and Professional Development	\$31,639,521		\$1,261,998	4.0%
Facilities & Equipment	\$14,296,485			
Fellowships, Traineeships, Recruitment & IPA's			\$956,250	
Student Tuition Assistance, Scholarships and Other Aid	4,714,000			
Administrative and Infrastructure				
Other	\$115,993,161		\$21,431,112	18.5%
TOTAL	\$1,012,060,266		\$47,344,888	4.7%

Name of Agency: National Aeronautics and Space Administration

Agency Head: Daniel S. Goldin Administrator
Name Title

Agency Head Signature: _____ **Date** _____

SUMMARY OF FY 2000 NASA AWARDS TO INSTITUTIONS BY STATE AND PUERTO RICO

INSTITUTION	R & D	PE	TRAINING	F & E	FELLOWS	STA	DIS	TPA	PSI	AI	OTHER	TOTALS	
California State University - Monterey Bay	\$736,914												
California State University - Bakersfield	\$54,443												
California State University - Dominguez Hills											\$100,000		
California State University - Fresno	\$125,000												
California State University - Los Angeles	\$899,685											\$299,940	
California State University - Northridge	\$271,990											\$398,022	
CALIFORNIA STATE TOTAL	\$2,088,032											\$797,962	\$2,885,994
Florida International University	\$801,203											\$457,989	
Miami-Dade Community College	\$915,000												
University of Miami	\$5,393,503												
FLORIDA STATE TOTAL	\$7,109,706											\$457,989	\$7,567,695
Passaic County Community College												\$100,000	
NEW JERSEY STATE TOTAL												\$100,000	\$100,000
Eastern New Mexico University-Main Campus	\$25,000												
New Mexico State University - Las Cruces	\$1,268,118				\$*550,000							\$13,621,676	
New Mexico Highlands University	\$913,198		\$1,000,000									\$166,331	
University of New Mexico - Albuquerque	\$4,924,199		\$36,000									\$938,929	
NEW MEXICO STATE TOTAL	\$7,130,515		\$1,036,000		\$550,000							\$14,726,936	\$23,443,451
City University of New York - City College	\$2,245,560											\$857,608	
City University of New York - Lehman College												\$140,000	
International American University - Aguadila												\$95,134	
NEW YORK STATE TOTAL	\$2,245,560											\$1,092,742	\$3,338,302
Our Lady of the Lake University	\$39,500												
Southwest Texas Junior College												\$98,744	
Texas A&M University - Corpus Christi												\$154,580	
Texas A&M University - Kingsville	\$162,078												
University of Texas - Pan American	\$39,500												
University of Houston - Downtown	\$20,000											\$99,953	
University of the Incarnate Word												\$140,132	
University of Texas - El Paso	\$1,734,946											\$830,674	
University of Texas - San Antonio	\$296,018											\$288,713	
University of Texas - Brownsville												\$308,067	
TEXAS STATE TOTAL	\$2,292,042											\$1,920,863	\$4,212,905
Heritage College	\$47,000											\$172,991	
WASHINGTON STATE TOTAL	\$47,000											\$172,991	\$219,991
University of Turabo - Puerto Rico			\$192,998										
University of Puerto Rico - Mayaguez	\$2,007,673		\$33,000		\$*406,250							\$594,629	
University of Puerto Rico - Rio Piedras	\$775,000												
PUERTO RICO TOTAL	\$2,782,673		\$225,998		\$406,250							\$594,629	\$4,009,550
Equity Research Corporation												\$75,000	
HACU-PROYECTO ACCESS												\$1,000,000	\$1,000,000
Midtown Educational Foundation												\$40,000	
New Mexico MESA, Inc.												\$90,000	
Non-Profit Initiatives												\$100,000	
SACNAS												\$50,000	
SHPE												\$212,000	
THIRD-PARTY AWARDS TOTAL												\$1,567,000	\$1,567,000

TOTAL NASA INVESTMENT	\$23,695,528	\$1,261,998	\$956,250	\$21,431,112	\$47,346,888
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SUMMARY OF FY 2000 AWARDS TO INSTITUTIONS BY NASA CENTER AND ENTERPRISE

NASA CENTER	AA	OEOP	OAT	OES	OHRE	BPR	OSF	OSS	Total	Third-Party Awards	Grand Total
ARC	\$60,600	\$703,333	\$282,405	\$376,225		\$191,400	\$30,000	\$327,709	\$1,971,672		\$1,971,672
DFRC		\$594,177			\$3,257		\$54,443		\$651,877		\$651,877
GRC		\$1,266,138	\$176,913			\$271,086			\$1,502,137		\$1,502,137
GSFC	\$29,918	\$4,675,634	\$150,634	\$9,601,364	\$1,631,250	\$62,097	\$1,569,000	\$15,794,301	\$33,514,198		\$33,514,198
JSC	\$43,803	\$1,363,518			\$22,000		\$487,615	\$70,000	\$1,986,936		\$1,986,936
KSC		\$863,757	\$915,000				\$60,238		\$1,838,995		\$1,838,995
LARC		\$299,680	\$830,000						\$1,129,680		\$1,129,680
MSFC		\$395,887	\$500,000	\$570,000			\$409,388		\$1,875,275		\$1,875,275
SSC		\$94,000		\$245,868	\$11,000				\$350,868		\$350,868
HQ										\$2,311,250	\$2,311,250
Grand Total	\$134,321	\$10,256,124	\$2,854,952	\$10,793,457	\$1,667,507	\$524,583	\$2,610,684	\$16,192,010	\$44,821,638	\$2,311,250	\$47,344, 888

Associate Administrator (AA)
Office of Equal Opportunity Programs (OEOP)
Office of Aerospace Technology (OAT)
Office of Earth Science (OES)
Office of Human Resources and Education (OHRE)
Office of Biological and Physical Research (BPR)
Office of Space Flight (OSF)
Office of Space Science (OSS)

George E. Reese
Associate Administrator for
Equal Opportunity Programs

**Table B
FY 2000 Hispanic Employment Profile**

Category	Total		Hispanic Employees		% Hispanic Employees	
	Career	Non-Career	Career	Non-Career	Career	Non-Career
GS 1-4	31	247	0	25	0.0	10.1
GS 5-8	1,455	174	87	40	6.0	23.0
GS 9-10	720	26	31	9	4.3	34.6
GS 11-12	3,097	97	134	15	4.3	15.5
GS 13-14	9,454	195	488	5	5.2	2.6
GS 15	2,530	19	80	2	3.2	10.5
SES	398	0	9	0	2.3	0.0

Name of Agency: National Aeronautics and Space Administration

Agency Head: Daniel S. Goldin Administrator
Name **Title**

Agency Head Signature: _____ **Date** _____

**FY 2000 ANNUAL PERFORMANCE REPORT
WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE
FOR HISPANIC AMERICANS**

NASA has demonstrated its strong commitment to the White House Initiative on Educational Excellence for Hispanic Americans through continuous funding that has positively impacted the integration of HSI's into the research missions of the Agency. The Agency's policy and program development efforts are assigned to the Associate Administrator for Equal Opportunity Programs. This includes the Agency's Minority University Research and Education Program, targeted for minority institutions' investments and specifically targeted for minority institution programs funded by the NASA Strategic Enterprises. The Office of Equal Opportunity Programs (OEOP) is also responsible for monitoring the development of the Agency's policies that affect the employment and development of Hispanics, including hires, promotions, training and development, and special initiatives to develop their academic and professional careers. In addition, OEOP is responsible for the review and evaluation of the implementation process that occurs at the Strategic Enterprise and Program Office levels at NASA Headquarters and at the Center level throughout the United States.

NASA ACRONYMS

Center and Headquarters Program Offices

Headquarters (HQ)
Office of Equal Opportunity Programs (OEOP)
Office of Aerospace Technology (OAT)
Office of Human Resources and Education (OHRE)
Office of Biological and Physical Research (OBPR)
Office of Space Science (OSS)
Office of Earth Science (OES)
Office of Space Flight (OSF)
Office of Safety and Mission Assurance (OSMA)
Ames Research Center (ARC) – Moffett Field, CA
Dryden Flight Research Center (DFRC) – Edwards, CA
Glenn Research Center (GRC) - Cleveland, OH
Goddard Space Flight Center (GSFC) – Greenbelt, MD
Jet Propulsion Laboratory (JPL) – Pasadena, CA
Johnson Space Center (JSC) – Houston, TX
Kennedy Space Center (KSC) – Kennedy Space Center, FL
Langley Research Center (LaRC) – Hampton, VA
Marshall Space Flight Center (MSFC) – Marshall Space Flight Center, AL
Stennis Space Center (SSC) – Stennis Space Center, MS

Other

Hispanic Engineers National Achievement Awards Conference (HENAAC)
Mexican American Engineers and Scientists (MAES)
National Conference of La Raza (NCLR)

PROGRAMS/ACTIVITIES

University Research Centers (URC)

NASA continued awards to 14 URC's for a second 5-year cycle. Three of these awards were to HSI's. URC's are designed to achieve a broad-based, competitive aerospace research capability and to develop students with advanced degrees who have been traditionally underrepresented in the sciences and technologies related to the NASA mission.

<i>University</i>	<i>Research Focus</i>	<i>Enterprise</i>	<i>Lead Center</i>
University of New Mexico	Autonomous Control Engineering	Aerospace Technology	Ames Research Center
University of Texas at El Paso	Pan American Center for Earth and Environmental Studies	Earth Science	Goddard Space Flight Center
University of Puerto Rico at Mayaguez	Tropical Center for Earth and Space Sciences	Earth Science and Space Science	Goddard Space Flight Center

Exemplary URC

University of New Mexico, Autonomous Control Engineering

The research mission of the NASA Autonomous Control Engineering (ACE) Center, formed in 1995 as a NASA University Research Center on the campus of the University of New Mexico, seeks to support all of NASA's Strategic Enterprises through a range of research projects and to contribute to the education of the next generation of scientists and engineers, many of whom will be underrepresented minorities. With three branches at New Mexico State University, New Mexico Highlands University, and North Carolina Agricultural and Technological State University, the NASA ACE Center supports a vast array of research projects, including wind tunnel, computational fluid dynamics, and biomedical research. The NASA ACE Center is also committed to educating underrepresented minorities through the VI-P® structure, where, in a pyramid shape, students from the high school level all the way to Ph.D. candidates from all backgrounds form an educational and/or research team focused on a project. The NASA ACE Center's focus on quality research and VI-P® education prepares numerous underrepresented minority students to participate in the NASA-related fields.

During its 5 years of existence, the NASA ACE program has impacted an impressive number of minority students; 11 students have received Ph.D.'s and 45 have received masters of science degrees, or a total of 56 graduates among US minority students.

NASA ACE students have won numerous awards at nationwide competitions and have published papers, chapters, and a book.

Institutional Research Awards (IRA)

IRA's are designed to improve the academic, scientific, and technological infrastructure of minority institutions and broaden the NASA-related science and technology base in the institutions served. NASA funded 18 IRA awards, 7 of which were to HSI's.

IRA Research Awards

<i>University</i>	<i>Research Focus</i>	<i>Enterprise</i>	<i>Lead Center</i>
<i>California State University at Los Angeles</i>	<i>Use of Decentralized Control in Design of a Large Segmented Space Reflector</i>	<i>Space Science</i>	<i>Jet Propulsion Laboratory</i>
<i>Florida International University</i>	<i>High Performance Database Management with Application to Earth Sciences</i>	<i>Earth Science</i>	<i>Goddard Space Flight Center</i>
<i>University of Puerto Rico at Rio Piedras</i>	<i>Land Management in the Tropics and Its Effects on the Global Environment</i>	<i>Earth Science</i>	<i>Marshall Space Flight Center</i>
<i>City College of New York</i>	<i>Tunable Solid State Laser and Optical Imaging</i>	<i>Aerospace Technology</i>	<i>Langley Research Center</i>
<i>New Mexico Highlands University</i>	<i>Alliance for Nonlinear Optics</i>	<i>Aerospace Technology</i>	<i>Marshall Space Flight Center</i>
<i>California State University at Northridge</i>	<i>Failure Analysis, Prevention, and Reliability Modeling for Sub-Micron Electronics Technology</i>	<i>Space Science</i>	<i>JPL</i>
<i>Texas A&M University, Corpus Christi</i>	<i>Building an Interdisciplinary Research Infrastructure in Applied Computer Science, Geographic Information Science, Engineering Technology and Mathematics</i>	<i>Earth Science</i>	<i>Goddard Space Flight Center</i>

IRA Network and Resources Training Sites (NRTS) Awards

<i>University</i>	<i>Research Focus</i>	<i>Enterprise</i>	<i>Lead Center</i>
<i>City College of New York</i>	<i>Urban Collaboration for Network Connectivity and Internet Access</i>	<i>Space Science and Earth Science</i>	<i>Goddard Space Flight Center</i>
<i>University of Texas at El Paso</i>	<i>NRTS</i>	<i>Space Science</i>	<i>Goddard Space Flight Center</i>

Exemplary IRA

Florida International University (FIU), High Performance Database Management with Application to Earth Sciences

FIU's High Performance Research Center is developing a highly parallel database system based on the semantic/object-oriented approach. Their research aims to significantly improve the usability and efficiency of highly parallel database computers and system clusters (tightly networked groups of systems). They are developing algorithms and a database management system that will have substantial advantages over current database systems. For example, this semantic database system will have better logical properties than relational databases. FIU also conducts research on such theoretical and applied issues as database design methodology, database design tools, information analysis, multimedia databases, distributed databases, database languages, data compression, data visualization, and spatial databases. The Center's research supports NASA's need for efficient access to vast quantities of data that are being collected by satellites. The collaborative effort of NASA Goddard Space Flight Center and FIU is also expanding the practical applications of NASA satellite sensor readings. In addition, students supported by this award have received 28 bachelors degrees, 14 masters degrees, and one Ph.D. at FIU.

Faculty Awards for Research (FAR)

The FAR grants provide opportunities for minority colleges and universities, in collaboration with the NASA Centers and the Jet Propulsion Laboratory, to provide research experiences in NASA-related fields for faculty and students to support and encourage their teaching and research careers. These experiences will enhance cultural diversity in the NASA-sponsored research community as well as increase the employment pool from which NASA and the aerospace industry can draw.

Each institution will receive up to \$100,000 per year for each award for a maximum of 3 years based on performance and availability of funds under the program. In FY 2000, NASA awarded 15 FAR awards, 5 of which were granted to the following HSI's:

Florida International University, Miami, FL
University of New Mexico, Albuquerque, NM
University of Texas at El Paso, TX (2 grants)
University of Texas at San Antonio, TX

Exemplary FAR

New Mexico State University, Theoretical and Observational Studies of Solar and Extrasolar Planetary Atmospheres

A faculty member at New Mexico State University aims to better understand the atmospheres of giant planets within our solar system, giant planets orbiting other stars, and brown dwarfs. To better understand these atmospheres, he and his students construct theoretical models and use ground and space-based telescopes to observe the planets in our own solar system, especially Uranus. His team is tracking cloud formations to see if the change of seasons on Uranus is changing the weather patterns on the northern hemisphere of the planet. They have been able to calculate wind speed on the planet by comparing infrared cloud images. These studies are relevant to NASA's Space Science Enterprise's goal to explore the solar system. Understanding climate and seasonal change in Uranus' atmosphere helps us to better understand similar processes in the Earth's atmosphere. Detecting, and eventually counting, the number of Earth-like planets around other stars will help us to better understand our place in the universe. These studies are also helping several undergraduate and graduate students gain crucial research experience.

The University of Texas at El Paso, Monitoring Software Through Integrity Constraint

The Department of Computer Science at the University of Texas, El Paso (UTEP) is conducting research to provide more complex software systems that integrate knowledge from varied domain experts. The goals of the research project are to develop a methodology for eliciting integrity constraints, to define a language for specifying constraints, and to create a monitoring mechanism that verifies the enforcement of constraints during program execution. UTEP aims its research at developing tools that will improve the reliability and integrity of software, and these tools can be used to detect errors in NASA's mission-critical applications during runtime and to trigger graceful degradation of software when appropriate. Students also benefit from this research. For example, 10 students identified and inserted constraints into 10 different programs (for a total of 100 programs) during an independent-study course entitled, "Intensive Problem Solving." In addition, many of the students involved in the project continued their studies in graduate school and two of the students received an "Outstanding Computer Science Student" award upon graduation.

NASA Administrator's Fellowship Program (NAFP)

The NAFP is designed to enhance the professional development of NASA employees and the Mathematics, Science, Engineering, and Technology (MSET) faculty of minority-serving institutions. The program also aims at increasing the capability of minority-serving institutions to respond to NASA's overall research and development mission.

To accomplish these objectives, the NAFP invites the following two categories of respondents to apply: 1) NASA career employees - These fellows will teach and/or conduct research at one of the minority-serving institutions; and 2) MSET faculty of minority-serving institutions - These fellows will conduct research at a NASA Center, another government agency, a research university, or a private-sector organization. They may also pursue other developmental assignments over the course of the fellowship.

The participation of fellows from both NASA and academia will serve to increase the knowledge of minority-serving institutions about the scientific and technical needs of NASA and the capability of these colleges and universities to participate in NASA-sponsored R&D programs. This participation will also allow NASA to share information about its latest technologies with these colleges and universities. To date, the following HSI's have participated in the program: New Mexico State University; and the Universities of Puerto Rico at Arecibo, Humacao, Mayaguez, and Rio Piedras.

Mathematics and Science Education (MSE) Awards

In FY 2000, the NASA Office of Equal Opportunity Programs awarded 20 educational research grants and cooperative agreements totaling more than \$2.9 million to 18 minority institutions. Three awards were made under the Partnership Awards for the Integration of Research into Mathematics, Science, Engineering, and Technology (PAIR) program. Six awards were made under the Mathematics, Science, and Technology Awards for Teacher and Curriculum Enhancement Program (MASTAP). Eleven grants were also awarded under the Precollege Awards for Excellence in Mathematics, Science, Engineering, and Technology (PACE/MSET) program. Together, these three awards (PAIR, MASTAP, and PACE/MSET) comprise the MSE Awards.

Partnership Awards for the Integration of Research into Mathematics, Science, Engineering, and Technology (PAIR)

The PAIR awards provide opportunities for minority colleges and universities to build upon their NASA-sponsored research across disciplines by creating innovative approaches to the interdisciplinary study of mathematics, science, engineering, and technology.

Each university will receive up to \$300,000 per year for a maximum of 4 years based on performance and availability of funds under the program. In FY 2000, three universities were selected to receive PAIR awards, one of which, California State University, Northridge, was an HSI.

Exemplary PAIR

California State University, Northridge (CSUN), Analyzing Data Sets

CSUN, in partnership with JPL and Huntington Medical Research Institute, will implement an interdisciplinary, integrated program designed to attract, retain, and expand access to research experiences for undergraduates from groups historically underrepresented in MSET disciplines. Through four mathematics-based projects centered around analyzing data sets from NASA and other sources, the program aims to provide an academically enriched, financially supportive program that exposes science and mathematics majors to advanced scientific research. The program also focuses on strengthening students' research abilities, particularly analytical skills and computer proficiency, and encourages students to create, publish, and widely disseminate a research manual to MSET faculty.

Other Exemplary MSET Programs

University of New Mexico, The NASA Training Project (NTP)

The NTP at the University of New Mexico (UNM) is a comprehensive program whose primary mission is to increase the number of graduates from underrepresented minority groups with degrees in engineering, mathematics, and science. The program consists of three separately funded projects: the NTP NASA Scholars program; the NASA Undergraduate Scholars Awards for Research (USAR) program; and the UNM Alliance for Minority Participation/Intel (UNM-AMP/Intel). Through these programs, the NTP has provided direct academic and financial support for over 150 students and offered programmatic support such as tutoring, mentoring, and workshops to an additional 500 minority and nonminority engineering, mathematics, and science majors.

The NASA National Space Grant College and Fellowship Program (Space Grant)

The NASA Space Grant is modeled after Land Grant and Sea Grant University Programs that began in 1989. It is operated through a consortia of academic, industrial, and governmental affiliate institutions in the United States and Puerto Rico. Space Grant activities focus on education, research, and public service.

The NASA Space Grant supports Hispanic Americans through its Puerto Rico and New Mexico Consortia that are led by HSI's and, therefore, serve a large segment of the Hispanic higher education and precollege communities. The Puerto Rico Consortium has activities in K-12 science and mathematics, research in higher education, and teacher preparation. They excel in support for the Statewide Systemic Initiative.

The New Mexico Space Grant Consortium conducts similar activities at the Regional Educator Resource Center, the Las Cruces Museum of Natural History, and the New Mexico Farm and Ranch Heritage Museum.

Awards to specific institutions in the consortia include the following:

Ana G. Mendez University System (PR)
Dona Ana Branch Community College (NM)
New Mexico Highlands University
New Mexico State University, Las Cruces
Pontifical Catholic University of Puerto Rico
University of Puerto Rico, Arecibo
University of Puerto Rico, Humacao
University of Puerto Rico, Mayaguez
University of Puerto Rico, Rio Piedras

Experimental Program to Stimulate Competitive Research (EPSCoR)

Under the direction of Congress in 1994, NASA initiated its EPSCoR which targets states of traditionally weak research infrastructure with funds to develop a more competitive research base within their member academic institutions. Building on the Space Grant model of collaboration, NASA EPSCoR awards encourage the participation of students, both graduate and undergraduate, in the funded research projects. Programs foster cooperation among departments, across institutions, with state and local government, and with business and industry. The University of Puerto Rico Rio Piedras and Mayaguez campuses receive EPSCoR awards.

NASA/Houston Community College Science Challenge Program (NHCCSCP)

The NASA/Houston Community College Science Challenge Program was created through collaboration between NASA and the Houston Community College System. NHCCSCP focuses on the academic enhancement and retention of Hispanic students by recruiting Hispanic undergraduates, usually science and engineering majors, and providing financial support, mentor programs, tutoring sessions, and a sense of community. The program identifies high-risk courses and provides additional support in an effort to demystify curriculum and to build skill and confidence levels. The objectives of the program are to: 1) recruit and retain at least 100 underrepresented students into an Associate of Science program of curriculum enrichment and support to assure their successful transfer to a baccalaureate degree program; 2) coordinate a learning-centered science curriculum, and 3) provide professional development workshops to train mathematics and science faculty to teach methodologies that address the learning needs of underrepresented students.

Hispanic Association of Colleges and Universities (HACU) Proyecto Access

This program was created through a collaboration between NASA and HACU. It is an 8-week summer mathematics-based academic enrichment program for middle school and high school students who are interested in science and engineering careers as practitioners or teachers. A majority of the participants come from minority groups underrepresented in science and engineering. The objectives of this program are to develop abstract reasoning and problem-solving skills essential for success in science and engineering and to create awareness of opportunities in technological careers. The program is modeled after the nationally recognized 21-year Texas Prefreshman Engineering Program, and is conducted on the following nine HSI campuses in eight states outside of Texas:

Richard J. Daley College, Chicago, IL
Florida International University, Miami, FL
Los Angeles City College, Los Angeles, CA
New Mexico State University, Las Cruces, NM
Pima Community College, Tucson, AZ
New Jersey City University, Jersey City, NJ
Hostos Community College, Bronx, NY
Community College of Denver, Denver, CO
Oxnard College, Oxnard, CA

Over the past year, the New Mexico State University (NMSU) Las Cruces Prep, one of the first *Proyecto Access* sites, has made exceptional progress towards its goal of establishing the first satellite site at San Juan College in Farmington, New Mexico. With this new site, the program hopes to increase the Native American participation rate. The two primary school districts that will be served by Farmington PREP are Central Consolidated Schools (86.4 percent Native American, 2.3 percent Hispanic) and Farmington Municipal Schools (23.9 percent Native American, 19.3 percent Hispanic).

Third-Party Awards

These awards represent a category of organizations or other entities receiving federal awards on behalf of Hispanic Americans. Such examples include the following.

Hispanic Association of Colleges and Universities (HACU)
Midtown Educational Foundation
El Ingeniero
Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
Equity Research Corporation

MATHEMATICS AND SCIENCE EDUCATION AWARDS: TEACHER PREPARATION AND ENHANCEMENT

The NASA Mathematics, Science, and Technology Awards for Teacher and Curriculum Enhancement Program (MASTAP)

The MASTAP awards provide opportunities for minority colleges and universities to strengthen their teacher education programs by developing diverse and exemplary research-based mathematics, science, and technology (MST) teacher-education curricula, integrated with content from NASA's mission. Another purpose of these awards is to serve as MST teacher preparation models for other colleges and universities.

Each MASTAP award recipient will receive up to \$200,000 per year for a maximum of 3 years based on performance and availability of funds under the program. NASA funded 6 new MASTAP awards, 5 of which went to the following HSI's:

California State University, Los Angeles
New Mexico State University, Las Cruces
University of the Incarnate Word, San Antonio, TX
University of Texas, Brownsville
University of Texas, El Paso

Exemplary MASTAP

California State University—Los Angeles, Excellence in Science Education for Hard-to-Staff Urban Schools

The California State University—Los Angeles MASTAP program entitled, "Excellence in Science Education," is a partnership between the University, Los Angeles Unified School District and NASA Dryden Flight Research Center (DFRC) that aims to provide better trained, state-certified, science teachers for schools within the District of the Project's partners. Participating schools are identified as hard-to-staff schools serving economically disadvantaged secondary students.

This Project, competitively selected for a second 3-year MASTAP award, is building on its first experience with assistance from DFRC as a fully participating partner. The Project's curriculum and companion teaching strategies include the use of NASA's instructional materials and resources, National Science and Mathematics Education standards, plus assessment in conjunction with California's academic frameworks. The program integrates instructional technology and research findings to demonstrate how to incorporate critical-thinking skills and multicultural education concepts into achievement programs for economically disadvantaged students.

Teachers participating in the program make a commitment to 4 years of service in hard-to-staff District schools. DFRC provides specialized educational training that encompasses a real-time exciting aeronautical science content that is standards based.

A key component of the Project is a modified team teaching arrangement with NASA Science Ambassadors, who are former graduates of a previous NASA MASTAP project. As teacher leaders and excellent master teachers, they provide the new teachers with insights into successful professional growth at their schools. Another important aspect of the Project is the use of specially trained NASA Coaches who implement techniques described in research as being fruitful in providing in-class support and assistance to new teachers.

MATHEMATICS AND SCIENCE EDUCATION AWARDS: PRECOLLEGE ACTIVITIES

Precollege Awards for Excellence in Mathematics, Science, Engineering, and Technology (PACE/MSET)

The PACE grants provide opportunities for minority colleges and universities to implement innovative projects in collaboration with NASA and local school districts to increase the pool of undergraduate students pursuing degrees in mathematics, science, engineering and technology. This is accomplished by providing students in grades K-12 with educational opportunities that will enhance the number and percentage of students enrolled in mathematics and science college-preparatory courses.

Each university will receive up to \$100,000 per year for a maximum of 3 years based on performance and availability of funds under the program. NASA funded 11 new PACE awards including the following 3 HSI's:

California State University, Los Angeles
Inter-American University of Puerto Rico, Aguadilla
Passaic County Community College, Paterson, NJ

Exemplary PACE/MSET

Passaic County Community College, The PANTHER Project

Passaic County Community College (PCCC) and the Peterson School District are implementing a model program that will stimulate student interest in MST courses at a critical juncture in their education (8th grade) and place them into a rigorous MST curriculum that will prepare them for entry into postsecondary MST programs and ultimately NASA-related fields. The PANTHER Project (Paterson and NASA Together for High Expectations and Results), which serves low-income disadvantaged students, prepares students by ensuring completion of gateway courses in mathematics, science, and technology as well as creating new pathways for local students to pursue their academic and career interests in MST. The program, which offers actual paid work experience to the students, builds upon the preexisting College Bound Program.

California State University—Los Angeles, University Preparatory Program

The University Preparatory Program increases the number of Hispanic students who are succeeding in college preparatory courses, majoring in mathematics and science-based disciplines, and planning to pursue careers in these areas. The program targets 80 “middle-achieving” incoming freshmen at two high schools each year for participation in an intensive 8-year program (4 years of high school plus 4 years of college). These students receive rigorous academic preparation and also receive help filling out college and financial aid applications, finding part-time work, and adjusting to college life. By providing these students with extensive guidance and support in every aspect of scholastic achievement, the Program hopes to add to the Nation’s scientific workforce by changing the expectations of this target population so that they plan to graduate from college and pursue careers in mathematics, science, engineering, and technology.

New Mexico State University, Career Opportunities in Mathematics, Engineering, Technology, and Science (COMETS)

The COMETS program at NMSU is a 3-year program designed to increase the number of socially and economically disadvantaged students pursuing careers in mathematics, science, engineering, and technology. Each year, 50 8th grade students, as well as some qualified teachers, are recruited into the program. During the summer prior to high school, these students participate in a 2-week residential program (PACE Summer Institute) where they work on hands-on projects designed to stimulate their interests in MSET careers. Students also tour the White Sands Test Facility and hear guest lectures from role models about career opportunities. During the 9-month academic year that follows, mentors from NMSU work with science classes to provide technical support for hands-on, inquiry-based projects, and to encourage students towards career choices in the MSET fields.

The Texas Prefreshman Engineering Program (TexPREP)

The TexPREP program at the University of Texas at San Antonio is an academically intense, mathematics-based, summer program currently conducted in 13 cities and at 23 college and university campuses throughout Texas. The program provides middle and high school students (grades 6-11) with the interest and potential for careers in engineering, science, technology, and other mathematics-related areas and reinforces them in pursuit of these fields. The enrollment targets female students and members of minority groups who traditionally have been underrepresented in these professions. The program is conducted over the course of three summers with each session lasting approximately 8 weeks. This project was used as a model for “Proyecto Access.”

Center for Advancement of Hispanics in Science and Engineering Education (CAHSEE)

CAHSEE is an organization, created by Latino engineers and scientists, dedicated to the advancement of Hispanics in science and engineering careers. CAHSEE's efforts are concentrated in preparing Latino youth to enter and succeed in science and

engineering schools and to complete graduate degrees, and in mentoring young Latino scientists and engineers to assume leadership positions in government, academia, and industry. Its goals include the development of a cohesive national network of Latino engineers and scientists working together to achieve success in the professional and civic arenas. Specific goals include: 1) facilitating and strategically contributing to the diversity and education of the next generation of scientific and engineering leaders; 2) identifying and developing the untapped pool of talented and promising Hispanic youth, and 3) channeling promising Hispanic youth through a challenging, innovative, exciting and comprehensive science and engineering educational pipeline. CAHSEE impacts hundreds of students each year through their four main programs: Young Educators Program (YEP); Science, Technology, Engineering and Mathematics (STEM) Institute; Young Engineer and Scientist Program (YESP); and SAT/SOLAR Program.

CENTER AND ENTERPRISE INVOLVEMENT

Throughout FY 2000, numerous projects were implemented by the NASA Centers and Enterprises that helped to strengthen the infrastructure of HSI's. These projects better equipped students and faculty to pursue studies and careers in NASA-related fields. Listed below are some examples of these programs.

DFRC awarded 9 solicited awards and 1 unsolicited award to HSI's. For example, the Applied Research Center of California State University, Bakersfield, will work with DFRC to conduct the evaluation of unit performance for the Western Aeronautical Test Range flight simulation and, principally, information systems. The Center will cooperatively design, implement, and execute a multistage confidential questionnaire of all users; follow up with nonrespondents; statistically analyze all results; and report aggregate and trend findings in 6-month Interim Reports and a 24-month Final Report.

The University of Texas, El Paso (UTEP) received an award from DFRC for "An Imaging Framework for Aerodynamic, Fluid Mechanic, and Heat Transfer Scientific-Grade Measurements." The UTEP NASA Imaging Laboratory has been established as part of this grant. The Laboratory has provided an environment of excellence at UTEP in experimentation and specifically in optical measurement techniques. A Particle Image Velocimetry system has been developed for advanced fluid mechanic measurements. A fuel spray experiment has been designed and constructed, and the PIV system has been used in preliminary spray research. The Laboratory provides opportunities for underrepresented minorities and women in the areas of experimentation, computer data acquisition and control, and fluid mechanics.

California State University—Northridge (CSUN) also received an award from DFRC for its "NASA Explorers" program. The goal of the Explorer program is to fully engage middle school students from low-income schools in the San Fernando Valley in a set of NASA activities that will enhance their mathematics, science and engineering skills in order to help them succeed in college. This goal aligns with the highest single priority of CSUN, which is to improve the success rate of undergraduate students enrolling at CSUN. To this end, a Summer Math/Science Camp, Saturday Academy, and an

Academic Year program for students at two middle schools in the San Fernando Valley have been established. These activities will provide prefreshman enrichment experiences that will motivate populations typically underrepresented in mathematics and science based careers to pursue these fields.

The Glenn Research Center (GRC) strives to be recognized as a premier Research and Development (R&D) organization that utilizes and rewards the skills and talents of all people to the fullest extent possible. It is GRC's desire to be among the top R&D organizations in all applicable categories as determined by established measurement criteria. GRC's research partnerships with the Nation's minority institutions are an integral part of its strategy. In FY 2000, GRC awarded 10 research grants to 5 HSI's, exceeding its own funding goals for the year.

Kennedy Space Center (KSC) awarded a grant to Miami-Dade Community College to establish and maintain the Homestead Business Incubator. The joint partnership with the City of Homestead and the State's Technological Research and Development Authority (TRDA), funded with KSC Technology Commercialization funds, was tasked with the development of the Incubator in the federal Empowerment Zone in downtown Homestead. The facility will strive to create an environment for growth of small businesses and high-wage jobs. The opportunities projected from the facility include generating companies that can commercialize NASA technologies.

KSC also awarded a grant to Florida International University for its "Spaceport Technology Center and Work Instruction Delivery Initiative," during FY 2000. The first part of this initiative is to establish a Process Engineering Technology Center (PETC) that will serve to disseminate existing technologies being used at KSC utilizing web sites, posters, and pamphlets. The second phase will establish a test bed for the development of new PE technologies. The initial test bed is the Work Instruction Delivery System. Various commercial available delivery systems will be researched and tested. The complete project will develop an understanding of what types of devices are feasible to enable electronic delivery of the work instructions, including hardware and software that can interact with KSC's information systems as well as be comfortable and non-hazardous to the human technician. Examples of these tools include head-mounted devices, voice-activated devices, and personal monitors.

During the summer of 2000, over 150 high school and college students became a part of the KSC workforce for an average of 10 weeks and 5 of these students represented HSI's.

Langley Research Center (LaRC) has had an IRA program with the City University of New York City College for several years. The research group has been investigating new laser materials, imaging in turbid media using ultrashort pulses, and laser development. During the course of these investigations, a new laser material, christened cunyite, has been developed that may be very useful for telecommunications applications. Imaging in turbid media was originally undertaken to perform mammography. However, the experiments have been modified to perform time

resolved imaging of droplet formation in a jet spray. Understanding droplet formation in jet engine sprays can lead to an improved understanding of the combustion process and therefore to more efficient engines.

The Langley Aerospace Research Summer Scholars (LARSS) Program was established in 1986 for the benefit of rising undergraduate juniors and seniors, and first-year graduate students who are pursuing degrees in aeronautical engineering or selected space disciplines of interest to LaRC. The LARSS Program is intended to encourage high-caliber college students to both pursue and earn graduate degrees and to enhance their interest in aerospace research by exposing them to the professional research resources and facilities at LaRC. Of the 139 students participating in the 2000 program, 23 were Hispanic.

Stennis Space Center's (SSC) model RESAC project, headed by California State University, Dominguez Hills and entitled, "Wildlands Fire Hazard RESAC," establishes a center for managing fire hazards at the urban-wildlands interface and addresses a continuing regional problem threatening life and property in the United States. A consortium of universities, research organizations, and the main fire-fighting agency of the southern California region, the Los Angeles County Fire Department are developing this center, which is called Wildlands Fire Hazard Center (WFHC). The WFHC will use the latest remote sensing instrumentation, both airborne and orbital, together with field and map data, to attack the growing problem of fires in Southern California by addressing the need for timely, spatially continuous information delivered to the user community in usable formats. Previous work of consortia members will provide the initial framework for the incorporation of new data sources and the development of new analysis techniques and database management tools, in close consultation with the firefighting community, to define and produce timely products that can be used as general planning and fire hazard prediction tools and potentially as input to fire behavior models.

SSC is also implementing a study entitled, "Application of Remotely Sensed Information to Environmental Problems of Hispanics and Native Americans," which was developed by Heritage College in Washington. The purpose of this study is to assess the feasibility of characterizing land cover in the diverse habitats of the Lower Yakima Valley and adjacent areas that are of economic, historical, and cultural interest. The area contains the Yakama Reservation, approximately 80,000 Hispanics, and peoples of Filipino and European descent. The project analyzed a LandSat image of Central Washington in order to delineate sagebrush and grassland habitats in the shrub-steppe ecosystem. Project members distinguished areas of the forest that contained primarily Oregon oak, pine, fir, or spruce, as well as agricultural areas that were planted in different crops.

The NASA Enterprises are also instrumental in implementing and facilitating programs at HSI's. The Office of Space Science (OSS), for example, ensures that numerous HSI's are able to participate in ongoing OSS missions and research programs. During FY 2000, space science research at the University of New Mexico, Albuquerque,

included study of rich clusters of galaxies using data from the ROSAT x-ray satellite, hydrothermal systems in Martian impact craters, and the petrology of presolar dust in carbonaceous chondrite meteorites. Research at New Mexico State University, Las Cruces, included the study of energetic particles in the Milky Way galaxy, the atmospheres of Jovian planets, and the nature of dark matter and its effects on the early evolution of the universe. New Mexico State University also operates a facility for OSS for launching scientific high-altitude balloons from Ft. Sumner, New Mexico.

An item of particular interest is that the University of Puerto Rico at Mayaguez (UPRM) is providing a ground station for receipt of data from the Far Ultraviolet Spectrographic Explorer (FUSE) Mission. FUSE is an OSS-supported Medium-class Explorers (MIDEX) mission that was launched on June 24, 1999, to explore the universe using the technique of high-resolution spectroscopy in the far-ultraviolet spectral region. The Johns Hopkins University, which had the lead role in developing and now operating the mission, decided to use the facilities at UPRM because they could provide a ground station at an equatorial location at a very low cost.

Office of Space Science/Office of Equal Opportunity Programs Minority University Education and Research Partnership Initiative in Space Science-2000

NASA's Office of Space Science and Office of Equal Opportunity Programs sponsored an opportunity for minority colleges and universities to propose programs in education and research directed toward the goal listed below:

The development of space science-related academic capabilities at minority institutions, and the development of faculty and students in space science-related fields at those institutions through the establishment of partnerships and exchange programs in research and education with NASA-supported space science research groups at colleges and universities, NASA Centers, other federal laboratories, and industrial organizations throughout the Nation.

Seventeen of the 88 proposals submitted were from HSI's and a total of 15 institutions received awards. The following four HSI's were selected to participate in the program: University of Texas at El Paso; York College; Eastern New Mexico University; and University of Houston-Downtown.

Office of Small and Disadvantaged Business Utilization (OSDBU)

The Federal Acquisition Regulation authorizes NASA to recognize Historically Black Colleges and Universities (HBCU) and Other Minority Universities (OMU) as "Small Disadvantaged Businesses." Public Law 101-144 requires the NASA Administrator to ensure that at least 8 percent of prime and subcontract dollars be allocated to business opportunities with SDB's. To that end, OSDBU has developed a series of initiatives focused on increasing NASA's participation level of HBCU's /OMU's including Hispanic-Serving Institutions (HSI) in the Agency's contracting opportunities. Listed below are examples of activities to reach out to HSI's under these initiatives:

University Membership on the Administrator's Advisory Council - Minority Business Resources Advisory Committee, University of New Mexico, and New Mexico Highlands University.

Classes were held at the University of Puerto Rico, San Juan, for Training and Development of Small Businesses in Advanced Technologies (TADSBAT).

EMPLOYMENT OF HISPANICS

The NASA Website has a variety of workforce data available for review in real time. Listed below is a status of employment as of September 30, 2000, that shows the number of permanent, full-time Hispanics employed by NASA and distributed by NASA Centers and Occupations as an example. Additional information can be found at the NASA Headquarters homepage: <http://www.nasa.haq.gov/office/codef/>

Hispanic Employment Profile by NASA Center

NASA Center	S&E	Prof'l Admin	Clerical	GS Technician	Wage Grade	All Occup.
Ames	31	34	12	15	3	95
Dryden	17	19	4	11	0	51
Glenn	41	10	10	6	17	84
Goddard	75	17	3	0	0	95
Headquarters	6	19	6	0	0	31
Inspector General	0	3	0	0	0	3
Johnson	126	55	44	16	0	241
Kennedy	120	23	3	5	0	151
Langley	33	8	1	4	0	46
Marshall	36	10	1	2	0	49
Stennis	5	0	0	0	0	5
All NASA	490	198	84	59	20	851

Report of FY 2000 Performance

NASA's downsizing mode has continued during the last two fiscal years. During FY1999, the Agency lost 758 full-time permanent employees, 18 (2.4 percent) of which were Hispanics. During FY 2000, the Agency lost a total of 909 full-time permanent employees including 29 (3.2 percent) Hispanics. During the same period of time, the Agency hires totaled 3,022 and 1,009, respectively. Out of the total hires, there were 185 (6.2 percent) and 48 (4.8 percent) Hispanics hired for the respective fiscal years. Promotion rates for Hispanics during the same 2 fiscal-year period was 5.5 percent and 5.8 percent, respectively. The representation of Hispanics as of the end of FY 2000 totaled 4.6 percent.

Examples of Outreach and Technical Assistance to Hispanic Professional Organizations

Throughout FY 2000, NASA Centers supported activities sponsored by professional organizations such as the Society of Mexican American Engineers, the Hispanic Engineers National Achievement Awards Conference (HENAAC), and the Society of Hispanic Professional Engineers (SHPE). Some examples of activities conducted in collaboration with these organizations are a meeting of the Proyecto Access Consortium at the HACU Conference; a teacher enhancement workshop using NASA curriculum and instructional materials, and a 5-year award to SHPE to manage and administer a scholarship program as a part of the NASA Undergraduate Scholarship Program. This past year, NASA also funded a gold sponsorship for SHPE's 21st Annual Conference.

NASA'S FY 2001 GOALS AND FUTURE INVESTMENTS

Goal: Facilitate research and development activities at minority institutions that contribute substantially to NASA's mission.

NASA URC's – \$3.0 million is targeted in support of URC's at HSI's in FY 2001. The funds will support the three HSI URC's for the second year of the second 5-year funding phase and other research projects funded by the NASA Strategic Enterprises in support of the NASA Minority University Research and Education Program.

NASA IRA's (Research and NRTS) – \$4.6 million is targeted in support of IRA's at HSI's in FY 2001. The funds will support five IRA Research Projects for the second year of the 3-year extension awarded in FY 1999. IRA selections made in FY 2000 will be funded by the Strategic Enterprises' investment in Minority University Research and Education Programs.

Goal: Prepare faculty and students at minority institutions to successfully participate in the conventional, competitive research and education processes.

FAR Awards – \$2.7 million is targeted in support of FAR Awards at HSI's in FY 2001. Funding will support third, second and first-year awards, as well as funding for Individual Principal Investigator (PI) awards selected through the unsolicited award process.

The NASA Administrator's Fellowship Program (NAFP) will continue to encourage participation of faculty at HSI's by conducting NAFP awareness sessions at HSI's throughout the Nation.

Goal: Increase at minority institutions the number of students prepared to enter college and successfully pursue and complete degrees in NASA-related fields.

Education and Training Awards – support educational projects designed to expose precollege, prefreshman, undergraduate, and graduate students as well as inservice

teachers, to mathematics, science, engineering, and technology-based courses, enrichment opportunities, and career options.

In FY 2001, \$10.0 million is targeted in support of Mathematics and Science Education Awards at HSI's. These awards are a mix of unsolicited awards and also awards based on NASA solicitations. The focus areas are undergraduate awards, graduate awards, precollege awards, and teacher preparation and enhancement awards. In FY 2001, funding will continue for third, second and first-year awards for MASTAP and PACE/MSET programs competitively selected, as well as other unsolicited teacher preparation and precollege programs. In addition, the funding will support the increased participation of Hispanic students in undergraduate scholars programs and the new Harriett G. Jenkins graduate study program. Hispanic undergraduate students will have the opportunity to participate in the Undergraduate Student Researchers Program which is being implemented by the Office of Human Resources and Education in FY 2001.

Goal: Expand outreach efforts by promoting the participation of the NASA Strategic Enterprises and the NASA Centers and JPL at Hispanic conferences and conventions that support the development and recruitment of Hispanics in NASA-related fields.

The NASA Office of Equal Opportunity Programs Minority University Research and Education Division will work with the NASA Strategic Enterprises and NASA Centers and JPL to accomplish the following activities:

- Collaborate with the White House Initiative on Educational Excellence for Hispanic Americans to conduct an HSI Presidents' Forum to better acquaint HSI's with NASA's mission and goals and to provide these institutions with technical assistance for better collaboration with NASA.
- Visit HSI campuses to provide technical assistance in program development, educational outreach, and recruitment for NASA education and employment opportunities.
- Provide speakers on NASA research and education programs and other topics of interest to the institutions.
- Work with student MSET organizations as mentors, tutors, and career advisors.
- Attend Hispanic conferences and conventions to communicate organizational requirements and ways the Hispanic community can contribute to the NASA mission.
- Conduct workshops and exhibits at conferences such as those conducted by the Society for the Advancements of Chicanos and Native Americans in Science, the Hispanic Association of Colleges and Universities, the Mexican American Women's National Association, and the Society of Hispanic Professional Engineers.
- Conduct a grants development workshop for PI's to acquaint them with NASA research and education opportunities.

- Conduct a Faculty Development Institute to prepare faculty to compete for and participate in NASA research and educational programs.
- Distribute NASA announcements of opportunity more widely to Hispanic educational associations and nonprofit organizations and conduct workshops, make presentations, and recruit at organizations such as HACU, the Society of Hispanic Professional Engineers, and the Society for the Advancement of Chicanos and Native Americans in Science, an organization of higher education that includes Hispanic Ph.D.'s to increase knowledge of and participation in the Agency's activities.

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