



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

THE DIRECTOR

February 7, 2000

Mr. Raul Yzaguirre
President
National Council of La Raza
1111 19th Street, NW, Suite 1000
Washington, D. C. 20036

Dear Mr. Yzaguirre:

We are writing to update you on the implementation of the Hispanic Education Action Plan (HEAP) and recent progress with the Executive Order 12900 Annual Performance Plans, including steps the Administration has taken, and plans to take, to successfully implement these two central components of our strategy to improve educational opportunities for Latinos. We continue to strongly support programs designed to improve the lives of the 7.5 million Latino elementary and secondary students, 1.2 million Latino postsecondary students, and 7.9 million Latino adult education students in this Nation.

As you may know, each of the 27 agencies submitted their FY 1998 Executive Order 12900 Annual Performance Plans to the White House Initiative on Educational Excellence for Hispanic Americans last October. Overall, we found that several agencies demonstrated improvements over FY 1995. For example, the Departments of Energy and Health and Human Services have developed department-wide initiatives with short and long-term strategies to ensure that Latinos participate in and benefit from the agencies' education and employment programs. Likewise, several agencies have demonstrated an exceptional commitment to improving the education of Latinos through creative and innovative approaches of implementing the Executive Order.

The difficult process of developing annual plans has increased each Federal agency's awareness of its responsibility to better meet the educational needs of Latinos. We remain committed to ensuring that the agency plans and efforts continue to improve. The White House Initiative and OMB have already begun efforts to improve the focus of the FY 2000 Annual Performance Plans and continue to meet with the Inter-Departmental Council on Hispanic Educational Improvement to refine this exercise to achieve the best possible outcomes. We look forward to you joining us at the next IDC meeting scheduled for February 15, 2000.

Additionally, the Departments of Agriculture, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Environmental Protection Agency, and the Small Business Administration have worked throughout this past year with the White House

Initiative to focus outreach efforts on Latino parents through the national conference series, *Excelencia en Educación: The Role of Parents in the Education of Their Children*.

Collaborating with local partners in San Antonio, Los Angeles, New York, Chicago, and Miami, *Excelencia en Educación* brought together over 4,000 parents, educational, business, and civic leaders, community-based organizations, and federal agencies to discuss effective strategies and available resources to assist parents in their pursuit of a quality education for their children. The White House Initiative also continues to support joint technical assistance workshops for Hispanic-serving institutions (HSIs) with several Federal agencies, coordinate a working group on Latinos in higher education, and inform agencies about the condition of Latinos in education through intra-agency informational sessions and more issue-specific policy seminars.

Even before HEAP was launched, the Department of Education successfully expanded Latino participation in several education programs over the last few years. For example, changes in the 1994 reauthorization of the Elementary and Secondary Education Act, as well as expanded adult education programs and improved student financial aid resources, have provided for increased access to quality education for Latino students, particularly those with limited English proficiency.

For the first time, the Improving America's Schools Act of 1994 clearly articulated the responsibility of Title I schools not only to serve students whose first language was not English, but also to provide them with necessary supports to ensure that they achieve to the same high academic standards expected of all children. As you know, this requires grantees to include limited-English proficient students in assessment and accountability systems. In addition, the number of Latino students served by Title I has increased by 72 percent since 1994, comprising approximately 30 percent of the 3.3 million students served by this \$8 billion program. Similarly, the 1996-1997 program year reports of adult participation in State-administered adult education programs report Latino enrollment at nearly 1.6 million, an increase of more than 50 percent since 1988.

The Department also has made significant improvements to its student aid outreach and delivery systems, including providing a Spanish language version of the Free Application for Federal Student Aid as well as bilingual toll-free customer service and support lines. In 1997, a record high 65.5 percent of Latino high school graduates enrolled in college, with 45 percent of Latino college students receiving Federal student financial aid. Department studies suggest that Latino recipients of Pell Grants are more likely to attain a degree than those who do not receive such support.

Most recently, the Department of Education focused Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) outreach and technical assistance to ensure that the program, designed to help young students in high-poverty communities complete high school and be academically prepared to attend college, adequately serves minority students. For the first GEAR UP competition, held in 1999, the Department conducted an aggressive outreach strategy to encourage institutions of higher education, including HSIs, and school systems in local communities with large Latino populations, to apply for GEAR UP awards. This strategy also includes selecting high quality reviewers who understand approaches to increasing Latino

college participation and reducing the dropout rate. In August, the President announced the award of the first GEAR UP grants, including 164 partnership grants and 21 state grants. This initial group of GEAR UP grantees will help more than a quarter of a million disadvantaged young people prepare for and go on to college. More than 31 partnerships involving HSIs were funded, involving \$20 million (or nearly 27 percent) of the \$75 million for partnership funding.

The Head Start program has also taken significant steps to increase access for the Latino community. Since 1992, Hispanic enrollment has increased by 70,000, a rate more than twice as fast as non-Hispanic enrollment. Head Start now reaches approximately 220,000 Latino children (183,000 excluding Puerto Rico). Specific steps have included increasing by 50 percent the number of points awarded to expansion grant applicants who emphasize outreach to underserved populations (such as seasonal farm workers, recent immigrant families, and non-English speaking groups). In addition, Head Start has increased its efforts to work with and monitor programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations. Head Start expects to become even more informed about serving LEP children through the Research Conference on Early Childhood Bilingual Language and Literacy Development in San Antonio later this month.

Despite these and other examples, we believe there is still much to be done to improve the impact of HEAP and other Federal education programs in effectively targeting and reaching Latino students. To ensure HEAP implementation, we have assigned Barbara Chow, Associate Director of the Office of Management and Budget, and Michael Cohen, Assistant Secretary for Elementary and Secondary Education, to lead this effort. In addition, we have engaged educators and members of the Latino community to identify and plan additional steps to be taken. Your staff has been particularly helpful in this effort.

Over the next several months we will continue to expand these efforts to improve Latino participation in Federal education programs and ensure that such programs effectively serve these students and their unique needs. For example, we will build on our experience with GEAR UP to increase Latino participation in after school activities through the 21st Century Community Learning Centers program. The Office of Elementary and Secondary Education (OESE) will focus on strengthening the enforcement of provisions in current Title I law that require states to hold schools and local school districts accountable for the academic performance of Latino and LEP students. OESE and the Office of Bilingual Education and Minority Language Affairs will also continue to identify and disseminate information to schools served by Title I, Title VII, and other federal education programs to implement models of effective practices for helping Latino students learn to read and meet academic challenging standards in other academic subjects. Similarly, we will be working with our higher education programs to track and improve their effectiveness in serving Latino students, as well as adult education programs to ensure access to meaningful learning opportunities.

These steps are beginning to show results. The attached documents include updated implementation strategies for all of the programs in the Hispanic Education Action Plan and the steps we will take in the coming months.

We look forward to working with you and your staff, as well as the larger community, as we continue on this significant path.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jacob J. Lew'.

Jacob J. Lew
Director

A handwritten signature in black ink, appearing to read 'Dick Riley'.

Richard W. Riley
Secretary, Department of Education

Attachments

THE HEAD START PROGRAM: Steps to Improve Access for Under-served Populations

Since its inception in 1965 as a summer program launched during President Lyndon B. Johnson's "War on Poverty," Head Start has helped more than 16 million children and their families. Head Start was designed to help break the cycle of poverty by providing preschool children with a program to meet their emotional, educational, social, health, nutritional, and psychological needs. The idea was that, with a little help—a *head start*—children from even the most disadvantaged families could begin elementary school at the same level as their more advantaged peers.

In the last three decades, the United States population has undergone some dramatic demographic changes yielding a far more culturally diverse population. Children in Head Start now come from scores of different countries and speak approximately 140 different languages. While Head Start has always been committed to providing culturally relevant services to children and families from all racial and ethnic backgrounds, these changing national demographics mean that Head Start must continue to strengthen efforts to encourage the participation of new populations and tailor programs to meet their unique needs.

1. Give greater priority to under-served groups in the expansion grant process.

ACF currently provides specific incentives for local Head Start grantees to reach under-served populations with Head Start expansion funding. Starting in FY 1998, the Head Start Bureau added language to its competitive expansion announcement encouraging grantees to focus on under-served populations. This language was strengthened in FY 1999 and the point system for grant awards was revised to put more weight on addressing the existing need for service, particularly among new or under-served populations. Specifically, the language in this year's expansion announcement said:

This expansion provides an opportunity for Head Start programs to reach neighborhoods, communities and groups within their service area that they have been unable to serve in the past. These may include a variety of special populations of low-income families, such as seasonal farmworkers, recent immigrant families, non-English speaking groups or American Indian families outside of Federal Indian Reservations. All applicants are encouraged to base their applications on a careful assessment of the community, including identification of special populations who are not being served by Head Start.

Applicants are then rated on, among other things, the degree to which they have identified new and under-represented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY99 and now represent close to a third of the total points.

Next Step: ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching under-served populations, and will evaluate the effectiveness of giving greater weight to outreach under-served population when scoring expansion grant applications. Conversely, an applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions. In addition, ACF will increase the number of grant application reviewers who have expertise in serving language minority children, so that each set of proposal review teams includes persons with such expertise as appropriate.

2. Increase funding to serve the children of migrant and seasonal farmworkers.

In the 1998 reauthorization of Head Start, Congress gave Head Start explicit authority to serve the children of seasonal farmworkers, and the Bureau is mobilizing to take advantage of this opportunity through the Migrant Head Start program. Seasonal farmworkers are typically families that were formerly migrant workers but who decided to settle in a particular agricultural community. To begin better meeting the needs of these families, most of whom are not being served by Head Start, the 1999 Head Start expansion effort made over \$5 million available last summer to increase enrollment of migrant and seasonal farmworker families by nearly 1,000 children. The vast majority of seasonal farmworkers are Hispanic, the largest under-served population in Head Start.

Next Step: The President's Budget included a \$27 million increase for Migrant Head Start in FY 2000, which, in addition to providing approximately \$13 million for cost-of-living and quality improvement increases, provides \$14 million to serve as many as 2500 additional migrant and seasonal farmworker children.

3. Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, and identify culturally appropriate social service organizations in the area to serve them.

Head Start's training and technical assistance network employs consultants with expertise in the field of conducting community assessments and using the data collected from these assessments to design programs that most effectively serve all families in the community. Grantees who need assistance conducting a thorough and accurate community assessment, or who have not appropriately used the assessment to design their program, have access to these consultants who are able to help programs better serve all members of the community with culturally relevant and responsive programs.

Next Step: ACF has recently issued an Information Memorandum that reiterates Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This

assessment provides data on “the demographic make up of Head Start eligible children and families, including their estimated number, geographic location and ethnic composition.” This information is then used by each Head Start grantee to decide in which part of its service area it will recruit. The need for Head Start services should be the basis for determining which communities to serve, and how many children in each community to enroll, not historical enrollment patterns. Grantees were advised that they must be sensitive to demographic changes in their service area and that as new families and children move into their service area, they must also be given consideration for enrollment.

Next Step: Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in terms of enrolling families that reflect the overall make-up of their community. Once this data collection is complete, Head Start will, as discussed below, focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.

Next Step: To assist grantees in this process the Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, when appropriate, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will, using the data collected through the process discussed above, identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities in order to implement various outreach and T/TA strategies designed to improve representation of under-represented children, and, where appropriate, facilitate the participation in Head Start of local organizations representing these groups. In this way, while generally broadening its efforts using current techniques, ACF can also (1) develop and test the effectiveness of new T/TA and outreach strategies designed to improve the representation of underserved children into Head Start; (2) actively work with grantees and local leaders to ensure that the skills, expertise and capabilities of local organizations in underrepresented communities are effectively utilized; (3) provide focused attention to the communities with the most dramatic problems; and (4) ultimately, point to these model communities as examples where the representation of underserved groups has improved and where that progress has effectively drawn upon the skills of community groups dedicated to addressing the needs of under-represented populations.

In areas with large under-represented populations, ACF will work with grantees to identify social service organizations that work with families from these populations. For smaller Head Start grantees, these organizations can serve as valuable partners in recruiting from new communities. Where grantees are large enough to have sub-grantees, they will be encouraged to consider making these organizations delegate agencies based on their demonstrated potential to run a Head Start program and their commitment to hire culturally representative staff.

4. Assure equitable access and efforts to reach under-served communities following grant terminations and relinquishments.

If Head Start grantees relinquish their grants or are terminated due to an inability to meet Head Start Performance Standards, an assessment will be made to determine if service areas should be reconfigured to assure equitable access for all children in the community. For instance, when the large Denver Head Start grantee was terminated, ACF chose to split the single Denver grant up into several smaller grants that better met local needs. In doing so, one of the grantees, Rocky Mountain SER/Jobs for Progress, was specifically chosen to help address the unmet needs of eligible Hispanic families in the Denver area. A similar process occurred in Houston, which resulted in new services to Hispanic children and families and the funding of Avance, Inc. as a Head Start grantee.

Next Step: ACF is institutionalizing this process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.

5. Reinforce monitoring to ensure that grantees serve new and under-represented populations.

Each Head Start program, as required by law, must be monitored, on-site, at least once every three years by a team led by a federal employee.

Next Step: In the Information Memorandum that was issued in July 1999, ACF discussed the role of the monitoring process in helping grantees work towards greater equity in reaching under-served populations. ACF regional staff who monitor Head Start programs will build on current procedures to create a stronger emphasis on assuring that grantees have conducted comprehensive community assessments and have used the data from these assessments to design their Head Start programs. Grantees will need to be able to clearly explain why they have chosen to serve the specific communities and populations they have and, conversely, why they are not serving other communities or populations. Grantees that are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year. This approach will help assure that all families eligible for Head Start will be given fair and equitable consideration for enrolling their child in Head Start and that Head Start programs will increasingly serve families that are representative of the diversity of their service area.

6. Continue to track and provide updates on outreach to under-served communities.

Head Start will issue a report by the end of FY 2000, detailing its efforts and accomplishments in extending access to under-represented populations.

**Hispanic Education Action Plan (HEAP) Strategies and Implementation
DRAFT 1-3-00**

Title I

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$300 million	\$8.0 billion	\$7.9 billion (\$201 million increase)

Objective: Strengthen the effectiveness of Title I services to help Hispanic students achieve to high academic standards.

Performance Indicator:

- Between 1994 and 2002, performance of the lowest achieving students and students in the highest-poverty public schools, including Hispanics--disaggregated by race and ethnicity--will increase substantially in reading and math (1.1).
- By 2002, 32 states with 2 years of assessment data and aligned standards and assessments will report an increase in the percentage of students--including Hispanics--in schools with at least 50% poverty who meet proficient and advanced performance levels in reading and math on their state assessment systems. (Data will be disaggregated by race/ethnicity, LEP status, and migrant status.) (1.2)

Results to Date: Title I currently serves 3.3 million Hispanic students, approximately 30% of all students participating in the program. Hispanic participation has increased by 72% (up from 1.9 million) since 1993-94. This increase appears to be attributable to the expanded number of schoolwide programs, funding increases, and clearer requirements that LEP students must be served under Title I.

Strategy 1:

Ensure that schools are held accountable for improving the academic performance of Hispanic students, by enforcing the Title I requirements for implementation of state standards, assessments and accountability systems by school year 2000 – 2001, and ensuring the inclusion of LEP students in those systems.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	November 1999	√	• Issue final guidance on Title I standards, assessments, and accountability requirements. • Provide technical assistance on the above through 2000, with attention given to communities with new and emerging populations.	OESE
2	November 1999	√	• Issue final guidance on the inclusion of LEP students ("in the native language to the extent practicable") in assessment and accountability systems. • Provide technical assistance on the above through 2000, with attention given to communities with new and emerging populations.	OESE
3	October-December 1999	√	• Conduct three workshops on Title I assessment requirements and best practice.	OESE
4	January 2000		• Release "Toolkit for Assessment of LEP Students"--technical reports and handbook on large scale testing--in partnership w/ CCSSO.	OESE
5	February 2000	✓ draft completed 11/99	• Produce report on state policies for including LEP students in assessments.	OBEMLA
6	Ongoing		• Identify states w/ greatest difficulty in complying w/ requirements for the inclusion of LEP students in state assessment and accountability systems and provide appropriate technical assistance and encouragement.	OESE
7	Ongoing		• Monitor for and provide technical assistance on state compliance to Title I requirements by ensuring review of assessment policies and services to LEP students are central to state integrated reviews.	OESE
8	March 2000		• Develop follow-up and technical assistance plan for states needing assistance in improving services to and assessment of LEP students.	OESE
9	October 2000		• Ensure appropriate consequences for states that fail to comply w/ Title I assessment requirements.	OESE

Strategy 2:

Provide Title I schools and districts, particularly those with high and growing concentrations of Hispanic and LEP students, with high quality resources, including best practices.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		Incorporate NAS reading research into all ESEA program technical assistance and implementation strategies.	OESE and OBEMLA
2	February 2000		Synthesize and promote use of high quality research in the teaching of reading to students with limited English proficiency.	OESE (REA)
3	October-December 1999		Co-sponsor (with CAL) regional workshops on best practices in teaching reading to LEP students (IAS conferences).	OS (America Reads) and OBEMLA
4	March 2000		Produce practical research summaries and related materials (including workshop videos) on teaching reading to LEP students.	OS and OBEMLA
5	RFP-November 1999		Support research on teaching reading to young children whose first language is Spanish (ED and NICHD).	OERI
6	January 2000		Develop an "Idea book" on the education of Hispanic students. (An initial report was developed by NCBE and released in January 1999.)	PES
7	Ongoing		Produce and disseminate a variety of Spanish-language materials to support parent involvement in education and early reading. (Spanish language catalogue of materials, Even Start guide on helping the child's brain develop, etc. have been completed.)	OIIA and OERI
8	First year report-March 2000	✓ First year data collection complete.	Evaluate the effectiveness of Title I in serving LEP students through the National Longitudinal Study of Schools (NLSS) (3-year study).	PES
9	February 2000		Develop plan for ongoing technical assistance and outreach to school districts with large, fast growing, or emerging Hispanic student populations.	OESE and OBEMLA

Bilingual Education

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$25 million	\$259 million (\$25 million for Bilingual Education Professional Development and \$10 million for Instructional Services)	\$248 million (\$24 million increase; \$19.5 million for Professional Development and \$2.5 for Instructional Services)

Objective: Improve effectiveness of Title VII grantees in helping linguistically diverse children learn English and achieve to the same challenging academic standards required of all children.

Performance Indicator:

- Each year, the number of grantees meeting criteria for model programs--progress in learning English and meeting high academic standards--will increase by 20%. (2.1)
- For LEP students--including Hispanics--who participated in Title VII for at least 3 years, grantees will report achievement, and compare it with that of non-LEP students. The two groups will perform comparably. (1.3)

Results to Date:

- In 1999, approximately 1.4 million Hispanic students were served by Title VII programs. Federal bilingual education projects continue to demonstrate effectiveness in teaching English.
- Recent evaluation reports indicated that for 91% of projects, at least two-thirds of LEP students made gains in oral English proficiency.

Strategy 1: Ensure effective project implementation through improved grants management, technical assistance, and identification and dissemination of promising practices.

Strategy 2: Launch an outreach and technical assistance campaign to solicit Professional Development grant proposals from IHE's and other eligible institutions located in and serving areas with a large unmet need for bilingual education and ESL instructors as well as in communities with emerging Latino populations.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		Support the development and dissemination of high quality research, instructional materials, and resources to help ensure the effective education of LEP students.	OBEMLA and OERI
2	March 2000		Develop a database of current Title VII grantees to improve program monitoring and the provision of technical assistance.	OBEMLA
3	Ongoing		Identify and highlight promising practices (in coordination with NCBE and NABE) and work with OESE to improve implementation of all federal programs.	OBEMLA
4	October 1999- March 2000	√ evaluation criteria, TA to be provided	Support intensive evaluation of programs and individual criteria by developing and providing technical assistance and guidance on and criteria for high quality evaluation.	OBEMLA
5	Ongoing	√ 1999 data	Identify communities with large and fast-growing LEP populations (and native languages) across the country and by state (through NCBE).	OBEMLA
6	March 2000		Increase outreach to parents and teachers of LEP students (e.g. Produce and disseminate a guide to parents on standards-based reform and the inclusion of LEP students in high quality instruction, assessment, and accountability systems.)	OBEMLA

TITLE I, Part C: MIGRANT EDUCATION

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$49 million	\$380 million	\$354.7 million (no increase)

Objective: Help improved academic achievement and school completion of migrant children.

Performance Indicator:

- Increasing percentages of migrant students will meet or exceed the basic and proficient levels in state and local assessments (where in place).

Results to Date:

- 752,000 migrant children have been identified as being eligible for the migrant education program; 621,000 are currently being served. Approximately 85% of migrant children are Hispanic.
- In Reading, Elementary & Middle Grades: At least 60% of migrant students scored at or above basic in 6 of the 10 states providing usable data.
- In Math, Elementary Grade: At least 60% of migrant students scored at or above basic in 4 of the 10 states providing usable data.
- In Math, Middle Grade: At least 60% of migrant students scored at or above basic in 2 of the 10 states providing usable data.

Strategy 1:

Ensure that migrant children are included in state assessments that are linked to high standards.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		Disseminate guidance to states about Title I standards, assessments, and accountability requirements (including guidance on the inclusion of LEP students) at 2000 State Directors Meeting.	OESE
2	February 2000		Conduct study on level of migrant student participation in state assessment systems.	PES
3	May 2000		Disseminate report describing state practices on assessing LEP students to State MEP Directors.	OESE
4	July 2000		Work with states in Summer Leadership Institute to examine the testing, reporting, and use of state assessment information for migrant students.	OESE
5	Ongoing		Provide technical assistance to states on the testing, reporting, and use of state assessment data with the migrant student population.	OESE
6	Ongoing		Monitor for state compliance on Title I requirements for the disaggregation and reporting of migrant student assessment data.	OESE

Strategy 2:

Encourage the implementation of comprehensive school reforms (e.g., SWPs & CSRD) that effectively integrate MEP funds and services with other programs so that migrant children benefit more fully.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		Promote the design and use of high quality programs and services at the 2000 State Directors Meeting.	OESE
2	Ongoing		Disseminate information to MEP State Directors on strategies for states and school districts to work with Title I, Part A, staff in comprehensive school reforms and school-wide programs.	OESE
3	Ongoing		Monitor for evidence of support for building level attention to the unique needs of migrant children in schoolwide and CSRD programs via state integrated reviews.	OESE
4	May 2000		Implement revised research agenda for migrant education focusing on graduation rates, secondary school dropout risk factors & levels, student achievement on state standards, and school readiness.	PES & OESE

Strategy 3: Ensure that states and local school districts provide education services outside the regular school term to help migrant students achieve high standards.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	October 1999	✓	Include incentives for the implementation of summer-term and inter-session programs in MEP funding formula as presented within ED's reauthorization proposal.	OESE
2	January 2000		Promote the design and use of high quality programs and services at the 2000 State Directors Meeting.	OESE
3	March 2000		Conduct workshops at the National Migrant Education Conference on student participation rates and high quality programs.	OESE
4	July 2000		Provide funding incentives for multi-state consortia that will develop and use innovative materials and procedures to ensure education continuity for migrant students.	OESE
5	May 2000		Implement revised research agenda for migrant education focusing on graduation rates, secondary school dropout risk factors and levels, student achievement on state standards, and school readiness.	PES & OESE

Strategy 4: Increase the efficiency and effectiveness of services to migrant children through more effective coordination.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	March 2000		Present recent ED research on promising practices that enhance the coordination of education for migrant children.	OESE
2	October 2000		Pilot consolidated database to assist in the transfer of migrant student records.	OESE
3	On-going		Continue support for technology grants that are examining innovative ways technology can enhance the education of migrant children.	OESE
4	On-going		Coordinate with Mexico's Department of Education on improving educational outcomes for bi-national children.	OESE
5	On-going		Continue support of incentive grants that promote partnerships with agribusiness and other local organizations to support education services and the work of migrant families and workers.	OESE

College Assistance Migrant Program

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$4 million	\$7 million	\$ 7 million (\$3 million increase)

Objective:

Assist migrant and seasonal farmworker students, a majority of whom are Hispanic, to complete successfully their first academic year of college, and to continue in post-secondary education.

Performance Indicator:

- The number of migratory students--including Hispanics--served by CAMP will continue to increase.
- The percentage of CAMP participants--including Hispanics--who complete the program and continue in postsecondary education will increase.

Results to Date:

The CAMP program serves approximately 660 students, an increase of over 50% since 1994. Approximately 86% of program participants are Hispanic. Four of the 12 CAMP projects are located at Hispanic Serving Institutions, an increase of three since 1994.

Strategy 1:

Develop a technical assistance plan to ensure that programs provide effective services to Hispanic students.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		• Develop and issue notice of new competition for CAMP program, including outreach to HSI's.	OESE
2	Annual mtg- January 2000; National Migrant Ed. Conference- May 2000		• Provide improved technical assistance to CAMP grantees.	OESE
3	May-June 2000		• Award new CAMP grants and host meetings for new grantees.	OESE
4	May through December 2000		• Develop a follow-up monitoring plan for CAMP projects needing assistance.	OESE
5	Ongoing		• Improve partnerships with and technical assistance to support implementation of all federal education programs in a manner that meets the unique needs of migratory students.	OESE, OBEMLA, and OSERS

High School Equivalency Program (HEP)

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$9 million	\$15 million	\$15 million (\$6 million increase)

Objective: Assist migrant and seasonal farmworker students, a majority of whom are Hispanic, to obtain a GED and be prepared to enter institutions of higher education, training programs, or career positions.

Performance Indicator:

- The percentage of HEP participants--including Hispanics--who complete the program and receive a GED will remain high or increase. (1.1)
- The percentage of HEP participants--including Hispanics--with a GED who enroll in postsecondary programs will either equal or exceed the percentage achieved the previous year. (2.1)

Results to Date:

The HEP program currently serves approximately 3,800 students, an increase of approximately 1,300 students since 1994. Hispanic participation in these programs is approximately 85%, an increase of 10% since 1994. Seven of the 23 HEP programs are located at Hispanic Serving Institutions.

Strategy 1:

Develop a technical assistance plan for the current HEP programs and for new programs to help them achieve these objectives.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		Issue and broadly disseminate notice of new competition for HEP programs.	OESE
2	January -May 2000		Provide improved technical assistance to HEP grantees.	OESE
3	May-June 2000		Award new HEP grants and host meetings for new grantees.	OESE
4	May-December 2000		Develop a follow-up monitoring plan for HEP projects needing assistance.	OESE
5	Ongoing		Improve partnerships with and technical assistance to support coordinated implementation of all federal education programs in a manner that meets the unique needs of migratory students.	OESE, OBEMLA, and OSERS

21st Century Learning Centers

FY 1999	FY 2000 Request	FY 2000 Appropriations
\$200 million	\$600 million (\$400 million increase)	\$ 453.7 million (\$253.7 million increase)

Objective:

Increase participation of LEP students in 21st Century Learning Center program to 25-30% in the FY 2000 competition.

Performance Indicators:

- The proportion of students with limited English proficiency--including Hispanics--served by 21st Century Community Learning Centers will increase with each competition.
- Beginning in 2000, Centers will report continuous improvement in achievement among students--including Hispanics--participating in reading and mathematics activities (disaggregated by LEP status and race/ethnicity). (1.1)
- Beginning in 2000, Centers will report that more than 75% of students participating in the program for at least 2 years show improvements on measures such as grades, attendance, taking of advanced or challenging courses (e.g., algebra, honors courses, AP courses) and fewer disciplinary actions (disaggregated by LEP status and race/ethnicity). (1.2)

Results to Date:

- The 21st Century Community Learning Center program funds at least one project in 14 of the 20 districts with the highest LEP enrollment.
- Between 18-20% of all students served, more than 48,000, have limited English proficiency.¹

¹ 183 new grants serving 600 schools were announced in November, 1999. Preliminary analysis of these grantees suggests increases in both Hispanic and LEP student participation in funded projects.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	December 1999	√	• Revise FY2000 RFP and application to provide an invitational priority to applicants who will serve communities with significant risk of educational failure, particularly those with high drop out rates and high concentrations of LEP students. • Add clarifying language in the application to encourage attention to the specific educational needs of LEP students.	OESE
2	Ongoing		• Expand outreach and dissemination efforts to ensure representation of Hispanic communities in the applicant pool. • Promote, through the Mott Foundation, a network of partnerships with national and local Hispanic advocacy and service organizations to provide technical assistance to improve the quality and competitiveness of grant applications from districts and CBO's serving high numbers of Hispanic and LEP students. (NABE will help coordinate and design more than 50 outreach and technical assistance workshops targeted to communities with large Hispanic populations.)	OESE
3	April 2000		• Recruit reviewers with particular understanding of the needs of Hispanic youth by soliciting recommendations of peer reviewers for the grant review from a variety of organizations. (Clnet National & Community Latino Organizations have provided an initial list.)	OESE

GEAR UP

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$120 million (initial funding)	\$240 million	\$200 million (\$80 million increase)

Objective:

Maximize participation of Hispanic youth in awarded projects.

Results to Date:

- Of the 164 partnership grants awarded in August 1999, 31 partnerships involving HSI's were funded. These partnerships received 27% of the funds (\$20 million out of \$75 million).
- The Department of Education is collecting data on the demographic profile of the students served by all GEAR UP partnerships in order to monitor the participation of Hispanic students as well as institutions.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1			• Track and evaluate participation of Hispanic and LEP students in funded projects.	OPE & PES
2			• Expand outreach to Hispanic communities and HSI's through mailings, application workshops and technical assistance in communities with large Hispanic populations.	OPE
3			• Develop ongoing partnerships with Hispanic advocacy groups and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about Hispanic communities and education issues.	OPE

Adult Education

	FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
Adult Education State Grants	\$345 million (\$20 Million Increase)	\$468 million (\$123 Million Increase)	\$450 million (\$85 million increase, \$25 million of which is dedicated to ESL/Civics education)
National Activities	\$14 million (including \$7 million for ESL/Civics demonstration grants)	\$101 million (including \$70 million for ESL/Civics demonstration grants)	\$14 million

Objective:

Help limited English proficient adults, including Hispanics, become literate in English and develop the knowledge and skills necessary to participate effectively in a global economy and exercise the rights and responsibilities of citizenship.

Performance Indicator: In program year 2000-01, 40% of adults--including Hispanics--in beginning English for Speakers of Other Languages programs will complete and achieve basic English literacy.

Results to Date:

- In 1997-98 program year reports of adult participation in State-administered adult education programs, total Hispanic enrollment was approximately 1.6 million, an increase of more than 50% since 1988.
- Hispanics now represent more than 40% of the total adult education enrollment.

Strategy 1:

Increase access to high quality, innovative adult education programs.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		Use current study of promising ESL practices to Improve customer service to ensure the provision of high quality technical assistance (based on best practice)--workshops, print and online dissemination of best practices and examples of effective programs and partnership efforts--particularly in supporting improved services for Hispanic adults.	OVAE
2	Grant Awards-March 2000	√ RFP-November 1999	Make available nearly \$7 million in new funding for 20-25 projects to demonstrate effective strategies for teaching English literacy in the context of the citizenship education. Developed a quality application and plan for outreach and competitive review of proposals.	OVAE

TRIO

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$600 million (\$70 million increase)	\$630 million (\$30 million increase)	\$645 million (\$45 million increase)

Objective: Improve access to and quality of TRIO programs for Hispanic and LEP students.

Performance Indicator:

- The proportion of students from underserved groups --including Hispanics-- participating in TRIO programs will increase.
- TRIO participants who are English language learners (ELL) will enroll in postsecondary education programs at rates higher than the national average and comparable high school students who did not participate in TRIO. (1.1)
- TRIO participants who are ELL will enroll in postsecondary education programs and will complete them at rates higher than comparable students who do not participate in TRIO.

Results to Date:

- An estimated 16% of TRIO program participants are Hispanic. Recent evaluations indicate that while the number of Latino students served is limited, students participating in Upward Bound are positively affected.
- Hispanics participating in Upward Bound earn more high school credits, are less likely to drop out of high school, and attend four-year colleges at a higher rate than comparable non-participants.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		• Improve data collection and program evaluation to better track the participation and achievement of Hispanics in TRIO programs.	OPE/PES
2	February 2000		• Develop a plan to improve dissemination of promising practices and innovative strategies in reaching and serving underserved populations, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities.	OPE
3	March 2000		• Target additional support and technical assistance to existing Upward Bound grantees to expand outreach to and recruitment of underserved/educationally at-risk students, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities.	OPE
4	Ongoing		• Develop partnerships with Hispanic advocacy groups and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about the education of Latinos.	OPE

Hispanic Serving Institutions (HSIs)

FY 1999 Increase	FY 2000 Request	FY 2000 Appropriations
\$28 million (\$16 million increase)	\$42.3 million	\$42.3 million (\$14.3 million increase)

Objective: To provide financial support and technical assistance to assist eligible Hispanic-serving institutions of higher education to expand their capacity to effectively serve Hispanic and low-income students.

Performance Indicator:

Result to Date:

Support continues to be provided to help strengthening institutions of higher education that: (1) have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students; and (2) assure that not less than 50 percent of its Hispanic students are low-income individuals.

FY 1998: 37 continuation grants

FY 1999: 37 continuation grants; 39 new grants

FY 2000: 39 continuation grants; 68 new grants; 13 planning grants

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1			Develop a plan for improved data collection and program evaluation to guide the provision of high-quality technical assistance and appropriate program improvements.	OPE
2	Ongoing		Expand outreach and technical assistance to HSIs to support expanded participation in all federal education programs.	Department-wide
3	Applications due March 2000		Provide technical assistance and outreach to expand grantee applicant pool and award new grants.	OPE