



Fast Facts Report for the Educational Opportunity Centers Program: 2018–19

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Introduction

This Fast Facts report provides a national profile of the Educational Opportunity Centers (EOC) program—one of the seven Federal TRIO programs (TRIO) funded by the U.S. Department of Education (ED) that provide direct services to students and adults pursuing higher education.

TRIO Fast Facts reports present information on program funding, characteristics of program participants, and program outcomes. Fast Facts reports for TRIO’s Upward Bound and Upward Bound Math-Science programs ([U.S. Department of Education 2021](#)), Veterans Upward Bound ([U.S. Department of Education 2020](#)), Student Support Services ([U.S. Department of Education 2016a](#)), and Talent Search ([U.S. Department of Education 2016b](#)) programs are available on ED’s website.

Data from two sources contribute to this Fast Facts report. First, information about EOC grantees was obtained from ED’s Federal TRIO Programs Funded Projects Database. Second, characteristics and outcomes of EOC participants come from annual performance reports (APR) submitted by EOC grantees. This report focuses on the 2018–19 academic year, which was the most recent reporting year at the time this report was created.

This report provides information on the characteristics of EOC grantees and EOC participants, as well as the outcomes experienced by EOC participants including high school graduation, applying for college and financial aid, and college enrollment. Detailed tables of selected characteristics and outcomes by EOC grantee type are presented in Appendix A.

Grantees Funded and Population Served

The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education. To achieve this goal, the EOC program provides a variety of services to participants, including tutoring, mentoring, academic guidance and personal counseling, information on postsecondary education opportunities and student financial assistance, and assistance with applications for college admissions and financial aid. In particular, the EOC program focuses on the financial and economic literacy of participants to mitigate economic barriers to postsecondary success.¹

The EOC program serves individuals through grants to projects located throughout the states, District of Columbia, and Puerto Rico (see Exhibit 1). In 2018–19, 60 percent of the grantees were located in the south and plains states (e.g., Kansas, Missouri), and 21 percent of the grantees were spread across the northeast, mid-Atlantic, and Great Lakes regions. The remaining grantees were located up and down the west coast, in the Rocky Mountain region, and in Puerto Rico. The majority of EOC grants were awarded to postsecondary institutions, while 23 grants (17 percent) were awarded to nonprofit agencies or other types of organizations (see Exhibit 2).

In 2018–19, EOC grantees served more than 194,000 participants. Across the seven TRIO programs, EOC serves the largest average number of participants per grantee, with an average of 1,397 participants per grantee. In comparison, the average number of participants served per grantee ranged from 32 to 658 participants across the other six TRIO programs in 2018–19. Unlike the TRIO programs in which grant projects serve fewer students, EOC does not provide intensive individual services to participants.

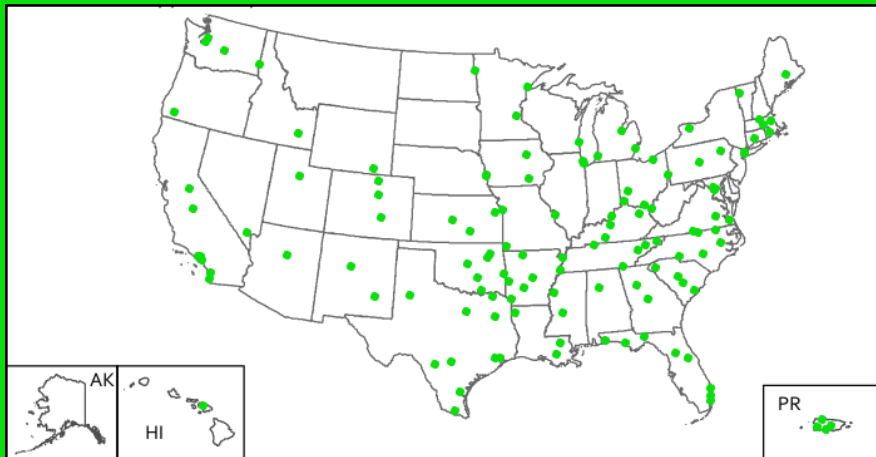
The average number of EOC participants served varied by grantee type. EOC grants that were administered by nonprofit or other organizations served more participants on average (2,073) than 4-year (1,268) and 2-year (1,256) institutions (see Exhibit 2).

In addition to serving a larger average number of participants, nonprofit or other organizations received a larger average amount of funding than grantees at 2-year and 4-year institutions. As a result, the average cost per participant was relatively similar by grantee type in 2018–19, ranging from \$259 for grantees that were nonprofit or other organizations to \$274 for grantees that were 4-year institutions (see Exhibit 2).

¹ The emphasis on economic literacy and mitigating economic barriers expands the pool of eligible participants to include students who are already enrolled in postsecondary education (see Exhibit 4).



Exhibit 1. Educational Opportunity Centers grantee locations: 2018–19



NOTE. AK = Alaska; HI = Hawaii; PR = Puerto Rico. Exhibit 1 is based on TRIO Story Maps, which present TRIO's footprint across the United States. For a link to TRIO Story Maps, visit the main TRIO webpage (<https://www2.ed.gov/about/offices/list/ope/trio/index.html>) and select the "TRIO Maps Home Page" link. The TRIO Story Maps are regularly updated, so the number and geographic distribution of TRIO grantees will no longer represent the 2018–19 project year.

SOURCE: TRIO Footprint in 2018-19: EOC Project Sites Throughout the U.S. and Other Jurisdictions (<https://ope.ed.gov/programs/maped/storymaps/trio/>)

Exhibit 2. Number of Educational Opportunity Centers grants, number of program participants, and amount of program funding, by grantee type: 2018–19

Participant characteristics	Grantee type			
	All grantees	2-year institutions	4-year institutions	Nonprofit or other organizations
Number of funded grants	139	53	63	23
Number of grantees that are minority-serving institutions	35	14	21	N/A
Total funding (\$)	51,518,923	17,274,934	21,886,605	12,357,384
Average funding per grantee (\$)	370,640	325,942	347,406	537,278
Total participants served	194,153	66,553	79,914	47,686
Average number of participants served per grantee	1,397	1,256	1,268	2,073
Average cost per participant served (\$)	265	260	274	259

NOTE: N/A = not applicable. Results exclude one nonprofit agency that did not submit annual performance report data in 2018–19.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19; and Funded Projects database, 2018–19.

As defined in EOC regulations (Title 34, Section 644.11 (a)), at least two-thirds of the individuals served by each EOC project must be low-income individuals who are [potential] first-generation college students.² Similar to the other TRIO programs, EOC grantees focus on services for individuals who are traditionally underrepresented in postsecondary education, including students from low-income families and students whose parents did not graduate

from college (e.g., [potential] first-generation college students). In addition, program services may be tailored to meet the needs of various groups, including individuals who are limited English proficient, individuals with disabilities, individuals who are experiencing homelessness, and youth who are aging out of the foster care system.

² The regulations (Title 34, Section 644.7(b)) define a low-income individual as an individual whose family's taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participated in the project. The poverty level amount is determined by using criteria of poverty established by the Bureau of the Census of the U.S. Department of

Commerce. [Potential] first-generation college student means an individual neither of whose natural or adoptive parents received a baccalaureate degree; or an individual who regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree.



With regard to students' educational status, EOC program services are generally targeted for individuals who are at least 19 years old. However, an individual is eligible to participate in EOC if they are less than 19 years of age, they cannot be appropriately served by a Talent Search project in the service area, and their participation would not dilute the EOC project's services to individuals who are at least 19 years of age.

Exhibit 3 illustrates the characteristics of EOC participants during the 2018–19 program year.³ Seventy-four percent of EOC participants were from low-income families and were [potential] first-generation college students, and 5 percent of participants were neither from low-income families nor [potential] first-generation college students. In

addition, 58 percent were female, and most were White, non-Hispanic or Latino (33 percent); African American, non-Hispanic or Latino (32 percent); or Hispanic or Latino of any race (24 percent). The majority of EOC participants were over 18 years of age,⁴ with 36 percent of participants being between the ages of 19 and 27, and 37 percent being 28 years of age or older. Because the EOC program serves a heterogeneous population of participants that includes secondary school students, college students, and adults who are not connected to formal education systems (see Box 1), this report does not compare the characteristics of EOC participants with a national sample of students or adults.

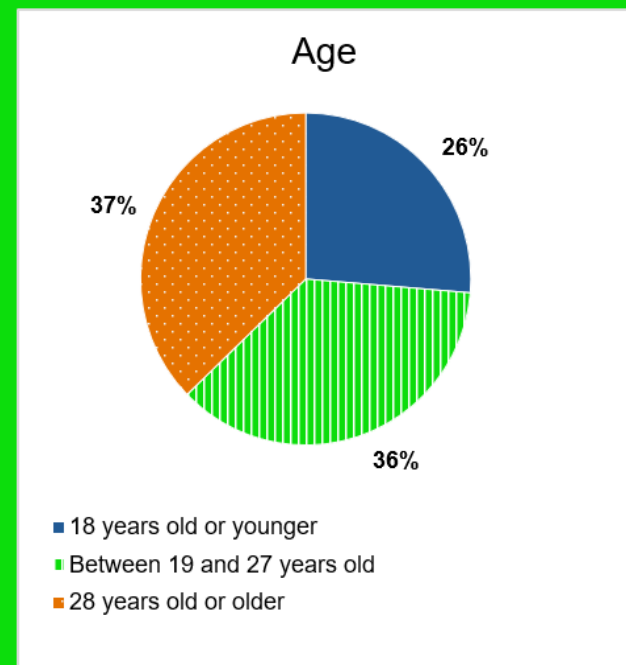
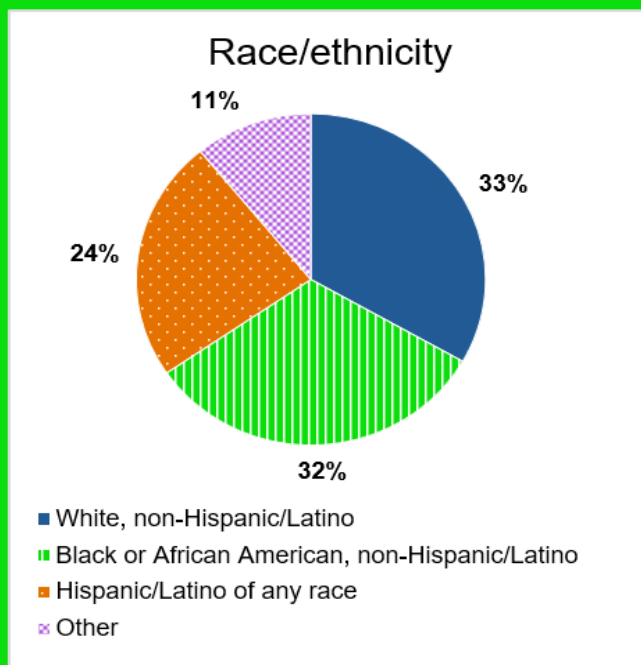
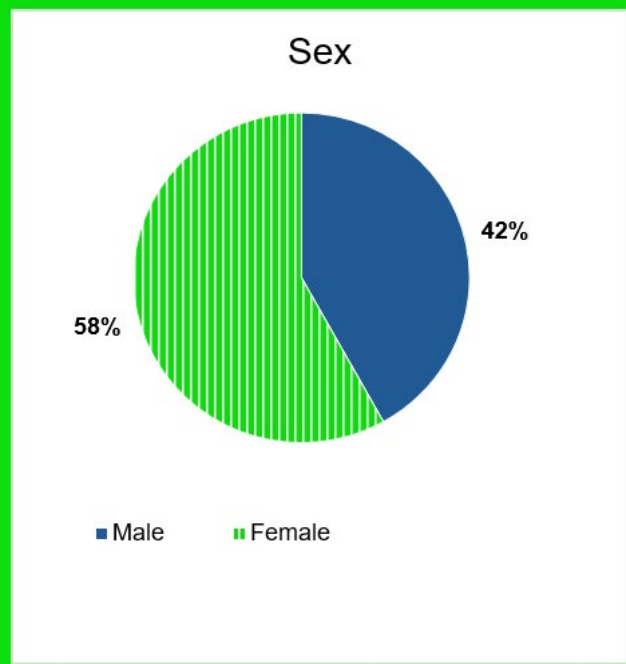
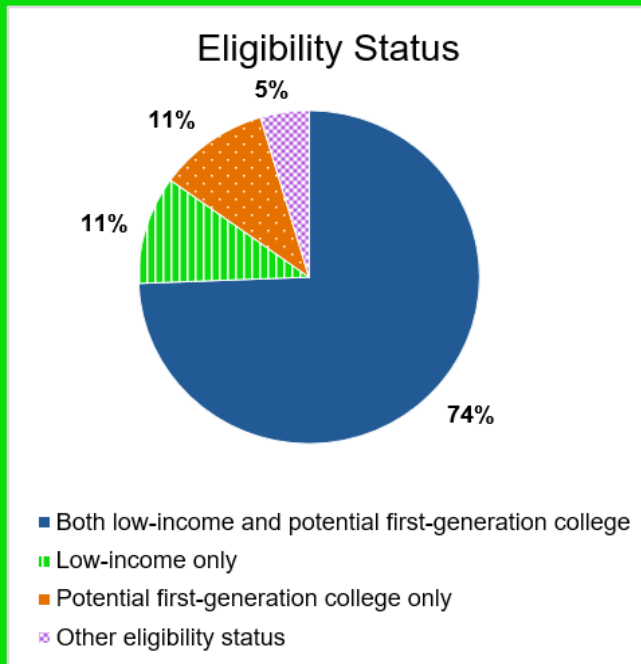
³ The characteristics of EOC participants are presented by grantee type in Table A-1 in Appendix A.

⁴ Twenty-six percent of EOC participants were 18 years or under. These students received services that promote high school graduation. To see

the performance metric on how these students were evaluated, please see Exhibit 5.



Exhibit 3. Select characteristics of EOC participants, 2018–19



NOTE: EOC = Educational Opportunity Centers. Results exclude one nonprofit agency that did not submit annual performance report data in 2018–19. “Other” eligibility status includes participants who were neither low-income nor [potential] first-generation college students. “Other” race/ethnicity includes American Indian or Alaska Native, non-Hispanic/Latino; Asian, non-Hispanic/Latino; Native Hawaiian or Other Pacific Islander, non-Hispanic/Latino; Two or more races, non-Hispanic/Latino; and race or ethnicity unknown. The distribution of participants by age excludes a small number of EOC participants whose age was unknown. Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19; and Funded Projects database, 2018–19.



Box 1. Who is served by the Educational Opportunity Centers program?

The EOC program serves a wide range of participants, including high school students, recent high school graduates, adults who have not completed a high school diploma, and students enrolled in postsecondary programs. When EOC grantees report data to ED, participants are classified by educational status to determine which outcomes are relevant for each participant. In 2018–19, the distribution of EOC participants across educational statuses differed by grantee type, which likely aligns with the objectives of each EOC grant. Exhibit 4 presents the distribution of EOC participants across seven educational status categories, for the EOC program overall and by grantee type.

As shown in Exhibit 4, the majority of EOC participants in 2018–19 fell into three educational status categories: high school graduates without college experience,⁵ high school seniors, and postsecondary students. The percentage of participants who were high school graduates without college experience did not vary greatly by grantee type, ranging from 24 percent of participants for grantees that were nonprofit or other organizations to 27 percent of participants for grantees that were 2-year institutions. In contrast, Exhibit 4 demonstrates that grantees that were 4-year institutions were more likely than other grantees to serve high school seniors and less likely to serve postsecondary students. The percentage of participants who were high school seniors ranged from 15 percent of participants for grantees that were nonprofit or other organizations to 30 percent of participants of grantees that were 4-year institutions. The percentage of participants who were postsecondary students ranged from 14 percent among grantees that were 4-year institutions to 26 percent among grantees that were nonprofit or other organizations.

Among grantees that were 2-year and 4-year institutions, the third-largest group of EOC participants in 2018–19 consisted of former college students who either dropped out of college or were seeking to transfer to a 4-year institution. Only 12 percent of participants served by grantees that were nonprofit or other organizations fell into this educational status, compared with 18 and 20 percent of participants served by 4-year institutions and 2-year institutions, respectively. Nonprofit or other organizations were more likely to report that participants who they served were “other adults.” Some of these grant projects elaborated within the EOC APR that the participants that they classified as “other adults” were selected for services on the basis of limited English language proficiency; other grant projects elaborated that “other adults” served were incarcerated individuals. For these students, the grant project did not report individuals’ academic enrollment status or their highest educational credential earned.

Exhibit 4. Educational status of Educational Opportunity Centers participants, overall and by grantee type: 2018–19

Participant characteristics	All grantees		Grantee type					
			2-year institutions		4-year institutions		Nonprofit or other organizations	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High school seniors	44,260	23	13,485	20	23,609	30	7,166	15
Adults without a high school diploma	12,000	6	2,395	4	5,946	7	3,659	8
High school graduates without college experience	50,162	26	18,209	27	20,733	26	11,220	24
College dropouts and potential transfer students	33,612	17	13,535	20	14,176	18	5,901	12
Postsecondary students	39,949	21	16,536	25	11,123	14	12,290	26
Other adults	8,888	5	1,096	2	1,811	2	5,981	13
Nonsenior participants and dropouts under 18 years of age	5,282	3	1,297	2	2,516	3	1,469	3
Total	194,153	100	66,553	100	79,914	100	47,686	100

NOTE: “High school graduates without college experience” includes high school graduates and high school equivalency graduates not already enrolled in postsecondary education. Results exclude one nonprofit agency that did not submit annual performance report data in 2018–19.

Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19; and Funded Projects database, 2018–19.

⁵ “High school graduates without college experience” includes high school graduates and high school equivalency graduates not already enrolled in postsecondary education.



Program Outcome Measures

The EOC program collects data on four program objectives, or desired outcomes, for EOC participants: (1) high school graduation, (2) financial aid application, (3) college admissions application, and (4) college enrollment. Each program objective applies to a subset of EOC participants based on their educational status. Grantees provide information about participant outcomes on an annual basis to determine whether they meet their targets or goals regarding each of these program objectives.

Exhibits 5 through 7 provide the national rates for each of the four EOC program objectives in 2018–19.⁶ In each exhibit, the subset of EOC participants whose educational status makes them eligible for each program objective (the denominator of the success rate) is provided in boxes that are shaded green, while the number and percentage of participants experiencing a successful outcome is provided in a box that is shaded orange. EOC participants who are not included in the calculation of success rates are illustrated in boxes that are shaded gray. Two groups

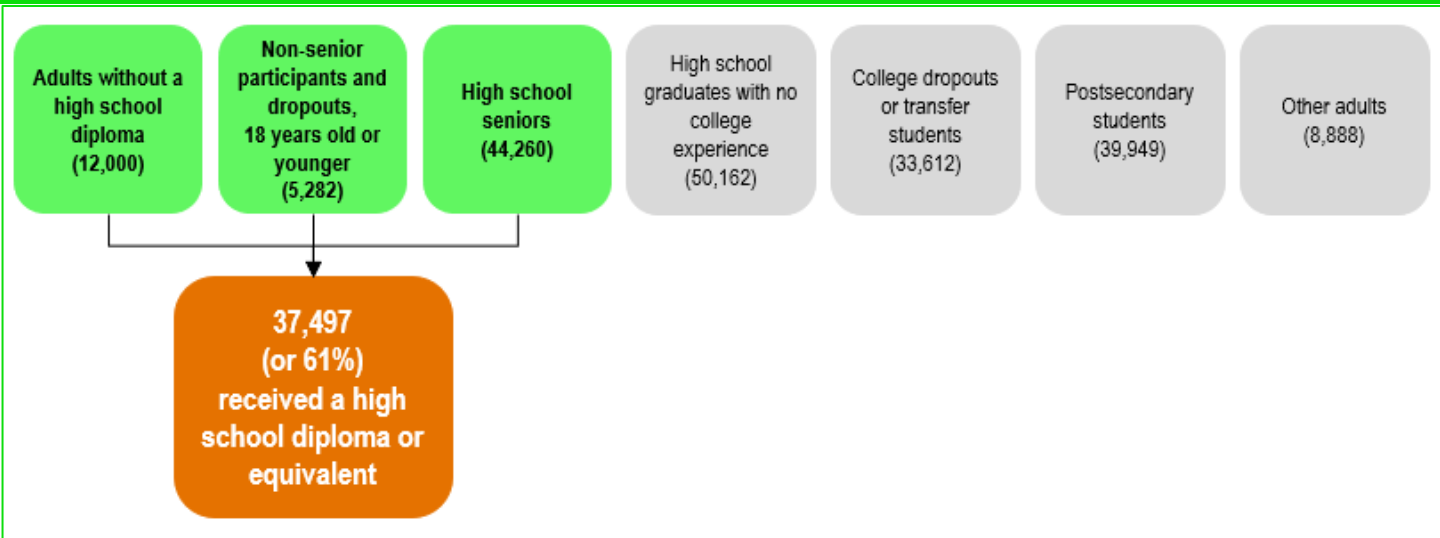
of participants were not included in the calculation of any of the four program objectives: “postsecondary students” and “other adults.”

The majority of EOC participants who were eligible for each of the EOC program outcomes achieved the outcome. Specifically, more than half (61 percent) of eligible EOC participants received a high school diploma or equivalent (see Exhibit 5). In addition, of EOC participants who were eligible to complete these outcomes, 73 percent completed college admission applications and 75 percent completed financial aid applications (see Exhibit 6). Although 59 percent of eligible EOC participants enrolled in college or received notification of deferred enrollment (see Exhibit 7), this program-level success rate masks differences in college enrollment rates between participants who received a high school diploma or equivalent during the reporting year and participants who already had a high school diploma or equivalent when they first received program services (see Box 2).

⁶ The characteristics of EOC participants are presented by grantee type in Table A-1 in Appendix A.



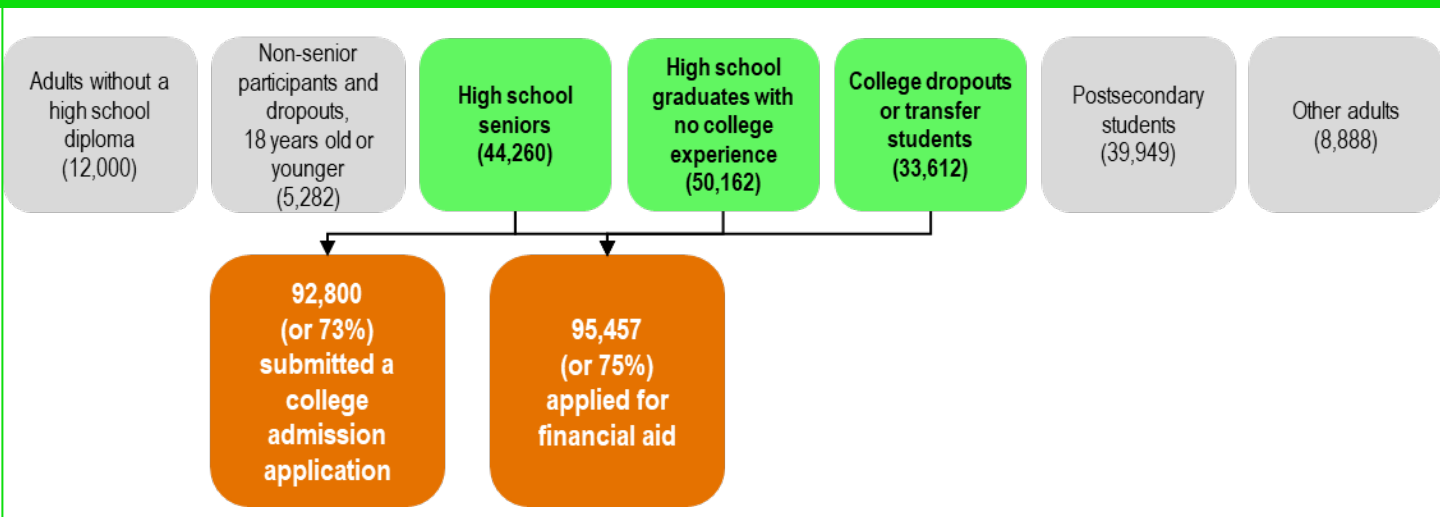
Exhibit 5. EOC participant secondary school diploma rate and number of participants in the rate denominator by educational status: 2018–19 program year



NOTE: EOC = Educational Opportunity Centers. Secondary school diploma rate excludes a small number of participants who died during the reporting year. "High school graduates with no college experience" includes high school graduates and high school equivalency graduates not already enrolled in postsecondary education. The first three boxes on the left of the top row are shaded green to represent participants who were eligible to attain the program outcome. The next four boxes on the top row are shaded grey to represent participants who were not eligible to attain the program outcome. The box on the second row is shaded orange to indicate participants who attained the program outcome.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19; and Funded Projects database, 2018–19.

Exhibit 6. EOC participant postsecondary school college admission and financial aid application rate and number of participants in the rate denominator by educational status: 2018–19 program year

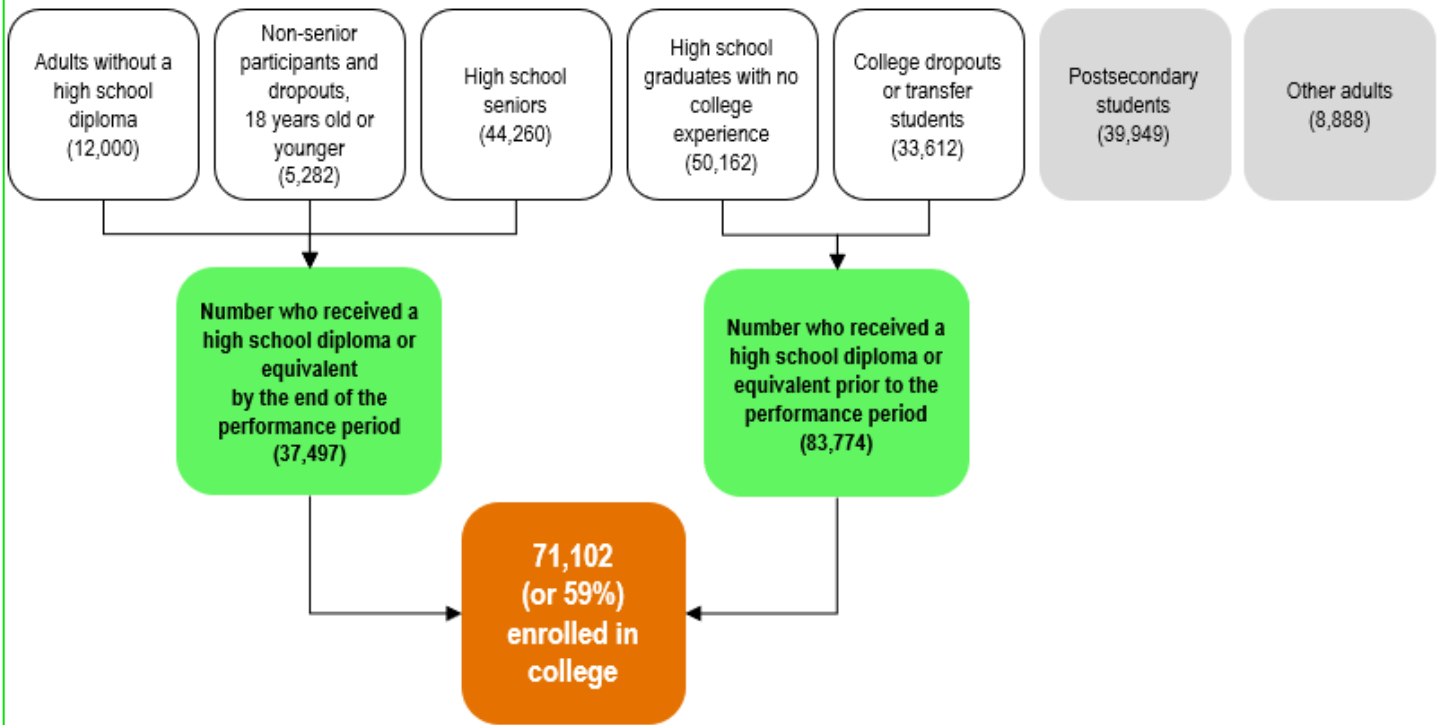


NOTE: EOC = Educational Opportunity Centers. "High school graduates with no college experience" includes high school graduates and high school equivalency graduates not already enrolled in postsecondary education. The two boxes on the left and the two boxes on the right of the top row are shaded grey to represent participants who were not eligible to attain the program outcome. Boxes 3–5 in the middle of the top row are shaded green to represent participants who were eligible to attain the program outcome. The two boxes on the second row are shaded orange to indicate participants who attained the program outcome.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19; and Funded Projects database, 2018–19.



Exhibit 7. EOC participant college enrollment rate and number of participants in the rate denominator by educational status: 2018–19 program year



NOTE: EOC = Educational Opportunity Centers. College enrollment rate excludes a small number of participants who died during the reporting year. “High school graduates with no college experience” includes high school graduates and high school equivalency graduates not already enrolled in postsecondary education. The two boxes on the right of the top row are shaded grey to represent participants who were not eligible to attain the program outcome. The two boxes in the middle row are shaded green to represent participants who were eligible to attain the program outcome. The box in the bottom row is shaded orange to indicate participants who attained the program outcome.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19; and Funded Projects database, 2018–19.

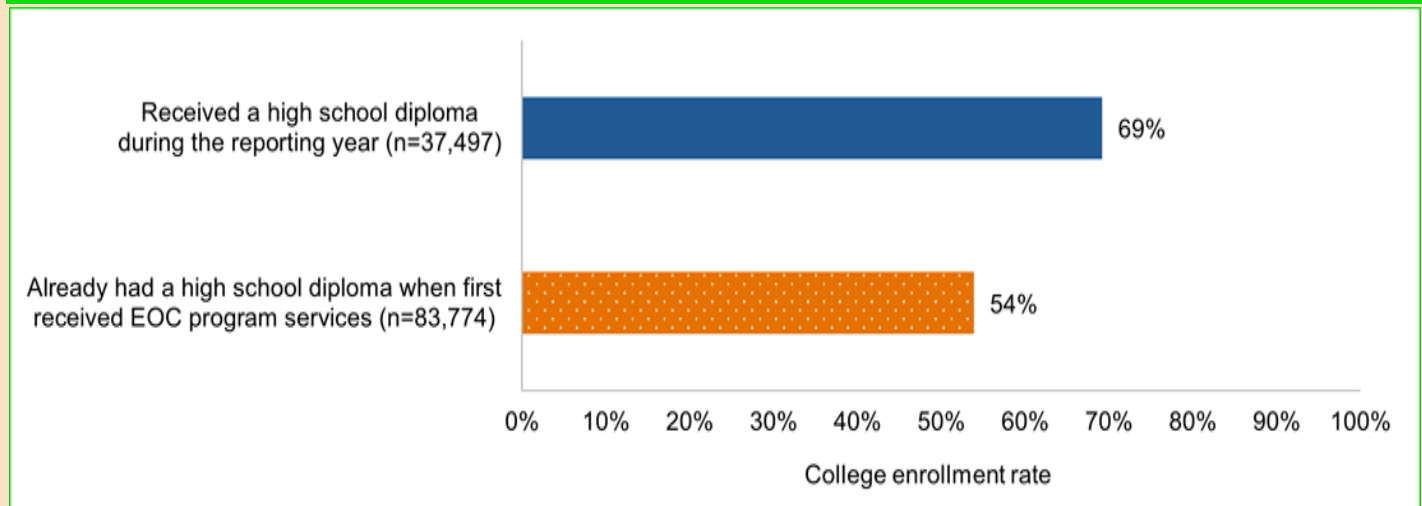


Box 2. How did college enrollment rates differ by high school completion status?

The EOC college enrollment outcome includes two eligible groups of participants: (1) those who had a high school diploma when they first received program services during the reporting year and (2) those who received a high school diploma during the reporting year. At the beginning of the grant cycle, grantees chose whether the college enrollment calculation for their project would include both groups of EOC participants or only the group of participants who received a high school diploma during the reporting year. Nearly one-fifth of EOC grantees that were funded during the 2015–20 grant cycle chose to measure college enrollment among only those participants who received a high school diploma during the reporting year. Exhibit 8 illustrates the college enrollment rates for these two groups of EOC participants. In 2018–19, the majority of EOC participants who were eligible for the college enrollment outcome already had a high school diploma when they first received EOC program services.

The college enrollment rate was higher among participants who received a high school diploma during the reporting year (69 percent) than among participants who had a high school diploma when they first received program services during the reporting year (54 percent). This difference in college enrollment rates may reflect the challenges that young adults encounter as they try to (re-)enter postsecondary education after a period of disengagement from formal education.

Exhibit 8. EOC participant college enrollment rates, by high school completion status: 2018–19



NOTE: EOC = Educational Opportunity Centers. College enrollment rates exclude a small number of participants who died during the reporting year.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers 2018–19 Program Annual Performance Report and 2018–19 Funded Projects Database.



For Further Reference

This report provided a national profile of the EOC Program and presented program performance results and characteristics of current participants for the 2018–19 program year. For more information on the TRIO program, see the resources listed in this section.

TRIO Program resources:

TRIO webpage (provides links to the webpages for individual TRIO programs; TRIO news and information; and links to TRIO reports, maps, and other resources):

<https://www2.ed.gov/about/offices/list/ope/trio/index.html>

EOC webpage (provides information about EOC program funding and other resources):

<https://www2.ed.gov/programs/trioec/index.html>

Institute of Education Sciences (IES) publications and products search webpage (by entering search words such as “low income,” “first-generation,” and “at risk” in the search box, users will access reports related to these student populations):

<https://ies.ed.gov/pubsearch/>

TRIO Story Maps:

Project sites throughout the United States and outlying territories:

<https://ope.ed.gov/programs/maped/storymaps/trio/>

Grantee data for all TRIO programs:

<https://ope.ed.gov/programs/trio/trioexplorer/>

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<https://www2.ed.gov/programs/triotalent/ts-fastfacts2016.pdf>



Appendix A. Detailed Tables

Table A-1. Select characteristics of EOC participants by grantee type: 2018–19

Participant characteristics	Grantee type							
	All grantees		2-year institutions		4-year institutions		Nonprofit or other organizations	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	194,153	100	66,553	34.3	79,914	41.2	47,686	24.6
Eligibility status								
Both low-income and [potential] first-generation college	144,418	74.4	47,986	72.1	59,156	74	37,276	78.2
Low-income only	20,429	10.5	6,564	9.9	9,711	12.2	4,154	8.7
[Potential] first-generation college only	20,353	10.5	8,838	13.3	7,371	9.2	4,144	8.7
Other eligibility status	8,953	4.6	3,165	4.8	3,676	4.6	2,112	4.4
Sex								
Male	81,349	41.9	26,964	40.5	33,951	42.5	20,434	42.9
Female	112,804	58.1	39,589	59.5	45,963	57.5	27,252	57.1
Race/ethnicity								
White, non-Hispanic/Latino	64,513	33.2	23,534	35.4	28,824	36.1	12,155	25.5
Black or African American, non-Hispanic/Latino	62,495	32.2	22,712	34.1	21,215	26.5	18,568	38.9
Hispanic/Latino of any race	45,887	23.6	14,085	21.2	20,287	25.4	11,515	24.1
Other	21,258	10.9	6,222	9.3	9,588	12	5,448	11.4
Age								
18 years old or younger	51,000	26.3	17,787	26.7	24,468	30.6	8,745	18.3
Between 19 and 27 years old	70,713	36.4	26,461	39.8	26,227	32.8	18,025	37.8
28 years old or older	72,250	37.2	22,248	33.4	29,098	36.4	20,904	43.8

NOTE: EOC = Educational Opportunity Centers. Results exclude one nonprofit agency that did not submit annual performance report data in 2018–19. "Other" eligibility status includes participants who were neither low-income nor [potential] first-generation college students. "Other" race/ethnicity includes American Indian or Alaska Native, non-Hispanic/Latino; Asian, non-Hispanic/Latino; Native Hawaiian or Other Pacific Islander, non-Hispanic/Latino; Two or more races, non-Hispanic/Latino; and race or ethnicity unknown. The distribution of participants by age excludes a small number of EOC participants whose age was unknown. Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19 and Funded Projects Database, 2018–19.

Table A-2. EOC participant outcomes by grantee type: 2018–19

Participant outcome rates	Grantee type							
	All grantees		2-year institutions		4-year institutions		Nonprofit or other organizations	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	194,153	100	66,553	34.3	79,914	41.2	47,686	24.6
High school graduation rate	37,497	60.9	11,546	67.2	19,475	60.7	6,476	52.7
Financial aid application rate	95,457	74.6	35,839	79.2	40,452	69.1	19,166	78.9
College admissions application rate	92,800	72.5	34,132	75.5	39,818	68	18,850	77.6
College enrollment rate	71,102	58.6	26,619	61.5	29,803	54.8	14,680	62.2
College enrollment rate among participants who received a high school diploma during the reporting year	25,963	69.2	7,994	69.2	12,801	65.7	5,168	79.8
College enrollment rate among participants who had a high school diploma when they first received EOC program services	45,139	53.9	18,625	58.7	17,002	48.7	9,512	55.6

NOTE: EOC = Educational Opportunity Centers. Results exclude one nonprofit agency that did not submit annual performance report data in 2018–19. Percentages may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Report data, 2018–19 and Funded Projects Database, 2018–19.



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